

INSPECTION REPORT

SIBSEY FREE PRIMARY SCHOOL

Sibsey

LEA area: Lincolnshire

Unique reference number: 120628

Headteacher: Mr Phillip Coote

Reporting inspector: Mrs R. Harrison
18059

Dates of inspection: 19th – 21st June 2000

Inspection number: 187155

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

© Crown copyright 2000

This report may be reproduced in whole or in part for non-commercial educational purposes, provided that all extracts quoted are reproduced verbatim without adaptation and on condition that the source and date thereof are stated.

Further copies of this report are obtainable from the school. Under the School Inspections Act 1996, the school must provide a copy of this report and/or its summary free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

INFORMATION ABOUT THE SCHOOL

Type of school: Infant and junior school

School category: Voluntary controlled

Age range of pupils: 4 - 11

Gender of pupils: Mixed

School address: Old Main Road
Sibsey
Boston
Lincolnshire

Postcode: PE22 0RR

Telephone number: 01205 750335

Fax number: 01205 750335

Appropriate authority: Lincolnshire

Name of chair of governors: Mr. Martin Mitchell

Date of previous inspection: 26th February 1996

INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
Rajinder Harrison	Registered inspector	Science, Art, Religious Education Equal opportunities English as an additional language	What sort of school is it? How high are standards? The school's results and achievements
Edmund Worby	Lay inspector		Pupils' attitudes, values and personal development How well does the school care for its pupils? How well does the school work in partnership with parents?
John Taylor	Team inspector	Mathematics, Design and Technology Geography Physical education Under fives	How well are pupils taught? How well is the school led and managed?
Peter Kipling	Team inspector	English, Information Technology, History, Music, Special educational needs	How good are the curricular opportunities offered to pupils?

The inspection contractor was:

Lincolnshire Education Associates
The Innovation Centre
Europarc
Grimsby
North East Lincolnshire
DN37 9TT

Any concerns or complaints about the inspection or the report should be raised with the inspection contractor. Complaints that are not satisfactorily resolved by the contractor should be raised with OFSTED by writing to:

The Registrar
Inspection Quality Division
The Office for Standards in Education
Alexandra House
33 Kingsway
London WC2B 6SE

REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	6 - 9
Information about the school	
How good the school is	
What the school does well	
What could be improved	
How the school has improved since its last inspection	
Standards	
Pupils' attitudes and values	
Teaching and learning	
Other aspects of the school	
How well the school is led and managed	
Parents' and carers' views of the school	
PART B: COMMENTARY	
HOW HIGH ARE STANDARDS?	10 - 12
The school's results and achievements	
Pupils' attitudes, values and personal development	
HOW WELL ARE PUPILS TAUGHT?	12 - 14
HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?	14 - 15
HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?	15 - 16
HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS	16 - 17
HOW WELL IS THE SCHOOL LED AND MANAGED?	17 - 18
WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?	18 - 19
PART C: SCHOOL DATA AND INDICATORS	20 - 23
PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES	24 - 34

PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Sibsey Free Primary School is a smaller than average primary school providing full time education for 124 pupils aged from 4 to 11 years. The majority of children come from the village and its immediate vicinity reflecting above average social circumstances. There are no pupils who have English as an additional language or who are known to be eligible for free school meals. There are nineteen pupils on the register for special educational needs (below average number) two have statements (average). Few pupils leave or join the school other than at the start reception, and generally the school enjoys a relatively stable situation with families eager to join the school when moving into the area. The overall attainment of children on entry to the reception class is average.

HOW GOOD THE SCHOOL IS

This is an effective school that provides a good standard of education overall. Through overall good teaching pupils achieve standards that are above average by the end of Key Stage 2 compared to schools nationally. The good leadership and management of the school coupled with the good teaching, and a high commitment to raising standards result in the school's providing good value for money.

What the school does well

- Most pupils attain high standards in English and mathematics; standards that are above the national average in science by the end of Key Stage 2 and good standards in design and technology at both key stages
- The quality of teaching is good overall
- The overall leadership and management of the school are good and the school's finances are extremely well managed.
- Pupils are enthusiastic about coming to school, work very hard and form very good relationships with all staff and other pupils.
- Provision for pupils' moral, social and cultural development is good and children are very caring towards each other.
- The school works effectively with parents to promote a friendly, community spirit where everyone's contributions are appreciated. Extra-curricular provision is very good at Key Stage 2.

What could be improved

- Co-ordinators' roles are not yet fully developed in all subjects, with respect to the monitoring of teaching and learning.
- Procedures for assessment in subjects other than English, mathematics and science at Key Stage 2 are not yet established
- Teachers' expectations in Key Stage 1 do not always challenge pupils sufficiently
- The school does not have a cohesive approach to teaching personal, health and social education

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in April 1996. Since that time there have been a number of improvements:

The school has established a set of aims that are being met through hard work and commitment. Teaching has improved and is now good overall, having a positive impact on raising standards. Monitoring of planning, teaching and standards has been effective in the achievement of high standards in English and mathematics. Plans are in place to extend this good practice to other subjects. Standards have been maintained in English and most other subjects. Standards have improved in mathematics and are now good. Children in reception now achieve well, sometimes exceeding targets set for them. A consistent approach to medium-term and short-term planning has been established in the teaching of English and mathematics across the school and in some other subjects in Key Stage 2. Co-ordinators now have specific subject responsibilities; where their subjects have been targeted in the school development; co-ordinators have made a positive impact on raising standards. Assessment of pupils' attainment is now good in English, mathematics and Key Stage 2 science. However, assessment in other subjects, other than informal procedures, is not established consistently. Pupils' individual target setting, currently in the school development plan, is improving. Standards in science have not been sufficiently raised to match those in English and mathematics, but science is a priority in the development plan. The National Literacy and Numeracy strategies are in place and are beginning to have the desired impact on standards. The recent establishment of the technology suite has resulted in pupils making good progress in skills development in Key Stage 2. The use of information technology across the curriculum remains limited and is not generally planned for in many lessons. Parents make a valuable contribution to the

work of the school and have positive views of the changes they have seen since the last inspection. They are regularly consulted about what the school is doing. Accommodation in the school is much improved since the last inspection.

STANDARDS

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

Performance in:	compared with			
	all schools			similar schools
	1997	1998	1999	1999
English	A*	A	A	B
mathematics	C	A	A	B
science	B	A	C	D

Key

well above average A
 above average B
 average C
 below average D
 well below average E

A denotes very high standards, being in the top five per cent nationally.*

Children under five, who come into the school with broadly average attainment, reach and sometimes exceed the national targets set for them by the time they enter Year 1. Many are working on the early stages of the National Curriculum and show above average achievement in their language skills.

At the end of Key Stage 1, from the inspection findings, overall standards in English and mathematics exceed the national average. Standards in science are in line with the national average. Assessment test results in mathematics in Key Stage 1 were below average in 1999, because of the overall slower progress of that particular year group. Pupils' performance in reading and writing tests was above average and their performance in mathematics was well below average in comparison with similar schools, (schools having the same number of children eligible for free school meals).

Standards are well above average in English and mathematics at the end of Key Stage 2. The concentration on work in mathematics has been effective in raising standards since the last inspection, and teachers' acknowledge the measurable impact of the numeracy strategy on pupils' achievements. Inspection findings show standards to be above the national average by the end of Key Stage 2 in science, and this is an improvement on the results in 1999 where standards are average. When compared to similar schools in 1999, standards are above average in English and mathematics and below average in science. This reflects the limited attention science has been given in relation to English and mathematics because of the national initiatives on literacy and numeracy.

Standards in design and technology are above expectations at both key stages. Standards in all other subjects are at least satisfactory. Standards in religious education match those expected by the Locally Agreed Syllabus.

The school generally meets its targets well, and has set achievable targets for next year based on good analysis of pupils' current attainment. The school's trend has been sustained as above average over the last four years and standards represent good overall progress in pupils' learning during their time in school.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils' attitudes to school are very good
Behaviour, in and out of classrooms	Pupils' behaviour is almost always very good, and they respond well to teachers' high expectations of good behaviour in most situations.
Personal development and relationships	Relationships between pupils and with all adults are very good, pupils take on responsibilities willingly and are respectful of the feelings and beliefs of others.
Attendance	Attendance levels are above the national average. Pupils are punctual in arriving at school.

A particular strength is the very effective integration of pupils with special education needs which encourages children to care for each other in all situations.

TEACHING AND LEARNING

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

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

The quality of teaching is good overall. Ninety-five per cent of teaching was satisfactory or better, of which 56 per cent was good or better. Over half of this 56 per cent was very good or excellent and was a particular feature in Key Stage 2. The small percentage of unsatisfactory teaching was in Key Stage 1. The quality of teaching for children under five is consistently good, particularly effective in supporting their language development. Good teaching was seen throughout the school, and the exceptionally good teaching at the end of Key Stage 2 has a major impact on pupils' overall progress. Strengths of teaching include good management of pupils, very good relationships and effective use of support staff. Teachers are very hardworking, and because they know their pupils well, they make every effort to support their learning. In a few lessons in Key Stage 1, teachers' planning is not always sufficiently challenging, and teachers' expectations are some times too low. Appropriate assessment procedures are in place in some subjects to ensure planning matches the needs of all pupils, but this is not yet consistent for all subjects.

Teaching was good in half the lessons seen in English, and this is reflected by pupils' very good achievements. In mathematics, teaching is good at Key Stage 1 and very good at Key Stage 2, and teachers make very effective use of the numeracy strategy to support their planning. The teaching of the skills of literacy and numeracy is based broadly on the national strategies and is good throughout the school. This advances pupils' learning in other subjects. Teaching of design and technology is good resulting in the good standards pupils achieve. The teaching of pupils with special educational needs is good and, with effective use of support staff, these pupils make overall good progress. The teaching and use of information technology are beginning to develop well at Key Stage 2 but are still limited at Key Stage 1.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The school teaches all subjects of the National Curriculum and religious education, and generally meets the broad range of pupils' abilities. Occasionally, breadth and balance are restricted because subjects are taught for a shorter time than recommended. Provision for extra-curricular activities is good in Key Stage 2, and good use is made of visits to places of interest and visitors to the school to enrich the curriculum effectively.
Provision for pupils with special educational needs	Provision is good. All pupils on the special educational needs register have individual education plans, and teachers and support generally match work to pupils' needs effectively.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Provision for pupils' moral, social and cultural development is good, and provision for spiritual development is sound. Currently, provision for pupils' personal and health education is largely unplanned across the school as a whole.
How well the school cares for its pupils	Procedures for child protection and for ensuring pupils' welfare are sound. Procedures for monitoring and promoting good behaviour are very good. Procedures are good for the support and guidance of all pupils. Assessment and monitoring procedures are not yet established in several subjects. Procedures for monitoring and eliminating oppressive behaviour are excellent. Day-to-day routines are good and support a safe, calm, friendly environment where effective learning takes place. Relationships within the school are very good and pupils benefit from such a supportive environment

Relationships with parents have improved considerably since the previous inspection and they are now good. Parents' contributions to the life of the school are invaluable and the vast majority of parents are very proud of the school and their children's achievements.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher provides clear educational direction, leading by example and taking responsibility for many areas of the work of the school. Although the role of co-ordinators is well established in the main core subjects, there are weaknesses in the monitoring and development of several other subjects. There is effective management of change and the school achieves many of its aims in particular providing a happy, and friendly, environment where effective learning takes place. The school has made improvements in many areas, and is well placed to continue to improve.
How well the governors fulfil their responsibilities	The governors contribute substantially to the effectiveness of the school, and carry out their legal responsibilities very well. They are very clear about priorities in the school's planning. They share the strong commitment to raising standards and developing a good community-feel in the school. They work in close co-operation with staff, parents and the local education authority, and update their practices regularly.
The school's evaluation of its performance	There is good evaluation of test results in English and mathematics. Results are being more carefully monitored in science now. The management team and governors regularly review the school's performance. They use the analysis of assessments to establish targets and key priorities for further improvements.
The strategic use of resources	Strategic planning and administration of financial resources are excellent and excellent use is made of specific grants to support developments. The principles for obtaining 'best value' for money are followed through appropriately.

Resources provision is particularly good for English, music and physical education. Numbers of computers for the teaching of information technology are good, but further resources are required to enhance the information technology curriculum. The school's accommodation is very good.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Their children like going to school and make good progress • The school is well led and managed and promotes high expectations. • The school is easy to approach with questions and problems • Their children do well because teaching is good • Behaviour is good and children are very caring • Parents feel they are encouraged to work with school and be involved with its activities • The school helps children become to responsible 	<ul style="list-style-type: none"> • A few parents felt there were insufficient activities outside school • A few parents were not satisfied with homework arrangements

The inspection findings agree with the positive views expressed by parents. The use of homework is used successfully to support work in lessons, and a good feature is the investigative and research tasks set for older pupils. The school provides a very good range of extra-curricular activities at Key Stage 2 and provision is sound for Key Stage 1.

This is an effective school that provides a good standard of education overall. Through overall good teaching pupils achieve standards that are above average by the end of Key Stage 2 compared to schools nationally. The good leadership and management of the school coupled with the good teaching, and a high commitment to raising standards result in the school's providing good value for money.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and achievement

1. When children enter the school at the age of four, the majority have generally average ability and attainment. Most arrive with well-developed speaking, listening and literacy skills, and appropriate levels of ability in numeracy, physical, creative and social skills. Many of them show an appropriate awareness and understanding of the world around them. However, as indicated by the assessments undertaken soon after entry, a few are less confident in these skills. Almost all children enjoy learning, and achieve the national goals well by the time they enter Key Stage 1. Many begin work on the early stages of the National Curriculum. The majority of children show above average achievement in listening, speaking, reading and writing. Achievement was judged to be sound at the last inspection. It has improved and is now good.
2. The school achieves high standards in English. Results of National Curriculum tests over the last four years show that standards in English are well above the national average and that the school has succeeded in maintaining these standards in both key stages. In the 1999 tests an average number of pupils achieved the higher Level 3 standards at Key Stage 1 but higher than average numbers achieved the Level 5 standard at the end of Key Stage 2. This is directly related to the high expectations placed on pupils in this key stage. Standards are also above average at the end of both key stages when the school's results are compared with those of similar schools. Many pupils enter the school with English skills which are better than average. Boys and girls both achieve well, but boys generally perform slightly better. Pupils with special educational needs make progress which is at least in line with their capabilities and some make good progress, sometimes achieving the next level of attainment within the National Curriculum within a calendar year. Additional adult support makes a good contribution to their progress.
3. Pupils' skills in reading, speaking and listening and writing are very good overall and pupils learn to write effectively for a wide range of contexts and genre. Emphasis is placed upon the development of grammar, punctuation and spelling in both key stages. Homework frequently supports the improvement of spelling when pupils are given lists of words to learn. The National Literacy Strategy has been implemented and this is also contributing to the overall standards in English.
4. Findings from this inspection show that standards in mathematics are above average at the end of Key Stage 1 and well above average at the end of Key Stage 2. Teaching is good and pupils of all abilities learn effectively. This is better than the 1999 National Curriculum tests results for seven year olds and similar to those for eleven-year-olds. There has been a significant improvement this year in attainment at Key Stage 1, particularly in respect of pupils achieving Level 3. Improvements in teaching, very effective implementation of the numeracy strategy and the introduction of homework have all had a positive impact on raising standards. Pupils' skills in applying mathematics and their confidence with concepts of shape, space and measuring are key areas of improvement. Attainment was well above average at the end of Key Stage 2 in comparison to schools nationally, and above average compared to similar schools. The school had higher than average numbers of pupils reaching Level 5. The overall upward trend in mathematics remains above the national trend. There has been a marked improvement in standards since the last report when they were judged to be sound, overall
5. In the 1999 teacher assessments for science at Key Stage 1, whilst the proportion of pupils attaining the expected levels was above average when compared with all schools nationally, the proportion of them reaching Level 3 was below the average. Standards were also below average when compared with similar schools. Evidence from the inspection, which observed a different cohort of pupils, indicates that at the end of Key Stage 1 the standards of attainment

for the majority of pupils are at the national average. This picture is much the same as it was in the previous inspection. Pupils make satisfactory progress throughout the key stage and standards in investigative skills are sound, although not always recorded well in written work. However, at present, the standards achieved do not match those attained by the same pupils in English and mathematics.

6. In the 1999 tests, by the end of Key Stage 2 the standards of attainment reached by the majority of pupils in science were close to the national average for all schools, and below average when compared with similar schools. An average number of pupils reached the higher Level 5. Findings from this inspection show that standards are now above average. Whilst the overall trend in the school is better than the national trend, this does fluctuate depending on the ability of a particular cohort when year groups are relatively small. Pupils make good progress, especially at the end of Key Stage 2, where teaching is very good and pupils are encouraged to achieve higher standards. Progress of pupils with special educational needs is generally good as a result of effective individual support
7. Pupils apply their skills in literacy effectively to a range of subjects, for example, role-play in history, report writing in science, and reading for a range of purposes, including information gathering to support independent work. Where it is used best, for example in the upper part of Key Stage 2, high expectations and challenge make a significant contribution to pupils' achievement.
8. Pupils apply their numeracy skills successfully in other subjects. Good examples include using metric weights in design and technology to test the strength of materials, measuring forces in Newtons in science, working out coordinates and scale in geography and time lines and chronology in history. Pupils of all abilities make good progress as a result of effective support at all times.
9. Standards in information technology by the end of Key Stage 2 are generally in line with expectations. As a result of good teaching pupils of all abilities learn effectively the key skills by the end of Key Stage 2. There was insufficient evidence on which to judge the levels achieved by pupils in Key Stage 1 in this inspection. The overall picture remains much the same as in the last inspection report. The recent installation of the computer suite has made a marked impact on raising standards. Information technology and computer skills are also being used successfully to enhance the work in mathematics, literacy and other areas of the curriculum. Use of information technology to retrieve reference material from the Internet, for example, is developing well.
10. Pupils, whatever their abilities, respond well to the good teaching in design and technology at both key stages. Achievement is above the level expected. Pupils show good knowledge, skill and understanding in planning, making and evaluating models. Attainment is enhanced by events such as the 'family day' where families made models of moving vehicles to a given brief. Standards in design and technology have been sustained since the previous inspection report.
11. No lessons were observed in geography during the inspection. The last inspection report judged standards to be above national expectations at Key Stage 1 and in line at Key Stage 2. There is insufficient evidence to make a firm judgement on pupils' current levels of achievement. Similarly, there is insufficient evidence in both history and physical education to make a judgement about pupils' levels of achievement, but both subjects are taught to a satisfactory standard. The extra-curricular provision of sporting activities has a positive impact on pupils' achievements. The previous report judged standards in history and physical education to be good, and there is no evidence to suggest otherwise from this inspection.
12. Few lessons were observed in art during the inspection. Evidence of pupils' work indicates that achievements are as nationally expected and learning for all pupils is satisfactory.
13. Pupils of all abilities make satisfactory progress in music and standards are in accord with expectations. Singing and extra-curricular opportunities enhance the overall music curriculum

well. Achievements are much the same as at the last inspection and standards have been maintained.

14. All pupils make satisfactory progress in religious education and standards of attainment at the end of both key stages are as required by the Locally Agreed Syllabus. This is similar to the findings of the previous inspection. While only a few lessons were seen, evidence from the scrutiny of pupils' written work, discussions with teachers and pupils indicate that learning is satisfactory. Progress at the end of Key Stage 2 is good because of very good teaching.
15. Overall standards in the school are above average and progress for the majority of pupils is good. Standards have improved in mathematics since the previous inspection. The school enjoys a high success rate for pupils taking selection tests for entry into grammar schools. Pupils with special educational needs make progress which is at least in line with their capabilities and some make good progress, sometimes achieving the next level within the National Curriculum within a calendar year. Additional adult support makes a good contribution to their progress.
16. Targets for English and mathematics set by the local education authority are achieved well through the good practice identified in these two subjects. The school has made a positive move to setting targets for individual pupils and the impact of this is yet too early to judge. There is a strong commitment to raising standards, although expectations are not always as high as they might be in Key Stage 1. The capacity to improve is good.

Pupils' attitudes, values and personal development

17. Pupils' attitudes to school are very good. They arrive at school smiling and cheerful, delighted to meet their friends and staff. They express clearly their pleasure in learning and displaying their skills and this has a positive impact on their learning and acquisition of vocabulary. Pupils throughout the school are very keen to achieve well and they absorb knowledge readily.
18. Pupils' behaviour, both in and around the school is very good. This helps greatly with their learning as it minimises the number of disruptions that take place in lessons. Pupils' good behaviour enables them to make effective use of events such as visits in the community. The school is justifiably proud of the positive feedback it receives from a variety of sources. No incidents of oppressive behaviour, including bullying, sexism or racism were witnessed and the pupils work in an excellent atmosphere. There have been no exclusions in the past year.
19. Pupils' personal development and relationships are very good. They are very kind to each other, polite when helping or receiving help, and they derive great pleasure from their leisure time. Pupils clear up after meal times and tidy away after lessons.
20. A very good system of rewards and merit marks motivates pupils to take pride in their achievements. Older pupils show a mature understanding of world events, (for example, the cause and development of Second World War), and take part in thoughtful and lively discussions reflecting on the feelings of those who had been involved. In lessons, such as art, younger pupils ask each other questions and share resources, contributing to the good progress they make. Pupils make very good use of the school's library to support their studies and interests, as was found at the time of the last inspection.
21. Attendance, as reported in the last inspection, is good and above the national average. Unauthorised absences are few and pupils are generally very punctual.

HOW WELL ARE PUPILS TAUGHT?

22. The quality of teaching is good overall. Teaching has improved since the last inspection, when it was judged to be sound. Of the 95 per cent satisfactory or better teaching observed, over half was good or better. The small percentage of unsatisfactory teaching was at the end of

Key Stage 1. Good teaching was seen throughout the school, and teaching was consistently good for children under five. In a third of lessons observed at Key Stage 2 teaching was of very good and excellent quality and this has a major impact on pupils' overall progress.

23. The successful teaching is typified by the high quality of teachers' knowledge, understanding and presentation skills that result in many opportunities for pupils to make progress. For example in the Class 4 art lesson linked to a topic about native North American Indians, making pottery promoted very good learning about residual and tactile qualities of materials, tribal symbolism and techniques in using clay.
24. The skills of literacy and numeracy are taught extremely well at Key Stage 2 but there is some weakness in teaching literacy at Key Stage 1. Lessons regularly begin with establishing clear learning objectives. This helps pupils understand what they have to do and what they are expected to accomplish by the end of the lesson. The better lessons include more challenging tasks requiring pupils to work hard to achieve them. This was evident in a numeracy lesson in Year 3 when pupils were challenged to write sums to match specific target numbers. The very good learning from this enabled them to progress to mathematical functions of increasing complexity. Expectations of pupils in Class 5 were high in a literacy lesson when they were asked to change word endings by adding suffixes and identify vocabulary not in common use today. The brainstorming session and independent nature of the task promoted good levels of learning. Weaknesses in the unsatisfactory lessons, at Key Stage 1, include the failure of the teacher to encourage all pupils to concentrate on their work, the inappropriate level in difficulty of worksheets and the ineffective use of time.
25. In most lessons teaching meets the needs of all pupils. However, there are occasions when work is not matched carefully enough to age and ability. This occurs when teachers fail to plan effectively for the two age groups within their class and have low expectations. For example, a science lesson about magnets failed to challenge the faster learners and the same music lesson was taught to classes of different age groups. In some classes match of work to age and abilities is very good. In these lessons, pupils are taught how to learn independently by being given access to further appropriate tasks that extend their learning. They are encouraged to use resources to help with their progress, matching their work to given examples. This helps them to assess how well they have done and how they can improve further. Although a few parents raised concerns about it, homework is used successfully to consolidate and extend work in lessons, with younger pupils concentrating on reading, spelling and number work. A good feature of homework at Key Stage 2 is the nature of investigative and research tasks set for older pupils, often forming the basis of class discussions.
26. The effective use of individual educational plans ensures that pupils with special educational needs receive appropriate support to make good progress in most lessons. Classroom assistants are used efficiently, and they effectively support the progress these pupils make. Teachers and support staff pay good attention to modifying tasks and activities to meet individual pupils' particular needs. In one class a book of carefully graded numeracy tasks produced by the teacher enabled one of these pupils to make good progress in similar areas of mathematics to the rest of the class. Increased emphasis has been placed upon raising teachers' awareness of providing for the needs of pupils with special educational needs. Although, too little reference is made to the learning objectives for pupils with special educational needs in teachers' weekly planning, teachers are responsible for constructing their individual education plans and this helps to guide some of the work provided.
27. There is good consistency in the quality of teaching between subjects, although few lessons were seen in some areas of the curriculum during the inspection. Teaching is better at Key Stage 2, where teachers' class management skills are very good, teachers are more confident in teaching literacy and numeracy, and expectations are higher. Where teaching was judged to be excellent, the teacher's exuberance and enthusiasm inspired and challenged pupils. Expectations were very high, and pupils were driven to extend their knowledge and understanding. This was evident in the lesson on digital roots in mathematics where some pupils began to make connections between the roots and their original numbers through

divisibility. In the science lesson looking at the dangers of microscopic organisms in food, pupils offered hypotheses on how illnesses are caught, by reflecting on their experiences.

28. Learning and progress are good at Key Stage 2 and satisfactory at Key Stage 1. Particular strengths are the acquisition of skills, knowledge and understanding across the school. At Key Stage 2, the productivity and pace of working and pupils' interest, concentration and independence in learning are key features. The quality of teaching results in high levels of attainment compared to school nationally by the age of eleven, particularly in English and mathematics.

HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?

29. The school teaches all of the subjects of the National Curriculum, and religious education. It has taken advantage of its right to suspend some aspects of the National Curriculum in order to give more time to the teaching of literacy and numeracy and this has helped to contribute to the good standards which the school achieves in these areas. However, it has also meant that some subjects are taught for short periods of time and consequently the breadth and balance of the curriculum are sometimes restricted. The school recognises that too little time is allocated to the teaching of science and intends to redress this in order to try to improve standards in the subject. The breadth and balance of the curriculum are also restricted by the lack of clear guidelines for staff that would help them to ensure that they are covering the most important aspects of each National Curriculum subject. This is particularly relevant in Key Stage 1, where teachers combine the teaching of history, geography and design technology into a common theme. However, unlike Key Stage 2, there are no detailed schemes of work to help teachers decide what to teach and how much time to devote to each subject. This also means pupils of the same age group, but who are placed in different classes, can receive different curricular provision. For example, Year 1 pupils receive different educational opportunities in music. Very occasionally, the balance and breadth of the curriculum can be inequitable for some children when they are withdrawn for swimming and miss elements of subjects such as history and information technology.
30. The headteacher and curriculum co-ordinators are aware of the need to remedy these weaknesses and have produced a curriculum plan which will enable them to implement the revisions to the National Curriculum due for September 2000. Curriculum co-ordinators have also used the guidance from the Qualifications and Curriculum Authority to produce helpful schemes of work that will be extended to cover work in Key Stage 1.
31. Strategies for developing pupils' skills in literacy and numeracy have been effectively implemented. The National Strategies for Literacy and Numeracy have been adopted by the school, although the recommended format is not implemented consistently in every classroom. Some teachers have identified practical difficulties in implementing the Literacy Strategy in classes with mixed age groups of pupils. Additional time is also provided for pupils to develop further their skills in reading and writing. In addition, teachers make good use of work in other subjects for pupils to practise their skills in literacy and numeracy. For example, in one class, work in history had focused on the Second World War and pupils had written sensitive pieces of writing in the form of letters from children who had been evacuated; pupils in an information technology lesson were observed developing their comprehension skills when they were required to search the Internet for information and skim and scan the text before summarising the main points of the text. Where appropriate, effective use of homework supports curriculum provision.
32. All teachers provide a range of learning opportunities which children find interesting. However, there is variation in the extent to which teachers plan work specifically matched to the full range of needs within their class. Emphasis has been given to this aspect of teaching in the school's development plan and teachers are becoming increasingly aware of the need to identify learning objectives and activities which meet the individual education plans of all of the

pupils with special educational needs. The majority of pupils on the special educational needs register receive additional adult support and this helps them to respond to the work given, and as a result make progress which is at least in line with their capabilities, and for many, progress is good.

33. Currently, provision for pupils' personal and health education is largely unplanned across the school as a whole and it is left to individual teachers to introduce it into their teaching incidentally when opportunities arise. The school has no formal policy for teaching about the misuse of drugs. Sex education is systematically taught during pupils' last two years in the school. A good scheme of work has been devised to ensure pupils' personal, social and health education will be taught systematically during the next academic year.
34. Pupils' spiritual development is sound. Through lessons in religious education and themes in assemblies pupils learn to understand the range of spiritual beliefs of other people. In one class pupils were learning about the beliefs of Buddha. In science pupils are encouraged to reflect upon the power of nature when studying plant growth. However, opportunities for spiritual reflection in other subjects are not specifically planned for.
35. Pupils' cultural development is good. Through work in some subjects opportunities are taken to extend their pupils' knowledge. For example, pupils have studied music from other countries, and by dressing up in costumes have begun to consider some of the ways in which other people live. In English, pupils have been given the opportunity to write about stories set in other countries, for example India. Theatre groups have visited the school and this has added to pupils' cultural experiences.
36. Moral and social development are also good. Pupils are clear about class and school rules. Issues related to right and wrong are introduced through assemblies and events in the school itself. Positive relationships are encouraged and this is exemplified in the way in which pupils respect each other and are anxious to help those of their peers who are experiencing difficulty. Residential visits and co-operative activities in some lessons help to develop pupils' social skills. Pupils are encouraged to develop positive links with the local community and this was exemplified by the way in which some of the older pupils wrote and submitted essays to the Parish Council describing ways in which the village could be improved. The school is developing sporting links with other schools, as well as providing training for local teachers in its computer suite.
37. The school provides a very good range of extra-curricular activities for pupils in Key Stage 2. Pupils can take part in sporting activities, which include football, netball, cricket, cross country running, rounders, athletics, tennis and badminton. Other activities include recorder group, gardening, art, model making and first aid. High attaining pupils are also invited to attend events with similar pupils from other schools in the Boston area. Extra-curricular opportunities available to young pupils are satisfactory and they can attend recorder lessons. The curriculum is also enriched through educational visits, including some that are residential and by visitors to the school presenting on various subjects. For example, people from the village are invited to talk to the children, when appropriate, as part of their work in history.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

38. The school takes satisfactory care of pupils' health and well being. All staff know the pupils very well. They work hard to ensure pupils' happiness, personal support and consistent and fair management of their behaviour. This is similar to what was found at the last inspection. Very effective practices ensure pupils' medical needs are known, good links with health advisors are maintained and contact with pupils' homes can be made quickly. The headteacher has undertaken training in child protection and, supported by a detailed policy document, has ensured that all staff are well aware of their roles and responsibilities.
39. The procedures for monitoring attendance are satisfactory and include regular contact with parents to verify reasons for a pupil's absence. The school's incidence of unauthorised

absence is very low. The promotion of regular attendance enables pupils to make good progress in their learning and achieve above average standards overall. In the same way, teachers' promotion of good behaviour at all times helps pupils to achieve well. The school has effective behaviour routines for lunchtime and playtime. A member of staff has completed specialist first aid training and is competent to administer medical procedures. The arrangements for dispensing medication or dealing with accidents are all carefully recorded.

40. The arrangements for securing the safety of all pupils are satisfactory, but there are no regular risk assessments or health audits. The school is very quick to respond to safety issues that are notified to them and has already addressed certain aspects raised during the inspection. The school holds regular emergency fire drills and is conscientious in checking the electrical safety of portable appliances around the school. Whilst the school has no formal personal, social and health education programme, sex education and other relevant elements such as substance misuse and personal safety are appropriately covered by teachers and visitors to the school.
41. Assessment and monitoring procedures are good in English, mathematics and Key Stage 2 science, but inconsistent and often lacking in other subjects. Where available, assessments are used well to support pupils' learning, and individual targets are set, for example in extended writing and numeracy work. However, teachers' record keeping is not consistent across the school. Where assessment information is more detailed, teachers are able to plan effectively work that matches pupils' needs. In some classes pupils are also encouraged to set their own targets and where this happens, teachers' support is more effective in helping them achieve well.
42. The school cares well for pupils with special educational needs. Those children with physical needs receive good levels of personal support as well as good provision of helpful aids and learning resources. The ethos of the school also promotes their well-being and encourages positive relationships and mutual respect between pupils. The school succeeds in the very effective integration of all pupils with special educational needs into every aspect of school life.
43. The procedures for the monitoring and eliminating of oppressive behaviour are excellent. The very good relationships between staff and pupils ensure any difficulties are quickly identified and resolved.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

44. The parents' views of the school are generally positive and the school is working hard to include parents and carers as active partners in the children's learning. This is an improvement since the last inspection. Parents are very supportive of the extremely successful Friends of Sibsey Free School, which includes representatives from the whole community. The recent introduction of the new homework policy and home school agreement has continued to help to maintain close links between home and school. Although a few parents raised some concerns about homework, homework is used successfully to consolidate and extend pupils' learning. The school takes positive measures to solicit the views of parents and actively canvasses their contributions. The commitment and patience with which all staff address concerns raised by parents are acknowledged. Parents have confidence in approaching the school with problems.
45. The quality of information that the school provides for parents is satisfactory. The school works hard to ensure that letters, newsletters and reports of pupils' progress are readily understood by parents and that staff are available to discuss any queries or worries. Formal parent meetings are held twice termly and give adequate opportunity for parents to discuss their children's progress with staff. Despite this, a few parents believe that the school provides insufficient information about their children's progress. Good arrangements are made to review the individual education plans for pupils with statements of special educational needs and these are discussed appropriately with parents.

46. Parents and other members of the local community regularly help in school with reading activities, computer skills, extra-curricular activities and art and technology activities. They are also invited to accompany school visits and their contributions are greatly valued by pupils and staff. This has a positive effect on the standards pupils achieve. The school successfully meets its overall aim of forming good home / school partnerships.

HOW WELL IS THE SCHOOL LED AND MANAGED?

47. The headteacher has a clear vision of what sort of school this should be and works extremely hard to provide a quality of education that enables all pupils to achieve their best. His good leadership is fully acknowledged by the governing body, which supports all aspects of school life, and staff, who reflect critically on what they can do to improve learning and develop more effective ways of teaching. The allocation of subject leadership to teaching staff was a key issue in the last report. This has now been accomplished and is having a significant impact on the teaching and learning in English, mathematics and to a limited extent on science. This good practice now needs to be extended to other subjects. No firm judgement was given about leadership and management in the last inspection report. It is now good. The active leadership role of the governors and the efficient use of funding are two very good features of the overall effective management of the school. The management of the school's provision for pupils with special educational needs by the special educational needs co-ordinator is good. Documentation is well kept, and links with parents and outside agencies are well established and efficiently managed. There is an adequate supply of resources and the specific funding for supporting pupils with special educational needs is appropriately earmarked for purchasing the support of the Local Authority's learning support service.
48. The governors contribute substantially to the effectiveness of the school and are fully involved in improving the quality of education the school provides. They ensure that all statutory requirements are met, understand its strengths and weaknesses and are actively engaged in shaping its direction. They are regularly in school monitoring its work, sharing successes and helping with concerns. Their role has expanded significantly since the previous inspection. From that time they have worked closely with the headteacher and staff in establishing the school as an integral part of the village community. They have supported the headteacher in the renovation and extension of the school building, and the impressive installation of the new information technology suite. Their overall efforts are making a valuable contribution to the enrichment of community life in Sibsey, and this is appreciated by the parents of pupils in the school.
49. The establishment of procedures for regular monitoring, evaluation and development planning was a key issue in the last report. Under the leadership of the new headteacher the school has made great strides in addressing these matters. School aims are now in place, and more effective ways of assessing pupils' attainment have been established in the key areas of English, mathematics and to a lesser extent science. The annual school development plan identifies areas for improvement and action to be taken to realise its successful implementation. Criteria for success are detailed and, where necessary, responsibilities are delegated to appropriate members of staff or governing body. Procedures for the monitoring, evaluation and development of teaching have been established in English, mathematics and science. More rigorous monitoring of the areas identified for development needs to be done in some classrooms for it to have a greater impact on the quality of teaching and standards pupils achieve.
50. The school makes the best possible use of its resources. It has acted on the recommendations of the most recent auditors' report. The last report was critical of the lack of costings, priorities, responsibilities, time scale and evaluation in the school development plan. These are now in place and all spending relates to action that will benefit pupils. Recently much of this has been towards resourcing the National Literacy and Numeracy Strategies which have raised standards in English and mathematics overall. Information technology has also been a priority area and the establishment of a computer suite is enabling pupils to make

good progress with their skills. The school has used specific grants very effectively for their designated purposes. For example, school self-improvement funding for in-service training is being used to bring attainment in science up to the current high levels in English and mathematics. There are excellent systems for financial and other administration in place that keep the way clear for teachers to concentrate on work in the classroom.

51. The school has an appropriate number of suitably qualified teachers and support staff to teach the National Curriculum and religious education effectively. Pupils with special educational needs receive good support that helps them make good progress. The arrangements for teacher appraisal are very good, with each member of staff being entitled to annual interviews which result in the setting of agreed performance targets.
52. Resources for learning are at least satisfactory in quantity and quality and they are particularly good for English, music and physical education. The computer suite provides a good resource and is the base for much of the teaching of information and communication technology. However, additional computers are also located in classrooms. There is still a need to purchase hardware and software in order to enable the requirements of the National Curriculum related to modelling and simulations to be taught effectively.
53. The school's accommodation is very good. The new extension and refurbishment throughout, enhanced by the care and respect which pupils and staff show, provide an environment which is stimulating and which supports and encourages learning. The imminent purchase of nearby land to provide a school playing field will be of great benefit and will prevent the need for pupils to be taken to the nearby playing fields for games' activities. The extra-curricular gardening club aims to encourage pupils to be involved in enhancing the outside of the building.
54. By the time pupils leave the school their attainment in English and mathematics is well above average when compared with all schools. The school is not complacent in its success, and is constantly seeking ways in which it can do better. For example, its current emphasis on improving attainment in science is backed by an appropriate allocation of resources and time for the co-ordinator to develop the subject successfully. It consults widely when considering changes and spending; for example, it involves parents in decisions about homework, and the Local Authority about best value for a range of services. It compares its performance against that of other schools and regularly audits every aspect of school life to identify further improvements. In all respects it is constantly striving to apply 'best value' principles. It successfully meets its aims to provide a safe, caring, friendly environment where children can learn to the best of their ability. Relationships are very good, and the school community actively pursues high standards. The school provides good value for money.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

55. In order to raise standards and the quality of education provided by the school further the headteacher, staff and governors should:
 - I. Ensure that subject co-ordinators have time :
 - a. to monitor standards of teaching and learning in their subjects, and share good practice they identify
 - b. to produce sufficiently detailed schemes of work to effectively support teachers' planning, especially at Key Stage 1.
(Paras: 29, 30, 47, 82, 83, 84, 87, 97, 101, 108, 118)
 - II. Extend the good assessment procedures used in English, mathematics and science at Key Stage 2 to other subjects and use this information to accurately plan to meet the needs of all pupils across the school.
(Paras: 41, 49, 83, 93, 97, 101, 105, 110, 118)

III. Improve the quality of teaching in Key Stage 1 to match that seen in Reception and Key Stage 2 by:

- a. setting targets that consistently challenge pupils of all abilities
- b. raising teachers' expectations of what pupils can do
- c. planning appropriately for mixed year group classes

(Paras: 5, 16, 22, 24, 25, 29, 31, 32, 77, 79, 81, 82, 83, 88, 99, 105, 117)

IV. Put into place a cohesive whole-school approach to the teaching of personal, health and social education

(Paras: 33, 40)

56. In addition to the key issues above, the following less important issues should be considered for inclusion in the governors' action plan:

i. Formalisation of the school's procedures for recording risk assessments.

ii. Review of the time allocation for science and some other subjects in Key Stage 1
(Paras: 29, 77, 83, 97)

iii. Development of the use of information technology across the curriculum
(Paras: 29, 82, 87, 104, 105)

iv. Purchasing of further resources to support the teaching of all elements in the information technology curriculum

(Paras: 52, 105)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	38
Number of discussions with staff, governors, other adults and pupils	38

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
11	6	33	45	5	0	0

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

Information about the school's pupils

Pupils on the school's roll	Nursery	YR– Y[6]
Number of pupils on the school's roll (FTE for part-time pupils)	0	124
Number of full-time pupils eligible for free school meals	0	0

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	2
Number of pupils on the school's special educational needs register	0	19

English as an additional language	No of pupils
Number of pupils with English as an additional language	0

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	7
Pupils who left the school other than at the usual time of leaving	9

Attendance

Authorised absence		Unauthorised absence	
	%		%
School data	4.4	School data	0.0
National comparative data	5.4	National comparative data	0.5

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

Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	1999	9	9	18

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	9	9	9
	Girls	8	8	9
	Total	17	17	18
Percentage of pupils at NC level 2 or above	School	94 (100)	94 (100)	100 (100)
	National	82 (80)	83 (81)	87 (84)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	9	9	9
	Girls	8	8	8
	Total	17	17	17
Percentage of pupils at NC level 2 or above	School	94 (100)	94 (100)	94 (100)
	National	82 (81)	86 (85)	87 (86)

Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	1999	15	6	21

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	13	13	13
	Girls	4	3	4
	Total	17	16	17
Percentage of pupils at NC level 4 or above	School	81 (85)	76 (77)	81 (90)
	National	70 (65)	69 (62)	78 ((69)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	12	12	11
	Girls	6	4	5
	Total	18	16	16
Percentage of pupils at NC level 4 or above	School	86 (81)	76 (67)	76 (91)
	National	68 (68)	69 (65)	75 (71)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	124
Any other minority ethnic group	0

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

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

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

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	6
Number of pupils per qualified teacher	20.6
Average class size	24.8

Education support staff: YR – Y6

Total number of education support staff	4
Total aggregate hours worked per week	94

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	NA
Number of pupils per qualified teacher	NA

Total number of education support staff	NA
Total aggregate hours worked per week	NA

Number of pupils per FTE adult	NA
--------------------------------	----

FTE means full-time equivalent.

Financial information

Financial year	1998/99
	£
Total income	189493
Total expenditure	196643
Expenditure per pupil	1598.72
Balance brought forward from previous year	10400
Balance carried forward to next year	3250

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	124
Number of questionnaires returned	63

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	48	48	5	0	0
My child is making good progress in school.	48	48	5	0	0
Behaviour in the school is good.	44	51	5	0	0
My child gets the right amount of work to do at home.	37	54	8	0	2
The teaching is good.	63	29	8	0	0
I am kept well informed about how my child is getting on.	48	48	2	3	0
I would feel comfortable about approaching the school with questions or a problem.	70	25	2	2	2
The school expects my child to work hard and achieve his or her best.	67	33	0	0	0
The school works closely with parents.	44	48	6	0	2
The school is well led and managed.	57	37	3	0	3
The school is helping my child become mature and responsible.	46	48	3	0	3
The school provides an interesting range of activities outside lessons.	35	49	10	0	6

Other issues raised by parents

57. A few parents indicated at the parents' meeting that the homework their children sometimes received was not related to the classwork, and sometimes it was not collected in or marked. Parents were generally very positive and supportive of all the headteacher has done since he joined the school. They feel all staff work very hard and the school is a happy, friendly place.

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

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE

58. Children enter the school at the age of four year and attend full time from the start of the school year. They share a class with pupils in Year 1. Assessments carried out soon after entry indicate that the majority of pupils are of average achievement in most of the six areas of learning that make up the recommended curriculum for the under-fives. A number have good skills in speaking, listening and literacy skills. A few are less confident in the full range of skills but make good ground quickly. By the end of the reception year they make good progress and almost all have achieved the appropriate targets for learning and have begun work on the early stages of the National Curriculum. Achievement was judged to be sound at the last inspection. This situation has improved and is now good.
59. They successfully begin the early stages of literacy and numeracy. As 'shop-keepers' and 'shoppers' in the role-play area, children not only add to their social and communication skills, but also practise well their counting out of money. Most of them have a sound understanding of the value of a range of coins, and correctly estimate how much they need to 'purchase' items. The majority of children show above average achievement in listening, speaking, reading and writing. For example, they confidently recognise and match rhyming words. Following a television programme about animals, they sequenced the main parts of a story well and willingly pursued their independent reading activities. A particular strength is the significant number of children who achieve all the criteria in reading for Level 1 of the National Curriculum. Their recognition of familiar words in texts by using their knowledge of letters and sounds is good. They establish meaning from their reading and respond enthusiastically to stories, for example, by identifying characters they like and explaining their reasons. Both literacy and numeracy activities are regularly supported by practising phonic and number work using appropriate computer programmes. Children enjoy this facility, taking it in turns to use the mouse to seek out correct answers to the tasks set.
60. Children achieve well in areas of personal and social development. They become confident, independent children with very positive attitudes to learning. A good range of experiences helps them to make sense of the world around them and to appreciate their part in it. Their knowledge and understanding of the world is sound. They are able to identify simple properties of different materials they are encouraged to observe, and they have a clear understanding of how to plants grow from seeds and that they require water and sunshine if they are to grow well. In physical development, a dance lesson showed that they can share space safely with others, have good mobility and body control. In other lessons they demonstrate mastery of learning tools that help them write, paint and make models. Their creative development is satisfactory as they learn to select from a variety of techniques and range of materials to express themselves. Their work on stained glass windows showed imagination and skill as they carefully applied crayon, transparent paper and paint to create a pleasing effect.
61. Teaching shared by two part time teachers is good overall. Within the various topics teachers plan well for the reception age group. They are secure in their knowledge, have sound teaching strategies and are confident in all six areas of learning. Lesson plans are informative and detailed, with objectives for learning clearly focused on the needs of individuals. They make effective use of good day-to-day assessment to support pupils' learning. For example, in a writing lesson activities ranged from basic word matching activities to more difficult sequencing pictures and captions to a story they had heard read. Lessons are interesting and there is much emphasis on learning through practical activities. This results in enthusiasm for learning and promotes good progress. Children work hard, enjoy their tasks and establish very secure relationships.

ENGLISH

62. Overall, the school achieves high standards in English at the end of both key stages. Results of National Curriculum tests over the last four years show that standards in English are well above the national average and that the school has succeeded in maintaining these standards in both key stages. Standards are also above average at the end of both key stages when the school's results are compared with those of similar schools. Many pupils enter the school with English skills which are better than average. The high standards reflect the importance the school attaches to English and the significant proportion of time which is given to it. The National Literacy Strategy has been implemented and this is also contributing to the overall standards achieved. Where it is best used, for example in the upper part of Key Stage 2, high expectations and challenge make a significant contribution to pupils' achievement. Boys and girls both achieve well, but boys generally perform slightly better. Pupils with special educational needs make progress which is at least in line with their capabilities and some make good progress, sometimes achieving the next level within the National Curriculum within a calendar year. Additional adult support makes a good contribution to their progress.
63. The quality of teaching makes a valuable contribution to the standards which pupils achieve. It is good for the pupils under five and there is an equal balance of good and satisfactory teaching for pupils in Key Stage 2. Some elements of the teaching in lessons at the end of Key Stage 1 are unsatisfactory. In these lessons, the management of groups of pupils who are meant to be working independently is not sufficiently well focused and this results in low expectations of the amount and quality of work which pupils should be doing. Work which concerns whole-class discussion and explanations is more effective.
64. In half of all lessons seen, the teaching was good and teachers were very competent in their own subject knowledge. For example, they use technical language to explain aspects of spelling and expect pupils to respond in a similar manner. In one Key Stage 2 lesson a pupil explained a spelling rule stating "the suffix was preceded by a consonant." They try to provide a range of interesting, challenging activities and make the learning of new language skills and vocabulary fun. In one lesson, pupils were encouraged to explore a classical novel in order to find unusual, 'old fashioned' words which are no longer in everyday use. Pupils found this both challenging and interesting and resulted in some choosing classical texts for their next novel. In another, the teacher encouraged pupils to find and use exciting and unusual adjectives. The pupils gained obvious enjoyment from the "word play" which this encouraged.
65. In writing, teachers achieve an appropriate balance between teaching specific skills and providing opportunities for pupils to practise them. Emphasis is placed upon the development of grammar, punctuation and spelling in both key stages. Homework helps to improve spelling when pupils are given lists of words to learn. A particularly good feature of the teaching of writing is the broad range of contexts and genre within which pupils are required to write. For example in Year 2, pupils not only write imaginative pieces but are also required to compose rules and invitations to a special meal. In Key Stage 2, pupils are encouraged to retell stories, practise writing letters of complaint, write empathetically from the viewpoint of a character in history, compose poetry, take notes and dictation, and construct newspaper reports and questions for interviews. The teaching of these skills is a strength. They are encouraged to translate writing from one genre to another and this was well exemplified in the retelling of Greek legends in the modern idiom. "Catch of the Day - the Story of Perseus" was a humorous example, as was the "True Story of the 101 Dalmatians." Writing is also linked to work in other subjects and to aspects of pupils' social and moral development. With this intention, the school regularly contributes to an essay writing competition led by the Parish Council.
66. In the main, teachers have high expectations of pupils. For example, this is reflected in handwriting policy where joined handwriting is introduced in Key Stage 1. This results in many pupils developing consistently joined, fluent handwriting styles as they enter Key Stage 2. By the end of Key Stage 2 the handwriting of most pupils is neat, well formed and applicable to the task which pupils are performing.

67. The introduction of the National Literacy Strategy has caused some difficulties for teachers in that most classes in the school contain two age groups of pupils, thus making it difficult sometimes to pitch the work at an appropriate level for all pupils. In order to maintain high expectations, teachers have decided to use the elements of the Literacy Strategy which apply to the oldest age group in their respective classes. However, in some lessons where planning does not match the needs of all pupils, this approach means that the work is sometimes too difficult for the lower attaining pupils. In many lessons teachers do succeed in planning at this level of detail, and pupils achieve well. Having implemented the Literacy Strategy the teachers have also decided to provide additional time for the development of reading, spelling and longer pieces of writing. This is also sometimes achieved through providing opportunities for writing in other subjects. Teachers use their assessment of pupils' achievements very effectively to group pupils for specific activities. This enables them to provide pupils with tasks that match their needs, and also helps identify additional support and guidance individual pupils might need to make good progress. In some classes teachers' very careful marking sets out specific targets for improvement and pupils are reminded of these as they begin new work. Homework is regularly set to support pupils' reading, extended writing and spelling activities. A few higher attaining pupils take opportunities to use reference materials including the internet to research ideas for projects they wish to pursue.
68. Many pupils enter the school with good capabilities in speaking and listening and in both key stages many opportunities are provided for pupils to develop their confidence. In addition to reporting to the rest of class in plenary sessions at the end of lessons teachers use incidental opportunities well to encourage pupils to speak to other groups. For example in one lesson in Class 2, pupils were not only required to read a poem as part of the work in the Literacy Hour but they were encouraged to perform it aloud to the rest of the class. This they did confidently, with many of them inventing voices as means of acting the poem in character. Opportunities for group discussions and presentations continue in Key Stage 2, and pupils articulate their ideas and views confidently, as seen, for example in the religious education lesson in Class 5.
69. Pupils' very good attitudes in English lessons make an invaluable contribution to the standards they achieve. They enjoy the subject and respond eagerly to the challenges they are set.
70. The subject is effectively managed and has been one of the subjects to be monitored by the school's senior management team. Resources are good and support the range of activities which teachers wish to provide. The library is sound with a shortage of reference books in some subject areas; for example, in "music" and "beliefs".

MATHEMATICS

71. From inspection findings, attainment in mathematics is above average at the end of Key Stage 1 and well above average at the end of Key Stage 2. This is better than indicated by results of 1999 National Curriculum tests for seven-year-olds but accord with those for eleven-year-olds. There has been a significant improvement this year in attainment at Key Stage 1, particularly in respect of pupils achieving Level 3. Attainment was above average at the end of Key Stage 2 in comparison to similar schools. There has been a marked improvement in standards since the last report when they were judged to be sound overall. The improved quality of teaching, very effective use of the numeracy strategy and the introduction of homework have had a positive impact on raising standards.
72. The National Numeracy Strategy has been successfully implemented. The regular sessions of oral and mental mathematics have resulted in growing confidence and interest in number. Pupils in Key Stage 1 have developed various ways of finding answers, for example, in partitioning tens and units to add up two-digit numbers. Pupils have appropriate knowledge of shapes and their properties, addition and subtraction and simple fractions, matching and sorting and they know the difference between odd and even.
73. By the end of Key Stage 2 pupils know their tables well and show confidence in using number in a wide range of contexts. For example, in work on digital roots of large numbers, improper

fractions and inverse functions pupils applied their skills effectively in solving problems. The vast majority of pupils in Year 6 attain all the key numeracy objectives for their age. Their work in some areas of mathematics, for example circles and angles, is of a particularly high standard.

74. The use of numeracy skills is good at Key Stage 1 and very good at Key Stage 2. The skills are successfully applied in other subjects. Good examples include using metric weights in design and technology to test the strength of materials, measuring force in Newtons in science, coordinates and scale in geography, and time lines and chronology in history. Information technology and computer skills are also being used successfully to enhance the work in mathematics. For example, pupils in Key Stage 2 carry out data handling when comparing the populations of major cities in European countries. In Key Stage 1 pupils' plot shoe sizes, eye colour and hand-span lengths in graphical detail. The growing interest and enthusiasm for number work is promoting good levels of learning, particularly in productivity, pace of working, concentration and independence.
75. The quality of teaching is good at Key Stage 1 and very good overall, at Key Stage 2. Teachers have a secure knowledge and understanding of how to effectively teach basic skills. In numeracy lessons they promote good understanding by insisting that pupils explain what they have learned. Regular practice during whole-class presentations encourages pupils to think quickly and solve simple problems. Skilful management of the task and effective use of questioning ensures pupils of all abilities can contribute. Those who lack confidence are gently encouraged by staff and peers to 'have a go'. Because these activities are interesting and challenging, and sometimes create a competitive edge, pupils are eager to participate. Teachers use this time to assess pupils' confidence in the task, identifying those who need further support and guidance in the skill being practised. Lessons are planned effectively and always have learning objectives that pupils understand. Where available, support staff are used very effectively to support individual or groups of pupils. Time is given to support effective assessment of pupils' work as lessons proceed. In the majority of lessons there is a high expectation of the level and pace of the work. This was especially good in the excellent lessons when time targets were set. Pupils' work is carefully marked and teachers' comments point the way to making improvements in the standards pupils achieve. Tasks are well matched to pupils' abilities and there is good provision for pupils with special educational needs. For example, the use of carefully graded work in one lesson enabled a pupil to reach satisfactory standards. In the same lesson faster learners had challenging tasks involving improper fractions and the 24-hour clock on transport timetables.
76. Mathematics has a high profile in the school. It is enriched by a mathematics club, participation in inter school contests and mathematics weekends at Freiston Field Centre. It is well co-ordinated and monitoring, evaluating and improving performance are being extended. Good resources are used appropriately to support the good teaching. Pupils' progress is tracked by the effective use of a range of standardised tests. Day-to-day assessment generally supports teachers' planning well. However, this is inconsistent across the school. The very good practice whereby teachers are regularly identifying areas of mathematics that need re-visiting or consolidating does not yet extend to all classes.

SCIENCE

77. In the 1999 teacher assessments, while the proportion of pupils aged seven attaining the expected levels was above average when compared nationally, proportions reaching level three were below expected levels, and below average when compared to similar schools. Evidence from the inspection, which observed a different cohort of pupils, indicates that at the end of Key Stage 1 the standards of attainment for the majority of pupils are in line with national expectations. This picture is much the same as it was in the previous inspection. Pupils make satisfactory progress throughout the key stage because they are keen to learn and respond well to opportunities presented to them. However, at present, not enough time is allocated to the subject, teachers' expectations are not always high, and the standards

achieved do not match those attained by the same pupils in English and mathematics. While only limited classroom observations were possible, evidence has been gathered from pupils' work, in conversation with them and through teachers' notes.

78. Most pupils by the end of Key Stage 1 are familiar with the principle of fair testing and apply this appropriately to their work in Year 2 on plants. Using control specimen pupils consider very thoughtfully how plants react to light. They articulate well good hypotheses and are able to predict, with a reasonable degree of accuracy, what might result in a given set of circumstances. Most pupils are able to name parts of a plant and the key functions of each part. With support from teachers, pupils are beginning to record their findings on paper. However, some are not always confident with this skill, being unclear as to how to present data, or how to measure confidently. Written work varies from being very neat and accurate from the higher attaining pupils to unsatisfactory from a few pupils that have not yet learned to discipline themselves when particularly excited by investigation activities. From work in books it is clear that pupils have opportunities to carry out practical activities and a few explained in animated detail their work on circuits.
79. In the 1999 National Curriculum tests for pupils aged eleven, the proportion reaching the expected Level 4 or higher was average by national standards, and below average when compared to similar schools. During the inspection, standards of attainment observed for a different cohort of pupils were above average at the end of Key Stage 2 for the majority of pupils. While only limited classroom observations were possible, evidence was drawn from pupils' books, in conversation with pupils, and through teachers' planning. Standards are much the same as in the previous inspection report.
80. Pupils in Years 4 and 5 are developing a good scientific knowledge of properties of different materials, identifying with good reasoning, for example, why some metals are better for conducting heat, while others are useful because they do not rust. In Year 6 pupils apply well their general knowledge and understanding of communicative illnesses when looking at features of microscopic organisms. They understand clearly that some of these organisms are useful to man, and many of them show a wide understanding of the long term implications of genetic engineering. They discuss with maturity how scientific applications are used positively, for example to cure illnesses, but how in other circumstances moral dilemmas result if scientists create new forms of life.
81. The quality of teaching is satisfactory overall in Key Stage 1, and is very good, and sometimes excellent, by the end of Key Stage 2. This very good teaching has a direct positive impact on learning, and pupils' progress is good. Well planned and enthusiastically delivered teaching, challenging pupils to think hard, apply prior learning, and work solutions out for themselves, enables pupils to consolidate what they are learning systematically. Skilful questioning and lively presentations engage pupils' interest, giving them confidence to ask when they do not understand. In the Year 6 lesson on micro-organisms, pupils remained totally absorbed in their learning. The very good pace and range of activities skilfully linked together what pupils already knew to new information. Because the teacher had made appropriate preparations to ensure that resources were relevant to pupils' interest, pupils took great delight in looking closely at household moulds. In some lessons where teaching was judged to be satisfactory overall, planning is generally sound and teachers are secure in their subject knowledge. In a few lessons, expectations are low, there is lack of vigour in the pace or the challenge, and pupils are not urged to learn to their full potential.
82. Pupils are, however, mindful of health and safety issues, as seen in the Year 4 and the Year 6 lessons, and teachers take great care to remind pupils about appropriate behaviour when carrying out practical tasks. Sometimes, in Key Stage 1, insufficient attention is given to the discipline of accurate recording and writing of investigations, and some pupils produce work that is less than satisfactory both in terms of quality and quantity. In lessons where planning does not show the same rigour as at the end of Key Stage 2, it is not always clear what skills are being taught, and opportunities for assessment are missed. Teachers, however, know their pupils well, and generally ensure all are able to make progress appropriate to their prior

attainment. Where available, support staff are used effectively to help individuals and groups, and relationships in all lessons are at least good and often very good. In this positive environment, pupils are confident in their learning, listen to teachers in anticipation, and enjoy opportunities to explore and discover more about the subject. While there is some evidence of the use of computers to research topics using the internet, or apply data handling skills in Key Stage 2, this facility has not yet been fully utilised across the curriculum.

83. The curriculum is suitably broad, but allocation of time in Key Stage 1 is low. This shortfall in time clearly does not allow for developing recording and writing skills appropriately. The school acknowledges that the subject has not been a priority for development since the last inspection. In recent years there has been minimal staff training in the subject. The co-ordinator is currently working diligently to pull together a revised scheme of work to ensure skills and knowledge are taught to the required standard and teachers have sufficient guidance to prepare each topic appropriately. The excellent short term planning in Key Stage 2 is having a positive impact on the quality of teaching but this level of planning does not extend to Key Stage 1. Good formal assessment procedures have been introduced at Key Stage 2 to enable teachers to identify what pupils know and understand, thus ensuring that planning matches pupils' needs appropriately. This good practice is not yet consistently implemented throughout the school. Monitoring of standards and quality of teaching has not yet been systematically established. The subject is a development priority this year. Time is being given to establish a consistent approach to the teaching of this subject in order to raise standards.

ART

84. Few lessons were observed during the inspection but evidence of pupils' work and teachers' planning indicate that standards are up to what is nationally expected. Pupils of all abilities make satisfactory progress, and this is much the same as in the previous inspection. While sufficient time is allocated to the teaching of the subject, the school agrees that development in this subject has been limited because of the attention given to the successful implementation of the literacy and numeracy strategies. Basic skills are developed sufficiently as pupils move through the school, and the progress in Key Stage 2 is good in some classes.
85. At Key Stage 1 appropriate attention is given to encourage pupils to work with a range of materials, and pupils are helped to select materials fit for purpose. For example, in the reception and Year 1 class, pupils working on stained glass window effects chose felt colours on cellophane to produce pleasing images. One child in reception was particularly struck by how his little piece of work had such an enchanting effect on the model of Sibsey church. Pupils explain, in clear detail, techniques they use to create a rough stone texture using glue and paint, and how dark brown sugar paper is trimmed to create old timber effect. There is evidence of collage work to illustrate, for example, the story of 'The Rainbow Fish', and pupils show an appropriate awareness of colour and tone to create desired images. They have appropriate skills to use brushes, pastels and charcoal for observational drawings.
86. At Key Stage 2 pupils continue to build on their skills using a similar range of media including fabric art, charcoal, clay and collage. Pupils in Class 4 made Red Indian pots enjoying the experience of making large dramatic shapes, skilfully manipulating the clay into the desired shapes. The pots complement the large mural of the Indian landscape and pupils use sketches and designs typical of that culture. They talk animatedly of how the pots were used and why certain patterns and designs were painted on 'wig-wams' and artefacts to portray rivers and birds. In Class 5 pupils have developed geometric designs using tie and dye techniques on cushions, tee-shirts and fabric squares. They use pastel shades and create interesting hues using deeper and lighter tones effectively.
87. Pupils are enthusiastic in their learning and enjoy experimenting with a range of materials sensibly. Their behaviour is generally very good, and they are attentive to any help or instructions they receive. They work effectively with each other, sharing materials, waiting their

turn with tools, and helping each other. While some are more confident than others, they are all generally willing to try hard and enjoy praise and positive comments from adults and other pupils. Where teachers have a sound knowledge of the subject and are enthusiastic in sharing this with pupils, learning is fun and exciting; pupils were clearly pleased with their clay work. However, in the absence of a detailed scheme of work, skills are not taught systematically, and where teachers are not confident in the full range of techniques they present, the work pupils produce lacks depth of expression and impact. The subject makes an appropriate contribution to pupils' cultural development, as is evident from their work on Islamic patterns, and North American art. Use of information technology is currently limited to some work on symmetry, design and paint-box work.

88. The subject has not been given high priority since the last inspection, although standards have been maintained. The recently appointed co-ordinator has relevant expertise and interest in the subject, and has begun to put together a helpful scheme of work to support teachers' planning. Sketch-books to support pupils in developing their skills are being introduced. Portfolios of pupils' completed work are kept but at present these lack any annotation in terms of assessment of pupils' ability. The co-ordinator has plans in hand to share her expertise through in-service training, and is currently carrying out an audit of resources in order to determine priorities for future spending in line with the new scheme of work. Monitoring of teaching, planning and standards is not yet established.

DESIGN AND TECHNOLOGY

89. At both key stages pupils' achievement in design and technology is above the level expected. Pupils show good knowledge, skill and understanding in planning, making and evaluating models.
90. Younger pupils think imaginatively and talk about what they like and dislike when designing and making. Pupils in Key Stage 1 make a good start through learning about ingredients and processes involved in baking. They generate ideas by drawing on their own and other people's experiences. In the work on the 'Fair Ground', pupils show that they understand the need for developing a design. They understand the importance of selecting appropriate materials they might use to make their model and following some instructions for the making process. Literacy skills are used effectively in writing and sequencing making processes. At Key Stage 2 pupils understand the importance of investigating before considering what material to use to make a model - for example, when making a bag to carry the 'Lighthouse Keeper's lunch'. They learn different ways of joining materials and discuss which of the prototypes would be best for the purpose.
91. There are good opportunities to develop speaking and listening skills through presentations on their projects, and numeracy skills when considering the model had to hold a kilogram in weight. Some pupils in Year 3 were observed being taught how to use woodwork tools safely in preparation for making model vehicles. Other pupils in the class used the Internet confidently to access web sites to find more information about their topic including the history of the wheel. While no lessons were observed in classes of older pupils, there is evidence that these pupils continue to make good progress. For example, pupils in Class 5, through observing carefully when a moccasin was disassembled, were able to plan how to make one for themselves. They learned how to select suitable materials and how to join them effectively and accurately. Another topic started with pupils investigating five different samples of biscuits to draw a list of preferences. This led to selecting ingredients and how these might be modified to produce other flavours. Pupils followed recipes, baked pizzas evaluated the results and considered the finer art of attractive packaging. This topic involved all the elements of design and technology appropriate for this age group and had a high content of literacy and numeracy. The writing that followed the evaluation showed good levels of knowledge and understanding of design and technology processes.

92. Only two lessons were observed and in both the quality of teaching was good. These lessons had interesting content that motivated and challenged pupils. Good use of questions and discussion ensured that pupils understood the learning objectives. Resources were very well organised and opportunities for pupils to share their ideas with others were good. Appropriate support was provided for pupils with special educational needs to enable them to participate fully.
93. Resources to support learning are good and the technology room is a particularly good asset. The subject is monitored well by the co-ordinator who has specialist expertise in the teaching of this subject, and pupils are helped to learn effectively through his enthusiastic interest. No formal assessment procedures are in place to identify what pupils can do and how well they achieve. Their very good relationships create a supportive environment where all pupils are helped in their learning. The family technology day, earlier this term, generated much excitement amongst those pupils and adults who took part, greatly enriching pupils' interest in the subject.

GEOGRAPHY

94. No lessons were observed in geography during the inspection. Analysis of pupils' work shows that there is satisfactory coverage of the National Curriculum programmes of study at both key stages. Planning is sound and the introduction of a new scheme of work based upon the new guidelines and revised assessment procedures are to be introduced in September. The last inspection report judged standards to be above national expectations at Key Stage 1 and at those at Key Stage 2. There is not enough evidence to make a firm judgement on pupils' current levels.
95. Analysis of work indicates that pupils by the end of Key Stage 1 develop sound skills in the subject through the study of Sibsey. They can locate their house and draw detailed maps of their journey to school. They have some understanding of how people influence the environment by erecting various types of building. They have studied the weather and explain how this affects the clothes people wear and the activities they pursue. They know and can locate a number of important places in the United Kingdom.
96. The work on the immediate locality has been extended at Key Stage 2 in pupils' studies on land use and occupations. The oldest pupils contrast Sibsey with Castleton in the Derbyshire Peak District, the venue for their residential visit. Good work on contrasting regions has also been done through a detailed study of a village in India. By the end of Key Stage 2 pupils understand how people spoil or improve the environment and how aspects such as location, topography and climate influence human activities. Pupils in Year 6 have good mapping skills, understand and use keys, scale and direction. They can name the oceans and continents of the world, can locate important countries and know the names and location of important places in their own country. In these aspects learning is good, and pupils are encouraged to use reference materials and independent research to find out further information in their own time.
97. The subject has adequate resources to support the curriculum, although more atlases would be useful to avoid sharing. There is no distinct allocation of teaching time to the subject and no method in place to ensure that it is taught for an appropriate amount of time. Co-ordination of the subject, and the monitoring of planning, teaching and assessment are currently very limited.

HISTORY

98. During the inspection it was possible to observe only one history lesson and there was insufficient evidence in pupils' work to make judgements about pupils' progress and the standards they achieve.
99. The school has exercised its right to suspend some aspects of the National Curriculum

Programmes of Study in order that it could devote more time to the development of skills in literacy and numeracy. This has led to a reduction in the emphasis that has been given to history, although the subject is still included in the timetables of each class. In Key Stage 1, history is combined with other subjects as part of studying a specific theme. However, currently there is insufficient written guidance to ensure that teachers build on pupils' skills and knowledge or devote the agreed amount of time to the subject.

100. In Key Stage 2, teachers' planning, displays, small amounts of work in pupils' books and discussion with teachers and pupils show that pupils' knowledge and understanding of some aspects of the Ancient Greeks, the Victorian Era, World War Two and the development of different forms of transport, have been considered. Visitors to the school and visits to places of historical interest are used to stimulate pupils' interest in the subject. There was insufficient evidence to make judgements about how well pupils develop historical skills and concepts.
101. The co-ordinator is aware of the need to provide more structure and guidance to support the teaching of history when the revised version of the National Curriculum is implemented. To this end, a helpful scheme of work, based upon those provided nationally, has been devised and the co-ordinator intends to use this as an opportunity to address other aspects of the subject. For example, she wants to develop teachers' practices in assessing and recording pupils' progress in history and to develop her own role as the co-ordinator, placing particular emphasis upon monitoring how the subject is taught and the standards which pupils achieve. These issues were identified in the school's last inspection and still need to be addressed. The absence of an inventory of resources makes it difficult to ensure that appropriate resources are available to help support the delivery of the new schemes.

INFORMATION TECHNOLOGY

102. During the inspection it was only possible to see one lesson of information technology. In addition, pupils were occasionally observed using computers to consolidate skills in literacy. There was insufficient evidence to make judgements about the pupils' skills in Key Stage 1. However, from discussions with pupils and the co-ordinator, and an analysis of planning, by the end of Key Stage 2 the attainment of most pupils is at least in line with that expected nationally and some pupils are working towards achieving a higher level. Examples of work in Key Stage 2 show that pupils have experience of word-processing, wrapping text around illustrations, and using spreadsheets and databases.
103. In the lesson observed, pupils were given the task of searching the Internet and then downloading and printing information on features of the area to which they are going for a forthcoming residential visit. Some pupils applied their previous knowledge of using the Internet but progress in learning was evident in the realisation that by using different "search engines" a range of different outcomes could be achieved. Pupils recognise the need to frame questions carefully and that inadequate instructions result in inadequate searches. When they found information they could select and copy illustrations and written extracts, some using keyboard shortcuts, and then paste them into a new document. The activity also supported the development of their literacy skills, as they were required to read and then summarise the main ideas from the text. Pupils' attitudes and behaviour during the lesson were very good.
104. The quality of teaching was good in that the teacher had devised a challenging, relevant and purposeful activity which ensured pupils' interest and enjoyment. Very good support was offered by three parent helpers who work voluntarily for three afternoons each week in order to supervise and help pupils who visit the school's computer suite. This is a very good facility which has been established since the last inspection, and it has the potential to make a valuable contribution to the quality of learning in information and communication technology across the school. However, the resource is currently underused, as pupils in Key Stage 2 only use it for three afternoons per week, and pupils in Key Stage 1 do not use it regularly.
105. The co-ordinator is aware of the need to develop the subject more systematically in Key Stage 1 by providing a scheme of work that offers helpful guidance to individual teachers.

Currently, it is left to the discretion of individual teachers to choose a focus for their teaching from the National Curriculum requirements and this has resulted in some confusion about what pupils have, and should have studied. There are no formal procedures to assess pupils' competence in the various skills they learn and this is a weakness. The co-ordinator has plans to promote the use of information and communication technology so that it can be applied to support learning in other subjects. More in-service training has been identified in order to develop further teachers' knowledge and confidence in the subject.

MUSIC

106. Learning in music was found to be sound at the last inspection and it continues to be so in both key stages. In the small number of lessons observed there was insufficient evidence to make judgements about pupils' abilities to compose and evaluate. However, pupils were heard singing in assemblies and lessons and the standard was always good. Pupils sing with enthusiasm and vitality, showing good awareness of pitch and dynamics. Singing makes a useful contribution to assemblies and pupils' cultural development. For example, during the current academic year pupils have studied and sung music from other countries. In the lessons observed, pupils were able to keep a steady rhythm and older pupils could improvise rhythmic patterns on a range of percussion instruments which matched the beat of an ongoing drone. This provided a good level of challenge for some of the younger pupils in Key Stage 2. This work was made possible through the good range of high quality musical instruments which have been purchased since the last inspection.
107. Pupils show good attitudes to music. They concentrate on the activities they are given and participate willingly. They show respect for instruments when they are required to use them. Music lessons contribute to pupils' social development when they are asked to work co-operatively and to take turns. Their cultural development is enhanced through singing songs from other parts of the world, and listening to a range of music in assemblies.
108. The music co-ordinator has good subject knowledge and she teaches music to most classes for two terms in each academic year. This helps to ensure that there is consistency in the quality of musical experiences offered to most pupils. However, one class receives no specialist direct teaching although the non-specialist teacher would welcome further support. The time available for the teaching of music has been reduced since the last inspection because the school has placed increased emphasis upon the teaching of literacy and numeracy. The co-ordinator feels that more time is required in order to improve the quality of learning by providing the full range of musical experiences. This has been addressed in the new schemes of work, which will be used when the revised version of the National Curriculum is implemented.
109. Music provision is enhanced by opportunities to participate in local music festivals and for all pupils to learn to play the recorder. By the end of Key Stage 2 the standard of recorder playing is good. A small number of pupils receive peripatetic teaching for the clarinet.
110. The last inspection identified the need to develop a co-ordinated approach to evaluating pupil performance in music. This need has not been met; the co-ordinator acknowledges that there is still a need to establish effective procedures for assessing pupils' progress.

PHYSICAL EDUCATION

111. Only one lesson was observed during the inspection. There is enough evidence to show that the subject is allocated an appropriate amount of teaching time and that it is an important part of the broad curriculum supporting pupils social development very effectively.
112. There has been considerable improvement since the last inspection, when the accommodation was inadequate for teaching physical education. Accommodation is now good. The school has very good resources, and the difficulties associated with the playing field being located at some distance, across a very busy road, is soon to be resolved. The school has an effective

swimming programme and very few pupils leave the school unable to swim unaided over a distance of 25 metres. The school's provision for extra-curricular sports' clubs is excellent considering the small size of the teaching staff. Clubs include netball, rounders, football, cricket, cross-country, tennis, badminton, athletics and line-dancing and all these considerably enrich the curriculum. Provision for outdoor pursuits such as orienteering and problem solving skills for older pupils during the residential visits to Castleton and Kingswood is good.

113. Teachers' planning is good and an appropriate system for assessment is to be introduced in September. The school has been involved in the Top Sports and Top Play projects that have further enhanced the teaching of the subject.

RELIGIOUS EDUCATION

114. Pupils make satisfactory progress overall and standards of attainment at the end of both key stages are as required by the Locally Agreed Syllabus. This is much the same picture as at the time of the previous inspection. While only a few lessons were seen, evidence from the scrutiny of pupils' written work and discussions with teachers and pupils indicate that learning is satisfactory. Progress at the end of Key Stage 2 is good and this is as a result of very good teaching.
115. At Key Stage 1 pupils retell in detail, stories from the Bible and know that Jesus is important to Christians. They know that stories are sometimes called parables and in Year 1 pupils talk confidently about why it is important to build on solid rocks. They understand well that rules are important and help people live happily together without causing trouble. They talk emphatically about trusting God and family and friends and that God wants us to be kind to each other. They understand that people worship in special buildings like churches, and that praying is 'like talking to God'. Pupils in Year 1 have visited Sibsey Church and are struck with its size, and its beautiful stained glass windows that make it 'special'.
116. At Key Stage 2 pupils extend their learning about Christianity and other world faiths. They have a good knowledge of religious symbols and what these represent. For example, in the lesson seen in Class 5, pupils were very mature in their interpretation of the significance of the Buddhist Wheel and the eight-fold path. They understand well that God is significant in many faiths and that religions have specific holy books that lay down codes of behaviour for followers of the faith. Time is given for pupils to develop their reflective skills well, discussing moral and ethical issues, such as vegetarian beliefs in the Hindu faith.
117. Pupils' spiritual development is greatly enhanced through the very good teaching seen at the end of Key Stage 2. Teaching throughout the school is at least satisfactory, and teachers make effective use of the Locally Agreed Syllabus for their planning. Pupils listen attentively and respond enthusiastically to stories, willing always to understand what impact some stories have on people's behaviour and attitudes. They are encouraged to be respectful of differences in beliefs, and their learning helps them understand the multi-faith and multi-cultural nature of the world around them. All pupils work conscientiously at their tasks and contribute well to class and group discussions. Whilst opportunities for written work are sometimes limited, especially in Key Stage 1, learning through good presentations and debate is effective.
118. The co-ordinator has recently begun to update the scheme of work, and is linking the purchase of new resources to support curriculum planning. Currently, where resources are limited they are borrowed to support teaching. Monitoring of the subject and opportunities for assessment have not yet been established. The subject is supported by good links with the local church and the Vicar is a frequent visitor to the school, leading collective worship regularly. There are few opportunities for pupils to visit other places of worship in the locality.