

# INSPECTION REPORT

**Market Rasen CofE Primary School**  
Market Rasen

LEA area: Lincolnshire

Unique Reference Number: 120577

School Inspection Number: 186913

Headteacher: Mrs Carole Ardron

Reporting inspector: Mr Tony Painter  
21512

Dates of inspection: 29<sup>th</sup> November – 2<sup>nd</sup> December 1999

Under OFSTED contract number: 707583

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

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## INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
Type of control:	Voluntary controlled
Age range of pupils:	4 to 11
Gender of pupils:	Mixed
School address:	Mill Road Market Rasen Lincolnshire LN8 3JE
Telephone number:	01673 842395
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Appropriate authority:	Governing body
Name of chair of governors:	Mr John Serle
Date of previous inspection:	5 <sup>th</sup> February 1996

## INFORMATION ABOUT THE INSPECTION TEAM

Team members	Subject responsibilities	Aspect responsibilities
Tony Painter, RgI	Mathematics Art Physical education Children under five English as an additional language	Characteristics of the school Attainment and progress Quality of teaching Leadership and management
Ernest Marshall, Lay Inspector		Attendance Support, guidance and pupils' welfare Partnerships with parents and the community Staffing, accommodation and resources
David Marshall	English Information technology History Music Equal opportunities	Curriculum and assessment Efficiency
Robert Tweed	Science Design and technology Geography Religious education Special educational needs	Attitudes, behaviour and personal development Pupils' spiritual, moral, social and cultural development

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## MAIN FINDINGS

### What the school does well

- Pupils are cared for very well in a very secure educational environment. There is very effective provision for pupils' social development.
- Relationships at all levels are very good and these have a strong positive influence on pupils' behaviour, which is very good.
- Effective links with the local community are established and parents are closely involved with their children's education.
- The leadership and management of the school are very good. All staff work together effectively to improve the quality of their work.
- Financial planning and control are very strong.
- Extensive accommodation is used effectively.

### Where the school has weaknesses

- Pupils' skills and understanding in information technology are below the national expectations.
- I. Too little emphasis is placed on developing pupils' personal study and research skills, especially for higher attaining pupils.
  - II. Pupils do not have enough opportunities to develop an understanding of a range of other cultures.
  - III. Children under five have too few opportunities to take part in creative play.

The weaknesses are outweighed by what the school does well and will form the basis of the governors' action plan, which 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 good progress since the last inspection and has taken effective action on all the key issues identified in that report. The school has carefully and appropriately revised a number of curriculum policies and very effectively implemented the National Literacy and Numeracy Strategies. These changes are creating greater consistency in teaching and improving standards, although the measures are too recently introduced to have had significant effect on pupils' attainment. Continuing progress is being made on assessment and good systems are being developed. The new headteacher has quickly established very good leadership and management with good emphasis on the development of a team approach. The school development plan has been usefully improved with greater attention to long term strategies and developments. Provision for evaluating the work of the school has improved with increased monitoring by the headteacher and a more influential role for subject co-ordinators. Their monitoring of planning and pupils' work is secure and there are increasing opportunities for them to observe and evaluate lessons. This is having a positive effect on ensuring the breadth and balance of the curriculum. The school is building upon the good links established with the local community and this is having a good effect on pupils' personal development. The school is very well placed to make further improvements.

## Standards in subjects

The table shows the standards achieved by 11 year olds in 1999 based on the National Curriculum tests:

Performance in	Compared with all schools	Compared with similar schools	
English	C	D	
Mathematics	B	C	
Science	C	D	

**Key**

*well above average* A

*above average* B

*average* C

*below average* D

*well below average* E

The table shows that, by the end of Key Stage 2, pupils' attainments in English and science are in line with the national averages. Their attainment in mathematics is higher. However, in comparison with other schools with similar pupils, the school's results are not as high. Pupils currently in Year 6 have standards of attainment in English, mathematics and science that are in line with national averages. Changes in teaching staff and new curriculum developments are having a positive effect on the standards of teaching and these are creating effective progress for pupils. There are clear differences between the relative attainment of different year groups of pupils in the school. These have led to variations in the trend of improvement. These differences are being carefully monitored and standards are now improving.

Children enter school with attainment that is in line with that found nationally. They make satisfactory overall progress as under-fives and in both key stages. By the end of Key Stage 1, pupils' standards of attainment are in line with national averages and expectations. Pupils' attainment in information technology is below national expectations. Their attainment in religious education is in line with that described in the locally Agreed Syllabus.

## Quality of teaching

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

\* There were too few lessons in information technology to make a secure judgement of teaching during the inspection.

Almost all observed teaching was satisfactory or better. In over 64 per cent on lessons, teaching was good or better. Around 11 per cent of lessons in both key stages had teaching that was very good or excellent. The quality of teaching observed was generally higher than that apparent in pupils' past work. This is a result of changes in teaching staff and new curriculum developments recently established.

*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. Teachers use the school's behaviour strategies effectively. The good pace of work in most lessons keeps pupils involved with their work.
Attendance	Very good. Monitoring procedures are very effective and there are recent improvements in attendance.
Ethos*	Very good. There is a clear commitment to improving standards apparent in all the work of the school. Pupils respond well to the very good relationships that have been established at all levels.
Leadership and management	Very good. Good teamwork from all the staff is led by the clear vision given by the headteacher. Senior staff work well together and governors are appropriately involved in the school's work. Very good administration allows the school to run smoothly.
Curriculum	Good. The curriculum is broad and balanced and teachers plan their work well. Good use is made of visits and visitors to the school to enrich the curriculum. Good systems of assessment are developing.
Pupils with special educational needs	Good provision caters effectively for these pupils to make secure progress.
Spiritual, moral, social & cultural development	Good provision overall with very good provision for pupils' social development. Arrangements for pupils to encounter a wide range of cultures are not sufficiently systematic.
Staffing, resources and accommodation	Good. Staffing levels are appropriate for the needs of the curriculum. Extensive accommodation gives teachers opportunities to work in range of styles. Good levels of resources aid the interest of lessons.
Value for money	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>IV. There is a friendly and caring atmosphere, with good levels of respect for children and their views.</p> <p>V. Parents have good opportunities to be involved in their children's learning.</p> <p>VI. Staff are responsive to problems and parents' concerns.</p> <p>VII. Children are well cared for.</p>	<p>VIII. No significant issues raised.</p>

The inspection supports the positive views of parents.

## KEY ISSUES FOR ACTION

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

- IX. Improve pupils' progress in developing information technology competences through clearer planning to develop appropriate skills (paragraphs 7, 12, 29, 75, 89-92),
- X. Ensure that children under five have sufficient opportunities to widen their development by taking part in creative play including such activities as role-play (paragraphs 8, 25, 30, 66, 68-70),
- XI. Improve pupils' independence in their learning by providing;
  - increased opportunities to undertake research at appropriate levels,
  - more opportunities for pupils to apply their developing information technology skills (paragraphs 9, 14, 22, 75, 88),
- Provide pupils with a planned broader experience of the wider range of cultures present in Britain today (paragraphs 34, 41 94, 99, 113).

The school has identified information technology as a priority for development in 2000/01. At that stage, the school is scheduled to receive additional funding to develop their information technology resources.

In addition to the above key issues, the following less important weaknesses should be considered for inclusion in the action plan. They relate to the use and recording of day-to-day assessment (paragraphs 27, 84, 96) and inconsistencies in the use of the school's marking scheme (paragraphs 27, 35, 78).

## INTRODUCTION

### Characteristics of the school

1. Market Rasen CofE Primary School is an average sized primary school for pupils aged from four to eleven years. The extensive school building was originally built as a secondary school. Additional buildings include community rooms and an indoor swimming pool. The school is set in substantial grounds with some mothballed buildings. Children enter the school and join reception classes full time in the September before their fifth birthday. There are 237 full time pupils distributed between nine classes. Most classes contain pupils from more than one National Curriculum year group. There have been no significant recent changes in the size of the school although there have been substantial staff changes including five new teachers this year.
2. Most pupils come from the mixture of private and council accommodation in the town and there is a balance of boys and girls. A very small number of pupils come to the school from outlying villages. No pupils, at present, come from families where English is an additional language. The proportion of pupils eligible for free school meals, at 14.8 per cent, is below the national average. The attainment of children entering the reception classes is in line with national expectations. The proportion of pupils entered on the register of special educational needs is above average at 21.5 per cent. Of these pupils, three have statements of special educational needs.
3. The school has clear aims that are set out in the prospectus and in school policies. They place emphasis on the creation of good relationships and pupil's personal development. There is a firm commitment to achieving a challenging curriculum to develop pupils' individual skills. The school has identified priorities and targets, a few of which have been met in part or entirely, for the current year. These are appropriate and distributed across all the work of the school. Mathematics is a priority, including the introduction of the National Numeracy Strategy. Other main priorities are to integrate new staff, some appointed to reduce the sizes of classes, into the school and establish a new curriculum framework. The headteacher has been recently appointed to the school and identifies the need to maintain the school's caring atmosphere and its tradition of working in the arts.
4. The school was last inspected in February 1996 when key issues were identified for the school to:
  - Continue to work together to maintain the high quality educational experience which it gives to all of its pupils,
  - Develop the role of subject co-ordinators, particularly with reference to continuity, progression and assessment,
  - Extend the role of the school development plan in providing for the long term systematic review and development of the school,
  - Continue to develop and refine the newly introduced system for assessment and recording pupils' progress and development,
  - Build on the existing positive links with the community to further enhance the status and reputation of the school.

## Key Indicators

### Attainment at Key Stage 1<sup>1</sup>

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

Year	Boys	Girls	Total
1999	13	20	33

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Number of pupils at NC Level 2 or above	Boys	13	13	13
	Girls	18	17	19
	Total	31	30	32
Percentage at NC Level 2 or above	School	94 (82)	91 (82)	97 (91)
	National	82 (80)	83 (81)	87 (85)

Teacher Assessments		English	Mathematics	Science
Number of pupils at NC Level 2 or above	Boys	13	13	13
	Girls	18	19	20
	Total	31	32	33
Percentage at NC Level 2 or above	School	94 (85)	97 (97)	100 (100)
	National	82 (81)	86 (85)	87 (86)

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1

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

## Attainment at Key Stage 2<sup>2</sup>

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

Year	Boys	Girls	Total
1999	19	17	36

National Curriculum Test Results		English	Mathematics	Science
Number of pupils at NC Level 4 or above	Boys	10	12	14
	Girls	15	15	15
	Total	25	27	29
Percentage at NC Level 4 or above	School	69 (66)	75 (66)	81 (66)
	National	70 (65)	69 (58)	78 (69)

Teacher Assessments		English	Mathematics	Science
Number of pupils at NC Level 4 or above	Boys	12	13	14
	Girls	15	16	15
	Total	27	29	29
Percentage at NC Level 4 or above	School	75 (66)	81 (72)	81 (72)
	National	68 (65)	69 (65)	75 (72)

## Attendance

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

		%
Authorised Absence	School	4.1
	National comparative data	5.7
Unauthorised Absence	School	0.1
	National comparative data	0.5

## Exclusions

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

	Number
Fixed period	2
Permanent	0

## Quality of teaching

Percentage of teaching observed which is :

	%
Very good or better	10.7
Satisfactory or better	98.2
Less than satisfactory	1.8

## **PART A: ASPECTS OF THE SCHOOL**

### **EDUCATIONAL STANDARDS ACHIEVED BY PUPILS AT THE SCHOOL**

#### **Attainment and progress**

1. The school has maintained the standards of attainment indicated in the last inspection report. However, new curriculum developments, including the effective implementation of the National Literacy Strategy and the National Numeracy Strategy, are having a positive effect on the quality of teaching in the school. This, in turn is improving pupils' progress although the developments are generally too recent to have had significant effects on attainment.
2. The most recent National Curriculum test and task results for Key Stage 1 show attainment in reading and writing that is well above the national averages. Results in mathematics are in line with national averages. Teacher assessments in science show a very high proportion of pupils achieving the expected Level 2 although few achieve the higher Level 3. These results are generally higher than the trend for the last three years and primarily reflect the higher capabilities of pupils within the relevant year group. Attainment for pupils who are currently in Year 2 is more correctly represented as in line with national expectations and averages in English, mathematics and science.
3. The trend of the school's results in Key Stage 2 tests over the last four years shows attainment in line with national averages. Results in the assessment tests have been variable, primarily because of differences in the groups of pupils involved. The inspection indicates that pupils' overall attainment, and attainment in English mathematics and science, by the time they leave the school, is in line with national averages. This is broadly in line with the school's results in the 1999 National Curriculum Key Stage 2 tests. These results show attainment in mathematics that is above the national averages. This good result is due to the focused revision that the school gave to Year 6 pupils last year and was effective in lifting attainment. Although pupils are currently in line to achieve satisfactory levels, the effective implementation of the National Numeracy Strategy is raising attainment. The school may anticipate improved results in 2000. The school's results in mathematics are in line with those of schools with similar pupils although the results in English and science are below. The school has made increasingly thorough analysis of the National Curriculum test results and this is having a positive influence on the curriculum. It has introduced a detailed tracking system to monitor pupils' progress and, through this, intends to raise attainment further to meet the achievable targets set for pupils. These moves are positive and represent good improvement since the last inspection. Pupils' overall progress through the school is satisfactory. Pupils' attainment in religious education is in line with that described in the locally Agreed Syllabus by the end of both key stages. Pupils' attainment in information technology, by the end of both key stages, is below national expectations. This results from teachers' lack of systematic planning to develop pupils' skills in the subject.
4. Children enter the school with attainment that is in line with that found nationally. They make overall satisfactory progress in the reception classes in all areas of learning. Their progress in personal and social development is good. By the time children enter compulsory schooling, their attainment is in line with national expectations. Most children achieve most of the Desirable Learning Outcomes<sup>3</sup>. Many pupils begin the reception class with limited experiences of playing together and sharing. Staff quickly establish very good relationships and the secure environment soon helps children to settle into their

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<sup>3</sup> 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.

schooling. This helps children to make good gains in their confidence and independence. Children develop good behaviour patterns and begin to concentrate well. They work and play together well, although this is often in relatively formal situations. They have fewer opportunities to take their own choices in sharing and taking turns in activities such as role-play. Language and literacy skills are soundly gained through effective use of elements of the National Literacy Strategy. They take part willingly in discussion activities and listen to each other well. They use an increasingly wide vocabulary when they talk about the stories they have heard. Through an appropriate range of activities, children make satisfactory gains in their numeracy skills, becoming familiar with number rhymes and songs. They recognise and write numbers, counting with increasing accuracy. They have good opportunities to improve their mathematical understanding through discussion sessions. Children make satisfactory gains in their knowledge and understanding of the world. They talk with increasing confidence about their families when showing items they have brought from their homes. They gain familiarity with information technology and make simple scientific observations, for example of weather and plants. Children make satisfactory progress in creative development when painting or making collages, such as of bonfire pictures. They join together well in singing songs and rhymes. However, they have limited opportunities to take part in imaginative play and there is little planned use of activities such as role-play. This restricts their progress in creative development and the opportunities available to reinforce learning in other aspects of their development. Satisfactory progress is made in physical development. Children take part in appropriately challenging activities in the school hall that create a firm foundation for physical education lessons in Key Stage 1. They gain finer skills through their use of pencils, brushes and scissors, which they use with increasing dexterity.

5. Pupils' overall attainment in English is in line with national averages and expectations by the end of both key stages. They make overall satisfactory progress through the school although progress in reading in Key Stage 1 is good. The general levels of progress through the school are improving as a result of the introduction of the National Literacy Strategy. These improvements in progress are raising standards. Pupils in Key Stage 1 respond with increasing confidence to questions and ideas in discussions. They listen with greater attention and speak with improving fluency in a variety of situations. By the end of the key stage, pupils speak confidently and with understanding, for example after listening to stories. In Key Stage 2, pupils listen with greater attention and increasingly adapt their speech to required purposes. They enjoy discussing issues arising from their schoolwork, sharing comments and opinions and showing respect for views of others. By the end of the key stage, they speak confidently in classrooms and assemblies. Pupils in Key Stage 1 make good progress in learning to read. They build an appropriate knowledge of phonics and learn to use wordbooks effectively. They read texts with growing confidence and are increasingly able to discuss what they have read. By the end of the key stage, they have little difficulty in discussing characters and plots and can explain why they like a story. In Key Stage 2, pupils gain greater familiarity with a range of literature and begin to identify key features, themes and characters. By the end of the key stage, they read expressively and fluently and have begun to develop sound preferences and opinions about books. Older pupils have secure skills in locating information in books and libraries. These independent skills are not systematically developed through the school. Pupils in Key Stage 1 write in an increasing variety of forms for different purposes although they have few opportunities to write extended pieces. Their handwriting, spelling and use of grammar improve appropriately through the key stage. By the end of the key stage, pupils write imaginatively and with sound style. Pupils in Key Stage 2 write increasingly imaginative and interesting pieces of work with a clearer view of the audience. They use an increasing range of forms of writing with greater confidence. By the end of the key stage, writing is well structured with secure standards of presentation.

6. Attainment in mathematics is in line with national averages by the end of both key stages. Pupils make satisfactory progress through the school. The recent very good implementation of the National Numeracy Strategy is having a positive effect on teaching and pupils' progress and standards are rising. Pupils make satisfactory progress in Key Stage 1 and gain greater skills and confidence with number. They answer simple mental arithmetic questions with increasing speed and accuracy and use their numeracy skills effectively when collecting information to be presented in graphs. Pupils develop a greater mathematical vocabulary that they use well in the discussions about mathematics that are an increasing feature of numeracy lessons. By the end of the key stage, pupils answer mental problems quickly and explain their thinking well. Most pupils understand the number system and higher-attaining pupils begin to predict answers well. They apply their mathematics well when measuring and recording information. In Key Stage 2, pupils make satisfactory progress and pupils develop greater understanding of aspects of number such as fractions and decimals. Pupils use larger numbers with greater confidence and solve problems using all four rules of number. By the end of the key stage, pupils use calculators with understanding and apply their mathematical knowledge to a wide range of problems. They have quick recall of number facts and use these effectively to answer questions quickly and accurately.
7. By the end of both key stages, pupils' attainment in science is in line with national averages and expectations and they make satisfactory progress through the school. Pupils in Key Stage 1 gain satisfactory knowledge and understanding across the curriculum. For example, they increasingly understand how sounds are made and transmitted. They learn to correctly identify parts of the body and have increasing understanding of how exercise has an effect on their bodies. Pupils use an increasing range of simple equipment when making observations and, by the end of the key stage, achieve good standards in scientific investigations. In Key Stage 2, pupils gain greater understanding of sound and light, using a wider range of scientific vocabulary. They have greater knowledge of simple electrical circuits and begin to understand forces such as gravity. By the end of the key stage, pupils' investigations help them to have secure understanding of scientific concepts. For example, when experimenting with different methods of separating mixtures, pupils suggest appropriate hypotheses and test these by recording their observations accurately.
- 11.
8. Standards of attainment in information technology are below the national expectations by the end of both key stages and pupils make overall unsatisfactory progress. This is due to teachers' lack of attention to the systematic development of pupils' information technology skills through the school. In Key Stage 1, pupils learn to name parts of the computer and use a mouse with confidence and increasing accuracy. They enter text into a word-processing program and, with help, print it out. In Key Stage 2, pupils extend their earlier work in handling data and work with simple databases. Most pupils produce text, labels and pictures using the computer. However, pupils generally use only a limited range of the facilities of the programs. Although some pupils who have computers at home show appropriate levels of confidence, many pupils, by the end of the key stage, are still insecure in their knowledge and understanding. Some useful opportunities are taken to use information technology in other subjects, such as writing and drawing graphs. Pupils generally, however, have too few opportunities to apply their developing information technology skills across the curriculum.



13. Attainment in religious education, by the end of both key stages, is in line with that described in the locally Agreed Syllabus. Pupils in Key Stage 1 gain knowledge and understanding of stories from the life of Jesus. They begin to understand some aspects of other religions, such as the importance of Diwali to Hindus. Pupils apply their developing speaking and listening skills effectively in discussions. In Key Stage 2, pupils develop greater understanding of Hinduism and gain some knowledge of Islam. By the end of the key stage, pupils are able to make some appropriate comparisons between faiths, for example recognising similarities and differences in Christian, Muslim and Sikh rules and customs. Pupils' talk is well focused and contributes effectively to their personal development.
9. Pupils make good progress in history, music and physical education. The good progress in history is largely due to the very good and sometimes excellent use of visitors and simulations to bring the subject alive. For example, a visiting 'Tudor' musician generates interest and excitement and allows pupils to think deeply about what they have been learning. Pupils throughout the school make good progress in talking and writing about the past using evidence and imagination. They ask increasingly pertinent and probing questions and begin to use their research skills with greater effect to find answers. The development of these research skills is not consistent through the school. In music, pupils make particularly good progress in singing and most sing with confidence and enjoyment. Key Stage 1 pupils use a good range of percussion instruments to accompany songs and in Key Stage 2, they devise simple compositions. Pupils listen attentively to pieces of music and make increasingly insightful comments about what they hear and think. Pupils make good progress in physical education through lessons that effectively build upon their earlier skills. Pupils move with increasing control and awareness, combining ideas together to create coherent sequences. Movement is particularly well used when Year 4 pupils work in groups to create sequences of actions to tell the story of The Three Pigs. Pupils co-operated very well and evaluated their work effectively to produce high quality results.
10. Progress in art, design and technology and geography is satisfactory. Pupils receive a broad experience and knowledge of art. They are introduced to some famous artists and make pictures that reflect aspects of their work. Much work is linked effectively to work in other subjects such as history and religious education. In design and technology pupils use a wider range of tools with increasing skill and control. their use of detailed plans and evaluations is more limited. Pupils' work in geography gives them increasing knowledge and understanding of their locality and the wider world. They compare and contrast Market Rasen with other places and make some good progress in developing geographical skills such as map work.
11. There are no significant differences in the attainment and progress of pupils of different gender, background or ethnicity. The arrangements for pupils with special educational needs are good. Pupils make progress that is consistent with their learning difficulties. They are achieving satisfactory progress towards the targets set for them in their Individual Education Plans. Their progress towards these targets is monitored and regularly reviewed. All pupils use their literacy skills appropriately throughout the curriculum. There are good opportunities for pupils to write in subjects such as history where Year 6 pupils write plays and reports. Pupils use and develop their numeracy skills appropriately in subjects such as science and design and technology. Here they apply their numeracy skills to measuring, observing and reading scales, collecting information and presenting it in graphical form.

### **Attitudes, behaviour and personal development**

12. The school has succeeded in fully maintaining the high standards of behaviour seen during the last inspection. They build positively on the framework of Christian values and standards

that forms such an important part of the school's positive ethos. Pupils continue to show the very positive attitudes to learning that help them to make satisfactory progress in their work.

13. Children under five make good progress in their personal development. Reception classes create a secure environment where children are quickly able to settle into their learning. Children behave well and follow the established routines of the classrooms well. They develop good levels of independence, for example in changing for physical education lessons. Children apply themselves well to their tasks and often concentrate for long periods. They share materials and equipment well and take turns sensibly when required.
14. Pupils in both key stages show good attitudes towards their learning. In all subjects, pupils work hard and show a capacity for sustained effort. They listen attentively to their teachers and respond to questions appropriately. They are eager to check their understanding by asking relevant questions. Where teaching is particularly imaginative, as in a history lesson that re-created a VE-Day street party, they show real enthusiasm and commitment. Stimulating experiences such as a science lesson where pupils tested the factors affecting an electrical circuit result in good quality written work in which pupils take a real pride. They are particularly responsive to practical activities such as geography fieldwork, which they can recall and describe with real enthusiasm.
15. The quality of relationships at all levels is very good. Pupils are good at forming relationships with each other and with their teachers. They take full advantage of opportunities to work in small groups, as in lessons where groups work on a design and technology task to build a model of a Tudor house. They show a good capacity both to present and listen to diverse opinions when sharing their views of important moral issues. They work together to produce creative dance activities in physical education as well as in more formal classroom settings.
16. Standards of pupils' behaviour in classes and around the school generally are very good. Pupils are polite and respectful to teachers and other adults, and treat each other with good-humoured courtesy. They show good awareness of the classroom rules they have written themselves. They respond promptly and without any resentment to correction by their teachers. In the rare and isolated cases where pupils misbehave, others in the class act with real maturity in ignoring them. There is no evidence of any significant bullying.
17. Pupils' personal development is good. Pupils take full advantage of opportunities to assume roles of responsibility by, for example, acting as register monitors, and supervising corridors and classrooms at lunchtimes. Assemblies presented by classes, such as that given by Year 3 pupils on the theme of peace and conflict, demonstrate clearly the growing confidence and maturity with which pupils approach their school life. Older pupils willingly take regular responsibility for the support of younger ones, and give practical help where necessary to those who have special needs. Pupils are given too few opportunities to undertake research and this restricts the development of independence in their learning. When opportunities are offered, pupils take full advantage of them by using books and other reference materials fully. They are very willing to extend their learning through extra-curricular activities, such as community singing in the town or finding out information from their parents.

### **Attendance**

18. Attendance at the school is very good and is above the national average for similar schools. Both authorised and unauthorised absence rates are better than the national statistics. Figures

for the current school year indicate a significant improvement on this already good performance. There is no truancy and no patterns of lateness amongst the different year groups. Registration meets statutory requirements and the school day starts and finishes on time. Pupils' very good attendance and punctuality contribute significantly to learning.

## **QUALITY OF EDUCATION PROVIDED**

### **Teaching**

19. The overall quality of teaching throughout the school is satisfactory although much teaching seen during the inspection was good. Much of this good teaching relates to the recent effective implementation of new school policies, particularly in literacy and numeracy. This has focused teaching more securely on raising attainment and policies now give teachers good guidance in their approach to subjects. There is greater consistency across the curriculum and this, too, is helping teachers to improve their planning. Almost all lessons were satisfactory or better with over a half of all lessons being good or better. Good teaching is found in both key stages. The quality of teaching in the inspection is higher than that apparent in pupils' past work. A small quantity of unsatisfactory teaching is found in Key Stage 2. Despite substantial staff changes, the school has maintained the quality of teaching observed in the last inspection.
20. The teaching of children under five is satisfactory with some strengths in the teaching of personal and social development. A strong positive feature of the provision in reception classes is the good creation of a secure environment where children are able to settle quickly into well-established routines. This helps children to feel happy in their schooling. Very good relationships are established at all levels and these are effectively used to manage pupils well. There is effective teamwork between teachers and support staff. This ensures that children have adults to turn to when needed and gives clear purpose to lessons. All staff in reception classes have high expectations of children and plan activities that are often challenging. These activities are planned with the demands of both the areas of learning for children under five and the National Curriculum in mind. Often, however, the activities are more suited to the early stages of Key Stage 1 and are too formal. Children are given too few opportunities to take part in creative play in order to widen their creative experiences and reinforce learning across the curriculum. This limits their overall progress.
26. Teachers in both key stages have very good relationships with pupils and use these to make appropriately high demands in terms of their behaviour. Most make effective use of the school's secure behaviour strategies. This leads to well-ordered classes where little time is lost in establishing or maintaining order. The management of pupils is therefore good and teachers have well-established routines that also contribute to the good pace of many lessons. Teachers' good relationships with pupils are also used effectively in their acceptance and respect for pupils' responses. Even when a pupil has missed the point of a question and the answer seems to make little sense, teachers receive it well and are polite in rephrasing the question. This respect for pupils is commented on favourably by parents. Teachers generally have good questioning skills and use these well in challenging pupils to think carefully. In numeracy class sessions, for example, teachers are improving the pace of lessons by careful phrasing and pitching of questions to provide the right level of challenge.
21. Throughout both key stages, teachers have secure knowledge and understanding of the curriculum and how pupils learn. They use this well when planning their lessons together effectively. The effectiveness of teachers' planning was clearly shown during the inspection when a teacher was suddenly taken ill. Another teacher was able to step seamlessly into the lesson and pupils' learning was not disturbed. Joint planning is also having the effect of

increasing the teachers' knowledge and understanding of their subjects. In their weekly plans teachers include detail about what they want individuals, small groups or the whole class to have learned by the end of the lesson. There is an outline of the actual activities for different groups of pupils. Often there are notes of how groups of differing ability will be enabled to work at their appropriate level. The school's very effective implementation of the National Literacy and Numeracy Strategies is having a positive effect on the quality of planning. Teachers have made good improvements in their match of tasks to pupils' attainment. The match of such tasks to pupils' abilities is now often good and this leads to effective progress. Teachers throughout the school know their pupils well and have good personal knowledge of their skills. There is a clear marking policy that is often used effectively although some marking through the school is not consistent with this policy. Good systems of assessment are developing and teachers are beginning to make greater use of these in planning tasks for pupils of different levels of attainment. However, teachers do not make sufficient record of their day-to-day assessments in order to assist in future planning. For example, teachers keep few notes of pupils' successes in such activities as guided reading within Literacy Hour lessons. In a small number of lessons, there are weaknesses in matching tasks to pupils' attainment. These are more frequently in not stretching the capabilities of the most able pupils. Capable Year 6 readers, for example, choose their own reading books but teachers do not steer them towards consistently challenging reading materials.

22. The teaching of pupils with special educational needs is satisfactory. Work is carefully prepared and teachers are prepared to give them extra attention as necessary. Some tasks are clearly planned to support their learning but too frequently, they are simply expected to produce less work. In-class support for their learning is effective, although limited in amount. Targets set in their individual education plans are generally secure but sometimes too general to help teachers sufficiently in their planning. Clearer shorter-term goals, which are more specific, would allow tasks to be more closely matched to their needs. The co-ordinator for special educational needs provides good specialist teaching for pupils with learning difficulties, using a commercial scheme. This takes place after school on Wednesdays, and enables her to monitor carefully the progress that pupils are making.
23. Although the teaching of information technology is satisfactory, teachers do not pay sufficient attention to ensuring that pupils' skills are consistently developed through the schools. Tasks are generally appropriate but do not relate well to pupils' past attainment. This leads to duplication of tasks and reduces pupils' progress. The teaching of literacy is effective throughout the school. Teachers generally provide good opportunities for pupils to apply their developing skills to other subjects. For example, pupils in Year 3 discuss poems about war that link well with their history topic. Year 6 pupils write plays that use information gathered during their history lessons. Pupils are given good opportunities to use and apply their numeracy skills. Year 2 pupils make good progress in applying their numeracy skills to collecting information and drawing graphs. Pupils' work in science gives good opportunities to read scales and display information. Some effective measuring skills are used in design and technology when Year 6 pupils make models of Tudor houses. Teachers make good use of links across the subjects of the curriculum and this consolidates and develops pupils' learning well. For example, when Year 2 pupils plan and make Diwali cards, linking work in design and technology with religious education.

### **The curriculum and assessment**

24. The curriculum for children under five is sound and supports children in their learning in all the areas of learning. It is planned in detail to make appropriate links between the areas of learning and the requirements of the National Curriculum. A full range of activities is planned

and these are generally appropriate for the needs of children. However, there are weaknesses in the balance of activities with insufficient emphasis on the role of creative play, learning through exploration and observation. Children under five are often asked to do formal work, often related to Key Stage 1, too soon and have too little time allocated to activities such as role-play.

25. The school curriculum meets all the statutory requirements of the National Curriculum. It is broadly based and balanced, with appropriate time allocated to different subjects, enabling pupils to make sound progress through the school. It has been enhanced since the last inspection by very good implementations of the National Literacy and Numeracy Strategies. Pupils' progress in literacy and numeracy is carefully recorded, and the assessment opportunities built into the plans have been closely analysed. Good care has been taken over the planning of the cross-curriculum topics in the different year groups. There are many good examples of these throughout the school. For example, Year 6 pupils study Shakespeare's text in literacy and make links with their work in history. Year 3/4 pupils link work in religious education, history and music when they compose songs for World War II. There are new policies and schemes of work with detailed plans for special topics involving all staff and, in particular, curriculum co-ordinators. These represent a significant improvement since the previous Ofsted inspection.
26. School policy documents are now in place for all subjects. The policies and schemes of work for English and mathematics are comprehensive and effective and have been agreed after full consultation with all members of staff. Other schemes of work are less comprehensive. However, many are being revised and based on the recent Qualifications and Curriculum Authority guidelines and offer sound guidance to teachers. Many of these documents have been rewritten to incorporate assessment opportunities since the last inspection. These new schemes of work are tailored to meet the specific needs of the school in all subjects, except information technology. There is no unnecessary duplication of information between the long and medium term plans and the schemes of work. The whole curriculum is now based on the acquisition of essential skills, and meeting all requirements through cross-curricular focus.
27. The school promotes equality of opportunity by providing for all pupils regardless of ability. Careful attention is generally paid to the needs of those pupils of higher ability and throughout the school good attempts are made to meet their special needs. Those pupils who have special educational needs due to learning difficulties make good progress and have appropriate access to individual help. When withdrawn from class for special needs tuition, teaching is effective and links well with pupils' class work. Good systems are in place to meet the special educational needs Code of Practice<sup>4</sup>. Pupils' individual education plans have relevant targets and they are regularly reviewed.
28. Good attention is paid to the personal development of pupils. The curriculum provision for the moral and spiritual development is good. There are sound policies in place for sex education, health education, drug awareness and equal opportunities. The school offers many extra curricular activities - including choir, recorders, orchestra, football club and drama club. The curriculum is extended appropriately by visits to the local library, museums, shopping areas and churches. Visitors to the school enhance many areas of the curriculum. The visit of the 'Tudor' musician during the inspection week was an especially effective example of this provision. Pupils do not, however, gain a sufficiently secure understanding of the range of cultures present in Britain today.
29. Good detailed planning and assessment procedures are in place for the core subjects of mathematics and

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<sup>4</sup> Code of Practice – this gives practical advice to schools and local education authorities about their responsibilities and tasks to ensure that pupils who have special educational needs receive the most appropriate help to further their learning and personal development. This is a statutory duty under the 1993 Education Act.

English throughout the school. These are having a positive effect on the progress and attainment of pupils. Assessment is also being implemented for science. In their medium termly plans teachers identify a number of activities throughout the term that will be used for assessment purposes. Most teachers take day-to-day assessment opportunities in English and mathematics and the lesson objectives from the medium-term plans are monitored. However, the use of day-to-day assessment in other subjects is under-developed and inconsistent. The school's marking strategy is explicit in the policy document but is not always consistently applied. Some teachers, such as those in Years 3 and 6 are using the marking scheme to make an effective contribution to each pupil's progress but sometimes questions are posed and there is no follow-up to complete the exercise. Occasionally marking is just a series of ticks and crosses, but this is effective when teachers discuss their results with pupils.

30. Formal assessments are used well throughout the school. Baseline assessment is used effectively in reception classes to group and target work for children under five. The non-compulsory National Curriculum tests in Maths, English and Reading are now being used to assess pupils' current attainment and identify any necessary curriculum focus to promote greater progress. There are regular assessments in English, mathematics and science. These test results are used to plan for the following term and year's work and are reported to parents. The headteacher has completed an extremely thorough analysis of all the tests completed in the last two years. This information is being very effectively used throughout the school to modify the curriculum. In the last two years, the school has introduced a new tracking system for each pupil. This ensures that grouping in mathematics and English is appropriate and pupils are making good progress in their set targets. This assessment method for long-term planning provides a complete record across all programmes of study. It fully satisfies the requirement of the key issue from the last inspection report, and represents a significant improvement.

### **Pupils' spiritual, moral, social and cultural development**

31. The school's provision for all pupils' spiritual, moral, social and cultural development is good overall. The provision for social development is very good. Overall, the school has successfully maintained the high standards of provision identified in the last inspection. Teachers have the enthusiasm and commitment, together with the support of local community leaders, to further enhance these standards.
32. Provision for pupils' spiritual development is good. The school provides a strongly Christian foundation for the education of pupils. Within this, it encourages reflection and prayer through assemblies, hymn practices and other occasions of collective worship. Pupils explore relevant themes with due sensitivity to humanity's relationship with God. For example, peace and conflict was the topic for collective worship during the week of the inspection. Lessons provide some opportunities for pupils to develop a sense of wonder and reverence for creation. The curriculum which pupils follow in religious education encourages them to reflect on ultimate questions about human experience. In science, activities such as looking a piece of bark through a microscope or exploring the cosmos inside a portable planetarium dome allow pupils to experience this emotional dimension to their learning.
33. Moral development is well promoted. The school's Christian tradition plays an important part in underpinning the moral values that are taught. Teachers, ably supported by the local vicar, provide good role models themselves. They give very clear messages about right and wrong conduct, which promote high standards of moral behaviour. Pupils are effectively encouraged to display high standards of honesty and truthfulness in their personal behaviour. The school's practice of getting pupils to develop classroom rules for themselves, with guidance from teachers, helps them to understand moral issues.

34. The school's provision for pupils' social development is very good. It not only fosters a strong sense of identity and mutual respect within the school, but also enables pupils to see themselves as part of the life of the local community. Most lessons offer pupils the chance to work in groups and to learn to participate in team activities, most noticeably in physical education. Activities linked to the parish church enable the school to be seen as a focal point for local community life, particularly at times of celebration such as harvest festival, Christmas and Easter. Older pupils nominate and work for a charity of their own choosing, currently giving help for children in Kosovo. Work in geography encourages pupils to develop a sense of their locality and a place in the wider world community.
35. The school offers good opportunities for pupils' cultural development. Changes in the curriculum have not limited pupils' cultural experiences. Work in geography, history and religious education encourages pupils to understand and respect their own cultural traditions, for instance through detailed study of the locality. The school also very successfully broadens pupils' cultural horizons, through work on, for example, Shakespeare in English. Pupils are introduced to classical music such as that of Mozart in assemblies. Very good use of visitors and extra-curricular experiences of dance and music effectively enrich pupils' work on the Tudors. There are few opportunities, however, for pupils to encounter the range of cultures present in Britain today. Although pupils learn about some other cultures within the curriculum, there is no overall plan to these experiences. Pupils are introduced to some aspects of art and music from other cultures. Religious education allows pupils to experience the faith traditions of Islamic and other communities and supports this learning with appropriate artefacts. The local community provides very few opportunities for direct experiences, and the school acknowledges the need, in spite of the practical problems it poses, to look further afield.
41. **Support, guidance and pupils' welfare**
36. The school's procedures for pupils' support, guidance and welfare are very good. Pupils are cared for, respected and taught within an environment that clearly enhances learning and is much appreciated by parents. The school has maintained and developed the good levels of provision indicated in the last report. Parents interviewed confirm that their children like school.
37. Procedures for monitoring pupils' academic progress and personal development are good. Baseline assessment of each pupil's abilities and personal characteristics is carried out on entry and on leaving reception. Regular and systematic assessment using well-established formats increases in frequency as each child progresses through the age groups. The assessments provide teachers with the information necessary to identify the appropriate level of support required by each pupil and to set relevant personal targets for each term. The school prepares and monitors individual educational plans for pupils with special educational needs. These plans are satisfactory and include generally realistic targets that promote attainment and progress. The school makes effective use of the services of a range of visiting specialists to provide additional support. Parents are consulted and involved at all stages.
38. The procedures for monitoring and promoting discipline and behaviour are very good. The school has recently revised its behaviour policy. Pupils representing each age group have brought together an agreed set of classroom rules based upon their discussions with classmates. These rules are incorporated into the policy and all pupils are expected to abide by them. Teachers reward good behaviour and use it as an example to be followed. Observed behaviour clearly shows the pupils have a commitment to the standards they have helped to define. The occasion for the headteacher to become involved in behavioural problems is rare. In the event that such involvement arises, parents are

always informed and invited to agree appropriate measures. Pupils' good behaviour increases their self-esteem and is a positive contribution to learning. Teachers are able to teach without interruption in an atmosphere that is conducive to learning.

39. The school's procedures for monitoring and promoting good attendance are very good. Parents are regularly reminded of the need to contact the school and inform the administrative office if absence is to take place. Any unexplained classroom absence is notified to the administrative office at 9.30 a.m. and contact with parents is established. The headteacher is informed in all cases of perceived difficulty and will make home visits if necessary. Use of the services of the educational welfare officer in relation to attendance problems is rare. The school discourages the taking of family holidays in term time. Pupils with prolonged absence are provided with topic related work to complete in order to reduce the effect of lost teacher-contact time. Many parents request this facility. The school's approach to promoting good attendance results in an effective contribution to learning.
40. Procedures for child protection and promoting children's wellbeing and health and safety are very good. The good relationships generated as a result enhance the learning process. The headteacher is the designated person responsible for effective implementation of child protection policies. A member of staff has specific responsibilities for health and safety issues, and maintains a well-documented log of fire drills, fire equipment testing and regular risk assessment inspections. The annual testing of large physical education apparatus is carried out regularly by private contractors. The school uses the services of the local authority professional staff to carry out premises inspections. First aid procedures, materials and records are good. The school has good documented procedures for safety during off-site visits and for safe supervision of swimmers in the school's own swimming pool. Sex and drugs education are introduced informally through National Curriculum teaching and supported by regular visits from the school nurse. The premises are well maintained. Recent re-siting of the offices of the headteacher and the administrative officer has greatly improved the safe control of the main entrance. Parents are very appreciative of the high standard of care for pupils that the school provides.

### **Partnership with parents and the community**

41. The school's partnerships with parents and the community are very good and have a very positive effect of pupils' learning. The quality of information provided for parents is good. Newsletters are regular and informative. The school prospectus is presented well and provides a clear picture of the ethos, teaching and routines. The annual report of the governing body is comprehensive and is currently being revised to include information relating to disabled pupils. Pupils' annual reports cover all subjects of the National Curriculum and their personal development, including participation in extra-curricular activities. Parents have a separate document on which they are invited to make comments on achievement, raise any item of concern and suggest the additional support they can offer. There are termly parent evening meetings. The autumn meeting gives parents the opportunity to meet the relevant teacher, discuss the forthcoming year's work and agree targets for their children. Parents are invited to assemblies and give good support. The school operates a successful open-door policy and parents are welcomed into classrooms each day to inspect pupils' work and discuss any item of concern with the class teacher. Parents interviewed feel this facility is a most valuable means of keeping well informed of their children's progress.
42. Parental involvement in children's learning is very good and a strong positive contribution to learning. The school enjoys the services of some thirty parents who attend on a regular basis to assist for short or longer periods in the classroom and in extra curricular activities.



Parents have supported and illustrated topic work by bringing in Victorian artefacts and attending role-play lessons dressed in wartime clothing. All parents interviewed confirm appropriate levels of involvement in homework support for literacy, numeracy and topic work. Parents help to run the netball club. An active and enthusiastic parent teacher group raises much-appreciated funds to supplement the school budget. The outstanding example of this group and parents' practical support is the provision and construction of the swimming pool hall and changing rooms. Parents still are pleased to contribute to pool running costs and provide much of the poolside supervision. They have recently constructed and fitted the library by adapting available space into a good quality resource. Parent governors play an effective role in the management of the school.

43. The school maintains a strong link with the local secondary school. Year 6 pupils and their parents are invited into the secondary school to meet the staff. Year 7 tutors attend the junior school to introduce the arrangements for receiving new pupils. The schools work on joint projects and the juniors are offered use of the secondary school sports facilities. The local authority now provides rugby coaching sessions and organised competitive sport as a result of the developing partnership with the school. Local retail organisations actively support the work of the parent teacher group by making regular donations to organised events.
44. The school has established and developed very good links with the local community. Recent provision of a community room has done much to enhance the reputation of the school and bring in a range of groups and organisations. Links with the fire and police service provide safety instruction for pupils. The strong links with the church are now supplemented by further links with the Methodist chapel and the Salvation Army. Representatives of these organisations attend school to help in assemblies and religious education and the school choir has the opportunity to visit and sing in return. The school takes good opportunities to be involved in local events, such as turning on the town Christmas lights. These links contribute effectively to pupils' awareness of their local community. They gain experience of the wider environment and this helps them to prepare for future citizenship.

## **THE MANAGEMENT AND EFFICIENCY OF THE SCHOOL**

### **Leadership and management**

45. The overall quality of leadership and management in the school is very good. There have been substantial staff changes since the time of the last inspection. However, the school has maintained and built upon the effective management described in the report. There is very strong leadership from the recently appointed headteacher. She has an accurate view of the strengths of the school gained from her effective systems of monitoring and her active involvement in teaching. She is committed to the maintenance of good relationships within the school, building effectively upon previous strengths. Accordingly, she has established good structures to support the new teachers in the school and to further develop the teamwork between staff. This is successful and sets a clear educational direction that places strong emphasis on the need to raise standards. As a result, she provides a good sense of purpose that is having a positive effect on the work of the school. She has established good professional relationships with the deputy headteacher who has a good understanding of the whole curriculum. The governing body is increasingly aware of its role and is appropriately supportive. Staff at all levels are also supportive and are increasingly operating as an effective team.
46. There is effective monitoring of the curriculum and developments. The governing body receives information and frequent detailed reports from the headteacher. Governors with special

responsibilities such as literacy, numeracy and special educational needs make visits to the school to monitor progress. Other governors make appropriate efforts to visit the school in relation to their responsibilities. The governing body receives good reports from subject co-ordinators at the annual school development plan meeting. The headteacher has good systems of monitoring, especially in relation to the implementation of the National Literacy and Numeracy Strategies. These are effective in sharing good practice and raising the quality of teaching throughout the school. The systems of monitoring have been extended to include monitoring of science. Subject co-ordinators monitor teachers' planning and analyse pupils' work frequently. They have already established classroom observations in English, mathematics and science and there are good plans to extend this to other subjects. This has effectively fulfilled the key issue identified in the last report.

47. The very good school development plan is a useful tool for the school's development. It has been improved since the last inspection to include a systematic long-term view that helps to steer the development of the school well. This completely satisfies the weakness identified in the last inspection report. Priorities are appropriately identified in the plan. These are determined through very good systems of collaboration and communication between staff and governors. A joint meeting allows potential priorities and their necessary impacts to be considered and discussed. This is a strength of the planning process and allows all governors and teachers to be united in their understanding of the way forward for the school. The governing body's effective committee system is used well to consider appropriate issues, transfer information and to co-ordinate school development. Success criteria and evaluation are systematically built into the development plan and there are good opportunities for governors to consider the effectiveness of their actions. The governing body fully meets all statutory requirements.
48. The school has good aims, shared between staff and governors, which are set out clearly in the school prospectus. They place emphasis on the creation of good relationships and pupil's personal development. The aims include references to a challenging curriculum that allows the development of pupils' individual skills. These positive aims underpin policies and are reflected in all the work of the school. Policies that have been recently reviewed are good and accurately reflect the school's priorities and aspirations. There are very good relationships throughout the school at all levels and a clear commitment to equality of opportunity. All these contribute to the very positive ethos that places the school in a very good position to consolidate gains, move forward and improve further.

### **Staffing, accommodation and learning resources**

49. The school continues to have appropriate levels of staffing. It has sufficient numbers of qualified and experienced staff to provide teaching for children under five and the subjects of the national curriculum to all other pupils. Two recent additional appointments have increased the number of teachers and the ratio of pupils to teachers is good. There is a good balance of experienced and younger staff and there are good levels of teamwork. Subject co-ordinators have appropriate training and all staff other than newly qualified teachers have specific areas of responsibility under the effective leadership of the headteacher. The special needs co-ordinator has specific training provision. There are sufficient appropriately experienced and capable support staff to meet the demands of the curriculum, particularly for those pupils with special educational needs. The support staff fully understand their roles and responsibilities and contribute effectively to teaching.
50. The school operates a good induction process for newly qualified staff that ensures they quickly gain confidence in the classroom. The mentoring of new staff by senior management of the

school is supplemented by use of the services provided by the local education authority. The headteacher provides further support to newly qualified teachers and the special needs co-ordinator by teaching in their classes on a weekly basis. This provides essential non-contact time for the staff released to keep abreast with training, record keeping and skills development. The headteacher also uses the time effectively to assess pupil's progress. The staff appraisal scheme is well established and is used to link the needs of the school with the personal professional development of the staff.

51. Accommodation is excellent. Being a former secondary school, the size of classrooms and common areas is generous and easily meets requirements for teaching of the whole national curriculum. The building is well maintained and the standards of cleanliness are very good. Pupils' displays are attractive and add to the quality of the internal decor. The school has successfully organised the internal layout around the wide attractive corridors. It continues to adapt and develop the available space, providing improved facilities such as the library and community room. A computer suite and disabled toilet facilities are planned additions. The space available for children under five in the reception class is substantial with good use of the attached community room. There is no secure outside area at present, although good use is made of the school's facilities to promote physical development. External facilities include the swimming pool, a surfaced and fenced tennis court that provides a second hard play area, extensive and level soft play area and a good quality secure hard play area. The high quality accommodation benefits pupils' education by giving teachers flexibility in their planning for different aspects of the curriculum.
52. Resources for learning are good overall. English and mathematics are well resourced to meet the needs of the national strategies. All other subjects except art, design technology and information technology have good levels of resources available. The three excepted subjects have satisfactory levels of resources. The proposed provision of the computer suite and associated equipment will improve the situation. Resources for the effective teaching of children under five and children with special educational needs are good. The range and quality of books in the school library and in the classrooms is supplemented twice per year by the schools library service visit when some five hundred books are exchanged. Parents have been instrumental in the purchase of books and equipment. The school makes effective use of educational visits and guest speakers to supplement the resources provided and enhance learning.

### **The efficiency of the school**

53. The school has continued its very thorough approach to financial planning since the last inspection. All available funding is appropriately targeted towards meeting priorities in the school development plan. This clearly details the identified priorities and indicates costs, training needs, success criteria and evaluation. The financial plans take a sensible long-term view of the school's position and support educational development well beyond the current year. The preparation of the budget is based on sound information combining an analysis of the last year's expenditure, review of the targets achieved and the forecast for the coming year. The head teacher is kept closely informed about spending by the finance officer and ensures that the appropriate allocations are made to curriculum areas. She maintains a close overview of spending to ensure that the budget is appropriately used and that spending remains within agreed limits.
54. Funds delegated for pupils with special educational needs are used appropriately and sufficient additional staffing is provided to support pupils both in class and in withdrawal groups. These arrangements contribute significantly to the progress made by these pupils. Funding for staff development is very carefully allocated to support school improvement initiatives as well as to meet the needs of individual teachers. Generally

the deployment of both the teaching and non-teaching staff is good, particularly the classroom support assistants for language support work, whose influence in all aspects of the support of pupils is very effective. Less experienced teachers are effectively supported by experienced class teachers in the same year group. The deployment and expertise of the staff support the efficiency of the school in every sense. The school makes good use of the very significant extra funds provided by the Friends of the School Association to improve the range of resources and equipment available for pupils. The head teacher ensures that committee members of the association are not only involved in raising money but also in how it is spent and used.

55. The school has effective procedures to ensure the cost effectiveness of the goods and services that it purchases and seeks several quotations for major items of expenditure before making a choice. Regular detailed reports about the school's financial position are presented to the governing body. Governors, therefore, take an active part in monitoring spending decisions through regular visits and consultations with the head teacher. They are completely involved in making spending decisions and have a good oversight of the budget. The finance sub-committee, which has specific terms of reference, meets at least once a term and considers the school's financial position in depth. Overall the financial systems and procedures are very good and the head teacher and governors effectively monitor expenditure regularly through the budget reports submitted to them.
56. The school administrator is friendly, extremely efficient and provides very good support for the day-to-day organisation of the school. She is experienced in all aspects of local financial management. There are good routines and safeguards in place and tasks are effectively carried out. Procedures for ordering stock and major items of equipment and paying suppliers are well established and secure. The most recent audit report raised very few minor matters. All of these have already been satisfactorily resolved.
57. Resources are used effectively to develop pupils' understanding. Resource needs are identified accurately, and the purchase of resources is efficient. Subject co-ordinators have their own budgets and can ask for specific items of equipment through a subject action plans. They are then fully involved in the process of prioritisation and decision-making. There are no major deficiencies in the school's resources. Generally, the school makes good use of the range of resources that are available. However, the accessibility of the equipment for physical education is difficult for both staff and pupils. Overall, the school's accommodation is exceptionally good, and well used. However, the teachers did not make full use of the new library during the inspection.
58. Pupils enter the school with attainment that is in line with that found nationally and make satisfactory progress through the school. The educational provision of the school is good and standards are rising. The school makes particularly effective provision for pupils' personal and social development and pupils have very good attitudes and behaviour. The unit costs of the school are average and the school represents good value for money.

## **PART B: CURRICULUM AREAS AND SUBJECTS**

### **64. AREAS OF LEARNING FOR CHILDREN UNDER FIVE**

59. Children enter the school at the beginning of the year in which they are five and join the reception classes. Many have had pre-school experiences in local playgroups and nurseries. There are variations in their attainment on entry to the school but overall it is similar to that found nationally. Their attainment in personal and social development is less secure and many have limited experiences of playing together and sharing. They make overall satisfactory progress in all the areas of learning. By the time children begin statutory schooling their attainment is in line with national expectations in all the areas of learning. Most pupils achieve most of the Desirable Learning Outcomes. The overall quality of teaching is satisfactory but there are good features, notably in the good teamwork between teachers and classroom assistants and the very secure teaching environments established. There are weaknesses, however, in the extent to which children's development is promoted through creative play.
60. Children under five make good progress in their personal development and teaching is good. Teachers and classroom assistants have very good relationships with children. They use these effectively to promote children's progress. Reception classes create a secure environment where children are quickly able to settle into their learning. Children behave well and follow the established routines of the classrooms well. They develop good levels of independence, for example in changing for physical education lessons. Children apply themselves well to their tasks and often concentrate for long periods. They share materials and equipment well and take turns sensibly when required. Children are given sufficient opportunities to work and play together but these are often in relatively formal situations. Children have fewer opportunities to share and take turns through their own choices, for example in role-play.
61. Children make satisfactory progress in their language and literacy skills and teaching is sound. Teachers make effective use of elements of the National Literacy Strategy to promote children's experience and understanding of books and stories. Most have increasing understanding of the conventions of text. Children listen carefully to teachers and other adults and respond with appropriate comments. Speaking and listening is well promoted in discussion sessions where children bring in items to talk about. Their confidence is improved through effective use of a soft toy to encourage speaking about their personal feelings. Pupils recall well-known nursery rhymes and add missing words. They talk with an increasing vocabulary about the stories. Most children match an increasing number of sounds to initial letters of words. Some higher-attaining children correctly identify and name rhyming words. They recognise words beyond their own names.
62. Teaching in mathematics makes effective use of the National Numeracy Strategy and children make satisfactory progress. Children recognise numbers with increasing security and count small numbers of objects correctly. They play number games and sing appropriate number rhymes with enthusiasm. Class sessions where children talk about mathematics are effective, for example when children look to find the shapes 'hidden' in three-dimensional models. Children develop increasing vocabulary and make good gains in their understanding of shape through effective levels of challenge. Some use of worksheets for pupils to record their number work is appropriate, although this is sometimes unnecessarily formal.
63. Children make satisfactory progress in their knowledge and understanding of the world and teaching is sound. Children make use of information technology such as tape recorders and computers in their learning. They talk about their families when discussing important items that they have brought from their homes. Children look at seasonal changes and

describe aspects of the weather such as wind and shelter, clouds and sun. They have increasing understanding of the environment and features of living things such as plants. Children talk about their observations and begin to recognise changes over time. Children make use of simple tools and materials to make things, such as collage pictures. Often, however, their use is too heavily guided and they have too few opportunities to make their own choices of materials and equipment.

64. Creative development is soundly taught overall although there are weaknesses. Children make satisfactory, but restricted, progress. Children paint freely and make bonfire picture making effective use of natural materials. They work together successfully on large-scale pictures, for example in making individual houses that contribute to a larger scene. Children join together well in singing songs and rhymes, often linked effectively with their learning in other areas of experience. Their opportunities for imaginative play are limited and there is little planned use of activities such as role-play. This restricts their creative development and the opportunities to reinforce development in other areas of learning.
65. Children make satisfactory progress in their physical development through secure teaching. They make appropriate gains in their fine motor skills through opportunities to use scissors to cut with increasing accuracy. Children handle pencils and brushes with care and generally develop secure ways of using them. There is currently no secure outdoor area to allow children to work throughout the day, although the school has good plans to introduce such an area in the near future. To address this weakness, teachers make effective use of the school hall to hold physical education lessons. These have appropriate activities that offer sufficient challenge to children under-five and create a firm foundation for physical education in the school.

## **ENGLISH, MATHEMATICS, SCIENCE, RELIGIOUS EDUCATION AND INFORMATION TECHNOLOGY**

### **English**

66. Pupils' overall attainment in English is in line with the national average at the end of Key Stage 1 in all aspects of the subject. The school's National Curriculum test results and the teachers' assessments for 1998 reflected similar standards of pupils' work. However, in 1999 the pupils' results were above the national average. But this reflects the difference in attainment of the children in different years. Pupils' overall attainment in English is still in line with the national average by the time they leave the school. The school's Key Stage 2 National Curriculum test results and the teachers' assessments for 1999 reflect these standards. Pupils' performances in the English tests for 1999 were average in comparison with schools with pupils from similar backgrounds at the end of Key Stage 1, but below at the end of Key Stage 2. These results primarily reflect the different cohorts involved but point to a trend of rising attainment through the school. The previous Ofsted report of March 1996 reported that standards in English were sound and in line with the national expectations. This continues to be the case with many good examples of speaking and listening and reading being seen, and the overall standard of handwriting now being above average. Pupils with special educational needs are well supported to meet the reading and writing targets in their individual education plans. They use appropriate resources and receive appropriate levels of good individual support.
67. Pupils in Key Stage 1 make good progress in reading, and sound progress in speaking and listening and in all aspects of writing. In Key Stage 2 pupils continue to make satisfactory progress and some higher-attaining pupils achieve significantly high standards. Most pupils begin to evaluate their own work and set their own targets for improvement. The school

has made a very effective implementation of the National Literacy Strategy. This is leading to improved teaching and greater progress of pupils throughout the school. This improved progress is beginning to have a positive effect on attainment. Good progress is seen both in Literacy Hour lessons and in topic-based activities, where pupils effectively apply their developing literacy skills. For all pupils, their attainment in English enhances and extends their knowledge and progress in other aspects of the curriculum.

68. By the end of Key Stage 1, standards of speaking and listening are above average and most pupils respond well to questions and ideas in discussions. They participate well in role-play and relate well in group activities. They listen well to each other and are confident and fluent speakers in a variety of different situations. Many pupils speak confidently and with real understanding, after listening attentively to stories. Most of them are able to recall some details of characters and narrative using a wide and appropriate vocabulary. Pupils show good levels of confidence and eagerly anticipate teachers' questions. By the end of Key Stage 2, most pupils can adapt their talk to the required purpose and are able to listen with concentration. They speak confidently in the class and to adults in discussion and assemblies. Throughout the top of Key Stage 2 pupils are articulate and confident as they discuss their work with one another. They share their ideas, give their opinions and value those of others. They share comments and opinions about books they are reading and enjoy discussing issues arising from their out-of-school activities. Pupils are particularly articulate about issues of real interest to them, such as their Big Book about William Shakespeare in Year 6.
69. Standards in reading at the end of Key Stage 1 are in line with the national average and most pupils read accurately and with some confidence and fluency. Most have little difficulty in discussing characters and plots in stories and have acquired a phonic base of initial sounds. They use their wordbooks effectively. Pupils regularly take their reading books home to practice their reading skills and share their books with parents. The home-school reading diaries provide a useful contact with parents and a good summary of the books each pupil has read. However, there are few diagnostic comments to help parents develop the pupils' reading skills. By the time they leave the school, pupils begin to show an understanding of a range of familiar literature and, in their responses, identify key features, themes and characters. They often read aloud expressively and fluently and have begun to develop preferences for their choice of books and have opinions about various authors. Most Year 5 and 6 pupils locate and retrieve information from non-fiction books well. The recent addition of a school library now enhances this progress. In both key stages, pupils make sound use of their reading skills in cross-curricular work when they are given the opportunities. However, opportunities to develop skills relating to individual research, including the use of CD-ROMs, are not systematically developed through the school. This reduces the rate of pupils' progress in these skills. The school makes good use of outside visitors like poets and storytellers to help extend pupils' enjoyment of reading.
70. By the end of Key Stage 1, most pupils begin to write imaginatively in a variety of forms and for different purposes. They are encouraged to spell accurately and use their knowledge of phonics, grammar and punctuation in their written work. However, there are few examples of extended writing, where the work is imaginative and accurate. Handwriting skills progress satisfactorily in Key Stage 1. By the end of Key Stage 2, some pupils produce imaginative, interesting and clear writing for different readers in a range of forms. Pupils in Years 5 and 6 write, for example, letters poems, stories and reports. Spelling is generally accurate and the handwriting in Year 6 is well formed. By the time they leave the school, the writing by a few higher attaining pupils is well organised and imaginative.

71. Throughout the school, pupils concentrate well and show a keen interest in their lessons. They behave well, showing good levels of respect to teachers and other adults. They look after books and property well. Work on display is presented well, and work in books shows that many younger pupils take pride in the presentation of their work. Pupils work together effectively when given the opportunities, sharing their ideas generously. For example, shared writing tasks in Years 5 and 6 develop good levels of co-operation and collaboration. All pupils show a positive attitude to the organisation for Literacy Hour lessons. They show obvious enjoyment of the independent activities and focussed group work with their teachers.
72. The teaching of English in both key stages is good. Teachers show good knowledge and confidence in their teaching. In Literacy Hour lessons, teachers have high expectations, the pace of the lessons is very good and there is a real sense of urgency where all want to succeed. Teachers have good understanding of pupils' needs and plan effectively, with good attention to what pupils need to learn. They organise lessons well, have effective routines and use consistent methods of control. These encourage pupils to work hard and maintain good standards of behaviour. Teacher's effective questioning keeps pupils' interest well. Support assistants are used successfully to ensure that pupils have appropriate levels of support and this improves their progress well. Pupils' relationships with teachers in Key Stage 1 are very warm and positive. Key Stage 2 teachers show infectious enthusiasm when teaching lessons on writing for information and using direct speech. Teachers in the upper Key Stage 2 classes make particularly careful assessments in their literacy hour lessons and adapt their presentations accordingly. Homework is used effectively to reinforce pupils' understanding and skills. The marking of pupils' books is inconsistent throughout the school. The best marking gives praise and encouragement but sometimes lacks detail in setting specific targets for developing pupils' skills.
78. **Mathematics**
73. The overall attainment of pupils, by the end of both key stages, is in line with national averages. The school has maintained the quality of learning identified in the last report. Pupils begin statutory schooling with attainment that is around that found nationally and most pupils achieve most of the Desirable Learning Outcomes in mathematics. Pupils' results in the National Curriculum tests at the end of Key Stage 1 in 1999 reflected the national average. The school's 1999 National Curriculum end of Key Stage 2 test results were above the national average. This represents an improvement on pupils' general work seen during the inspection. Last year the school introduced a system of structured revision lessons before the tests and these have had a positive effect. The general trend of results from 1996 in both key stages shows attainment that is in line with the national averages. This level of attainment is reflected in the findings of the inspection. Within these results, however, there are variations in the mathematical ability of the groups of pupils in different year groups. These variations have effects on the school's National Curriculum test results. Generally, the school is effective in raising the attainment of lower-attaining pupils. Pupils with special educational needs make good progress throughout the school. The proportion of pupils achieving the higher grades is sometimes less secure. The recent very good implementation of the National Numeracy Strategy is leading to more effective teaching and standards are rising.
74. Pupils make satisfactory progress in Key Stage 1. Pupils in Year 1 count confidently forwards and backwards to 20. They answer simple addition questions with increasing speed, using fingers to ensure accuracy. Pupils recognise a wider range of simple number sequences. Some higher-attaining pupils use numbers above 20 with developing confidence when they add and subtract one or two. Most pupils write numbers correctly but lower-



attaining pupils still have difficulties with some numbers. Pupils in a Year 1/2 class make particularly good progress when they collect information about pets in tally charts. They develop an increasing range of mathematical vocabulary and effectively use information to solve problems. Higher-attaining pupils begin to discuss the processes and other ways of solving the problem. By the end of the key stage, pupils achieve standards in line with national averages. Year 2 pupils work with increasing speed at simple mental arithmetic problems and make good gains in explaining their thinking. They make good progress in applying their numeracy skills to collecting information and drawing graphs. Higher-attaining pupils use their developing understanding of the number system to make good predictions of the answers to problems involving sequences. Pupils measure accurately using centimetres and identify simple shapes using correct mathematical terms for their properties.

75. Satisfactory progress is made in Key Stage 2. Pupils in Year 3 make good advances in their understanding of fractions through work that is effectively matched to their prior attainment. Year 4 pupils place data in the form of tables and make sound progress in interpreting the information. They build on their secure understanding of number facts when they use Venn diagrams to group numbers. Pupils in Year 5 use large numbers with increasing confidence as they make, read and order numbers with six digits. They read information from tables and charts including using calendars. They make good progress in developing mental arithmetic strategies that they apply effectively to problems at appropriate levels. Pupils set out their work neatly, higher attaining pupils solving multiplication and division of two digit numbers. By the time they leave the school, pupils' attainment is in line with national averages and they take part in activities in all aspects of the subject. Year 6 pupils find percentages of numbers with accuracy and gain confidence in changing fractions to decimals. They use calculators with understanding. Pupils work with increasing speed when tackling mental arithmetic problems involving all four rules of number. They have good levels of confidence when approaching number calculations. Pupils collect data and display it in graphs, grouping the data when appropriate.
76. Pupils' attitudes to mathematics lessons are good and they are developing good levels of confidence. Throughout the school, pupils behave well and are enthusiastic about their work. They listen carefully to teachers' explanations and instructions and are keen to answer questions. When beginning their work they organise themselves well and settle quickly to their tasks. Pupils often work for long periods with concentration. When they are given opportunities to work together, pupils discuss their work sensibly, paying good attention to points made by each other. They share and look after materials and equipment well.
77. The overall quality of teaching is satisfactory, although much teaching seen during the inspection is good. This results, in particular, from the very effective recent introduction of the National Numeracy Strategy. This is leading to increased attention to developing pupils' quick mental arithmetic skills and is effective in developing pace in lessons. The strategy is also placing greater emphasis on teachers questioning pupils for explanations for their working. This is also improving pupils' understanding and confidence, particularly with number problems. Teachers create good opportunities for pupils to apply and develop their numeracy skills in other subjects. Pupils develop good measuring skills when planning and making Tudor houses in Year 6. In science, there are good opportunities to collect information and display in the form of graphs.
78. Throughout the school, teachers have good relationships with pupils. They use these, with the school's good systems for behaviour management, to create positive classrooms with effective levels of control. Good organisation gives an effective pace to lessons and secure classroom routines ensure that time is not wasted. Teachers give clear explanations and

instructions that make their high expectations evident to pupils. Appropriate resources are effectively used to motivate pupils and help them to understand the objects of the lessons. Teachers' good questioning helps pupils to think carefully and aids them in considering their answers. Tasks are often well planned with appropriate activities to meet the needs of pupils with different levels of attainment. There are good developing assessment systems to help teachers in this but these are not used consistently.

## Science

79. By the end of both key stages, pupils' attainment is in line with national expectations. Teacher assessments at Key Stage 1 indicate high numbers of pupils reaching Level 2 in most attainment targets, but below average numbers reaching higher levels. National curriculum test results at Key Stage 2 give results that are broadly in line with national averages. Since the last inspection, the school has maintained pupils' standards of achievement in science, and over the last three years, there has been steady improvement in national curriculum test results. The school has also improved the use of assessment to inform curriculum planning, and significantly developed the role of the subject co-ordinator in monitoring and evaluating the quality of teaching. These measures are having a positive effect on pupils' progress. Pupils with special educational needs are appropriately provided for. They make effective progress.
80. Pupils make satisfactory progress in their understanding of science at both key stages and boys and girls generally progress at a similar pace. On entry to the school, they bring with them a sound level of general knowledge of the world around them, and they put their knowledge to good use in Key Stage 1. They gain knowledge and understanding, for example in recognising the sources of sound. Well-planned lessons with clear objectives enable them to use simple experiments with salt on a drum to show how sound is heard through vibration. Pupils use a wide range of equipment to understand how the eye works, and to recognise and name different sources of light. They reach satisfactory standards in different areas of scientific knowledge. For example, they correctly name parts of the body and the effects upon it of exercise. By the end of the key stage, pupils achieve good standards in scientific investigation. In Key stage 2, they continue their studies of the properties of sound and light waves. Accurate understanding of scientific language such as 'translucent' and 'opaque' enhances their good levels of knowledge. Well-planned investigative work enables them to understand how a simple electrical circuit works and they show a clear grasp of forces such as gravity. They show good standards of achievement in work on materials, for instance through experimenting with different methods for separating mixtures. They record their observations accurately, and more able pupils make and test hypotheses according to the principles of fair testing.
81. Pupils enjoy learning science, particularly when they have opportunities to observe and participate in experiments. In a Year 2 lesson on light, for example, they are eager to describe how things look through a microscope or magnifying lens. They work well in groups, such as when investigating the variables which will make a light bulb brighter or dimmer. They record their observations with accuracy and describe effects using appropriate scientific vocabulary. They are careful in the way they handle substances.
82. The teaching of science is satisfactory with some good features. These particularly result from recent improvements made in planning and assessing pupils' work. Lessons are very well planned and prepared. Teachers use an appropriate mix of demonstration, discussion and experiment to make the subject accessible to pupils. Teachers set high standards for what pupils will achieve, and conduct lessons at a pace that ensures that pupils' attention remains concentrated on their work. Instances of misbehaviour, which are very few and far between, are dealt with swiftly and effectively. On occasion, teachers

show a degree of caution that inhibits learning. They are, for instance, reluctant to use heat in the classroom although this can be done safely and pupils need to understand the effects of heat as part of their studies. Opportunities for pupils to develop their research skills through homework and using information technology are not fully exploited. This particularly reduces the progress of the higher-attaining pupils.

88. **Information technology**

83. The majority of pupils', by the end of both key stages, have standards of achievement that are below the nationally expected levels. However, some pupils in Years 5 and 6 are acquiring both a knowledge and understanding of the uses of information technology that is in line with the national expectations. This is due to the recent acquisition of a new computer for the library, a very new policy and the number of pupils who possess and use computers at home. Although many computers in the school are quite old, most have printers and, with planned and focused use, are more than adequate to deliver the requirements of the National Curriculum.

84. Progress in both key stages is unsatisfactory. Pupils work and handle different kinds of data through information technology, but not in a progressively more complicated manner. Year 1 pupils begin to learn how to use the shift and return keys and to write in their own words through using different software. By the end of Key Stage 1, many pupils know and can name different parts of the equipment. Most pupils use the mouse with confidence to select functions, for example to draw patterns with colour in an art package. Many use simple software to enhance their numeracy skills. They input text into a word-processor and draw using different software packages. Many store data gathered from other pupils and present that information in the form of a simple graph. In Key Stage 2, pupils extend their previous learning in data handling and use this skill to collect their own data to compile and use simple databases. Some pupils produce texts at a satisfactory level in English and humanities using a computer. By the end of the key stage, pupils begin to acquire a grasp of Logo programming although this is at a very early stage. They produce text, labels, pictures and poetry for presentations or displays. There is some evidence of redrafting, and desktop publishing, where text was copied, moved, paragraphed and spell-checked. Some pupils in Years 5 and 6 have good understanding of how information technology is used in society generally.

85. Pupils' attitudes and behaviour in the examples seen of information technology in use are good. They are keen to participate, often using their own initiative to take their lessons further. For instance, the pairs using a CD-ROM encyclopaedia in Year 6 for research on their Tudors project showed a good deal of interest and sustained concentration. Pupils are happy to share their use of the keyboard and mouse. In the older classes, they also acknowledge the higher levels skills that some of their classmates possess without being envious. Great care and respect for the machines and software was apparent when observing pupils working with a CD-ROM in the library.

86. No direct teaching of information technology was seen during the inspection. However it is clear that teachers have sufficient knowledge of the curriculum to teach the subject. Many teachers, for example, make good use of information technology for their teaching materials. They have appropriate understanding to make pupils' use of information technology enjoyable and meaningful. However, opportunities for information technology are not identified at the long-term planning stage where the emphasis on skills could be highlighted. Short-term planning does not consistently include the use of programs across the curriculum where appropriate. Teachers pay too little attention to the systematic development of pupils' skills. In some year groups the content of the planned lessons is too easy and obvious, and presents no challenge to the pupils concerned. In lessons observed Year 5 pupils in the combined Year 4/5 class practised

very elementary programming skills using a programmable robot. In the next class, Year 5 pupils have been using a Logo program where the programming skills are much more sophisticated. There is a good, recent, policy for information technology and the school's scheme of work has recently been enhanced by consideration of the Qualifications and Curriculum Authority guidelines. There is a checklist to identify work covered in some classes. There was some evidence to suggest that information technology is occasionally being used to enhance the curriculum in mathematics, English and history, but the essential planning to ensure continuity of provision and steady progress is not in place. Pupils have limited opportunities to use other information technology equipment, such as digital cameras, videos and tape recorders on their outside visits and when compiling their topic folders.

## 92. **Religious education**

87. By the end of both key stages, pupils' attainment in religious education is satisfactory in terms of the criteria laid down in Lincolnshire's Agreed Syllabus. The school has maintained the standards indicated in the last inspection, although there is a continuing need to widen pupils' experiences of faiths other than Christianity. Pupils make satisfactory progress in religious education in both key stages. Links with their local parish and information that they acquire in the family context all help them to develop a good understanding of Christian celebration and belief. Their understanding of the sacred and of ultimate questions in religion is weak, and they make only limited progress in their knowledge of faiths other than Christianity.
88. By the end of Key Stage 1, pupils have a good knowledge of some Bible stories of the life of Jesus, know that a church is a place of worship, and have some understanding of prayer. They have very limited information about other faiths, but do have some idea of the importance of Diwali for Hindus. They have some idea of why actions are good and bad. By the end of Key Stage 2, pupils have a greater knowledge of key events in the life of Jesus. They have not, however, developed a sufficiently greater understanding of the links between religions and cultures. They know the broad outlines of Hindu faith. They have some knowledge of Islamic methods of prayer and compare Christian, Muslim and Sikh rules and customs. They understand the concept of authority as applied to religious beliefs and know what the work of a priest is like. They talk about ideas such as justice and fairness in a broadly Christian context.
89. Pupils respond well to their lessons in religious education. They particularly enjoy stories about important people in different religions, as well as stories from the Bible. They show respect for different values and beliefs and listen well in class.
90. Teaching religious education is satisfactory and some lessons are good. Lessons are well planned and have clear statements of what pupils will learn. Teachers use methods such as skilful questioning to review and extend pupils' knowledge and understanding. However, systems of assessment do not contribute sufficiently to the match of tasks to pupils' attainment. Classroom management is very good and this contributes to the good pace of most lessons. This helps to keep pupils on task and promotes their progress. Assemblies, collective worship and the strong links with the local church very usefully extend classroom lessons in religious education.

## **OTHER SUBJECTS OR COURSES**

### **Art**

91. All pupils, including those with special educational needs, make satisfactory progress throughout the school. The school has maintained the good attention to giving pupils a broad experience and knowledge of art that is outlined in the last report. Year 1 pupils

develop sound pencil control as they make detailed and imaginative Christmas pictures. They describe what they are drawing well and show care and pride in their work. Some plan and make Diwali cards, identifying how they have improved their work. Pupils gain accuracy when making Christmas decorations, using scissors and a variety of papers. Pupils in Year 2 use paint and wax resist to make firework pictures. They evaluate their work well when identifying which features of their 'stained glass windows' please them the most. Younger pupils in Key Stage 2 use their knowledge and understanding of the cubist pictures of Picasso to make their own collages. They make good progress in developing confidence and accuracy in working with glue and fabric. They show increasing understanding of elements of the style and make good imaginative responses. Some work is of high quality. Pupils throughout the key stage gain experience and understanding of mixing colours and develop an appropriate vocabulary to discuss their work. Much work in art throughout the school supports pupils' work in other subjects of the curriculum. For example, Year 5 and 6 pupils create portraits of Henry VIII and other Tudors. Year 6 pupils work effectively together to create large pictures illustrating the travels of the Spanish Armada.

92. Pupils' responses to art are good. They enjoy art lessons and make good efforts to improve their work. Most are able to maintain good levels of concentration and they persevere well with their artwork. Behaviour in lessons is often very good and pupils organise themselves well. They work together well and co-operate effectively in some activities. Pupils discuss their ideas and share materials and equipment well. Many pupils show enthusiasm for the artists they encounter and some begin to think carefully about the purposes of their art.
93. Teaching throughout the school is satisfactory and some lessons are good, particularly when teachers make art the focus of their lessons. When art activities are planned alongside tasks relating to other subjects, teachers sometimes pay too little attention to their development and pupils' progress is weaker. Teachers have good control of pupils and clear classroom routines that are effective in creating good environments for learning. Little time is wasted and teachers give good explanations and instructions that enable pupils to settle quickly to their work. Relationships are very good and teachers make effective use of praise to motivate and encourage pupils. Activities are appropriately planned to give pupils experience of a suitable range of media. Some attention is paid to art from other cultures but the school's provision for this is weak.

99. **Design and technology**

94. Pupils make satisfactory progress in design and technology throughout the school. They make better progress in the skills of making than those shown in the last report. In using tools, they improve not only their motor skills, but also their appreciation of the risks that tools pose, and how to control them. They improve their ability to evaluate the quality and effectiveness of what they make. As pupils progress through the school, they become more able to evaluate their work critically, by describing the features that do and do not work well. In Key Stage 1 they learn different ways of joining surfaces together and evaluate their success. They make and evaluate objects out of play-dough and draw and make Diwali cards, some of which have moving parts. In Key Stage 2 they make model ships using a cardboard template, and build models of Tudor houses from their own drawings. They learn how to make a structure rigid by using triangular struts. Pupils generally show better skills in making than in design: they often make drawings as a preliminary to starting a construction, but frequently do not use their drawings as a practical design for what they construct. Older pupils do not have sufficient opportunities to develop detailed written plans and make full evaluations of their work and this limits their progress in the subject. Such plans and evaluations would also use and contribute to pupils' numeracy and literacy skills.
95. Pupils respond well to their work in design and technology. They are enthusiastic in working on models and constructions. They work with sustained effort and share equipment sensibly. In most cases, they listen carefully to teacher's instructions and try hard to achieve good results. Pupils making Diwali cards, for instance, talk about what they are trying to achieve, and understand the purpose and significance of what they are making.
96. Teaching throughout the school is satisfactory. Teachers plan activities carefully, and appropriately supervise the use of any sharp tools to minimise any risks to pupils. Older pupils are given challenging targets for the accuracy of their work using wood and card. The projects involving construction of Tudor ships and houses show good use of cross-curricular links with the history topic. However, teachers do not always make effective use of such links where they are available. Work in science on electrical circuits, for instance could very easily be linked to control technology by giving pupils the opportunity to design and make working traffic lights.

102. **Geography**

97. Few lessons were seen in geography but teachers' planning, pupils' past work and discussions with pupils show that pupils make satisfactory progress through the school. The school has maintained the quality of its provision for geography since the last inspection.
98. In Key Stage 1 pupils increasingly describe their locality in terms of human and physical features. They identify some of the things they find attractive and unattractive about it with increasing use of geographical vocabulary. Pupils describe some landscape features such as rivers and lakes, but have a limited sense of relative scale. More able pupils show a growing awareness of scale and distance. Some pupils can identify the countries of the United Kingdom on a map and can make some limited comparisons between their own locality and, for example, places in Scotland.
99. In Key Stage 2 pupils plot the cross-section of a river from measurements they have taken and use a computer to generate a map of a route in their locality. They show good progress in developing geographical skills such as enquiry, and satisfactory progress in their knowledge of places. Most identify the main countries within the United Kingdom. They describe features of the environment of Market Rasen, and compare and contrast

them with those of a community in India. They know some aspects of physical geography, and recall parts of their river study. They describe Cleethorpes and again compare and contrast its shops with those of Market Rasen. They use map co-ordinates accurately and have satisfactory skills in map interpretation.

100. Although too few lessons were seen to judge teaching, lessons are well planned and a broad range of activities contributes to pupils' progress. Fieldwork in particular makes a good contribution to their interpretative skills. Pupils enjoy their work in geography and work hard together to produce their best work. They draw maps neatly and with sufficient attention to detail.

## **History**

101. The cycle of topics planned for this term meant that history lessons were observed only in Year 3/4 and Year 6 classes during the inspection. However, teachers' planning, samples of past work, very good displays and discussions with pupils and the co-ordinator show that history has a significant place in the school. Pupils make good progress through the school.
102. Infant pupils, at the start of Key Stage 1, identify what is "old" and what is "new" by considering a range of items brought in to the classroom. Older Key Stage 1 pupils have good factual knowledge of life during World War II. They recognise the differences and similarities between everyday items, for example clothing, musical instruments and weapons in these periods compared with today. The current Year 6 topic on Tudors is giving them good insights into the variety of historical research methods they can consider using. Topics are well linked to other areas of study throughout the school. For example, the Year 6 Tudors project is linked with their study of William Shakespeare and their performance of *A Midsummer Night's Dream*. In Years 3 and 4 pupils write their own World War II songs in appropriate styles. In Key Stage 2, due to well planned and appropriate visits, pupils know about features of local history and show knowledge and understanding of aspects of life in Britain in more modern times. They use a wide range of secondary sources appropriately, including reference books, maps and CD-ROMs, when studying the history of World War II and life in Tudor times.
103. Pupils make good progress in talking and writing about historical matters and using evidence and imagination to describe life in the past. They develop confidence to ask relevant questions. By the end of Key Stage 2, most pupils have built well on their previous knowledge and are developing the skills required for purposeful historical inquiry. They confidently use reference books and computers when researching their project on famous people. During discussion, pupils respond well to questions and are willing to listen carefully to the ideas and opinions of other pupils. Most pupils show a lively sense of curiosity when exploring life in the past. They are interested in their work and enthusiastic about the topics studied. Year 2 and 3 pupils, for example, are fully engaged in their recreation of a 'VE-Day Party'. Year 6 pupils willingly talk about their research projects on Tudor times, and really enjoy the variety of modelling, painting and drama activities that they undertake. They work well in pairs and in groups and are generally very well behaved and courteous. Pupils usually take care and pride in the presentation of their work in history.
104. Teaching is good with some very good and sometimes excellent use of visitors and simulations to bring alive the subject. The visit of a 'Tudor' musician, for example, generates interest and excitement about the historical period. Teachers, support staff and parent helpers all enter enthusiastically into the simulation of a 'VE-Day party' and this motivates pupils well. Teachers plan well to ensure that all pupils, including those with special educational needs, receive appropriate access to the broad curriculum. Good links are

made to previous learning and stimulating questioning and whole-class discussions are used appropriately to check and extend pupils' knowledge, understanding and vocabulary.

## **Music**

105. Pupils make overall good progress through the school, although it is more rapid in Key Stage 2. Throughout the school, pupils know a good range of songs and perform these with actions. The majority sing with confidence and enjoyment and some of them have quite strong voices. The singing of the whole school in assemblies is particularly effective. Key Stage 1 pupils play simple repeating patterns using a range of percussion instruments and can use these successfully to accompany songs. Most pupils in Year 2 already have a well-developed awareness of keeping a steady beat when using their bodies to perform certain actions or when using instruments. Younger pupils in Key Stage 2 work in groups to devise simple compositions. They work together very well, refining and rehearsing their ideas, and perform their pieces to the rest of the class with great confidence. Although some pupils read conventional music through their instrumental lessons, all pupils are effectively challenged to use their own notation to record their compositions. This ensures that all pupils make good progress. Pupils' ability to criticise and appreciate different forms of music progresses well through the school. The insights created in a lesson seen in the Year 4/5 class, as the pupils listened to music based on the theme of water, were good.
106. Pupils' attitudes to music are generally good. They behave very well when taking part in practical activities and handle instruments sensitively and carefully. They are confident when improvising. They work together very well in groups, regardless of which group in the class they join. This was particularly true in the lesson observed in the Year 3/4 class when pupils were focused on reproducing a score for their own piece of music using symbols and graphic instead of the conventional notation.. The non-musicians in the different classes are not envious of the others, often applauding spontaneously when they have really enjoyed a performance.
107. Although too few lessons were seen to form secure judgements, much observed teaching was good. The well-balanced curriculum includes both composing and listening to a variety of music. A current concentration on singing is bringing great rewards throughout the school. Teachers manage pupils very effectively and monitor them carefully when they are all working on practical tasks. Lessons move along at a good pace to take full advantage of the time available and to ensure there is a good momentum to pupils' learning. Teachers have a very good knowledge of the subject, well supported by the expertise of the co-ordinator. A number of teaching and support staff are musicians and give their time freely. Elements of music are carefully included in the planning of other subjects. Teachers have a secure understanding of why music makes such an important contribution to the whole curriculum. This is evident in the interest and excitement generated by the visit from a 'Tudor' musician. Some good use is made of different forms of music from around the world, such as Diwali songs in Year 2. This makes an effective contribution to pupils' cultural development although the provision is not sufficiently systematic.
113. **Physical education**
108. The school has maintained the high standards described in the last inspection report. All pupils, including those with special educational needs, make good progress throughout the school. Although the lessons observed were all movement lessons, teachers' planning shows that a full range of the curriculum is covered during the year. A good range of extra-curricular activities, including team games, further enriches the provision for



physical education. The school benefits from its own swimming pool. This is effectively used during the warmer months to give a comprehensive programme of swimming instruction. Most pupils exceed the national standards in swimming by the time they leave the school.

109. Pupils in Key Stage 1 make good progress. Year 1 pupils are independent when getting changed for lessons. They have increasing understanding of the effects of exercise on their bodies. Most appreciate the need to warm up before exercise to avoid damaging muscles. Pupils move quickly to the teachers' instructions, holding shapes and balances well. They increase the range and quality of their movements as they follow the shapes of a candle flame. In Year 2, pupils follow well-established routines to ensure they have sufficient space to work. They move in an increasing range of ways, often with good levels of imagination. Pupils choose good combinations of movements and balances at different levels to make sequences. They improve the quality of these through practice and some opportunities to evaluate their work.
110. Progress in Key Stage 2 is good. Year 3 pupils balance using different parts of the body with increasing skills and control. They develop sequences of movements that include smoother actions and good finishes. Some improve their skills in performing controlled forward rolls. Year 4 pupils work effectively in small groups when they create sequences of actions that tell the story of The Three Pigs. Very good levels of co-operation allow pupils to divide roles sensibly and to create appropriate movements. They improve these consistently through the lesson through careful consideration and evaluation of what they have done. The teachers' careful questioning helps them to think increasingly carefully about their work. They apply themselves well and produce performances of high quality.
111. Pupils' attitudes to physical education are positive and their behaviour is good. Pupils respond with enthusiasm to the tasks set by teachers. They particularly rise to challenging tasks and concentrate hard on their work. Pupils follow instructions well and generally listen carefully to teachers' explanations. They pay good attention to safety issues, such as avoiding other pupils in their movements. They collect and use equipment such as mats with care. Pupils work together well in pairs and in larger groups, listening carefully to each other and making good comments. They are very supportive of each other, for example in spontaneously applauding a pupil who successfully demonstrates their movement.
112. Teaching is good throughout the school. Teachers have good understanding of the curriculum and plan activities that are generally appropriately challenging in all aspects of the subject. Good control and effective use of the school's behaviour strategies leads to well-ordered lessons where safety issues are carefully considered. Teachers build pupils' confidence through clear instructions and explanations. They use pupils' good work and praise effectively to motivate and give good examples. Teachers question and support individual pupils and groups well during lessons, developing their skills well. However, there is less emphasis on giving pupils opportunities to evaluate their own work and that of other pupils.

## **PART C: INSPECTION DATA**

### **SUMMARY OF INSPECTION EVIDENCE**

113. A team of four inspectors, including a lay inspector, undertook the inspection of Market Rasen CofE Primary School over a period of four days. The evidence was gathered in 14 inspection days and included over 48 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 – Y6	237	3	51	35

### Teachers and classes

#### Qualified teachers (YR – Y6)

Total number of qualified teachers (full-time equivalent)	10
Number of pupils per qualified teacher	23.7

#### Education support staff (YR - Y6)

Total number of education support staff	7
Total aggregate hours worked each week	105

Average class size:	26.3
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## Financial data

Financial year: 

98 / 99
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	£
Total Income	346610
Total Expenditure	357883
Expenditure per pupil	1583.55
Balance brought forward from previous year	22400
Balance carried forward to next year	11127

**PARENTAL SURVEY**

Number of questionnaires sent out:  
 Number of questionnaires returned:

178
76

**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	38	55	7		
I would find it easy to approach the school with questions or problems to do with my child(ren)	49	43	7	1	
The school handles complaints from parents well	20	49	25	6	
The school gives me a clear understanding of what is taught	37	57	3	3	
The school keeps me well informed about my child(ren)'s progress	32	55	7	5	1
The school enables my child(ren) to achieve a good standard of work	35	57	7	1	
The school encourages children to get involved in more than just their daily lessons	41	49	10	1	
I am satisfied with the work that my child(ren) is/are expected to do at home	29	52	13	4	1
The school's values and attitudes have a positive effect on my child(ren)	31	59	11		
The school achieves high standards of good behaviour	22	53	19	7	
My child(ren) like(s) school	54	41	1	3	1