

# **INSPECTION REPORT**

**Tedder County Primary  
Ashby de la Launde**

**LEA area: Lincolnshire**

**Unique Reference Number: 120375**

**Headteacher: Mrs C. Reeve**

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Reporting inspector: Mrs M. Hirst

Dates of inspection: 28<sup>th</sup> September 1999

Under OFSTED contract number: 707568

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

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## INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and Junior
Type of control:	County
Age range of pupils:	4 - 11
Gender of pupils:	Mixed
School address:	Trenchard Road Ashby de la Launde Lincolnshire LN4 3JY
Telephone number:	01526 320088
Fax number:	-
Appropriate authority:	The Governing Body
Name of chair of governors:	Mrs J Wilkinson
Date of previous inspection:	26 <sup>th</sup> February – 1 <sup>st</sup> March 1996

## INFORMATION ABOUT THE INSPECTION TEAM

<b>Team members</b>	<b>Subject responsibilities</b>	<b>Aspect responsibilities</b>
Mrs Marion Hirst Rgl	Science Information and communications technology Art Music	Attainment and progress Teaching Leadership and management The efficiency of the school
Mrs Susanna Stevens lay inspector		Attitudes, behaviour and personal development Attendance Support, guidance and pupils' welfare Partnership with parents and the community
Mrs Gill Dunkling team inspector	English Design technology History Geography	Special educational needs Under fives Curriculum and assessment
Rev. John Pryor team	Mathematics	Equal opportunities

[this table should list all team members and also indicate, in the subject column, the team member with responsibility for under fives, special educational needs, equal opportunities and English as a second language]

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Alexandra House  
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London WC2B 6SE

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## **MAIN FINDINGS**

### **What the school does well**

- .By the age of five children attain above average standards in language and literacy, mathematics, knowledge and understanding of the world, creative and physical development and personal and social aspects of learning.
- .By the age of eleven pupils make good progress in English, mathematics and science.
- .By the end of Key Stage 2 standards in Religious Education, history and music are good.
- .The leadership of the school is good. The headteacher, staff and governing body share a sense of common purpose. There is a commitment to raise standards.
- .There is no unsatisfactory teaching. Teaching is good or better in 60% of lessons.
- . There is a caring supportive ethos that reflects the aims of the school. The school has a commitment to providing the best for all pupils including a determination to achieve high standards.
- .Relationships are very good and this promotes pupils' progress.
- .A team approach to school improvements has been very successful in raising standards.
- .The school maintains a strong and effective partnership with parents and the local community.
- .Provision for special educational needs is good.
- .Provides a supportive environment to all pupils but especially to those of service families.

### **Where the school has weaknesses**

- I. By the end of both key stages, standards in information technology are below national expectations and pupils' progress is unsatisfactory.
- II. Although improvements have been made for higher attaining pupils to achieve above average standards this improvement is not consistent throughout the school.
- III. Resources in the library are unsatisfactory and used insufficiently to support all areas of the curriculum.
- IV. Outdoor provision for children under five is underdeveloped and restricts their physical development.

The school's strengths far outweigh its weakness. The school is a very happy and orderly community in which effective learning takes place. Although there is a weakness in standards of information technology, the school has already identified this and has an appropriate plan for improvement. It is notable that there are few weaknesses and this reflects the determination of the school to continue to raise standards still further. The few weaknesses identified during the inspection will form the basis of the governors' action plan, which will be sent to all parents and guardians.

### **How the school has improved since the last inspection**

The school has successfully responded to all of the key issues identified through the last inspection. The momentum of progress has continued and standards of 11 year olds in English, mathematics and science have improved. All curriculum policies have been reviewed to provide pupils with sufficient time for literacy and numeracy. During the past year significant improvements have been made to curriculum planning and assessment procedures and to the school's development plan. Despite these improvements, progress in information technology has been unsatisfactory. This is due to out-of-date inefficient hardware and a lack of teacher competence to teach the subject with confidence. However,

the quality of teaching in all other subjects continues to be good and often very good throughout both key stages. Recently, procedures have been introduced to analyse the school's results from statutory and optional testing. As a result the school has made significant improvements in 1999 in the number of pupils achieving the higher level in national curriculum tests at the end of both key stages. This commitment to higher standards places the school's capacity for improvement in the future to be good.

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**Standards in subjects**

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

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

The chart shows that standards achieved by 11 year olds in 1998 in English were well above the national average. When compared to similar schools standards fell slightly but still remain above those found in this type of school. Standards in mathematics and science are in line with national averages when compared to all schools but fall significantly when compared to similar schools.

**In 1999 pupils in Year 2 and Year 6 performed much better. Inspection findings and early indications of end of Key Stage 1 and 2 National Curriculum tests show improvements in English, mathematics and science.** Pupils' attainment in writing has improved and in mathematics and science 15% of pupils achieved the higher levels.

Standards in information technology are below average but in religious education pupils attain standards above those expected for 7 and 11 year olds as set out 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	Not applicable	Good	Good
Information technology	Not applicable	Unsatisfactory	Unsatisfactory
Religious education	Not applicable	Good	Good
Other subjects	Good	Satisfactory	Satisfactory

There is no unsatisfactory teaching which is a credit to the teachers in the school. Overall teaching is good; thirty per cent of teaching is very good, thirty seven per cent is good and thirty three per cent is satisfactory. There has been an improvement in the quality of teaching since the last inspection. The quality of teaching of children under five is good overall with many very good features. The teachers planning is very detailed and the activities provided show a very good understanding of how young children learn. Assessment is used effectively to plan the next stage of children’s learning. Teaching throughout the school for literacy and numeracy is particularly good. Teachers provide a range of activities that build very well onto pupils’ previous learning. In most lessons teachers’ provided good challenging extension activities for higher attaining pupils. However, this good practice is not used consistently throughout the school. Teachers’ introductions to lessons are good and they use the skill of questioning well. In all lessons the quality of relationships is very good. Overall, most teachers lack confidence to teach the full range of information technology skills. Adult helpers who include both parents and governors, make a very good contribution to the work in classes. The teaching of pupils with special educational needs is good in both key stages.

*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	Pupils' behaviour is good. This is due to very good relationships which exist between all staff and pupils. There is an atmosphere of orderliness and learning.
Attendance	Good. Pupils attend school punctually.
Ethos*	Caring and supportive. The school is clearly committed to high standards. The school builds a strong community in which pupils are given a sense of self-worth and a pride in their achievements.
Leadership and management	Good. The headteacher provides strong and effective leadership. Together with the governing body, she has established a clear educational vision for the school which all staff as a team are implementing well.
Curriculum	Good for children under five. Satisfactory in Key Stage 1 and Key Stage 2. A lack of the use of information technology to support all areas of the curriculum is having a negative impact on pupils' progress overall. Good provision for extra-curricular activities. Good use of assessment to plan the next stage of pupils learning.
Pupils with special educational needs	Good. Good quality individual educational plans give clear guidance, set precise targets and are regularly modified when the target is achieved. There is good support from non-teaching assistants.
Spiritual, moral, social & cultural development	Good overall. A strength of this provision is the strong moral lead given to pupils.
Staffing, resources and accommodation	Staffing and accommodation are satisfactory. Overall, resources are satisfactory, except for information technology and book resource in the library.
Value for money	Good. Funding available to pupils' is average. Taking this into account, along with the good quality of teaching, pupils' progress in standards and their good attitudes to their work, the school provides 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**

V. The way they are encouraged to play an active part in school life.

VI. Parents find it easy to approach the school with problems and complaints are handled well.

VII. Parents are pleased with the standards of their children's work.

VIII. The school encourages good behaviour and parents support the school values and attitudes.

IX. Parents are pleased that their children enjoy coming to school

### **What some parents are not happy about**

X. The extent to which the school keeps children's level of attainment.

XI. Some parents expressed concern that asses.

The responses of parents to the questions on the parental questionnaire are very positive and show good support for the school. The inspectors support parents' positive views but found no evidence that the school did not keep them informed about what is taught or that information was withdrawn from parents about their children's attainment. However, the school does rely on parents attending a parents consultation meeting in order to find out more detail about their children's baseline assessment results. Inspectors found that if parents were unable to attend the consultation meeting and approached the school to enquire about their children's attainment the headteacher and staff were very willingly to arrange a time to do so. Inspection evidence found no evidence that pupils in mixed-age classes made different progress to those in single-age classes. The issue of mixed-age classes has been discussed by the governing body of the school followed by full consultation with parents.

## · **KEY ISSUES FOR ACTION**

1. To improve the quality of education offered and raise standards the headteacher and governing body should:

### - **raise standards of attainment in information technology by:**

- ensuring that teachers receive the necessary training;
- clearly identifying what pupils are expected to learn in each year group and build assessment tasks into the planning;
- ensuring that information skills are taught across all aspects of the curriculum;
- ensuring that information technology is used effectively to support and complement work in other subject areas;
- ensuring that all strands of information technology are taught;
- providing the necessary equipment and software to support all strands of information technology.

**(Paragraphs 15, 17, 32, 39, 73, 79, 104, 109, 120, 121, 134, 135, 138, 140, 143, 157, 171)**

In addition to the key issue above the following weaknesses should be considered for inclusion in the action plan:

- provide opportunities that challenge the higher attaining pupils consistently at Key Stage 1 and Key Stage 2:

**(Paragraphs 5, 6, 29, 35, 41, 96, 97, 107, 111, 133)**

- improve the library book resource and pupils' use of the library to support the curriculum;

**(Paragraphs 10, 79, 101, 102, 110, 177)**

- improve the outdoor provision for children under five.

**(Paragraphs 79, 93)**

## · **INTRODUCTION**

### · **Characteristics of the school**

1 Tedder County Primary school is located within the RAF Camp of Digby. It provides education predominantly for the children of Service Personnel posted to the camp. These personnel currently include members of the RAF, Army, Navy and also the United States Forces. At the time of the inspection only two civilian families from the local area sent their children to the school. Due to the nature of the camp, the military requirements involve frequent individual service postings which causes the numbers of children on role to fluctuate dramatically. The average pupil spends little more than two years at the school. Several older pupils have experienced of up to six schools. This reflects a serious discontinuity of education for some pupils. The different educational backgrounds that pupils' bring to the school can result in gaps in their learning and the need for a short-term special educational needs programme. There are rare examples of pupils experiencing the whole of their primary education at this school but when this occurs pupils make very good progress. Whilst the school is kept informed of both coming and outgoing personnel, it is often the case that vacancies created are not filled by the pupils of incoming personnel. This has an effect on class sizes and composition.

2 The school is slightly smaller than the average sized primary school. At the time of inspection there were 131 pupils on roll between the ages of four and eleven. The number of pupils in reception, Year 2 and Year 4 are higher than in the remaining year groups. The school admits children into the reception class in the September of the academic year in which they turn five. Most children have received some form of pre-school education. Attainment on entry to the reception class is broadly average although a small number of pupils demonstrate above average attainment in language and literacy. At the time of inspection nineteen of the twenty-two children were under five years of age.

3 The school aims to raise standards of achievement within a happy and caring community in which pupils learn respect for others and for themselves. It also aims to develop the potential of all pupils in the full curriculum; enable pupils to appreciate and value science, the arts, physical activity and the natural world; encourage honesty and tolerance and prepare children for the world outside school.

4 Current priorities: include raising further the standards of teaching and learning with a focus on literacy, numeracy and information technology; improving standards through a structured and investigative approach; developing a home/school contract; improving and developing the school environment.

## 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
	1998	9	10	19

4 <b>National Curriculum Test/Task Results</b>		Reading	Writing	Mathematics
Number of pupils at NC Level 2 or above	Boys	8	8	7
	Girls	9	10	10
	Total	17	18	17
Percentage at NC Level 2 or above	School	89(73)	95(91)	94(91)
	National	80(80)	81(80)	84(84)

4 <b>Teacher Assessments</b>		English	Mathematics	Science
Number of pupils at NC Level 2 or above	Boys	8	8	8
	Girls	10	10	10
	Total	18	18	18
Percentage at NC Level 2 or above	School	95(91)	95(91)	95(91)
	National	81(80)	85(84)	86(85)

### 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
	1998	4	4	8

4 <b>National Curriculum Test Results</b>		English	Mathematics	Science
Number of pupils at NC Level 4 or above	Boys	3	2	3
	Girls	4	3	4
	Total	7	5	7
Percentage at NC Level 4 or above	School	88(76)	63(76)	88(63)
	National	65(63)	59(62)	69(69)

4 <b>Teacher Assessments</b>		English	Mathematics	Science
Number of pupils at NC Level 4 or above	Boys	2	2	3
	Girls	3	3	4
	Total	5	5	7
Percentage at NC Level 4 or above	School	71(75)	71(76)	88(75)
	National	65(63)	65(64)	72(69)

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

4 **Attendance**

Percentage of half days (sessions) missed through absence for the latest complete reporting year:			%
	Authorised	School	4.2
	Absence	National comparative data	5.7
	Unauthorised	School	0.0
	Absence	National comparative data	0.5

4

4 **Exclusions**

Number of exclusions of pupils (of statutory school age) during the previous year:		Number
	Fixed period	0
	Permanent	0

4 **Quality of teaching**

Percentage of teaching observed which is:		%
	Very good or better	30
	Satisfactory or better	100
	Less than satisfactory	0

## 4 PART A: ASPECTS OF THE SCHOOL

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

#### 4 Attainment and progress

- 5 The results of National Curriculum tests for 11 year-olds in 1998 show that standards of attainment in English are well above the national average but the percentage of pupils achieving the higher level is below the national average. The standards in mathematics and science are in-line with the national average. However, no pupils achieved the higher levels in either mathematics or science. Compared to similar schools, the 1998 tests showed that pupils achieved above average standards in English but in mathematics and science standards fell well below. Pupils' test results over the last three years show that standards in English have risen considerably since 1996. However, standards in science have remained constant whilst standards in mathematics have fluctuated, rising in 1997, but falling in 1998. There is no significant difference between the attainment of boys and girls at this key stage.
- 6 National Curriculum tests and assessments of seven year-olds in 1998 show that standards in reading are above the national average for all schools and the number of pupils achieving the higher level in reading is also above the national average. When compared to similar schools standards in reading fall below the average. Standards in writing are well above the national average. However, no pupils achieved the higher level in writing and this represents a fall in standards when compared to similar schools. In mathematics whilst a large percentage of pupils achieve the national average the number achieving the higher level falls well below. In consequence standards of attainment in mathematics fall below the national average and well below when compared to similar schools. Teacher assessment in science in 1998 showed pupils were attaining standards above the national average but the percentage of pupils achieving the higher level fell well below the national average. Pupils' test results over the last three years show standards in reading, writing and mathematics have remained very similar with no differences in attainment between boys and girls.
- 7 Inspection evidence and the schools analysis of results of National Curriculum tests in 1999 shows significant improvement in reading, writing, mathematics and science at Key Stage 1 and English, mathematics and science at Key Stage 2. The school has worked hard to challenge pupils' more rigorously in order to help them to achieve the higher levels. This is not easy due to the movement of pupils to and from the school. As a service school pupils stay at the school for an average of two years. The school accurately identifies an awareness to build onto pupils' previous knowledge, understanding and skills in each of the subjects in order to improve standards. In this they have been successful and in 1999 a significant number of pupils at both key stages achieved the higher levels.
- 8 Children entering the reception class this year have overall, average levels of attainment although there are some children attaining above and below the average

level. By the age of five, many children are attaining higher than the generally expected levels in language and literacy, mathematics, knowledge and understanding of the world and creative and physical development. Children's attainment in personal and social development is also good. In the reception class children are provided with a wide variety of practical opportunities to develop their skills of reading, writing, speaking and listening and number. By the time they are ready to enter compulsory education children enjoy books, understand their purpose and can describe the main events sequencing them in order. Most recognise and know the sounds that letters represent and use this knowledge to help them in their reading. Most children are able to read simple text of appropriate difficulty. Children can form alphabet letters accurately and make good attempts to write their own sentences. In mathematics, most children know common shapes and understand simple patterns. They can count to ten and higher attaining children understand the value of the numbers they count. Children match numbers and some add on one correctly. Most children have a good knowledge of the language of mathematics.

- 9 At Key Stage 1, inspection findings and early indications of the 1999 end of Key Stage 1 National Curriculum tests show an improvement in reading and in writing with at least a quarter of pupils achieving the higher levels. Pupils' attainment in reading and in writing is above the national average. In reading pupils develop very good word recognition and phonic skills and they make appropriate use of the context to predict and anticipate likely words and events of a story. Big books are used well to support pupils' understanding of stories whilst drawing pupils' attention to the conventions of written English. In writing, pupils spell common words accurately, understand sentence structure and use punctuation correctly to demarcate sentences. They write with concentration for a sustained period using expressive language successfully.
- 10 Inspection findings and early indications of the 1999 end of Key Stage 2 National Curriculum tests show better attainment, particularly in the higher levels, in most areas of English. These improvements show that the school has been successful in adding value to its pupils' education in the short time that they remain at the school and by the time they leave Year 6. The improvement is owing to the schools' effective work in implementing the literacy hour, implementation of an assessment policy, monitoring of teaching and learning, careful analysis of previous test results and the differences in the ability of the two cohorts of pupils. In reading, pupils can use a range of context cues to gain meaning and they have good understanding of the need to use different reading strategies dependent on the purpose. Most pupils are able to refer to texts in order to answer questions and they demonstrate good inferential understanding. Whilst pupils use reading aids such as index, chapter headings and glossary they have underdeveloped research and study skills. This is due to infrequent, systematic teaching of library skills to support all areas of the curriculum.
- 11 Attainment in speaking and listening is above national expectations throughout the school. There are good opportunities for pupils to talk about their interests and their work. Pupils' language is carefully developed and by the end of Key Stage 2 pupils speak clearly and confidently in a variety of speaking and listening tasks. They use appropriate language when speaking in front of an audience and older pupils are able to debate at a very mature level.

- 12 Evidence from the inspection and early indications of pupils' results in the 1999 national tests indicate that pupils' attainment by the end of Key Stage 1 and Key Stage 2 in mathematics has improved and is above national averages. By the end of Key Stage 1 pupils show good competence in mental mathematics and general numeracy. They are familiar with place value, can recognise regular shapes and understand lines of symmetry. Pupils confidently use mathematics to sort out problems and are beginning to discover patterns in numbers to help them with computation. By the end of Key Stage 2 pupils confidently look for number patterns to work out practical problems and most are successful. They understand how to work out equivalence in fractions and can exchange metric and imperial measures using increasing precise equivalents.
- 13 Results of the 1999 teacher assessments show standards in science are continuing to rise with at least a quarter of the pupils reaching the higher level and overall attainment above the national average. This is due to the school's determination to plan more effectively enabling pupils to learn through practical investigation. Pupils understand that materials have different properties and they can sort them into categories. They know that magnets will attract some metals and that opposite poles of a magnet will attract each other. Most pupils can record their own investigations using diagrams, graphs and words.
- 14 Results of the 1999 Key Stage 2 national tests in science have improved from the previous year and almost a third reached the higher level. This is an improvement on the 1998 results when no pupils reached the higher level. Inspection findings confirm that pupils' attainment at the end of Key Stage 2 is above the national average. Pupils have a good understanding of a 'fair test' and know how to change one variable in order to decide on an accurate conclusion. They have a good knowledge of solids, liquids and gases and confidently investigate the hypothesis that air is not a weightless gas. Pupils predict, plan, investigate and record their work. This is an improvement on last year's work where evidence of scrutiny of pupils' books found that much of pupils recording had been copied.
- 15 Pupils' attainment in information technology is below national levels at the end of both key stages. This is because pupils have too few opportunities to extend their computer skills because resources are inadequate, computers are not used systematically in classrooms to support all areas of the curriculum and some teachers lack sufficient information technology capability to teach the subject with confidence. Pupils' progress in information technology is unsatisfactory across both key stages.
- 16 In religious education pupils' attainment is above the level expected for seven and eleven-year-olds as set out in the locally agreed syllabus. Pupils are familiar a number of stories from the old and new testaments of the Bible and respond well to the themes and teaching within them. They are introduced to a multi-faith society through various topics and they show a growing understanding of life beyond the RAF camp of Digby where they live. In both key stages pupils make good progress and by the age of eleven they approach religious education with a good degree of maturity. They confidently engage in discussion demonstrating a developing

understanding of the relationship between belief and behaviour. Pupils with special educational needs make good progress throughout the school and their work is carefully planned to match their ability.

- 17 During the time that pupils are at the school they all, including those with special educational needs make good progress in all areas of English, mathematics and science. This is due to implementation of the literacy and numeracy strategy and a practical investigative approach in mathematics and science. Other factors that have brought about improvements are a team approach to planning, good and very good teaching, procedures for assessment that inform the next stage of learning, monitoring of standards and a commitment by all working at the school to raise achievement. In English, pupils' speaking and listening skills are encouraged and this supports their personal development. They make good progress in writing using their skills of punctuation and spelling to write stories, prepare a debate and describe characters. In mathematics there is good development of different aspects of numeracy and the time provided for the development of numeracy is appropriate and used well. In science pupils' develop increasingly their observation skills, they make good predictions and use their knowledge and understanding of scientific principles in their investigations. Throughout the school pupils with special educational needs make good progress in consolidating their knowledge, skills and understanding in most subjects except for information technology. Teacher's planning for information technology is inconsistent and does not allow for the systematic progression of skills. There is little use of computers in the classroom to support other areas of the curriculum. This restricts pupils' knowledge and understanding of information technology and how it can be used to enhance their work.
- 18 In other subjects, pupils make good progress throughout the school in history and music and satisfactory progress in geography, design and technology, art and physical education.

18 **Attitudes, behaviour and personal development**

1. The positive attitudes shown by pupils, including those under five and newcomers to the community is consistent across the school. Pupils are industrious, enthusiastic and concentrate well. The collaborative manner in which pupils work together and embrace newcomers into their daily routines, contributes to their social development and reinforces their good attitude to their learning. This aspect of the school was highlighted in the previous report and is seen to continue during the current inspection. Pupils show a pride in their work and are willing to ask and answer questions in a cheerful, friendly manner. They support one another with courtesy and understanding.
2. The good behaviour of the large majority of the pupils and the standard of discipline is consistent in classrooms and at break times. Behaviour in lessons is usually good, with pupils listening and responding well to their teachers and other pupils. Movement in and around the school is orderly and sensible, with pupils holding doors open for others or helping to carry a lunch box or coat for another pupil. The school is a happy community where good behaviour is expected and contributes to the standards of attainment and quality of education provided.

3. There have been no exclusions from the school and pupils are seen to take a pride in their surroundings. There is sympathetic support for individual pupils with potential behavioural problems and staff are swift to deal with any inappropriate behaviour. Pupils take responsibility for their own behaviour in a mature manner, regulating their standards of behaviour well. Bullying is very rare, with older pupils setting good examples of care for younger pupils.
4. Relationships in the school are very good. There is a warm, friendly, open and compassionate atmosphere amongst the adults and pupils and between the pupils themselves. Pupils and staff are respected as individuals and valued as members of the school. Pupils generally listen politely to their teachers and to other pupils when they are speaking, sharing resources or working in groups. The commitment, courtesy, enthusiasm and friendliness shown by adults in the school contributes effectively to the life of the school and is appreciated by the pupils. The good role models provided by the staff and older pupils enhances the pupils' personal development and encourages their feelings of self-worth. For example, a newly arrived pupil from a Forces' school was seen to be reassured by her peers in the classroom, by older pupils in the playground and by staff with a friendly hand at break-times. This happened throughout the day during and the inspection. This collaborative effort was seen to have a happy smiling outcome for a very young child and endorses the positive ethos of this school.
5. The pupils' personal development is very good and is a significant strength of the school. They are confident in accepting responsibility are quick to note when something needs to be done and carry out a wide range of tasks with care and diligence. Pupils generally show a good level of self-confidence, talk easily and courteously to adults on a variety of topics, for example, discussions range from the qualities of the new seasons conker crop or the different properties of oil-based pastels in art work. Younger pupils are encouraged to play with older pupils, are tolerated well when they are running about in the playground by the older pupils, who take turns to help them with hoops or skipping ropes. Pupils have a high level of mature sensitivity to the needs of others, for example, a reception pupil being careful not to disturb another class on the way out of their classroom at afternoon break; "Be quiet, they are finishing their work in that room". Pupils show ability in devising and directing their own investigative work such as a detailed survey of life in a large neighbouring village. The caring relationships in the school give good support to the local base community, with whom there is a close tie. These findings are substantiated by the comments of parents at the pre-inspection meeting.

## 23. **Attendance**

1. The good pupil attendance reported in the previous inspection has been maintained. There is no unauthorised absence or truancy. Pupils are keen to attend school and parents give a high priority to regular, punctual attendance.

## 24. QUALITY OF EDUCATION PROVIDED

### 24. Teaching

2. Overall the quality of teaching is good. Thirty per cent of teaching is very good, thirty seven per cent of teaching is good and thirty three per cent is satisfactory. Although the quality of teaching continues to be good there is a significant improvement since the last inspection in the number of lesson graded as very good. This improvement is a result of a careful review of the curriculum and procedures for planning, implementation of a rigorous process for the assessment of pupils' attainment and progress and a structured approach to monitoring by the headteacher of teaching and learning.
3. The quality of teaching for children under five is good. The teacher has high expectations and a very good understanding of how young children learn. Planning is very detailed, including carefully thought out support sheets for helpers in the classroom. All activities are challenging and firmly based on the recommended areas of learning for this age group. Lessons are well structured and children's interests are maintained through a good variety of stimulating and worthwhile activities. Relationships between the teacher, support assistant, other helpers, parents and children are very good and this creates a warm friendly atmosphere which is very purposeful. Children's personal and social development is promoted well and they are encouraged to share and to think about others. Although the children have recently started school full-time, there is an established daily routine. Throughout the day there are good opportunities for children to develop and extend their language skills. For example, children talk about the shapes they can see in school and on the way home. They link this activity to reading, number work, written work and knowledge and understanding of the world. Children's work is displayed attractively and is used well to stimulate interest and promote learning.
4. In Key Stage 1 the quality of teaching is good. Fifty two per cent of lessons are graded good, forty per cent satisfactory and eight per cent are very good. Lessons are generally well planned, start promptly and most are taken at a brisk pace. Teachers use the introduction to lessons well, asking good probing questions at the right time. This helps pupils to build onto existing knowledge and extend their understanding of a wide range of concepts. Almost all lessons are well organised and good use is made of learning support assistants and additional helpers in the classroom.
5. In Key Stage 2, the quality of teaching is good. Twenty seven per cent of lessons are very good, twenty seven per cent of lessons are good and forty six per cent of lessons are satisfactory. Planning is thorough providing appropriate work to match the needs pupils in both mixed age classes. It is clearly based on an assessment of pupils' previous learning. Overall, teachers subject knowledge is good and this is used well to support pupils' learning. Most teachers' make the lesson objectives

very clear to pupils at the beginning of the session and then return briefly to them at the end for a review. This enables pupils to understand why they do things. All teachers have a warm and supportive relationship with their pupils and pupils are happy and secure in their teachers' presence. Teachers are skilful in managing lessons. They circulate round when pupils are working individually or in groups, praising, guiding and encouraging. This has a very positive effect on the pupils' self-esteem and most work hard to produce their best work.

6. In all lessons teachers provide different work for the range of pupil attainment in their classes. Whilst this is appropriate, particularly where there are mixed and split age classes, providing tasks at the right level of difficulty for higher attaining pupils is inconsistent across the school. Teachers often provide good consolidation work, but they miss opportunities to provide work that really challenges these pupils, for example in mathematics and in science.
7. Teachers use a variety of methods to teach their classes. They successfully balance direct instruction with opportunities for pupils to work independently and cooperatively. This was seen to good effect in the literacy and numeracy sessions. In this they use adult helpers effectively. Helpers include governors, parents and support assistants all make a very good contribution to the work in classes.
8. Teachers give good feedback to pupils during lessons and they use day-to-day assessments to decide what to teach next. Procedures to record pupils' progress in subjects have recently been introduced and are working well. In addition to teachers' recording of attainment, pupils' also comment upon their own achievements in their *Thinking Diaries*. Teachers' value pupils' comments and try hard to set tasks to enable pupils to overcome their perceived difficulties.
9. With the exception of information technology, the quality of teaching is good in English, mathematics, science, religious education, music and history and for children under five. In all other subjects the quality of teaching is satisfactory. A major weakness is the teaching of information technology. Very little direct teaching of this subject was seen during the inspection but in discussion with teachers it is evident that they are unclear how to progressively develop pupils' information technology skills as they move through the school. Most teachers have little background knowledge of pupils' information technology capability and the experiences they have gained from working on a computer at home.
10. The teaching of pupils with special educational needs is good in both key stages. Teachers and support staff make regular assessments of pupils' individual targets and use this information to support the next stage of learning. Good quality individual educational plans are drawn up for pupils. These give clear guidance, set precise targets and are regularly modified when the target is achieved. Pupils receive effective support within class. Pupils' progress is consistently good. Teachers ensure that pupils are able to participate in all lessons by being given work which is generally well matched to their needs.
11. Teachers' marking is overall satisfactory. Pupils' work is marked regularly and generally teachers use encouraging and constructive remarks to help improve their

work.

12. There is a satisfactory homework policy. Older pupils receive more homework than younger ones. Pupils are encouraged to read at home and are asked to learn spellings and times tables. Older pupils are asked to complete a range of tasks such as recording the types of bread eaten at home for a design and technology project, comprehension exercises and mathematics exercises. The majority of parents appreciate homework and sixty four per cent of those who responded to the parents' questionnaire are satisfied with the homework given to pupils. Although some of the work is not always challenging particularly for higher attaining pupils, the school is keen to establish good work habits and there is evidence from a growing number of pupils who are completing their homework that this is working. Teachers are aware of this difficulty and have begun to identify ways of providing greater challenges for higher attaining pupils.

13. All teachers are fully committed to the school and work hard to enable pupils to settle quickly into classes and to make maximum progress during the length of time they stay at the school. They work well together as a team and are mutually supportive. This atmosphere is reassuring to pupils and parents. Teachers' try hard to minimise the discontinuity in pupils education that frequent family postings can have on children of service schools. The good quality teaching seen during the inspection reflects the very positive approach that all teachers have for the pupils they teach.

36. **The curriculum and assessment**

1. Since the last inspection in April 1996 all weaknesses in the school's curriculum identified in the report have been successfully addressed. All policies have been updated and reviewed. Good planning procedures are now in place for all subjects and procedures for the assessment of pupils' progress are effective and used well.

2. The curriculum for children under the age of five is based on the nationally agreed desirable learning outcomes. A broad range of activities is planned well to enable young children to develop the skills to provide a good foundation for work on the National Curriculum. Good opportunities are planned and organised, through a range of directed and free-choice activities, for children to develop academically, creatively and socially. There are, however, limited opportunities for children to fully develop their physical skills by using large outdoor climbing equipment. The school makes good use of "PIPS" baseline assessment on children's entry to the school and results are used effectively to plan their work.

3. The school offers a satisfactory, broad and balanced curriculum. It includes all the subjects of the National Curriculum and religious education and meets statutory requirements except in the area of information technology, where provision is unsatisfactory. The curriculum is enriched by educational visits, carefully matched to the age and interests of the pupils making the trips. There is good provision for extra-curricular activities. These include, for example, football, skittle-ball, recorder playing, bell plates, drama and a study club for pupils in Years 5 and 6. The school's strategy for developing the literacy and numeracy hours is good and is

making a significant contribution to raising and maintaining high standards in English and mathematics.

4. There is clear provision for the pupils' personal and social education in the school's programme; there is also a well-planned programme of health education, which includes sex education and drugs awareness. The curriculum reflects the school's aims and is successful in promoting the pupils' intellectual, physical and personal development.
5. The curriculum is planned well and shows significant improvements since the last inspection. Policies and schemes of work for all subjects are detailed and give good guidance in developing work. Teachers' plan together effectively to ensure that all pupils are offered access to the broad range of activities. The curriculum map provides clear detail of when programmes of study, for all areas of the curriculum, are to be taught throughout the year. Although improvements have been made for the higher attaining pupils to achieve above average standards they are not consistently challenged through both key stages.
6. Appropriate provision is made for equal opportunities. All sports and other activities are open to both boys and girls. The school makes good provision for pupils with special educational needs. The policy fully meets statutory requirements, particularly with regard to the early identification and assessment of pupils' needs. Individual education plans are used effectively to monitor pupils' progress and set achievable targets for learning. Parents are involved at each stage of discussion.
7. National Curriculum assessment requirements are met at the end of both key stages. In 1998 teacher assessments at Key Stage 1 indicate that expectation of the higher level 3 is below the national average in writing, mathematics and science. Teacher assessments indicate that they do not expect pupils at the end of Key Stage 2 to achieve beyond level 4 in mathematics and science. However, standards in 1999 have risen in English, mathematics and science, with pupils achieving levels 3 and 5 at the end of both key stages.
8. In response to the previous inspection, the staff have worked very hard to review record keeping and assessment procedures. As a result, the school now has good procedures for the assessment and recording of pupils' progress and attainment. Significant features of this are the detailed targets set for individual pupils, using information gained from analysis of test results and the newly developed record keeping and assessment system, which is used consistently throughout the school for most subjects. Daily assessment and evaluation of work is used effectively in both key stages. However, in information technology, assessment is not used so effectively in order to ensure that work is planned to build upon prior knowledge and understanding.
9. Since the recent adoption of the new marking policy, the marking of pupils' work has generally improved and is effective in improving performance. There are good examples, in both key stages, of helpful and encouraging comments that tell pupils how they might improve their work. Good work and behaviour are encouraged

throughout the school by an effective system of rewards. Annual written reports meet statutory requirements, contain good detail of work covered and clearly state the standards attained by individual pupils.

45.

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

1. In the previous inspection of the school the provision for the spiritual, moral, social and cultural development of the pupils was praised. The current provision, which overall is good, is equally praiseworthy.
2. The provision for the spiritual development of the pupils is good. The principal factor in this good provision is the high quality of collective worship and assemblies that are enjoyed by the pupils and, particularly in the case of the 'Friday Sharing Assembly', by the large number of parents who attend. These are occasions when the values promoted by the school, mutual respect, appreciation of the arts, science, physical activity and the natural world together with tolerance and honesty are shared. Older pupils are given opportunities to volunteer to make the hall ready and work the audio-visual apparatus. They are encouraged to help the younger ones, and to show kindness and courtesy towards visitors. When pupils take part in the acts of worship the challenge develops their sense of self-worth and sense of responsibility towards their community.
3. Opportunities are provided in the curriculum for the pupils of all ages to experience the wonder of discovery and a sense of awe, through the discovery of number patterns, watching and caring for creatures, such as the frogs in the recently moved pond, and being caught up in stories. Work in religious education enables the pupils to begin to see how Christian and other cultures explain the spiritual dimension in life.
4. The provision for the moral development of the pupils is very good. Both in theory and practice the behaviour policy encourages the pupils to reflect on how they behave and why some actions are acceptable and others are not. They are helped to understand the difference between right and wrong. They are encouraged to discuss their feelings and disagreements between pupils are talked through. The encouragement to be courteous not only makes personal; relationships within the school more harmonious, but it encourages the pupils to think about how they ought to behave towards each other. Stories read in the literacy hour and selected for private reading introduce the pupils to moral questions. Work in history and geography is given a moral dimension. The same is true of work in religious education.
5. The social development of the pupils is also well provided for. They are encouraged to volunteer to help in the day to day running of the school. They are encouraged to look out for one another in ways such as the voluntary 'buddy system' in which older pupils care for the younger ones at playtime. These encourage the pupils to think of themselves as responsible members of a community. The number of parents and friends who help in the school, and the voluntary work the staff do in running clubs and out of school activities provide the pupils with good social role models.

6. The provision for the cultural development of the pupils is also good. The acceptance and understanding of the different cultural backgrounds experienced by the pupils from various places of origin, and the richness of their experiences in different postings, are built upon by the staff to enable the pupils to value cultural variety. The curriculum is designed to provide them with examples of their own and other cultures in literature, art and music. The intended development of dance in physical education is an extension of this provision. The pupils are made familiar with a range of artists from Greek vase paintings to Jackson Pollock, and a range of music from an African children's choir to modern pop music.
  7. The programme of visitors, both from the base and the community outside, to the school enhances the range of provision in this aspect of the school's life, as do the visits, both day visits to places of interest and the residential visit to Edale.
  8. This aspect of the school's provision contributes to the self-assurance and social maturity of the pupils' which is a significant mark of the school.
- 53.

### **Support, guidance and pupils' welfare**

1. The schools careful procedures for ensuring the support guidance and welfare of its pupils noted in the previous inspection have been maintained. Parents appreciate the quality of the pastoral care given to their children, including the consideration for the under fives shown by staff and older pupils. The promotion of positive values in personal development is a strength of the school and helps to create a close, happy community where pupils can enjoy a safe and secure environment. Good humour and respect are seen throughout the school, providing an atmosphere where pupils are encouraged to progress in learning and working together. Academic progress is closely monitored both formally and informally, by the teaching staff who work closely as a whole school team. Reports to parents are informative, personalised and well received. Progress is discussed with parents at twice yearly consultation evenings and baseline assessments are given on entry to the school by the relevant class teacher. Results are used consistently to inform teaching and planning. Pupils with special educational needs are very well supported and are fully involved in all aspects of their learning with clearly focussed individual learning plans.
2. There are clear, well documented procedures in the school, developed policies and a staff who are trained and knowledgeable in their interpretation and implementation. Discipline is consistently maintained with sensitivity and a knowledge of the pupils' backgrounds. Pupils are aware of the high expectations the staff have for good behaviour and courtesy and generally respond well. Parents confirm that inappropriate behaviour such as bullying is rare and is not tolerated by staff and pupils. Self-discipline is positively encouraged across all age groups and pupils are aware of the needs of others. Their response in these situations is a strength of the school.

3. Good arrangements are in place for the general well being and safety of the pupils. Safe practices are followed during physical education lessons for example, handling chairs in classrooms or playing during break times. Pupils are carefully monitored at lunchtime and they know the members of staff who will apply first aid help if needed. There is a trained, vigilant staff and well monitored procedures for child protection and health and safety awareness. The school is very well maintained with clean facilities and drinking fountains. Pupils are tidy in their daily use of school resources, tidying away equipment and hanging up their own or others, coats and bags. Transition to secondary school or transfer to another base school is carefully supported by staff, who are proud of the swift exchange of pupil documentation or information by telephone to assist a smooth transition for the pupils concerned.

56. **Partnership with parents and the community**

1. The established tradition of a school based on an RAF station and involving parents in its activities has been well maintained since the previous inspection. Parents are very supportive of the school and are satisfied with the attainment and progress of their children. Parents at the pre-inspection meeting spoke of the consistently good progression at the school although expressed some concern at the inconsistency of homework particularly in mathematics at Key Stage 2. The school is aware of this concern and has already begun to plan a structure for the allocation of homework throughout the school. At the time of inspection all pupils received a satisfactory amount of homework that was suitably challenging and purposeful.
2. The quality of information provided for parents is good, regular and informative. Newsletters give advance notice of topics for the coming term., parent assembly dates and other current items of information. Documentation is provided on the Parents' Notice Board in the school and staff are approachable and available. Parent consultation evenings provide opportunities to discuss pupil progress with class teachers. Annual written reports to parents are consistent in providing detailed information on progress and attainment, highlighting areas for improvement or greater endeavour. However, the school policy to provide details of all base-line assessments and some non-statutory test results to parents at consultation interviews with the class teacher places a responsibility on a non-attending parent to request these results from the school. Pupils' National Curriculum end of Key Stage, test results are sent to all parents.
3. Parents feel welcome in the school and value the open, friendly atmosphere. Parents who assist in class or with out of school visits are well briefed and feel valued. The Parents Association supports the school with fund-raising and volunteer help with projects such as the environmental pond. The use of home-school diaries is effective and considered by parents and staff to be a good means of communication allowing opportunities for comments from both teacher and parents.

4. Pupils are involved with the local base community for many activities, but also enjoy residential visits, field trips for topic studies, museum visits to supplement the Victorian period studies. Detailed surveys of their nearest large village spanning some 50 years development involved discussion research, drawing and map work for the pupils and covered comparisons between the structure of the church and chapel, as examples. The school has multi-cultural links with a wide area due to the transient nature of a Forces' School population. This has a direct bearing on their personal development and their growing understanding of a wider world, world issues and their general interest in learning.

## 60. THE MANAGEMENT AND EFFICIENCY OF THE SCHOOL

### 60. Leadership and management

1. A strong positive feature of the school is the shared vision and common sense of purpose towards which all the school community is working. Since the last inspection significant improvements have been made in all areas of school management.
2. The quality of leadership and management provided by the headteacher is a strength of the school. The headteacher is a caring sensitive leader who has maintained and developed very good relationships and pastoral systems in the school that support all staff, pupils and their families. The very good ethos, positive attitudes and sensitivity to pupils of service families has helped to lay secure foundations for future learning. Through her leadership, strategies and procedures have been implemented that have improved the quality of teaching and enabled a rise in standards at both key stages. The headteacher enjoys the support and respect of staff, governors and parents. Since her appointment, eighteen months ago the headteacher has worked hard to develop a shared management approach. She makes effective use of the organisational and management strengths of other staff. As a team the headteacher, staff and governors share a single vision. It is this strength that has helped the school to move forward.
3. The school has a very good development plan. This has been produced by the headteacher and the staff in consultation with some members of the present governing body. Due to frequent service postings it is often not possible for all members of the governing body to be present for consultation meetings. However, every effort is made by all governors to read documents, to talk to the headteacher and to generally keep themselves informed of school developments. The plan is detailed and clearly identifies the school's aims and values. It is set to cover a period of three years and the priorities identified are ambitious, realistic but correct for the school. Areas for development identify the action to be taken, the personnel involved, a time-scale for implementation, cost and appropriate success criteria linked to outcomes for raising standards.
4. The procedures for monitoring teaching and learning are good. In this, the headteacher has taken a leading role and has provided a good role model for subject coordinators to follow. The role of monitoring the curriculum is to be delegated to subject coordinators when they have received appropriate training and feel sufficiently confident. The headteacher's systematic monitoring of the quality of teaching throughout the school has resulted in the setting of individual targets for improvement with each teacher. Monitoring visits have a clear focus. They are rigorous and are followed up with a written feedback that is complimentary, supportive and formative.
5. The headteacher as coordinator for special educational needs maintains a good overview of provision within the school. She ensures that individual plans are

reviewed regularly and that the register of pupils with special educational needs is up-to-date and complete. The governing body provides sufficient information to parents regarding provision for special educational needs and accurately identifies the amount of funding allocated to support school policy. The newly appointed governor for special educational needs takes the role very seriously. She attends governor-training sessions, works voluntarily in school and keeps in close communication with the coordinator.

6. The governors are highly committed in conducting their various roles as effectively as possible. They play a supportive management role in leading the school and most are fully involved in planning for the school's development. Frequent postings often prevent several governors from fulfilling a recognised four-year term of office. However, the governors are fully aware of their responsibilities and meet all major legal obligations, including the implementation of the government's Code of Practice and the provision of a daily act of collective worship. All governors are good friends to the school and regular visitors. Almost all work alongside teachers in classrooms including the nominated governors for literacy and numeracy. The Padrae, linked to RAF Camp of Digby conducts a school assembly at least once a week. This internal link provides excellent opportunities for governors, staff and pupils to build and forge new relationships. Although formal procedures for governors to monitor teaching and learning have not yet been agreed, consideration of a way forward is in early stages of development.
7. The ethos for learning is very good. There is a strong commitment to implement the school's aims, values and policies, ensuring equality of opportunity so that pupils' can achieve their full potential. This is clearly evident. Based on the improvements made so far, the family ethos within the school and the team approach to raising standards the school's capacity for future improvement remains good.

67.

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

8. There are sufficient well trained and enthusiastic teachers in the school to enable class sizes to be comparatively low, but not enough for the head teacher not to have to teach for two full days a week as well as running the school. There is an uneven age distribution of the pupils in the school with 67 pupils in the three classes that cover Key Stage 1 and 59 pupils in the two classes that make up Key Stage 2. The school has addressed this issue effectively and through careful planning has ensured that pupils in mixed age classes or split groups are treated equitably. There is a good mix of experience and recent training in the staff of the school and all aspects of the National Curriculum and religious education are well covered by initial training or subsequent in-service development. The close teamwork of this balanced staff contributes to the raised standards achieved and the good quality of education offered.
9. New members of staff are efficiently inducted into the profession and introduced to the methods, standards and values of the school. The appraisal system is running satisfactorily. It contributes to the good level of continuing professional

development, either from within the school or from outside agencies. This supports both the needs of the school, as new national initiatives such as those in literacy and numeracy require further training, and the needs of the staff for personal professional development to make them even more competent practitioners. These are important elements in ensuring that the standards of education provided by the school continue to improve.

10. There are sufficient support staff for the requirements of those pupils with special educational needs. They are well supported and work co-operatively with the teaching staff. A good number of parents and friends of the school, including a number of governors, provide classroom support for the teachers, bringing special skills and interests into the school as well as hearing readers and supporting numeracy groups.
11. The accommodation is in the process of extensive refurbishment. The need for considerable development of areas of the school catering for Information Technology and an attractive and readily usable library area for example has been realised and is currently being addressed. The final form of the school after the various stages of repair and renewal have been completed is not entirely clear as, for example, whether the hall can be refurbished or needs to be rebuilt. This depends on exploratory work yet to be undertaken. At the moment the accommodation is just adequate for the needs of the curriculum, and plans to accommodate the pupils during the building work, though disruptive as moves are made, will never the less ensure that there are sufficient teaching spaces while it goes on. Currently the library is under used, though there are class book collections which are narrower in scope than a central library. This inhibits individual 'research' work for the older, higher attaining pupils.
12. The grounds are spacious and provide good playing areas. Currently some of the space is unavailable as it is fenced off for safety during building work. The accommodation is well managed, efficiently used and has been well cared for.
13. The resources for the subjects in the curriculum are generally satisfactory. Those for the core subjects of English and mathematics, with recent purchases to support national initiatives, and to a lesser extent science, are more generous and better in quality than those supporting other subjects in the curriculum such as design and technology, history, geography, music and religious education. Resources for physical education are satisfactory, enhanced by the Topsport scheme. The resources for information technology are unsatisfactory, there is a lack of appropriate software to support curriculum areas, and also a particular lack of control technology resources. The school has identified the need for better resources in this curriculum area in the school development plan. The resources for the pupils under five are barely adequate with some lack of equipment for outdoor play for example large wheeled equipment.
14. The staff make good use of the resources that they have. They use facilities such as loan collections from the library service to supplement their own resources. They are imaginative in the way in which they collect and use artefacts collected from a variety of local sources to support, for example the Victorians in history, or a collection of bibles to support a topic on special things in religious education. The resources for learning are attractively displayed and support the pupils' learning

well.

**74. The efficiency of the school**

1. The school's financial planning and management are satisfactory. With the exception of information technology and library resources, satisfactory use is made of school resources including teachers, accommodation and learning materials. There are good procedures for financial control and school administration is carried out efficiently.
2. The governors' finance committee oversees the budget. The headteacher and school governors have formed good systems for consultation, which develop clear educational priorities. For example, a successful bid to the Department for Education and Employment for funding to secure a major building programme is identified as a priority on the school's Development Plan. Governors receive good financial information from the local education finance section and this helps them to evaluate the effectiveness of their spending.
3. Teaching and support staff are appropriately and effectively deployed and have a strong sense of commitment to the pupils and the school. This has a positive impact on the standards achieved in the school and the strong ethos. An additional temporary teacher funded by the local education authority is deployed effectively in order to reduce class size to below thirty in Key Stage 1. Due to the fluctuation in pupil numbers and the uncertainty of retaining the current temporary teacher governors have made a decision to retain a large amount of money in reserve. This is to ensure that the current staffing level can be maintained in the future and if possible to enable all pupils at Key Stage 2 to be taught in single age classes. Whilst the school is clear about short-term priorities it is less clear about long-term projections. This is due to the transient nature of service families and the uncertainty of additional funding for an extra teacher. The headteacher and governing body have little control over this situation and continually search for the most effective use of the funds available.
4. The accommodation is generally used effectively except for the library which is rarely used by pupils to support their learning. Classrooms and shared areas are well organised, providing pupils and adults with efficient access to the facilities and resources within them. The school is currently in the middle of a major building project. This has been achieved through careful analysis of funding and a clear strategic vision by the headteacher and governing body. It illustrates their commitment to raising standards.
5. Most resources except for information technology and the library are used successfully to support the curriculum. Good use is made of resources in science, mathematics, religious education, music and physical education but information technology equipment is under-used in many classrooms and this restricts pupils' attainment and progress. Although outdoor play resources for children under five are limited they are used well to support pupils physical development.

6. Funds allocated to the school for staff development are appropriately used to enhance the skills of staff and this has a positive effect on the quality of teaching and pupils' progress. Funding provided to support pupils with special educational needs is used very effectively. Learning support assistants are trained well by the school and they have a positive impact on the progress made by pupils with special educational needs.
  
7. Overall financial control is good. Every effort is made when purchasing stock or equipment to ensure that the school is obtaining best value for money. The effectiveness of decisions on spending is monitored well. The headteacher and school secretary play a major part in the smooth running of the school. Routines and procedures are understood by all. The school provides a very safe and orderly community for pupils to learn effectively.
  
8. Children enter school with an average level of attainment. Despite the fact that very few pupils remain at the school for more than two years all pupils make good progress and are in line to attain standards which meet the national expectation in all subjects other than information technology. A significant number are working above national expectations and are likely to attain an even higher level in English, mathematics and science. Pupils' behaviour is very good and the school provides an education of high quality. This school gives good value for money.

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

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

#### AREAS OF LEARNING FOR CHILDREN UNDER FIVE

1. The provision for children under five is good. Children are normally admitted to the school at the beginning of the school year in which they are five. On entry to school, children's levels of knowledge, understanding and skill in most areas of their development are broadly average. Baseline assessment, administered soon after the children start school confirms this picture. At the time of the inspection nineteen of the twenty- two children in the Reception Class were under five years of age.

#### **83. Personal and social development**

2. The children make good progress in their personal and social development and by the time they are five attain standards of personal and social development which are above those expected for their age. They settle quickly into classroom and school routines and establish very good relationships with adults. They work and play together well and begin to collaborate in a wide range of activities. They listen attentively and respond well to the teacher and to each other. The children give answers thoughtfully and make good progress in listening and valuing the views of others. For example they listen carefully to one another and freely join in with question and answer sessions. They explore mathematical apparatus confidently and have a good knowledge and understanding of the world. They enjoy mixing paint and using glue to experiment with different materials. The majority of children are confident in physical education lessons. Many children have high levels of confidence, they co-operate with one another, take turns and have a clear sense of right and wrong. The high standards maintained in their personal and social development have a positive effect on their learning and prepares them effectively for the National Curriculum. Children benefit immensely from the high level of voluntary help.

#### **84. Language and literacy**

3. By the age of five, most children attain levels above average for their age in language and literacy and make good progress in developing their skills. The majority are keen to communicate and speak well. Their listening skills are very good, they listen attentively to other children's news and enjoy joining in with question and answer sessions. Children enjoy looking at books and sharing stories with one another and adults. They concentrate well on stories such as "What can you see", and are able to describe the main events and usually order them correctly. Many know the sounds that letters represent and use this knowledge in their reading effectively. Some recognise simple words and read whole sentences with a good degree of fluency and expression. Many children form their letters accurately and make good attempts to write their own sentences with help from the teacher. Groups of children in the "Our Mud Hut" role play area hold long

conversations about what it is like to live in different kinds of homes.

4. The quality of the teaching of language and literacy is good. The teacher has a very clear understanding of how young children learn and provides many good opportunities for children to develop their skills. The teacher and the education assistant effectively encourage the children to join in conversation and discussion, which help them to listen and respond appropriately. They involve children in activities such as sharing books, encouraging awareness of the links between the sounds of letters to symbols and the sounds of patterns of letters in rhymes and other familiar words. Good opportunities are provided for children to develop and extend their writing skills. Children are encouraged to write letters and words linked to a range of different activities. All helpers in the classroom are deployed effectively and well informed about individual children's learning needs.

86. **Mathematics**

5. In the mathematical area of learning, the children achieve above average levels of attainment. They make good progress in developing their mathematical understanding. They know common shapes and understand simple patterns. Most count confidently to 10 and higher attaining children understand the value of the numbers they count. The children count in sequence, name colours and shapes, and match and sort with confidence. They match numbers and some add on one correctly. They sing and play games based on number rhymes such as "Ten little frogs" and improve their mathematical language through practical activities. They have a good knowledge of the language of mathematics. They recognise shapes such as squares, triangles, circles and rectangles and most know the number of sides on each.
6. The quality of teaching in mathematics is good. Lessons are well planned and the teacher makes good use of a wide range of teaching strategies well matched to the needs of all the children. She provides a good challenge to children of all abilities through a variety of first-hand mathematical experiences. All staff encourage the use of correct mathematical language and teach the children to read and record numbers and other mathematical information using pictures, objects and numerals.

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

7. The children make good progress and have above average knowledge and understanding of the world. Children's learning is enhanced by carefully planned topics, which encompass different aspects of the curriculum and include visits to places of interest such as White Post Farm. They plant broad bean seeds and watch them grow under different conditions. Children successfully join materials together to colourful collages and teddy bears with moveable limbs. They talk about their everyday lives confidently to the teacher. They are beginning to have an understanding of past and present and a sense of personal history when comparing homes of the past with those of the present day. They show sound understanding of their own locality. They make models, using constructional toys competently, and have an appropriate understanding of design. They improve

their skills of cutting and shaping and improve their competence in using scissors and other tools. In information technology, the children know how to use a few of the computer's keys.

8. The quality of teaching is good. The teacher provides a range of opportunities for children to explore the environment both inside and outside their classroom. By getting the children to talk, draw, paint and model what they see, she links these experiences effectively activities in the classroom. All staff encourage the children to pay attention to safety issues when artefacts, objects and computers are used. Children are learning to handle equipment with care.

#### 90. **Creative development**

9. Progress in creative development is good. By the age of five children attain levels of understanding and skill which are above average for their age. They use paint to make coloured pictures, experimenting with colours and tints effectively. They use pastels and experiment with different materials to make good representations of fruit. In role-play they enjoy acting out parts and this helps them to improve their speaking and listening skills. The children enjoy listening to sounds and join in the singing of rhymes and songs with enthusiasm, keeping together and maintaining the tune.

10. The quality of teaching is good. The teacher provides a wide range of opportunities in art, craft, music, dance, story making and imaginative play providing the children with good opportunities to experiment and explore. Through good detailed planning and high quality discussion she very successfully develops the children's use of descriptive language.

#### 92. **Physical development**

11. The children make good progress in their physical development. They respond well to the opportunities provided. They show an increasing awareness of space and know that they get tired after exercise. The children are well co-ordinated and show suitable levels of agility in movement. They improve their physical skills by using hoops, bean-bags, balls and balancing equipment. Most children can throw, catch and balance; they make good progress in developing these skills. Children do have good opportunities to use tools, scissors and pencils to develop their fine movement skills. The quality of physical education teaching is good overall. However there are no opportunities for children to use large outdoor climbing equipment or play on wheeled toys.

12. The quality of teaching is good. The teacher effectively builds on the children's experiences by providing stimulating, imaginative and safe activities, which encourage the children to develop confidence and increasing skill. There is, however, an imbalance between indoor and outdoor activities due to the lack of access to outdoor climbing equipment and large wheeled apparatus to support the development of their coordination and social skills.

94. **ENGLISH, MATHEMATICS AND SCIENCE**

94. **English**

1. National Curriculum assessments in 1998 for pupils aged 11 indicated that the percentage of pupils reaching the national expectation of level 4 was well above the national average of all schools. The percentage of pupils reaching the higher level 5 was below the national average. When these results are compared with those of schools deemed similar, the school is still achieving results which are above the national average. However, when comparisons are made of the number of pupils achieving the higher level in similar schools the standards fall well below the national average. The teacher assessments of these pupils agreed with these figures.
2. National Curriculum assessments taken at the age of 7 in 1998 showed that the pupils' attainment in reading was above the national average of all schools and below that of schools deemed to be similar. Attainment in writing was well above the national average for all schools but fell below when compared to similar school. Closer analysis showed that for both reading and writing while the percentage of pupils reaching the expected level was better than these results indicate, the percentage of pupils reaching the higher level in writing was lower than the average. These results are supported by the teachers' assessments which also indicated that in speaking and listening the percentage of pupils reaching average level was above, and of those reaching the higher level was below the national average.
3. Available evidence suggests that standards at Key Stage 1 have been consistent over the past three years and there has been a marked improvement in Key Stage 2. National Curriculum test results in 1999 indicate that standards in writing have improved even further and a higher percentage of pupils achieved level 3 and level 5 in English.
4. Levels of attainment in all areas of English, for the majority of pupils, seen during the inspection are good and above national expectation. However, levels of attainment for the more able pupils are not consistently high throughout the school. The school has set realistic targets for improvements in pupils' attainment and has developed strategies to help achieve these targets.
5. Throughout the school attainment in speaking and listening is above national expectation. The good opportunities provided for pupils, at Key Stage 1, to talk about their interests and their work enhance progress. The solid foundations laid in the Infant class, where all have good opportunities to talk, are carefully extended throughout the school. Pupils talk about stories, news, games and items of interest and all contributions are valued. The consistent encouragement provided ensures all pupils, including those with special educational needs, develop confidence and a widening vocabulary. They listen carefully to instructions and respond well to questions, showing good understanding. Pupils use their oral skills well. This is particularly evident in a drama lessons in Year 1 when the teacher makes good

links with the English text “Not Now Bernard” and the poem “Read Please Mrs. Butler” to encourage pupils to vary expression and demonstrate understanding of feelings and emotions portrayed in a poem. Pupils in Year 2 confidently describe how to make a book, following instructions giving consideration to page numbers, illustrations and shape.

6. Pupils' increasing use of appropriate language is carefully developed, and, by the end of Key Stage 2, pupils communicate very effectively. Carefully designed opportunities for speaking and listening ensure that pupils speak clearly and confidently on public occasions such as in the regular monthly Parents' Assemblies. For example pupils in years 3 and 4 perform an impressive play portraying life in Victorian times following their visit to the Museum of Lincolnshire Life. By the end of Key Stage 2, pupils display confidence in a variety of speaking and listening tasks. For example, during the Literacy Hour activity of shared writing, older pupils debate at a very mature level thinking logically about the use of illustrations and text in stories such as Cellar Lad”.
7. Progress is good for the majority of pupils, at both key stages, in this aspect of English. Speaking and listening skills are encouraged throughout the school, across all subjects, which supports pupils' learning and their personal development. Those with special educational needs receive the same careful support in developing an appropriate spoken language, using increasingly widening vocabulary.
8. Standards of attainment at the end of both key stages are above the national expectation in reading. Pupils at Key Stage 1 develop very good word recognition and phonic skills. They make appropriate use of the context to predict and anticipate likely words and events in a story. Those who are less fluent use appropriate strategies to help them understand the meaning. Higher attaining pupils discuss characters and select main features from text. Big books are used well to support pupils' understanding of stories, whilst drawing pupils' attention to the conventions of written English.
9. In Key Stage 2, the study of poetry produces good discussions about the features of different poems, such as” Jaberwocky” and “Magic Box”, by Kit Wright, whose contents are used to develop deeper understanding of style and meaning. By the end of Key Stage 2, most pupils read fluently, from a range of different texts. They are skilfully guided in learning about different types of writing, such as biographies and autobiographies. By the time they are 11, pupils use a range of context cues to gain meaning, understand the need to use different reading strategies, dependent on the purpose, and have sound knowledge of research techniques. The majority of pupils are able to refer to texts in order to answer questions and demonstrate good inferential understanding of text. They understand how to make good use of reading aids such as an index, chapter headings, or contents lists. However, pupils' abilities in reading for information, through the systematic teaching of research and study skills are not well developed. Adult volunteers who come into the school to hear the pupils read, are effective in helping to develop skill and interest in reading.

10. Pupils' progress in reading throughout both key stages is good. Reading skills develop systematically from the earliest days in school. Only in the use of reference material in the school library is progress too slow for many pupils.
11. By the end of both key stages pupils' attainment in writing exceeds national expectations. Pupils make good progress in developing letter formation in the early part of the school, and, by the end of the Key Stage, have developed an appropriate letter formation. Most can spell commonly used words and understand sentence structure. They use capital letters and full stops appropriately to demarcate sentences. Pupils in Year 1, can sequence words of rhymes, such as "Higgledy Piggledy my black hen", to make sentences. By the end of Key Stage 2 pupils write independently and with concentration for a sustained period. Imaginative, expressive and argumentative writing is developing well. Many pupils write stories, which develop the characters and the plot successfully.
12. By the end of Key Stage 2, the pupils make good use of their extended vocabulary to write interesting longer stories with extensive description. They write for a range of purposes and readership and often make good use of their writing skills in other subjects. Most pupils write descriptive and narrative accounts, poetry and letters, planning and drafting their work to achieve a desired result. Older pupils successfully write a new scene for "Danny the Champion of the world" in the style of Roald Dahl. They add speech marks, exclamation marks and question marks to previously learned punctuation. Many pupils know about grammatical elements of English such as nouns, verbs, adverbs. In handwriting pupils use a joined script which is usually neat, legible, reflects their own style and is clear and well formed. Work is normally well presented and pupils take a pride in the finished product. The higher attaining pupils in both key stages occasionally manage their work with ease and are not consistently stretched to deliver the best of which they are capable. Throughout the school computers are not used effectively to present a range of work, in a variety of formats.
13. Across both key stages pupils, including those with special educational needs make good progress in writing. The literacy hour has improved the range and quality of writing as well as extending the pupils' understanding of a range of literature. These benefits have improved the quality of English across the curriculum.
14. Pupils' attitudes to learning English are good throughout the school and this contributes significantly to the high standards of attainment in literacy. They work well together when undertaking paired tasks and they persevere and complete tasks well. They are well motivated and demonstrate their interest by asking relevant questions and eagerly taking part in discussions and debate. They draw readily upon previous knowledge and their own experience in and out of school. Behaviour in lessons is very good and pupils show initiative and the ability to work independently. However, this is not the case when using information technology or attempting to use reference library skills.
15. The quality of teaching is good overall and there is a substantial amount of very

good teaching taking place in the subject at both key stages. This has a strong impact on standards and makes a positive contribution to pupils' attainment and progress in literacy. Teachers are knowledgeable, confident and skilled in the subject. Work is well planned so that pupils' skills, knowledge and understanding are systematically developed as they move through the school. However, weekly and daily lesson plans do not always include suitable extension tasks for higher attaining pupils within each class; thus all pupils do not receive work which challenges them.

16. The school has successfully established the literacy hour. The organisation is good and activities carefully guide pupils' progress in all aspects. Planning is detailed and good use is made of cross-curricular links to reinforce learning. Teachers collaborate well in planning and teaching strategies are consistent. Both long and medium term plans are very good and ensure that all required aspects are covered. All pupils have equal opportunities. Non-teaching staff contribute well, particularly with children under the age five and those with special educational needs, often taking responsibility for group activities alongside teachers. Assessment procedures are well established and make an important contribution in planning work to meet the needs of most pupils. Baseline assessment is carried out with the Reception children, enabling staff to match teaching to children's needs at the earliest point. Assessment and recording procedures throughout the school are very detailed and consistently applied. Good use is made of the information gained for planning future teaching and learning. Parents are effectively involved in the school's literacy strategy at home by supporting pupils' reading and helping them to learn spellings.
17. The co-ordinator gives good leadership and her role in the co-ordination and monitoring of pupils' work and teachers' medium term planning is well developed. The effective use of English in other subjects helps progress throughout the school. In particular, the use of thought provoking writing in religious education makes a useful contribution to spiritual and moral development. Information technology is not well used to support the pupils' work in English.
18. Resources for English are adequate. The school has recently acquired some good quality books for the National Literacy Programme, which has had a positive effect on the implementation of the literacy hour. Parents have also made generous donations to supplement resources. However, the school library is inadequate in size, location and the quantity and quality of books.

## 112. **Mathematics**

19. National Curriculum tests for pupils at the end of Key Stage 1 in 1998 showed that the proportion of pupils reaching the expected level is above the national average. The proportion of pupils attaining the higher level is well below the national average. Overall, when compared to all schools pupils' attainment falls below the national average and well below the average when compared to similar schools. Over the last three years pupils have maintained steady progress. Inspection findings and early indications of test results for 1999 show a significant

improvement in standards particularly in the number of pupils attaining the higher level.

20. National Curriculum tests for pupils at the end of Key Stage 2 in 1998 showed that the proportion attaining the expected level was close to the national average but fell well below the national average for pupils achieving the higher level. Standards are broadly in line with national averages when compared to all schools but they fall well below when compared to similar schools. However, inspection findings and early indications of national tests for 1999 show a marked improvement in pupils achieving the higher levels. This represents good progress across both key stages. 114 This is due to implementation of the numeracy strategy, a good standard of teaching, implementation of a rigorous assessment policy and analysis of test results to identify areas requiring attention.
21. The school has maintained steady progress and development in mathematics since the last inspection and has successfully used the National Numeracy Initiative to improve the pace of progress in the subject throughout the school. Overall the levels of attainment in mathematics by the time the pupils leave the school are higher than the national average and in the light of the most recent results and current inspection observations, improving on this.
22. Children enter the reception class with a wide range of abilities and experience. When looked at overall the level of initial attainment in mathematical understanding is just in line with national expectations. Pupils make good progress during this first year in school. By the age of five most of them have attained the nationally recognised desirable learning outcomes for pupils of that age. They are ready for the National Curriculum mathematics programme.
23. By the end of Key Stage 1 the pupils show a good level of competence in mental mathematics and general numeracy. They count on and backwards in tens and elevens with ease, discovering number patterns associated with the activity. They are familiar with place value in dealing with larger numbers. They recognise simple regular shapes and understand lines of symmetry. They use mathematics to sort out particular problems, giving change in money, sharing objects out between a number of people and discovering patterns in numbers to aid computation.
24. By the end of Key Stage 2 the pupils are competent in handling mental mathematics and have taken very readily to the methods encouraged by the National Numeracy initiative. Healthy levels of academic rivalry have improved the levels of attainment in this area of mathematics. The pupils use these skills effectively in other aspects of mathematics such as change giving in money, and in working out equivalence in fractions. They discover and successfully use number patterns and relate this work to practical problems such as working out how to fence in the 'environmental study' pool. They successfully exchange metric and imperial measures using increasingly precise equivalents. They know the qualities of regular shapes. They use a variety of methods for the diagrammatic representation of results of tests and explorations.
25. Standardised performance tests on entry to the school, mid key stage standard tests and other standardised tests used by the school to review pupils' attainment and progress, identify the improvement in attainment pupils make as they move

through the school.

26. Pupils make good progress in Key Stage 1. Their knowledge and understanding of mathematics is built on a firm beginning in the reception class. The pupils gain a good grasp of number and recognise and handle two and eventually three digit numbers with increasing confidence. The improvement in the pupils' grasp of mental mathematics has been a significant feature of the work of the school. Pupils become familiar with regular two and the simpler of three-dimensional shapes and develop a good vocabulary to describe accurately what they understand about them. They measure using standard and non-standard measures with assurance. They are using and applying mathematics with increasing confidence in other areas of the curriculum, in design technology and in science. Handling data, especially using information technology is under-developed and is an area of the mathematical curriculum that the school needs to improve in both key stages.
27. Progress in Key Stage 2 is also good. The methods used for the National Numeracy Initiative have caught the interest and imagination of the pupils and they have made considerable progress in mental mathematics and in utilising a variety of methods of using mathematics in other subjects. The development of a firm mathematical vocabulary has made it easier for them to talk effectively and knowledgeably about what they are doing in mathematics. In this Key Stage the use of information technology to support and develop the subject is unsatisfactory. This is a situation of which the school is aware but the need for improvement is urgent.
28. In both key stages the average pupils and those needing special support make more consistent progress than higher attaining pupils. When these pupils are challenged by demanding work they rise to the occasion and attain levels of knowledge and understanding well in advance of their years. The improvements in test results over the past year indicate what can be achieved when the above average pupils are challenged to produce above average work.
29. The pupils' attitude to learning in mathematics throughout the school is good, and in some instances in most classes is occasionally very good. Pupils enjoy the work and respond to what is set for them to do with enthusiasm. They generally work well and consistently whether they are engaged in work on their own or whether they are being taught directly as a small group by the teacher or supported by one of the number of adult helpers who support this subject in the school. Most find mathematics a fascinating study, and this attitude has been improved by the adoption of National Numeracy Initiative methods of teaching and learning. There is room for this increase in interest in the subject to be used to challenge the highest attainers to do more difficult work. Pupils are polite to the staff and to each other. This level of courtesy is a feature of the school which flows into every area of its work and contributes to the quality of work that is undertaken. Pupils are encouraged to be adventurous in their mathematical thinking and to risk making suggestions for methods and answers which are unusual, confident that they will not be ridiculed if the suggestion proves not to be effective.
30. Pupils use the mathematics resources carefully. They treat each others' possessions with care and display integrity when checking their own work and

reporting back. These good qualities are taught and learned throughout the school.

31. More than half the teaching in mathematics is good or very good, and all the rest is satisfactory. The class teachers are confident in their knowledge and understanding of the mathematics they are teaching and of the ways in which pupils learn the subject. They have generally high and reasonable expectations of the levels of attainment that the average and below average pupils will achieve. Occasionally in both key stages the expectations of the highest attainers is less consistent. This inconsistency affects the planning of lessons so that the work set does not always challenge the highest attainers sufficiently. For example, the use of information technology is not used effectively to explore data handling or to develop pupils' mathematical understanding of spread-sheets.
32. The teachers' planning for mathematics is generally good and in some instances in both key stages very good. Where it is most successful the teachers make clear provision for pupils of varying attainment and provide continuation activities to extend the learning of those pupils who complete their tasks quickly. The teachers make good use of the methods and organisation of classes suggested by the national numeracy initiative. Where this is most successful it has a very positive impact on the pupils' learning. The management of the pupils is good in almost all the classes and never less than satisfactory. The teachers understand their pupils and provide them with appropriate and sufficient work. In these cases where the teacher is confident about the material being taught other specific methods of control and management are seldom required.
33. The resources for mathematics are sufficient in quantity and quality and are used effectively throughout the school. The teachers' day to day assessment of the pupils is used well in the planning of work for each class and groups within the class. Test results are carefully analysed and used in the setting of targets. The good quality of assessment provides a sound base for reporting on pupils' achievements to the parents. The use of homework varies from class to class and from time to time as the teachers' assessments of its value to the pupils' vary. Where it is set carefully and related to the work in hand it has a positive impact on the work undertaken.
34. The subject is efficiently led and well co-ordinated. The opportunities provided for in-service education and training in the subject have been used well. This has meant that the staff, both teaching and ancillary are kept abreast of the latest thinking in the subject and are provided with up to date guidance. The attention paid to mathematics in the recent past has already had a beneficial impact on standards.

## 128. **Science**

1. The results of National Curriculum tests for eleven-year-olds in 1998 show that standards of attainment are well above the national average at the expected level but well below the national average at the higher level. Compared to all schools

nationally results are in line with other schools but when compared to similar schools standards fall well below the average. Test results in 1999 show a significant improvement with sixty per cent of pupils achieving the expected level and twenty per cent of pupils achieving the higher levels. Statutory teacher assessments for seven year-olds in 1998 show that at the expected level, standards are above the national average but fall below the national average at the higher level. Compared to all schools results are in line with national averages but fall below when compared to similar schools. However, there is a marked improvement in 1999 teacher assessments in pupils' attainment by the age of seven. At both key stages there are no significant differences between the attainment of boys and girls.

2. Evidence from the inspection indicates that pupils' attainment is above national expectations at the end of both key stages. This is an improvement since the previous inspection. The school has worked hard to include investigative science into most of the lessons taught and this is having a positive effect on standards. It enables all pupils including those who join the school midway through a year or term to see science in action. It enables pupils to form an early understanding of the concept of science. They are encouraged to predict, to observe and to record outcomes of investigations. This approach is helping to bridge some of the gaps in pupils' knowledge and understanding of science brought about by their movement from school to school.
3. By the end of Key Stage 1, pupils recognise and can name common materials, such as metal, plastic and wood and they know that some are made and some are found naturally. Pupils can group materials into properties and they know that some metals are magnetic. They confidently explain that like poles on a magnet repel and unlike poles will attract. Pupils know that pushes and pulls are examples of forces and that squashing, stretching and twisting can change the shape of objects. Most pupils understand that a force can cause an object such as a car or a ball to speed up or slow down and that size and shape has an effect on the distance of travel. Pupils have a good knowledge of the main external parts of the human body and can name these with confidence. They understand that for healthy growth the body requires food, water, light and exercise. For example, in discussion a group of pupils identified the importance of food and drink in order to live but also understand the effects of exercise for healthy living.
4. By the end of Key Stage 2, most pupils have good scientific investigation and experimentation skills and understand the meaning of a fair test. They understand why fair testing is important and can make sensible predictions when carrying out their investigations. Most pupils plan confidently, use scientific vocabulary effectively and can explain conclusions. Pupils know about the life cycle of a flowering plant including pollination. They know that food chains normally begin with a green plant and can explain how different plants and animals feeding habits are suited to their environment. Pupils use words such as *carbohydrate* and *protein* accurately. They can explain many of the life processes of humans, including the functions of the heart and the circulation of the blood. They relate their work to healthy living and show an awareness of the reasons for not smoking or taking drugs. Pupils' knowledge and understanding of materials and their properties is good. They know that materials can be made into mixtures and

explain how these can be separated through processes such as sieving and evaporation. They identify which materials conduct electricity, those which are attracted to magnets and the properties of materials which reflect light. Most pupils have a good knowledge of physical processes. They know that a force causes movement or change of shape and that gravity and friction are forces. Pupils know that the Earth's gravity causes weight and they make good attempts to explain the phenomena of air resistance as a force. They understand that Earth circulates round the sun and the reasons for night and day. Pupils' confidently provide explanations of the 'eclipse' showing good knowledge and understanding of Earth spinning on its axis.

5. All pupils, including those with special educational needs make good progress regardless of the time spent at the school. All pupils show a clear increase in their scientific knowledge, understanding and skills. This is greatly helped by opportunities for pupils to carry out good quality investigative work that underpins the science curriculum. For example, pupils in Year 2 gather a wide selection of materials together and test to find out if they are magnetic or non-magnetic. Through testing then grouping the materials into two given categories pupils quickly discover that wood is non-magnetic and several metal objects are magnetic. Later in Year 6 pupils plan an experiment to find out how much air is trapped in different kinds of soil. They use their knowledge of forces and properties of solids and gases to help them to devise a fair test. Pupils' use the correct scientific terminology such as transparent and translucent and use this language accurately when referring to scientific containers. This use of language and careful references made to the purpose of investigation in relation to everyday life is a strong feature of many lessons.
6. Pupils' attitudes to their work are consistently good across both key stages. They listen carefully and undertake all aspects of their work with concentration and interest. They work well together during planning sessions and in all practical activities. They show enthusiasm and confidence when offering opinions and predicting outcomes of investigations. Most pupils persevere in reaching a realistic conclusion, using their skills of enquiry to seek explanations. When required, pupils can record their investigations accurately providing suitable data for analysis. However this is done manually rather than through the use of information technology.
7. The science curriculum promotes the development of pupils' numeracy skills well through the opportunities it provides for recording findings in the form of tables and graphs. The skills of literacy are promoted well when pupils are allowed to record their own investigations. They are mindful of writing full sentences and think carefully about spelling words correctly. There is evidence of pupils at Key Stage 2 copying the outcomes of investigation and in these instances the development of literacy is limited to a handwriting exercise. This prevents pupils' development in literacy and in science. Information technology is used occasionally to enhance written work but poor provision of hardware limits its use for monitoring and controlling scientific investigations.
8. The quality of teaching is good throughout both key stages. Lessons are very well

planned especially when experiments are being undertaken. Most teachers have good subject knowledge and they provide a range of activities suitable for all pupils including those with special educational needs. They use questions skillfully to elicit pupils understanding, to extend their thinking and to support individual daily assessments. In all lessons seen teachers have high expectations of their pupils and they make good use of scientific vocabulary. Additional adult support is well planned and used very effectively in all classrooms. A weakness in teaching occurs when pupils copy drawings and written explanations of whole class investigations. This practice is not sufficiently challenging and is preventing more pupils from attaining the higher standards. Although no evidence of copying was seen during inspection it was clearly evident on scrutiny of pupils books.

9. The current scheme of work has recently been reviewed and provides good coverage of National Curriculum requirements. Since the last inspection the school has made significant improvements in the area of investigative science and in systems for recording pupils attainment. In all lessons seen pupils are given opportunities to identify their own questions for testing and encouraged to ask why observed events occurred. Teachers record pupils' achievement systematically using a 'next steps' proforma. These assessments are used very effectively to evaluate pupils' progress. The coordinator monitors teachers' planning, whilst the headteacher monitors and records formally the quality of classroom practice. This is an improvement since the last inspection and reflects the schools commitment to raising standards. It has enabled a significant number of pupils' to achieve the higher level by the end of both key stages in 1999.

## 137. OTHER SUBJECTS OR COURSES

### 137. Information technology

10. Attainment in information technology is below national expectations at the end of both key stages. The scrutiny of pupils' previous and current work revealed a limited amount of word processing in some books but little evidence to support and enhance other areas of the curriculum through data handling, controlling and monitoring or modelling. During discussions with pupils from both key stages Year 2 pupils could recall using a programmable floor robot but had little understanding of how it worked. Although several pupils have access to a computer at home their knowledge, understanding and information technology capability is limited to a narrow range of competencies. These experiences are not being utilised in school and in consequence pupils' ability to use information technology to enhance their work in all areas of the curriculum is limited. This is due to; the schools' poor out-of-date resources, a lack of equipment to fulfil National Curriculum requirements, a lack of teacher knowledge and confidence to teach a range of information technology skills and a lack of a scheme of work that clearly identifies what pupils are expected to learn in each year group. These weaknesses have been identified by the school and are featured prominently in the schools development planning. A recent link to the *Internet* is an element of the plan that is preparing the school to

benefit from the second phase of the National Grid for Learning scheme.

11. Information technology is introduced to children in the reception class and most pupils are beginning to acquire modest mouse control. By the end of Key Stage 1 pupils are familiar with the keyboard and can confidently load a programme such as stylus, which they use effectively to write sentences and stories. They use on-screen menus effectively, manipulating the mouse carefully to locate their chosen programme. Pupils know how to save and print their work and understand how to shut down the computer correctly. Pupils in year 2 can control and use a tape recorder. They know how to play and record information and understand how to use the pause and stop buttons to listen to sections of taped information. Older pupils at Key Stage 2 can change the style and size of the font on the computer and are beginning to use word-processing to enhance the layout of their work. Most pupils understand that information can be stored on a CD-rom and know how to search for information to support lessons in history, geography and science. Throughout both key stages the work that pupils complete in information technology is at a low level and does little to support literacy, numeracy or any other areas of the curriculum.
12. Overall, progress in gaining information technology skills across both key stages is unsatisfactory. This is largely due to a lack of up-to-date equipment and because staff expertise and confidence, although slowly improving is still below the levels required to teach all components of the curriculum effectively. In lessons there are too few opportunities for pupils to gain regular access to computers and this results in slow progress for all pupils. However, pupils do develop limited word processing skills and gain a little knowledge of data handling. For example, pupils in Year 4 entered data about the size and shape of rocks during a science lesson and used the information to support an investigation on the separation of materials. With support pupils were able to retrieve their information and use it effectively. Since the recent installation of a new computer in the entrance hall of the school, pupils at Key Stage 2 are provided with more opportunities to develop their knowledge and understanding of CD-Rom. They are beginning to explore the use of computers and they understand how to use stored information to support their learning.
13. Pupils' attitude towards information technology is good. When given the opportunity they are interested and enthusiastic. They concentrate on, and persevere with, their tasks well. They handle the equipment with care and respect. Pupils who have access to a computer at home are confident and keen to use them whenever possible. Pupils who have few opportunities for regular use lack confidence and welcome the support of others. On these occasions pupils work well together sharing ideas, taking turns and listening to each others views.
14. Very little direct teaching was observed during the inspection. Teachers generally lack knowledge and confidence in teaching and planning for information technology, particularly about how to incorporate suitable activities in the day-to-day curriculum. In most lessons seen information technology was not used effectively. When the computer was used the tasks set were of a low level. Pupils were provided with few instructions that did little to develop their knowledge,

understanding or skills. The overall picture is that teaching is spasmodic and often ineffective and therefore unsatisfactory. Generally computers are not switched on during the day. However, when they are switched on most are left unused for considerable periods of time.

15. The curriculum fails to meet statutory requirements in respect of data handling, control and monitoring and modelling. The school base their scheme of work on the Department for Education and Employment guidelines but this is not specific to the school. It provides too little help to teachers on how to incorporate information technology into their routine lesson planning or how to teach a range of skills across the curriculum. A process for assessment of knowledge, understanding and skills is in early stages of development and has yet to be fully implemented to include the full range of information technology applications. The school recognises this and has included assessment as part of the longer-term development for the subject.
16. The school is fully aware of the weaknesses in the subject and acknowledges that, in relation to pupils' standards of attainment, little progress has been made since the last inspection. Preparations have been made for the installation of several new computers but due to a major building programme this development has been put on hold. The school development plan identifies a computer suite, new computers for all classrooms, training for teaching and non-teaching staff, a review of the planned curriculum and additional support from the RAF camp of Digby. Given these developments the school is well placed to improve pupils' standards of attainment in information technology in the future. The headteacher and staff are acutely aware of the urgency to implement the action plan in order to provide pupils with their full curriculum entitlement.

#### 144. **Religious education**

1. Standards in religious education throughout the school are good. A sound basis is laid in the under-five year through stories and the children's involvement in collective worship which includes a significant teaching element in it.
2. By the end of Key Stage 1 the pupils are attaining levels in the knowledge and understanding of religious topics that are somewhat in advance of that expected by the Local Authority Agreed Syllabus. The pupils are familiar with a number of stories from the Bible drawn from both the old and new testaments, and make appropriate responses to the themes and teaching contained in them. They are introduced to religious ideas and practices of Christianity and other religions at an appropriate level of understanding, through topics such as 'Special Things' and 'Holy Books'. This introduces them to the idea of the multi-faith society in which they are growing up. They demonstrate a good understanding of the religious ideas behind the stories they hear since the follow-up work they are given to do, frequently through discussion, is designed to draw out the religious significance rather than merely record the event or retell the story.

3. By the end of Key Stage 2 the pupils are attaining levels of knowledge and understanding in religious education that are higher than that anticipated by the Agreed Syllabus. They approach religious ideas with a good degree of maturity. They engage in discussions about the topics with which they are dealing which demonstrate an understanding of the underlying ideas. They respond to them with some insight and a developing understanding of the relationship between belief and behaviour, for example in the work on authority and rules. Good links are made between ideas and actions, so that a study of the rules of games leads naturally on through rules in communities to sets of rules such as religious commandments.
4. In both Key Stages the pupils make good progress in the subject. They develop in their understanding of the topics studied and increase their vocabulary of religious terms so that they can discuss their ideas with increasing sophistication as they move through the school. Pupils with special educational needs also make good progress as the tasks they are set are well matched to their abilities. In some classes in both key stages the teacher's expectations of how far the highest attaining pupils can develop the topic they are studying are lower than they need be. In other classes, particularly with the older pupils, they are challenged to think hard and to explain their ideas clearly. When this occurs it benefits the standard of work that they achieve.
5. The pupils' attitude towards religious education is generally good in both key stages, and never less than satisfactory. They exhibit a good level of interest in the work they are set to do and on occasions will follow up work that has particularly caught their interest, at home after school. Their discussion in class displays a sensitivity towards each other's feelings and beliefs, and they are courteous in listening to one another's ideas. In both key stages they make thoughtful contributions, and the good ethos of the school enables them to experiment with ideas without feeling vulnerable. This has a positive impact on the quality of their learning. Religious education plays a major part in the good quality personal development of the pupils.
6. The teaching of religious education is good overall. Two thirds of the teaching seen is very good and the remaining third is satisfactory. The teachers have a sound knowledge and understanding of the syllabus material, and in some cases the level of understanding of the subject matter and the way in which pupils can respond to it and learn from it is very good. The teachers' expectations of the pupils' ability to grasp religious ideas are satisfactory in Key Stage 1 and among the younger pupils in Key Stage 2, but the teacher's expectations of the older pupils' are higher. Planning for religious education is good at every level. The current scheme of work is closely matched to the agreed syllabus and provides a very good basis for medium term planning as well as good support for the teacher's planning for individual lessons. The lessons are generally imaginatively planned and the work holds the interest of the pupils and very little time is used in gaining order and the pupils' attention, though in some cases the teachers are tempted to talk too long, labouring explanations of ideas that have already been grasped. The teachers' day to day assessment of the pupils' understanding of the subject is generally sound and is used effectively in the day to day planning. The recording of assessment of pupils' work for reporting to parents is variable, but the teachers know their pupils and what they can do. The resources provided for religious

education meet the demands of the curriculum currently taught and they are well used. The subject is efficiently co-ordinated and plays a very significant role in the school's provision for the spiritual, moral, social and cultural development of the pupils. The subject is one that is enjoyed by the pupils who find many of the topics covered fascinating to learn about. The staff are at pains to maintain that interest, which leads to higher standards of attainment and progress in the subject.

150.

## **Art**

1. Throughout the school all pupils including those with special educational needs make satisfactory progress. They improve their fine motor skills, becoming increasingly capable of undertaking more detailed work, such as observational drawing and sketching. Pupils make gains in their understanding of the styles of famous artists such as Monet, Van Gogh and George Seurat. They discuss and compare the work of these artists and produce their own work in a similar style.
2. In Key Stage 1 pupils are encouraged to express themselves in paint, in printing and in collage. They use autumn colours to make leaf prints investigating different shapes and patterns. Pupils use their knowledge of line and colour to create interesting images in shades of blue. They link this style of painting to the work of Picasso and talk knowledgeably about the motivation underlying some of the artist's abstract work. In contrast pupils are able to use paint and their knowledge of brush strokes to create texture. For example, pupils in Year 2 painted some good pictures in the style of Van Gogh. They confidently mix their own paint and use short brush strokes to produce images of a tree, haystack and cornfield.
1. In Key Stage 2 pupils drawing skills are well developed. They use line and shading effectively to create three-dimensional drawings of a cuboid. They use their knowledge and understanding of graded pencils to produce shadows giving careful consideration to the position and reflection of light. Older pupils develop good skills in observational drawing. For example, pupils in year 6 plan their own arrangement of different kinds of bread before sketching, drawing and colouring using oil pastels. They make accurate observations of size and perspective and use their knowledge of pastels to communicate a visual idea. Pupils work with a variety of materials to produce abstract collage and to add texture to their paintings. Although pupils have opportunities to work with clay and textiles this type of work is limited across both key stages.
2. Overall, progress is satisfactory in both key stages for pupils of all levels of attainment including those with special educational needs. However, where teachers have a good knowledge and understanding of the subject progress for pupils in these classes is good. At Key Stage 1 pupils develop an understanding of shape, line and colour and they gain a knowledge of the work of well known artists. At Key Stage 2 pupils artistic skills continue to improve. They develop a wider understanding of media and show increased skill in its application for different

purposes. Throughout both key stages pupils skills of artistic appreciation continue to develop satisfactorily. They express opinions and ideas and show an increased understanding and enjoyment of art.

3. Attitudes to learning are good at both key stages. Pupils enjoy art and take a pride in their work. They are prepared to experiment with different techniques and use a range of pencils, pastels and paint. All pupils behave well in lessons and are keen to produce good work. They share resources and are complimentary about each other's work.
4. Teaching is satisfactory overall but there are examples of good teaching at the end of both key stages. Teachers are generally knowledgeable about the subject and preparation for lessons is good. Very good relationships and good classroom management strategies allows pupils the freedom to experiment and be creative. This supports pupils' progress. The use of praise to encourage pupils is good. A culture of appraisal and constructive evaluation is a very positive feature. It is developed well throughout the school and is used effectively by the end of Key Stage 2.
5. The policy and scheme of work have recently been reviewed and provide a good framework for teachers to base their planning. Although lessons are planned thoroughly in most classes and there is clear continuity and progression of pupils' knowledge, understanding and skills this practice is not consistent throughout the school. Most teachers make good use of other subjects to stimulate work in art. For example, to complement their work in religious education pupils use their observational skills to draw the cross and challis belonging to Ruskington church. The use of information technology to explore pattern or to provide a wider dimension to the subject is limited and this prevents pupils making maximum progress.
6. The management of the subject is satisfactory. There are good examples of art displayed in classrooms and public areas. These make a positive contribution to school ethos, support the learning environment and place value on pupils' achievements. Resources are barely satisfactory but are used effectively to develop pupils' skills and knowledge.

#### 156. **Design and Technology**

7. The provision for design and technology has improved since the last inspection, notably by the revised policy and scheme of work, which fully meet the requirements of the programmes of study.
8. Only one lesson was seen during the week of the inspection. Other evidence was gained from medium term planning, lesson plans, photographs, display, pupils' work and discussion with teachers, pupils and the subject co-ordinator. All pupils, including those with special educational needs good progress.

9. At Key Stage 1 pupils' skills in design and technology are appropriately developed in the areas of designing, making and evaluating. Pupils develop skills in investigation and apply their knowledge in mathematics, science and information technology. Younger pupils enjoy working with construction kits. To support their studies of the local environment they design and make play equipment for an adventure playground. Older pupils are able to select materials and cut and shape when making wheeled toys. They learn to use apparatus and tools sensibly, making appropriate selections of materials to be used and cutting and fixing with relative accuracy and precision. The majority of pupils are able to reflect on their ideas and suggest improvements to their models. By the end of the key stage, most pupils, including those with special educational needs, have a sound understanding of designing, making and evaluating.
10. At Key Stage 2 an increasing range of tasks is provided. The pupils' work in design and technology is imaginatively used to support other areas of the curriculum, for example in the designing and making of clay pots as part of their studies of the Vikings in history. Good links are made between science, art and history, which enhance pupils' knowledge in the subject. Pupils in Years 3 and 4 design and make musical instruments and use a range of design, measuring, drawing, cutting and fixing skills to produce free standing photograph frames. Pupils in Years 5 and 6 disassemble carpet slippers before designing patterns and making and evaluating slippers of their own. By the end of the key stage, most pupils make realistic suggestions about how they can achieve their intentions and begin to recognise that there are different considerations, which need to be taken into account. Most identify the main stages in design, making and evaluating and show good understanding of the tools, materials and processes required.
11. Pupils make satisfactory progress in their designing and making skills throughout both key stages. They consolidate and practice relevant skills as well as refining their design ideas and evaluating more constructively. They explore and use with increasing skill different techniques for cutting, joining and shaping materials. As pupils get older they become more aware of the suitability of the materials they select for their models.
12. Pupils enjoy their design and technology lessons. They discuss their achievements enthusiastically and many describe the processes involved in designing, making and evaluating. Attitudes to work in design and technology are good. Pupils work well in groups and individually. They co-operate with, and support each other, to complete their work. Pupils with special educational needs enjoy the practical aspects of this subject and are well supported by teachers. They handle tools safely and well and use different materials and other resources appropriately.
13. The quality of teaching is satisfactory. Links are made between subjects to reinforce pupils' understanding. Subject knowledge is sound and work is matched appropriately to pupils' levels of attainment. Teachers ensure that resources are easy for pupils to locate. Opportunities to extend pupils' vocabulary are taken and appropriate terms explained. The long term plan identifies the focus and provides

a sound base for pupils' work. Teachers maintain records on the work pupils have covered.

14. The co-ordinator provides good support and guidance and monitors the implementation of the curriculum. Overall subject leadership is good. Resources are adequate, used appropriately and easily accessible for pupils.

#### 164. **Geography**

15. Due to the school's timetable it was not possible to inspect the subject being taught. However the detailed planning and recording of work, together with examples from pupils' work books and displays, provides ample evidence.
16. The youngest pupils in Key Stage 1 show a sound start in developing an awareness of their immediate environment. They can find their way around the school confidently and know the location of places and items that are important to them, for example, the headteacher's room or the school hall. By the end of Key Stage 1, pupils make their own clear maps of the area, and record their route to and from school. They understand and use correct geographical terms accurately, such as North, South, East and West. Most pupils are able to identify and name the individual countries on the map of the United Kingdom.
17. By the end of Key Stage 2 the pupils understand and use co-ordinates in map work and recognise conventional symbols, using them in their own neat mapping. Many pupils can describe different locations and explain what makes them different. One day and longer residential visits, such as the visit to Edale, support this aspect of the curriculum. They can identify the continents and a number of countries about the world, talk about particular physical and climatic features and record their findings in appropriate ways. Pupils make good use of work in literacy and numeracy to support the geographical studies. Scrutiny of work and conversation with pupils indicates that the pupils enjoy the subject and take a pride in their work.
18. All pupils including those with special educational needs make satisfactory progress in this subject as they move through the school. During Key Stage 1 pupils develop their understanding of different features in their own locality and in places that they visit and expressing how they feel about them using appropriate geographical terms. By the end of Key Stage 2, most pupils recognise and describe the effects of physical and human influences on localities. They use appropriate vocabulary to communicate their findings and use a satisfactory range of geographical skills.
19. Scrutiny of the pupils' work indicates that the teaching of geography in both Key Stages is satisfactory and that the teachers have a sound understanding of the subject. The planning offers a proper balance between knowledge, understanding and the development of geographical skills. There are realistic expectations of what the pupils will achieve. A comprehensive policy and detailed long term plans ensure continuity and progression throughout the school. Teachers' plans are

monitored by the co-ordinator. The resources available for geography are adequate and teachers make use of the Local Authority loan scheme to order topic packs each term. However information technology is not well used to support the geography curriculum.

169. **History**

20. Few lessons were seen during the week of the inspection. Other evidence was gained from medium term planning, lesson plans, photographs, display, pupils' work and discussion with teachers, pupils and the subject co-ordinator. All pupils, including those with special educational needs make good progress.
21. At Key Stage 1 pupils have a good knowledge of a range of historical facts and can compare aspects of life in the past with conditions in the present day. They are aware that there are different ways of finding out about the past, from written or spoken records, photographs and other pictures as well as artefacts. Pupils examine major differences between their present lives and past times such as how homes of long ago were different from those of today. Pupils learn about true lives of famous characters in history. Such stories make a valuable contribution to children's spiritual and moral development. By the age of seven, pupils have gained a sense of chronology and a secure understanding of what history means. They know that history can be learned from first hand sources.
22. In Key Stage 2 pupils' research and investigation skills are developing satisfactorily as they look critically at secondary sources of historical evidence, comparing books, documents and pictures. Good use is made of hands on activities at Gainsborough Old Hall, Ruskington trail and Greyfriars Museum in Lincoln. They understand about historical change in their own environment. They have studied the Victorians at the Museum of Lincolnshire Life where they experienced a Victorian classroom such as would have existed in their own school. By the end of Key Stage 2 pupils understand the strengths which sustained ancient civilisations such as the Ancient Greeks for so long and made such a lasting contribution to the world. They learn how the culture and character of Britain has developed through significant periods of history such as the Tudor and Victorian times and have a good understanding of the effect that World War 2 had on the people of Britain.
23. The pupils write careful accounts of the work they have done in history which often demonstrate the pupils' ability, not only to describe events, but also to link causes and effects in changes they have considered between the past and the present day. The pupils enjoy their studies in history, they work well together, listen courteously to each other's opinions and are sensitive to the beliefs and feelings aroused by studies in history.
24. The quality of teaching is good in both key stages Teachers are enthusiastic and plan their lessons carefully. The balance of teacher input and individual tasks or group work is well planned. Teachers are confident in their subject knowledge. Skillful questioning is used to develop pupils' reasoning and deduction and also to make ongoing assessment of their understanding. All pupils are given good opportunities to contribute to discussions. A comprehensive policy and effective

long term plans ensure continuity and progression throughout the school. Teachers' plans are monitored by the co-ordinator.

25. Resources for history are satisfactory. The school's own stock of books and
26. artefacts is supplemented by a subscription to the local education authority loan scheme. However, the school library and information technology are not used effectively to support research skills in history,

176. **Music**

27. By the end of Key Stage 2 all pupils, including those with special educational needs make good progress and achieve well.
28. Throughout the school pupils' sing well. They build successfully on the nursery rhymes and counting songs they learn in reception class, so that by Year 2 pupils sing tunefully and with expression. For example, pupils confidently performed an African choral song to pupils and parents in assembly. They used exceptional skills in the way they controlled their tongues, teeth and mouth to recreate a rhythmic sensual effect. Later these skills are developed further and most pupils can sing using good attention to pitch and an awareness of others. In assembly all pupils sing well. They enjoy the songs they sing and perform enthusiasm using good diction and timing.
29. In all aspects of music pupils have a good sense of rhythm which increases as they become older. Pupils understand how to scrape, pluck and tap a range of percussion instruments. They demonstrate their skills well as they illustrate movements such as those of a giant. When listening to music pupils can describe the mood of the piece and identify the main instruments. Older pupils can recognise different instruments found in an orchestra and refer to them as *strings*, *brass* and *wind* instruments. Pupils are encouraged to listen to a range of music from different cultures and composers and many can recognise these when played as part of an assembly. For example, pupils were able to identify 'Spring' by Vivaldi, New World symphony by Dvorak and works by Mozart.
30. Pupils make good progress in composition. They use percussion instruments confidently to create a situation and to retell a story. For example, pupils in Year 1 provided suitable music to illustrate a giant running, walking and creeping. They practiced their accompaniment before performing to others in the class. Pupils at Key Stage 2 use instruments regularly and they show increasing confidence to explore musical ideas. Most pupils have a satisfactory knowledge of notation and understand the use of crotchets, quavers and musical bars. Those pupils who receive private tuition have a very good knowledge and understanding of musical scores and they make very good progress.
31. Pupils throughout the school show obvious enjoyment in music. They are enthusiastic and keen to join in all activities. Pupils cooperate very well and they appreciate one another's efforts. This is evident in instrumental practice, in

assembly and in lessons when pupils spontaneously applaud musical performances.

32. Although few lessons were seen during the inspection the quality of teaching is good across both key stages. Some of the teachers have limited subject knowledge and confidence but they do have the support of a helpful commercial scheme of work. This enables all teachers to provide a suitable range of activities that ensure that music work is progressively more demanding as pupils move through the school. Teachers have high expectations and pupils are challenged well and they are encouraged to improve their performance and composing skills. Good use is made of pupils to demonstrate their talents and very good use of praise enhances pupils' self-esteem. Resources for music are satisfactory but they are organised very efficiently and used very well.
33. Teachers freely devote their time to run bell-plate ringing, recorder groups and a music club. The very good relationships and good humour observed at these clubs provides a strong stimulus and helps to engender pupils with an enjoyment and interest in music. Around twenty pupils receive instrumental teaching either for woodwind or for brass. These pupils are encouraged to perform in concerts at various times of the year and those who play recorders help to lead the singing in assemblies. Music plays a positive and significant part in pupils' social and cultural development.

183. **Physical education**

34. The physical development of the pupils under five when they enter the school varies with the pre-school experience they have received. By the time they are five they have made sufficient progress to move on to the requirements of the national curriculum Key Stage 1.
35. The pupils' progress in Key Stage 1 is good. They develop skills in running, jumping and throwing and combine these skills in small games. They develop body control in planning linked series of actions and are increasingly able to make judgements about the quality of their own, and other people's movement. They undertake the latter with a good degree of sensitivity to each others' feelings. Pupils work alone, and with partners equally effectively. When working together, whether as pairs or in small groups, they learn to take turns, to identify skills and to evaluate them. The pupils talk effectively about what they have tried to do, and make suggestions about how they might improve it.
36. Their progress in Key Stage 2 is also good. They engage in competitive games with a good spirit of healthy rivalry, they develop their games skills effectively and understand the need to warm up before exercise. They plan, deliver and then improve sequences of movement using their developing skills in evaluating their own quality of movement. They work well in pairs and in small groups, recognising each others' skills and strengths. The pupils work well together in teams and are supportive of one another's efforts.
37. In both key stages the pupils with special educational needs are well supported by the teachers' planning where appropriate and make good progress. All games and

activities are open to both boys and girls without any distinction being made between them.

38. All areas of physical education are planned into the curriculum, including swimming for the older pupils in the summer term. The good range of after-school activities and clubs provides extra provision for sport. These are also used to develop further particular areas of the curriculum in physical education periods. Dance has been identified as one such area for development and there are plans for a local group to introduce a dance club into the school.
39. Pupils make use of an increasingly complex vocabulary for physical education as they grow older in the school, and utilise numeracy skills in planning work.
40. The teaching of physical education is generally good and never less than satisfactory. Good use is made of outside help, such as training given by members of Lincoln City Football Club, to supplement the teachers' knowledge and skills in physical education. The teachers have high expectations of how pupils will respond to the work in physical education; of how they will cooperate with one another and of the skills they will develop. The pupils live up to those expectations. The resources for the subject are satisfactory in all areas of the subject's curriculum and good in games. The resources are well used. The quality of the resources, the well equipped hall and the spacious playing fields contribute considerably to the good quality of physical education which is provided by the school. The pupils learn to devise physical activities for themselves and are successfully encouraged to be self-reliant.
41. The school participates in matches with other small schools with a good degree of success.
42. The pupils in both key stages enjoy physical education, they settle to work quickly, respond well to instructions and work hard to improve their performance in the skills they are being taught. The pupils responded particularly well to the coaching that they were given in football.
43. The good quality of relationships, the good quality accommodation and the resources are all contributors to the good progress the pupils make in this area of the curriculum

193. **PART C: INSPECTION DATA**

193. **SUMMARY OF INSPECTION EVIDENCE**

1. The inspection of Tedder County Primary school was undertaken by a team of four inspectors who, over a three day period, completed a total of ten inspector days in the school.

**Prior to the inspection:**

- Meetings were held with the headteacher, the chair of governors and the teaching staff;
- the Registered Inspector held a meeting with twelve parents;
- documentation provided by the school was analysed.

**During the inspection:**

- thirty five lessons were seen, representing almost twenty five hours of classroom observation;
- discussions were held with the headteacher, the chair of the governors and governors with specific responsibilities;
- planned discussions were held with the teaching staff. These focused on subjects and whole school issues;
- the Registered Inspector had daily meetings with headteacher;
- inspectors examined the written work of many pupils. All the available written work of a representative sample of pupils from each year group and portfolios of work completed by pupils from the previous Year 6 was scrutinised;
- a representative sample of pupils from each year group were heard reading and were questioned on their knowledge and understanding of books;
- time was spent talking with pupils about their knowledge, understanding and skills in different subjects;
- observations were made of pupils arriving and leaving school, during breaks and at lunchtimes;
- attendance registers were inspected;
- teachers' planning documents were inspected;
- inspectors scrutinised pupils school reports, thinking diaries, reading comments books, newsletters and information sent home to parents;
- inspectors attended assemblies and acts of collective worship and observed after school activity clubs; and
- discussions were held with parents throughout the inspection week.

- **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	126	0	1	0

- **Teachers and classes**

- **Qualified teachers (YR – Y6)**

Total number of qualified teachers (full-time equivalent):	5
Number of pupils per qualified teacher:	22.5

- **Education support staff (YR – Y6)**

Total number of education support staff:	4
Total aggregate hours worked each week:	53

· **Financial data**

Financial year:	1998
	£
Total Income	177,150
Total Expenditure	182,766
Expenditure per pupil	1,535.85
Balance brought forward from previous year	17,000
Balance carried forward to next year	11,384

## PARENTAL SURVEY

Number of questionnaires sent out: 80  
 Number of questionnaires returned: 52

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	25	62	10	4	0
I would find it easy to approach the school with questions or problems to do with my child(ren)	46	42	12	0	0
The school handles complaints from parents well	12	60	21	6	1
The school gives me a clear understanding of what is taught	13	50	23	13	0
The school keeps me well informed about my child(ren)'s progress	19	54	19	8	0
The school enables my child(ren) to achieve a good standard of work	25	56	17	2	0
The school encourages children to get involved in more than just their daily lessons	17	52	17	13	0
I am satisfied with the work that my child(ren) is/are expected to do at home	27	37	19	17	0
The school's values and attitudes have a positive effect on my child(ren)	19	63	13	2	0
The school achieves high standards of good behaviour	25	54	17	4	0
My child(ren) like(s) school	54	37	6	4	0