

# INSPECTION REPORT

## WADDINGTON REDWOOD PRIMARY SCHOOL

Lincoln

LEA area: Lincolnshire

Unique reference number: 120395

Headteacher: Mr J D Burton

Reporting inspector: N A Pett  
17331

Dates of inspection: 12<sup>th</sup> - 16<sup>th</sup> June 2000

Inspection number: 188298

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

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## INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and Junior
School category:	Community
Age range of pupils:	4 to 11
Gender of pupils:	Mixed
School address:	Redwood Drive Brant Road Lincoln
Postcode:	LN5 9BN
Telephone number:	(01522) 721156
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Appropriate authority:	The governing body
Name of chair of governors:	Mrs P Derby
Date of previous inspection:	June 1996

## INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
Mr N A Pett	Registered inspector	Geography History Religious education	Standards How well is the school led and managed?
Mrs R Burgess	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?
Mrs E Cole	Team inspector	Under fives Equal opportunities Information and communication technology Physical education	How good are the curricular and other opportunities?
Mr M Brammer	Team inspector	Special educational needs English Art Design and technology	
Mr A Hicks	Team Inspector	Mathematics Science Music	How well are pupils taught?

The inspection contractor was:

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Inspection Quality Division  
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## **PART A: SUMMARY OF THE REPORT**

### **INFORMATION ABOUT THE SCHOOL**

The school is situated in the village of Waddington, to the south of the city of Lincoln. It caters for boys and girls aged between 4 and 11 years old age and serves the immediate area of established housing and some new developments. There are 306 pupils on roll and it is larger than primary schools nationally. Pupils come from a wide range of socio-economic backgrounds. The number of pupils eligible for free school meals is below the national average. The ethnic heritage of the pupils is mainly white European and the percentage of pupils not having English as their first language is very low. Fifty-two pupils are identified as having special educational needs, which is broadly in line with the national average. Five pupils hold a statement to address their specific needs, which is above the national average. On entry, attainment is broadly in line with expectations for the majority of children, although a significant majority have attainment which is below the expectations for their age. The school's aims seek to provide for the needs of all of its pupils and to develop each pupil's potential in academic and personal terms.

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

This is a good school. It has a very good ethos. Overall, pupils make sound progress through effective teaching and standards in National Curriculum tests at the end of both key stages are improving. The school is effectively managed, which has led to good improvement since the last report. It gives good value for money.

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

- Enables pupils to achieve good standards in mathematics and science at the end of Key Stage 2.
- Provides a good introduction to formal education for the youngest children.
- The quality of teaching is good, overall, and encourages pupils' good progress.
- Provides good and effective support for pupils with special educational needs.
- Establishes good standards of behaviour and attendance.
- Cares well for its pupils and promotes their good values and personal development.

#### **What could be improved**

- The quality of pupils' writing and handwriting to raise standards in English and in subjects across the curriculum.
- The extension of the good structures for assessment in core subjects into all subjects.
- Extending the range of activities outside of lessons.
- Extending the training of staff in aspects of pupil welfare.
- Widening the involvement of senior staff in school management.

*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 1996. It has sustained its ethos. Planning and assessment are much improved, with good opportunities and knowledge now being achieved by the majority of pupils. Subject coordinators now monitor the work of their subjects in relation to planning, pupils' work and teaching, although it is more rigorously carried out in the core subjects. Improvements have been brought about by the school's own assessment of its needs. This includes detailed analysis of pupils' standards through a wide range of testing systems, the provision for information and communication technology, and in overall development planning. The quality of teaching and learning has shown significant improvement. This has led to improving standards in the core subjects, although a reported fall in the prior attainment of pupils on entry is reflected in the overall standards. Overall, school improvement has been good. The school has the potential for further improvement.

## 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	C	C	C	D
mathematics	C	B	B	B
science	C	B	B	B

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

The results achieved in the National Curriculum tests at the end of Key Stage 2 in 1999 were above the national average in mathematics and science and in line with the average in English. The trend for improvement over the last four years is very similar to the national trend. Compared to similar schools, results in mathematics and science were above the average and, in English, results were just below average in 1999. Results in the end of Key Stage 1 tests were well above average in mathematics, above average in reading but average in writing. In both key stages, standards in writing are an area for concern, which the school has partly recognised. There has been a significant improvement in the numbers of pupils reaching the average levels and targets set for the percentage of pupils reaching the average levels in National Curriculum tests are being met.

Pupils' work shows that the large majority of them are achieving standards which are in line with the national averages. In other subjects, by the end of Key Stage 2, pupils generally make good progress, although a very small minority of pupils underachieve because of the quality of teaching and, more widely, standards in writing. The school has recognised this fact and is taking appropriate action to support potentially higher attaining pupils. Nevertheless, the majority of pupils achieve well in relation to their ability.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	The large majority of pupils have very good attitudes towards their work and teachers. They enjoy school and work hard.
Behaviour, in and out of classrooms	Most pupils behave very well. They understand the difference between right and wrong.
Personal development and relationships	Very good. Pupils show responsibility towards others and for their work. They collaborate well and have very good relationships with teachers and each other.
Attendance	Good. The overall attendance figures for the last year were higher than the average for primary schools nationally. Unauthorised absence is lower than the national average.

## 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 has improved since the previous inspection. It is virtually always at least satisfactory, is good in 48 per cent of lessons inspected, very good in 11 per cent of lessons and, occasionally, excellent. Teaching for under fives in Reception is good. There is a higher percentage of very good teaching in Key Stage 2 than in Key Stage 1. This reflects the consistent level of high expectations and pace of lessons and the overall better management of pupils. Teaching of literacy and numeracy is, overall, good. Pupils' work shows that teaching over time is at least satisfactory and predominantly good. To further improve teaching, attention needs to be given to improving further standards in writing and to eliminate the underachievement which occurs for a small minority of pupils.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	There is breadth and balance and foundation subjects are adequately covered. There is good provision for literacy and numeracy. Extracurricular provision is limited for younger pupils.
Provision for pupils with special educational needs	Provision is good for pupils identified and those who hold statements to address their specific needs. The needs of gifted and talented pupils are being recognised.
Provision for pupils with English as an additional language	Not applicable.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good provision is made for pupils' personal development. The provision for pupils' spiritual, moral and social development is good and for their cultural development it is satisfactory.
How well the school cares for its pupils	Pupils are well known and the overall care is good.

National Curriculum requirements are met. There is good provision of extra-curricular sport at Key Stage 2, but, overall, the range of other activities outside of lessons is underdeveloped. Good use is made of visits to enhance the curriculum. Good individual education plans exist for pupils with learning difficulties, but only for a minority of the more able pupils. Targets are set for all pupils. Pupils, regularly withdrawn from class for support, miss work in their subjects which is not always sufficiently compensated for. Opportunities for extending pupils' multi-cultural awareness is underdeveloped. There is a very effective partnership with parents, in terms of support and involvement in their children's learning. A small number of parents, carers and volunteers support school activities. Pupils' academic and personal development is effectively monitored and teachers use the information to enhance pupils' progress. Formal assessment records are well developed in the core subjects, but in foundation subjects assessment procedures and records are underdeveloped.



## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the head teacher and other key staff	The school is led and managed effectively. There is regular monitoring of teaching and learning.
How well the governors fulfil their responsibilities	Statutory responsibilities are met.
The school's evaluation of its performance	Good. Analysis of tests results is carried out and there is effective monitoring of teaching and of pupils' work, but the practice needs further development through coordinators to ensure that standards are raised further.
The strategic use of resources	Good. The school seeks to provide the best opportunities for its pupils, and provides good value for money.

The senior staff and coordinators are not sufficiently involved in the overall management of the school to ensure consistent practice and to raise standards further. Through the effective school development plan, priorities are identified and action plans are appropriately carried out. Governors are committed and supportive, although their roles in monitoring the quality of education and standards being achieved are underdeveloped. There are sufficient staff who have appropriate qualifications and experience to teach the age range and the curriculum. Subject expertise is good. The accommodation is good. Learning resources, overall, are good, although limited in information and communication technology. Resources are used very well. The display of pupils' work is very good and adds significantly to the learning ethos of the school.

## PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> <li>• Overall, standards are good and pupils make progress.</li> <li>• The school cares for their children.</li> <li>• Behaviour is good.</li> <li>• Very good attitudes and values are promoted and achieved by the school.</li> <li>• The quality of teaching is good</li> <li>• The large majority view homework as appropriate.</li> </ul>	<ul style="list-style-type: none"> <li>• Activities outside of lessons.</li> <li>• Their closer involvement in the work of the school.</li> <li>• A small minority feel that they are unable to approach the school easily.</li> <li>• Being better informed about pupils' progress.</li> <li>• Explaining the approach to homework, and ensuring consistency.</li> </ul>

Inspectors agree with the majority of points that please parents most. Whilst pupils are known well and cared for, there are aspects of care which are not rigorously monitored and implemented. Although the school provides many opportunities for sport and a wide range of visits, inspectors agree that the opportunities for other activities are limited. Inspectors agree that the school needs to develop the quality of work that it provides for the most able, which it has recognised and is taking appropriate action to extend the provision. No evidence was available to judge why a minority of parents feel that they are unable to approach the school and inspectors consider that the school does work effectively to involve parents in its work. Better use could be made of diaries to communicate with parents, but reporting procedures for progress are appropriate. Homework is appropriate and there is a clear statement in the school prospectus. Consistency needs to be monitored by the school.

## **PART B: COMMENTARY**

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

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

1. Results in the 1999 National Curriculum tests at the end of Key Stage 2, when pupils are aged eleven, were in line with the national average in English and above average in mathematics and science. The proportion of the pupils who gained the higher levels was close to the national average in English and mathematics and above this average in science. In comparison with similar schools, results are above average in mathematics and science, but below average in English. There is little difference between the performance of girls and boys. The targets set for the percentage of pupils achieving the expected levels in these tests have been met. These targets are appropriate, setting the school a good challenge, to which it has effectively responded. Taken over the last 4 years, the average points score achieved by the pupils has exceeded the national average. The trend for improvement reflects the trends to be found in primary schools nationally.
2. Results in the National Curriculum tests and teacher assessments at the end of Key Stage 1 were well above the average for mathematics, above the national average for reading and in line with the average for writing. In reading, the percentage of pupils gaining the higher levels was close to the national average. In mathematics, the percentage achieving these higher levels was above the national average and, in writing, was below average. In these tests, boys performed slightly better than girls. In the teacher assessment for science, attainment was above the national average. Over a four year period, the results have fluctuated, and the fall in results in 1998 can be attributed to a year group which contained a higher proportion of pupils with learning difficulties. The prior attainment of pupils on entry is reported as having dropped slightly since the last inspection. In comparison with similar schools, results were well above average in science, above average in reading and average in writing. There are weaknesses in pupils' writing skills at both key stages.
3. On entry, attainment is broadly in line with expectations for the majority of children although a significant majority have attainment which is below the expectations for their age. At the time of the inspection only five children remained under five years of age. Children's work done over the past year in the Reception class shows that standards for the large majority of children are in line with those expected for their age. The very small number of children currently under five is set to achieve the expectations in all of the Desirable Learning Outcomes.
4. Standards in English, overall, are in line with national expectations by the end of both key stages except in writing. Standards in speaking and listening are at least in line with expectations and for the majority of pupils they exceed this level. Pupils listen well both to their teacher and to what other pupils say. They have a good understanding of the vocabulary associated with the literacy hour. Classroom displays of the words needed in other subjects are helpful in extending their understanding and use of appropriate vocabulary across the curriculum. Standards in reading are good. Pupils read with understanding and know how to retrieve information. Standards in writing are below expectations, overall. Pupils write for a wide variety of purposes in English, including reporting, stories, plays and poetry. There are weaknesses in the content, structure, style and presentation of work which also has an effect on attainment in other subjects. The need for improvement in these aspects has been partially recognised by the school, but action to remedy them is not yet consistently in place. It leads to underachievement for a small minority of pupils.
5. Standards in mathematics are above national expectation in numeracy, shape, space and measure and in handling data by the end of both key stages. There is good use of numeracy in subjects across the curriculum, for example, in science and design and technology. In mental work at the beginning and end of lessons, pupils display good levels of numeracy skills and in their work the large majority of pupils can calculate accurately, construct a good range of graphs from data that they have acquired and draw appropriate conclusions. Opportunities for investigations are limited, but, when given the opportunity, pupils show that they can bring their knowledge and ideas to solving problems. Standards in science are in line with expectations by the end of Key Stage 1

and above by the end of Key Stage 2. They can carry out a fair test in their investigations, can explain what they have discovered from their work and use appropriate scientific vocabulary.

6. By the end of both key stages, standards in information and communication technology are in line with the national average. During Key Stage 1, there is a gradual build up of confidence, skills and understanding and pupils can use the keyboard, mouse and icons effectively. By the end of Key stage 2, pupils use word processing well to compose texts on a range of subjects and, by the age of eleven, pupils have developed skills to enable them to organise their writing and presentation of work. In data handling, a minority attain above average in work on spreadsheets in subjects such as science, physical education and mathematics. The pupils' research skills using computers are restricted, partly by limited access to the Internet. Attainment in religious education is in line with the expectations of the agreed syllabus by the end of both key stages. By the end of Key Stage 2, standards are above expectations in history and are in line with expectations in art, design and technology, geography, music and physical education by the end of both key stages.
7. Progress in English is, overall, satisfactory. It is good in speaking, listening and in reading, but it is lowered by the weakness in pupils' writing, which is not showing sufficient improvement. In mathematics and science, progress is good. Pupils consolidate their knowledge and understanding and develop the appropriate skills for these subjects. In mathematics, they can draw on their previous knowledge to suggest accurate solutions to new problems. In science, the large majority of pupils carry out investigations accurately and make good predictions, writing up their findings accurately. In religious education, pupils develop their ability to discuss a wide range of issues in a mature manner. Progress in all other subjects is at least satisfactory and by the end of the key stage, a significant proportion of pupils are making good progress. Progress in swimming is good. Pupils in most year groups make consistent progress and this is a reflection of the good standards in the quality of teaching. Progress is strongest in Key Stage 2, where teaching is better. Overall, progress in lessons indicates that it is good in about nine out of ten lessons and never less than satisfactory. In a very small minority of lessons the challenge in the work is insufficiently demanding. Pupils' work shows that a faster rate of progress is achieved in the core subjects than in the foundation subjects.
8. Pupils with special educational needs make good progress in basic skills with the support of class teachers, support assistants and external agencies. Many make a significant improvement in spelling. A smaller proportion makes good progress in reading. The disadvantage to pupils is that they miss work in other subjects when they receive support, although this must be countered by the good progress they make in literacy. Gifted and talented pupils are identified, but they do not have individual education plans, outlining suitable targets and provision.
9. In relation to the last report, pupils are now making better progress and standards are, overall, higher in the core subjects, with the exception of writing, whilst in the foundation subjects standards are at least in line with expectations. Overall, pupils' attainment and progress are in line with the good targets set in the school plan and reflect the generally good quality of education they are receiving and their own positive attitudes towards learning.

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

10. Pupils' attitudes to school are very good and they enjoy coming to school. Almost all Reception pupils, including those under five have good attitudes to learning. Pupils enjoy good relationships with their teachers and friends. They respond well to the numerous planned opportunities for personal and social development, such as learning simple rules and routines of school life. Their behaviour is good in lessons and during playtimes.
11. In Key Stage 1, attitudes are good. Pupils are capable of working hard, especially on practical activities, for example, when working on pencil drawings of Lincoln. They respond well to encouragement. A minority of pupils find it hard to sustain concentration and as a result learning suffers. Attitudes to lessons at Key Stage 2 are consistently good, especially where the teacher generates enthusiasm for the lesson and has high expectations of what pupils can achieve. When given stimulating and challenging work, as in a Year 6 science lesson, pupils display excellent attitudes and are totally absorbed by their lessons. Most pupils take pride in their work

as is evidenced by displays around the school. The pupils care for their environment and resources, and they clear up after lessons with the minimum of fuss.

12. Behaviour is very good, overall. Generally, pupils are polite and considerate of others. At lunch times behaviour is exemplary. In Reception, behaviour is consistently good and children concentrate for reasonable periods of time. At Key Stage 1, behaviour is good, but a significant minority of pupils need to be reminded of their behaviour or become restless and fidgety when they are not actively engaged in a practical task. Their behaviour sometimes slows the pace of lessons. At Key Stage 2, pupils' behaviour is consistently good and, when they are set challenging work, it is excellent. Behaviour is good during the changeover period when part of the class has swimming. There is an absence of oppressive behaviour, although Key Stage 2 pupils reported that there is some bullying in the school, which teachers deal with well. No pupil has been excluded in the recent past.
13. Relationships in the school are very good. Pupils appreciate their teachers and teachers treat them with respect. All pupils have a very good understanding of the impact of their actions on others and clearly know the difference between what is right and wrong. From Reception, pupils are able to work co-operatively in pairs and small groups. Good examples of pupils sharing equipment sensibly in a science lesson in Year 2, helping each other in an information and communication technology lesson in Year 5 and good collaborative work on healthy eating in an English lesson illustrate effective relationships. Pupils usually listen well to each other's contributions. For example, Year 3 and 4 pupils were very attentive when listening to the information from a visitor of life in the mid-twentieth century. They are generally attentive in assemblies where they join in singing hymns and contribute to discussions with interest. For example, they responded well to a worker from a local refuge explaining the plight of people who live in less fortunate circumstances.
14. Personal development is good. Pupils give well thought out views on diverse subjects, including the treatment of animals in circuses and the plight of the world's rainforests. They take advantage of the opportunity to organise their own activities in the hall at lunch times. They contribute to charities, undertaking sponsored activities such as the Readathon. During lunchtimes, Year 6 pupils look after Reception children. They respond well to visitors.
15. Attendance is good. The rate of attendance has been consistently above the national average over the past three years and unauthorised absences are below the national average. Pupils are generally punctual and the school day and lessons start promptly.
16. Since the last inspection, high standards of attitudes and behaviour have been maintained. These standards make a positive contribution to the attainment, progress and personal development of the pupils and to the overall ethos of the school.

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

17. The quality of teaching is good, overall. During the inspection, 3 per cent of lessons were judged to be excellent, and 11 per cent very good. A further 48 per cent were good and 35 per cent satisfactory. Three per cent of lessons were unsatisfactory. This is an improvement on the last inspection when teaching was judged to be satisfactory, overall, and 14 per cent of lessons were reported as unsatisfactory. There has been a clear commitment to improve standards through the effective monitoring and evaluation of lessons. Teaching is overall good for pupils in reception classes and in Key Stage 2 and is satisfactory in Key Stage 1. Inspection findings reflect the views of the overwhelming majority of parents who consider that it is good.
18. The National Literacy and Numeracy Strategies have been successfully implemented. Teaching of literacy is satisfactory at Key Stage 1, good at Key Stage 2 and good, overall, although strategies for writing still require improvement. The teaching of numeracy is good. For example, skilful questioning and involvement of pupils in discussions and demonstrations leads to good development of pupils' vocabulary and in mental mathematics skills. Pupils with special educational needs are withdrawn from class for additional help in literacy, and the overall teaching from the support staff is good. Numeracy targets have recently also begun to be addressed by the special educational needs co-ordinator. Lessons are well structured and

learning objectives are shared with the children. Typically, a brisk pace is maintained and careful questioning extends pupils' knowledge and leads to good progress. When pupils return to class they do not always have the opportunity to cover work done by their class. This is an aspect that the school does not address sufficiently.

19. The quality of teaching for children under five and in Reception is consistently good. Teachers have a sound level of knowledge of the needs of children of this age, although there is a weakness in the teaching of writing and handwriting. There is generally an appropriate balance between activities directed by the teacher and those which the children choose for themselves. Resources are available for children to select for themselves. The children are well managed, with grouping for tasks carefully planned. Teachers plan their work together, basing it on good daily assessments, ensuring that the needs of groups and individuals are well met. Good account is being taken of change to be implemented in September. The planning and the assessment practice have improved considerably since the last inspection.
20. In both key stages, teachers have secure subject knowledge. For example, in a Key Stage 2 science lesson, the teacher led a very good discussion about the structure of a flower, which deepened pupils' understanding of plant reproduction very well. In a history lesson, the teacher made skilful use of pictures of historical artefacts to develop pupils' understanding of how people used to live. Most teachers explain and demonstrate work well. For instance, a good balance was struck between practical demonstration and explanation in an information technology lesson on the use of spreadsheets. Occasional errors occur in the factual content of worksheets and in marking.
21. Most lessons are well planned. In many lessons, learning objectives are written on the board and explained to the class, enabling pupils to be clear about what they are trying to achieve and involving them in their own learning. In the majority of lessons, teachers set sufficiently demanding work for all pupils. Many lessons provide a good challenge. For example, in a Key Stage 1 music lesson, the teacher expected high standards of concentration and effort in playing a controlled crescendo on percussion instruments, in developing an accompaniment to the story of "The Three Little Pigs". Lessons provide good and, occasionally, very good support for pupils' spiritual, moral, social and cultural development. For example, a history lesson where pupils discussed changes in Lincoln over the past century with a visitor, did much to develop their awareness of their own cultural heritage. In a very small minority of lessons, methods and classroom organisation are inappropriate, limiting pupils' progress.
22. Teachers manage their classes well and have a good rapport with pupils, leading to good behaviour and interest. The effective combination of good class management and well-motivated pupils leads to many productive lessons and good progress. Most lessons proceed at a brisk pace. Where they are available, learning support staff make a good contribution to the progress of pupils with special educational needs. They are well informed about their role and the content of the lesson and they contribute effectively through maintaining close support in group activities. Very occasionally, progress is hampered when class management is less effective or when teachers give over-long introductions to lessons, limiting the time for adequate written work. Learning resources are prepared well and used effectively in lessons.
23. In the best lessons, teachers make good use of assessment information in their preparation, for example, in setting group tasks and providing suitable additional work to stretch pupils. In a Key Stage 2 science lesson, earlier marking of work on the effect of exercise on pulse rates raised questions about possible conclusions, which informed the discussion in the next lesson. Good interventions in individual and group work enable teachers to assess how well pupils understand what they are doing and to correct mistakes. Good marking in English has contributed well to improving standards, but the good practice seen here is not consistently applied across all subjects and classes. Generally, whilst pupils' work is marked, there are insufficient helpful comments to show pupils how they can improve work.
24. The overall good quality of teaching has a major impact on the good quality of learning and progress that most pupils achieve. It is, for example, a contributory factor to the good standards achieved by Key Stage 2 pupils in mathematics and science. Stimulating lessons in subjects such as art and history promote good intellectual and creative effort among many pupils. The

large majority of parents are satisfied with the amount of homework which is set and inspectors agree with their views. Inspection findings show that homework is used satisfactorily to complement work done in school. The lack of opportunities for independent work in a significant minority of lessons inhibits the development of pupils' initiative and responsibility and summary sessions at the end of lessons to check what pupils have understood are insufficiently used. In the large majority of lessons, teaching is sufficiently demanding and challenging and lessons build on and extend previous learning. Overall, teaching is effective, lessons are conducted in a happy and stimulating atmosphere where pupils enjoy learning and make good progress.

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

25. The school provides a broadly based and mostly well-balanced curriculum that successfully meets the requirements for children under five, the National Curriculum and religious education. The total curriculum time is in line with nationally recommended figures. Generally, sufficient time is spent on all subjects with a strong emphasis on the teaching of literacy and of numeracy.
26. The curriculum for children under five is satisfactory, overall. It includes all the recommended areas of learning for children of this age - personal and social development, language and literacy, mathematics, knowledge and understanding of the world, creative and physical development. A significant limitation is the lack of a facility and resources for children to experience large equipment and apparatus outdoors. Within each learning area, a theme, such as mini-beasts, is the focus from which teachers plan a wide range of appropriate activities. The provision for children's spiritual, moral, social and cultural development includes teaching them how to handle a range of feelings in 'Our Special Place' in the classroom.
27. At Key Stage 2, the school makes adequate provision to enhance the curriculum through extra-curricular activities. For example, they include competitive sports (football, netball), short tennis, choir, recorders, guitar and computer groups. Most are generally well attended. These activities make a valuable contribution to pupils' moral and social development as well as to the development of specific subject skills such as those used in music and physical education. There are no extracurricular opportunities at Key Stage 1. The parents would like to see a greater opportunity offered and inspectors agree with this view. The school has plans to open an after school club in September to provide a range of opportunities to all pupils. Educational visits add a very valuable dimension to the curriculum. Recent visits have included places of interest in the locality and others further afield. Year 6 pupils have the opportunity to go on a residential visit.
28. Pupils are satisfactorily prepared for their transfer to secondary school. A limited programme of visits to familiarise pupils with their new schools occurs, and the school supplements these links by satisfactory communication with parents before pupils transfer. The school has good links with its parents and the community, which make a positive contribution to the learning opportunities available to the pupils and to their attainment and progress. An example is the refurbishment of the swimming pool changing rooms.
29. Overall, there is equal opportunity and access in the curriculum. When pupils with special educational needs are withdrawn for additional literacy teaching, they miss the same subject each week. Over the year, this is a significant proportion of time, leading to this minority of pupils not receiving their full coverage of the National Curriculum in some subjects. This loss has to be offset by the improvement which occurs in their literacy skills. Pupils who fail to bring their kit for physical education lessons do not take any part in the lesson. These situations are unsatisfactory and require review to ensure that arrangements are appropriately modified.
30. The provision for pupils' personal and social education promotes pupils' attitudes, values and personal development to secure a good ethos. The programme for personal, social and health education has improved since the last inspection. It provides effectively for sex education, taught through the science curriculum and for raising pupils' awareness of the dangers of drugs, focusing appropriately on those that provide the greatest threat to this age-group, namely alcohol and tobacco.

31. The quality of provision for pupils' spiritual, moral, social and cultural development is good, overall, and is similar to that indicated in the previous report. The provision for spiritual development is good. Acts of collective worship are generally good and meet statutory requirements. Assemblies include themes such as being part of the community and both Christian festivals and those of other world faiths are recognised. Moments of reflection are offered, sometimes through personal prayers written and read by the pupils themselves. Religious education contributes effectively to pupils' spiritual development, but opportunities are not adequately planned for in all subjects to enable pupils to develop a sense of excitement and wonder about the world around them.
32. The provision for moral development is good. It is supported by a strong and explicit code of behaviour. The principles that distinguish right from wrong are promoted through the school's practice. There is a high expectation of good behaviour. Children are trusted to behave with honesty and decency, which they do, but they are not given sufficient opportunities for responsibility, such as taking charge of the school Bank, for themselves.
33. The provision for pupils' social development is good. Extra-curricular activities, including competitive sport, contribute to the development of pupils' social skills and understanding of different situations in everyday life. Although there are very good relationships between pupils, staff and other adults, opportunities to interact with a wide range of other adults, including parents are limited.
34. The provision for pupils' cultural development is satisfactory. Work in subjects, such as history and geography, enhances pupils' own traditions, although there are no arrangements to check that this is consistent across the school. Religious education, music and art are good sources of multi-cultural provision, but actively teaching pupils how to live in a multi-cultural society, and appreciate the diversity and richness of other cultures, is insufficiently developed. The good links which have been established by a member of staff with their previous school in the Gambia, and pupils' support of a young boy's education and his community in Colombia, make a significant contribution to pupils' awareness of the plight of those who are less fortunate than themselves.

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

35. All pupils in the school are very well known by their teachers and other adults in the school, which promotes a high level of care and enables appropriate guidance to be given to individual pupils.
36. The procedures for monitoring and promoting good behaviour and eliminating oppressive behaviour are good. The effective behaviour and discipline policy has been recently reviewed, with involvement from staff, parents and children. There is a good system of rewards, which encourages good attitudes and behaviour, as well as recognising academic achievements. An effective anti-bullying policy is in place. There is some inconsistency in dealing with unsatisfactory behaviour, especially in Key Stage 1 and, sometimes, at lunchtimes.
37. The monitoring of academic performance is satisfactory. Assessment is good in the core subjects of English, mathematics and science, but has not been introduced for all other subjects. There is good practice in using the data from these core subjects to guide curricular planning, but this approach is not yet as well developed by coordinators whom have recently assumed responsibility for their subjects. Assessment data are used effectively to set targets for school performance in the end of key stage tests and to recognise pupils who need individual help. Teachers maintain many records of attainment in all subjects and use these well as the basis of discussion when consulting with parents. The system of regular target setting for individual pupils, which are shared with parents and their children, is good. Records on personal development are informal and usually held only for pupils for whom there is a concern. Teachers' knowledge of their pupils is very good and formal records of personal development are not always necessary. The school's procedures for identifying pupils with special educational needs comply with the Code of Practice. Liaison with outside agencies is effective. Pupils without statements work in groups twice each week to address targets from individual education plans. The plans have specific, attainable targets and cover behaviour as well as

literacy and numeracy. Pupils respond well to the high level of care which is shown by both teaching and non-teaching staff.

38. Policy statements in relation to the care of pupils, such as health and safety and child protection, have been adopted by the governors, but are not fully implemented. Most staff are well aware of their responsibilities in these areas. There is a named person responsible for all child protection issues who has received appropriate initial training, but other staff, including new staff, have not been specifically trained. Lessons are conducted safely and pupils are taught about the safety aspects of using equipment in science. Formal written risk assessments are conducted for visits outside school, but not for routine school based activities, except swimming. Systems to ensure that staff are regularly trained and reminded of their responsibilities are not established. Record-keeping, particularly concerning first aid issues, lacks rigour. As examples, new staff attend a first-aid day when existing staff renew their training rather than when they join the school and the log of incidents, which required the administration of first aid, has insufficient detail. There is one fully trained first-aider and not enough staff have received basic first aid training. Improvement is needed to ensure that all procedures and records relating to welfare are rigorously maintained and that all staff have effective regular training.
39. Procedures for monitoring and improving attendance are broadly satisfactory. Registration periods are efficient and most registers are conscientiously completed. There is inconsistency in authorising holiday absence and in the analysis of attendance and punctuality patterns. The school does not routinely follow up an unexplained absence on the first day. Registers are retained in classrooms, providing concerns in case of an emergency.
40. Since the last inspection, some good assessment procedures have been established, but they are inconsistently used. The individual care of pupils is good, as noted by the parents, but updating the training of staff in child protection and health and safety needs to be addressed with urgency. Records for aspects of welfare, including child protection, first aid, health and safety, lunchtime supervision and attendance need to be more rigorously kept.

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

41. Parents view the school as good. They appreciate the attitudes and values which the school promotes and nearly all parents feel that their children are happy at school. They expressed some concern about the provision for extra-curricular activities on offer, although pupils did not share this view. The inspectors found that there was a satisfactory provision of lunchtime clubs for Key Stage 2 pupils, and opportunities for all pupils to make visits outside school, for example, to look at historical buildings in Lincoln and to participate in special productions, such as the Christmas performance. Some parents expressed doubt as to how closely the school works with parents. The inspectors found that the school has a satisfactory partnership with parents. It provides good quality information to parents and is receptive to their concerns, but some parents are not always keen to respond. Overall, the school's links with parents are effective in promoting learning. Parental involvement has a satisfactory impact on the work of the school.
42. The quality of information provided is good and parents are kept informed about the work of the school and its expectations from the prospectus, annual report from governors and regular newsletters. Parents of children entering the school are provided with a helpful welcome booklet to ensure that their child is prepared for school routines. The procedures for meeting parents each term, with the written annual progress report and opportunities to discuss the targets set for individual pupils, are good. Teachers often talk to parents at other times and maintain a dialogue with them. Written comments in homework diaries are less useful in maintaining the dialogue. There are effective procedures for liaison with parents and carers for pupils with special educational needs. Their views on their children's needs are sought and they are appropriately involved in reviews.
43. A small number of parents provide valuable help in the school. Some support the swimming teacher and, without them, this activity could not take place. A few help in class, especially in Reception and in listening to Key Stage 1 readers. Parent helpers accompany children on out-of-school visits. Parents have opportunities to comment on homework and reading in the diaries,



although these are not well established for home-school communications. About three-quarters of parents have signed home-school agreements. All parents have attended at least one consultation evening in the past year. There is an active Friends Association, which organises social events for parents and children and contributes funds to buy resources. They have recently made available equipment for the reception classes, a television and video recorder and additional computer equipment.

44. Since the last inspection, satisfactory links have been maintained with parents.

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

45. The school has clear, appropriate aims. They are understood and shared by the governors and staff and have the full support of the parents. Since the last inspection, the school has sustained its ethos as a caring school. The overall ethos is very good, providing for good relationships and a good learning environment. The aims are being well met for the pupils' personal development, but are not being sufficiently achieved in relation to pupils' progress and attainment.
46. Governors' involvement in the leadership and management of the school is satisfactory. In partnership with the headteacher and the staff they provide a clear vision and direction for the school. They receive regular reports and professional advice, which inform their decision making. A wide range of appropriate policies has been established and implemented. The established committee structure is appropriate and enhances the work of the governing body. Statutory requirements are met, but procedures to monitor the quality of education and standards achieved by the pupils are underdeveloped.
47. The headteacher provides effective leadership and management and plays a significant role in the life of the school. The procedures for monitoring teaching are well developed, although the overall roles of the senior management team, which are defined, are limited by a current lack of meetings and shared decision making. Subject coordinators are effective in monitoring planning, curriculum development and the provision of resources. They provide good support for colleagues as required. The special educational needs co-ordinator works hard on behalf of the pupils and good links are established with the responsible governor. Liaison with special needs support assistants is good and they contribute greatly to provision in the school and work well with class teachers. The introduction of the OWL reading recovery programme has been effective for pupils in Key Stage 1. Planning to meet the needs of the higher attaining pupils, the able and talented, is being developed, although it does not yet have sufficient impact on the progress of these pupils. The checking for suitability of work by coordinators, either in separate subjects or between the two key stages, is underdeveloped. The school recognises that it now needs to review responsibilities to ensure that there is consistent practice throughout the school to increase the impact of the management by the headteacher and key staff. There is clear potential within the skills of the managers for further school improvement.
48. The school development plan is comprehensive and identifies the appropriate priorities for developing the curriculum, teaching and learning and shows improvement since the last inspection. It has appropriate key targets for whole school development in teaching and learning for the current year and forms a cohesive and strategic plan.
49. Improvement since the last inspection has been good. Planning and assessment are much improved. There are good opportunities for the large majority of pupils to make good progress and to extend their knowledge. Subject coordinators now monitor the work of their subjects in relation to planning, pupils' work and teaching, although monitoring is more rigorously carried out in the core subjects. Improvements have been brought about by the school's own assessment of its needs. This includes detailed analysis of pupils' standards through a wide range of testing systems, the provision for information and communication technology and in overall development planning. The quality of teaching and learning is significantly improved.
50. The school is adequately staffed with appropriately qualified and experienced teachers and qualified support for children aged under five. Staff are appropriately deployed to provide for the needs of the pupils. Job descriptions cover general responsibilities. The support staff work well to enhance learning, particularly for pupils with special educational needs. They play a full and

active part in the life of the school. The programme of in-service training has a positive influence on teachers' effectiveness. The support for newly qualified and employed teachers is good. The arrangements for the review of the performance of teachers are appropriate.

51. The accommodation is good and provides well for the needs of the pupils and the curriculum. Plans are in hand for an extension to improve the overall provision. The library area is a good resource. The cleanliness and maintenance of the buildings is good. Many attractive and informative displays of pupils work in classrooms and corridors enhance the learning environment. Access for physically disabled is good. Outside areas provide good sized hard playground with games painted on the surfaces and an attractive playing field. There is also a training pool, which is very well used in the summer term for swimming. For early years children there is no outside play area which limits the development of their personal and physical skills.
52. Resources are adequate to meet the needs of the curriculum except in information technology, where there are insufficient computers and software for research and reference purposes. The range of books in the library and classrooms to support teaching and learning is broadly adequate. Good use is made of the local authority services to augment resources. Good use is made of visits in the locality and further afield and visitors to enhance the curriculum opportunities. Resources generally are well used. The structure of the timetable means that halls are left unused in the morning and are under pressure in the afternoons. Thus, the efficient use of space is underdeveloped.
53. There are effective procedures and working practices to plan, manage and monitor the budget. Financial plans relate well to the school development plan. The latest audit report was satisfactory and its recommendations have been implemented. Financial systems are secure and thorough. The governors monitor spending. Day-to-day administration is good and the school secretaries play a significant role in ensuring that the school operates smoothly. Unit costs are low when compared to national costs. Funds are appropriately used. The current amount held on contingency is high and this reflects recent adjustments to the budget and the potential use of funds to extend the buildings.
54. Taking into account the quality of teaching, the generally good progress made by pupils, the good attitudes, behaviour and personal development of pupils and the expenditure per pupil, the school provides good value for money.

## WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

55. The governors, headteacher and staff now need to:

- improve writing, to raise pupils' standards even further, by:
  - using appropriate strategies for enhancing the styles, content, and variety of writing, and the presentation of work;
  - wider use of literacy across the curriculum.

(Paragraphs 4, 71, 74, 105, 113, 126)

- extend the current good practice in monitoring and evaluation through:
  - the wider involvement of senior staff to ensure that whole school initiatives are rigorously implemented and maintained;
  - extending the procedures for assessment to all subjects;
  - ensuring that governors are more widely involved in monitoring standards and quality.

(Paragraphs 37, 40, 46, 47, 102, 106, 113, 118, 127)

- review the provision to ensure that opportunities for extracurricular activities are appropriately extended in Key Stage 1.

(Paragraphs 27, 41, 123)

- improve the formal recording of records in relation to health and safety and for child protection and to ensure that all staff receive opportunities to up-date their knowledge on a regular basis.

(Paragraph 38)

In addition to these key issues, a further area for improvement, even though the support for pupils with special educational needs when withdrawn is good, is to improve the arrangements so that the work which these pupils miss in other subjects is suitably compensated for.

(Paragraphs 8, 29, 78)

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	63
Number of discussions with staff, governors, other adults and pupils	16

### Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
3	11	48	35	3	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	YR –Y6
Number of pupils on the school's roll (FTE for part-time pupils)	306
Number of full-time pupils eligible for free school meals	28

FTE means full-time equivalent.

Special educational needs	YR –Y6
Number of pupils with statements of special educational needs	5
Number of pupils on the school's special educational needs register	52

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	25
Pupils who left the school other than at the usual time of leaving	22

### Attendance

Authorised absence	%
School data	3.7
National comparative data	5.4

Unauthorised absence	%
School data	0.0
National comparative data	0.5

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

### Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	1999	24	26	50

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	23	22	24
	Girls	26	24	25
	Total	49	46	49
Percentage of pupils at NC level 2 or above	School	98 (88)	92 (83)	98 (86)
	National	82 (80)	83 (85)	87 (86)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	23	24	24
	Girls	26	25	26
	Total	49	49	50
Percentage of pupils at NC level 2 or above	School	98 (93)	98 (86)	100 (93)
	National	82 (81)	86 (85)	87 (86)

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

### Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	1999	29	21	47

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	15	19	25
	Girls	17	17	17
	Total	32	36	42
Percentage of pupils at NC level 4 or above	School	68 (66)	77 (68)	89 (74)
	National	82 (80)	83 (85)	87 (86)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	14	18	21
	Girls	14	15	17
	Total	28	33	38
Percentage of pupils at NC level 4 or above	School	60 (61)	70 (68)	81 (81)
	National	82 (81)	86 (85)	87 (86)

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	1
Pakistani	0
Bangladeshi	0
Chinese	1
White	263
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-Y7**

Total number of qualified teachers (FTE)	12.4
Number of pupils per qualified teacher	24.7
Average class size	27.8

#### **Education support staff: YR-Y7**

Total number of education support staff	3
Total aggregate hours worked per week	60

### **Financial information**

Financial year	1998/1999
	£
Total income	454660
Total expenditure	447080
Expenditure per pupil	1443
Balance brought forward from previous year	6620
Balance carried forward to next year	14200

## Results of the survey of parents and carers

### Questionnaire return rate

Number of questionnaires sent out	306
Number of questionnaires returned	186

### Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	59	35	4	2	0
My child is making good progress in school.	50	44	5	0	1
Behaviour in the school is good.	41	46	9	2	2
My child gets the right amount of work to do at home.	30	53	13	2	0
The teaching is good.	53	41	3	0	2
I am kept well informed about how my child is getting on.	34	51	12	1	1
I would feel comfortable about approaching the school with questions or a problem.	56	35	8	1	1
The school expects my child to work hard and achieve his or her best.	54	41	4	0	1
The school works closely with parents.	37	42	20	0	1
The school is well led and managed.	49	40	5	2	3
The school is helping my child become mature and responsible.	41	51	4	0	3
The school provides an interesting range of activities outside lessons.	17	34	24	12	11

### Summary of parents' and carers' responses

Inspectors agree with the majority of points that please parents most. Whilst pupils are known well and cared for, there are aspects of care which are not rigorously monitored and implemented. Although the school provides many opportunities for sport and a wide range of visits, inspectors agree that the opportunities for other activities are limited. Inspectors agree that the school needs to develop the quality of work that it provides for the most able, which it has recognised and is taking appropriate action to extend the provision. No evidence was available to judge why a minority of parents feel that they are unable to approach the school and inspectors consider that the school does work effectively to involve parents in its work. Better use could be made of diaries to communicate with parents, but reporting procedures for progress are appropriate. Homework is appropriate and there is a clear statement in the school prospectus, although consistency needs to be monitored by the school.

## **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**

56. Children are admitted to school at the beginning of the year in which they become five. On entry, attainment is broadly in line with expectations for the majority of children, although a significant majority have attainment which is below the expectations for their age. By the time they are five, standards are in line with those expected for children of this age. As at the last inspection, only a very small number of children were four years old and the vast majority had already reached their fifth birthday. Standards, overall, have been maintained since this inspection. Almost all the children are meeting or have met the Desirable Learning Outcomes and most are already working on the early stages of the National Curriculum.
57. The teaching is particularly relevant to literacy and numeracy. The time allocation and the teaching methods used are generally appropriate to the needs of the children and they are given a generally good start in preparation for Year 1. Strategies for writing require improvement. Children are appropriately grouped, sometimes by ability, for example for language and literacy and mathematics. The curricular provision is generally satisfactory. The children have good attitudes to learning. They enjoy good relationships with their teachers and friends, responding well to the numerous planned opportunities for personal and social development, such as learning simple rules and routines of school life. Their behaviour is good in lessons and during playtimes.
58. Progress, overall, is good.

#### **Language and literacy development**

59. By the time children are five, they have achieved the Desirable Learning Outcome through satisfactory progress. They learn how to listen to their teachers and each other, for example, when listening to stories and instructions. Their confidence and ability to express themselves through speech develop satisfactorily, often in more formal discussion and questioning than in a range of informal play activities. For example, children talk about things that make them feel good in their special place in the classroom.
60. Children develop a sound awareness of the purpose of print. They are learning to recognise and write their own names. They are developing a good knowledge of letter sounds. The children enjoy listening to stories and looking at the pictures. Teachers make good use of this to talk about the story and to develop children's word recognition. Many children make a good prediction about a book's content by looking at pictures on the front cover. The culture for books and reading is satisfactory.
61. Children's writing skills show considerable variation. Children's early writing improves satisfactorily over the course of the year to recognisable letter shapes. The majority of children can write their own name and the higher attainers make a good effort at copying letters correctly from the board. Because the children do not learn how to hold pencils and crayons correctly and there are too few opportunities to practise writing in play contexts, their skills are not developing sufficiently quickly. The choice of writing resources is not well matched to the needs of young children and this has an adverse impact upon their progress.

#### **Mathematical development**

62. By the time pupils are five, standards are in line with expectations. Mathematical development occurs within a wide range of contexts, some of which are specifically planned and others are incidental. For example, children's counting skills and understanding of number are promoted through singing and taking part in action-songs and through sorting, matching and ordering. They learn mathematical ideas about shape and size through doing 'jigsaw' puzzles. In an activity about the spiders they identify ways of counting the number of legs. They know that two 4's are a pair of numbers and understand the difference between zero and nothing. In this



activity, the children learned about addition and subtraction and gained mathematical vocabulary such as 'more and take-away' when adding and removing spider's legs. Progress, overall, is good.

63. In the other areas of learning, children make at least satisfactory and, often, good progress, leading to their reaching standards in line with expectations for their age. This includes scientific, technological, geographical and historical learning. Children are confident in using computers and have developed sound skills in controlling the mouse to investigate a range of suitable programs. Design and technology skills show good development when children use construction materials to make models. Early historical understanding is good when children talk informally about recent past events in their lives, such as holidays and family celebrations.
64. They enjoy singing and experimenting with instruments to hear the different sounds they make. They learn simple rhythms, know the names of a range of instruments and are developing skill in holding and playing these correctly. The children engage in a wide range of art activities, such as free painting, printing and collage work and making models with dough. They develop sound skills in mixing colours and applying paint in various ways and with different tools to create a range of effects.
65. In the physical area of learning, children improve, using their hands to use scissors, thread beads, glue, paint, colour and model. They show increased precision and control over small movements when cutting and positioning shapes in artwork. Skills in running, jumping, hopping and skipping are progressively developed, as is the children's ability to use their bodies to make shapes and to balance. Children develop control over their actions when learning to stop and start on command and when moving quickly and slowly and in different directions.
66. It is unsatisfactory that there are no large climbing apparatus, equipment and wheeled toys. There are no pedal bicycles and toy trucks, for example, to teach them how to stop and start with increasing control and so develop a good awareness of space outside. This reflects the fact that there is no adequate outdoor play area for physical activities for this age group.

## **ENGLISH**

67. By the end of both key stages, standards, overall, are in line with national expectations. The standards achieved in speaking and listening are in line with expectations, are good in reading, but, in writing, are below expectations.
68. Results in the 1999 National Curriculum tests at the end of Key Stage 2 were in line with the national average and below the average for similar schools. The percentage of pupils attaining the higher level was close to the national average. There was no significant difference in the attainment of boys and girls. Results at the end of Key Stage 1 were well above the national average in reading and the percentage of pupils achieving the higher level was well above the national average. In writing, the percentage of pupils attaining the expected level was above the national average, but the percentage attaining the higher level was below the national average. These results were in line with similar schools. Since the last inspection, standards have fluctuated, but at Key Stage 2, over a three year period, are broadly in line with a rising national trend. At Key Stage 1 in reading, standards first fell against a rising national trend and have now risen again. In writing, standards fell against a rising national trend, from being above the national average to below it and have now returned to the average point. This explains the judgement of the last inspection report that standards were above national expectations. It also reflects the changing nature of pupils' attainment levels on intake and an increase in the proportion of pupils with special educational needs.
69. By the end of both key stages, pupils' listening skills are always satisfactory and, for the majority of pupils, good. They listen carefully, attentively and appreciatively when stories are read. Typically, pupils listen well both to their teacher and to what other pupils say. Boys and girls converse easily, often using good vocabulary. Good opportunities for speaking enable pupils to improve their skills as they discuss topics in all subjects. Standards in speaking and listening are highest when teachers use a wide range of vocabulary, which they explain carefully and to which pupils respond enthusiastically. By the end of Key Stage 1, higher and average attainers

speak with confidence. By the end of Key Stage 2, most pupils can argue intelligently about opposing viewpoints, quoting in support from the texts they have read, taking turns to answer questions from the point of view of a character in the story. Both questions and answers show an understanding of the characters. Pupils listen well in assemblies in both key stages and a minority recall issues discussed when they return to their lessons, for example, in a discussion about the concept of special places recalled in religious education and in geography.

70. By the end of Key Stage 1, most pupils read accurately and with understanding. They use phonics to help them read unfamiliar words. Most pupils can clearly explain the story or account that they have read and suggest how it may continue. Most average and above average pupils can offer an opinion on the text and express preferences. They can also use the alphabet to locate information. Below average pupils talk only in very general terms about the content of books. By the end of Key Stage 2, above average pupils read fluently and with total accuracy whilst average and below average pupils generally read accurately and, when prompted, recount what a passage is about. They read aloud well during literacy lessons and can explain how the author has created tension in the passage. Taking part in the Readathon Challenge helps pupils' motivation. Pupils generally read with understanding. Much of their reading is modern fiction and only a small proportion is poetry or non-fiction. They have a good understanding of the vocabulary associated with the literacy hour. Classroom displays of the words needed in other subjects like mathematics, science, history, art and design and technology are well displayed and are helpful in extending this understanding across the curriculum. Overall, pupils in both key stages make at least sound progress in their reading skills, showing increasing understanding of words which they use appropriately in subjects across the curriculum. The majority of pupils make good progress.
71. Standards in writing show that there are weaknesses in the content, structure, style and presentation of work, which also has an effect on attainment in other subjects. There is a wide range of standards between the highest and lowest attainers. Pupils' work shows that they experience an appropriate range of written work which includes stories, letters, poems, researched biographies, play scripts and comments on the style of particular authors. By the end of Key Stage 1, higher attainers write well, but the work of average and below average attainment pupils reveals an insecure grasp of letter formation. Pupils make a promising start, but there is not enough consistent practice to improve standards sufficiently. By the end of the key stage, standards in spelling and punctuation are satisfactory, but structures, style and content are below expectations. By the end of Key Stage 2, higher attainers write well, with a style which engages the reader, as when they recount a recent visit to the Millennium Dome. Progress across the key stage is inconsistent, although the use of common words and many simple polysyllabic words are spelt correctly in Year 3. In Year 4, pupils' use of emotive language is seen when they write detailed letters about fox hunting. The overall levels of spelling are sound, but work is often brief and insufficiently developed and extended. Handwriting affects presentation and the links with other subjects to improve standards are inconsistently used. Pupils with special educational needs typically make good progress with spelling, but, overall, there has been insufficient use of computers to support the writing of all pupils. This reflects the previous lack of resources.
72. Pupils have positive attitudes. They respond well to their teachers, particularly at Key Stage 2. They enjoy discussions, contribute sensibly and willingly express their ideas. Their behaviour is good.
73. Teaching is satisfactory at Key Stage 1, good at Key Stage 2 and good, overall. In the best lessons, the teachers have very good subject knowledge and set work which makes good demands of the pupils. Learning objectives are shared with the class and then returned to in the summary session. The pace is brisk, time limits are set and good questioning extends pupils' learning. In the best lessons, pupils make good progress in all aspects of their literacy, whereas, in less effective lessons, which are still satisfactorily taught, good progress is made in their speaking, listening and reading skills but only satisfactory progress in improving writing is achieved. Where teaching is satisfactory, the pace is too slow to maximise pupils' progress. Teaching of pupils with special educational needs is good as they are very well supported by the learning assistants.

74. The co-ordinators are committed to raising standards and have monitored teaching, noting the weakness in writing standards. The governor with responsibility for literacy has undertaken training and has seen lessons in both key stages. They understand where there is underachievement and have made a thorough analysis of test results. Assessment is well developed. The National Literacy Strategy has been introduced appropriately, but more emphasis is needed on extended writing and presentation throughout the school. Resources are generally satisfactory and the school recognises that it needs to extend the range and quality of fiction books.

## **MATHEMATICS**

75. Standards in mathematics are above national expectations by the end of both key stages. Results in the National Curriculum tests at the end of the key stages have consistently met or exceeded national averages for several years, except for Key Stage 1 in 1998, where they were below. In 1999, test results at Key Stage 1 were well above the national average and also well above the results attained by pupils from similar schools. At Key Stage 2, 1999 results were above the national average and above those in similar schools. The school's target of more than four fifths of pupils to reach the nationally expected level by the end of Key Stage 2 in the 2000 tests is appropriate. .
76. By the end of Key Stage 1 pupils have a secure grasp of addition and subtraction. Nearly all pupils work confidently with numbers up to 100 or more, but a few lower attaining pupils are generally less secure and work with smaller numbers. Pupils have a sound understanding of place value. For example, they know what each digit in a number such as 345 stands for. Pupils are developing good mental calculation skills, through regular practice at the beginning of each mathematics lesson. For example, they use their understanding of number patterns to count up and down in 10's and use decimals to express answers such as 166 pence as £1.66. They use their knowledge of the 2 and 4 times tables to find  $\frac{1}{2}$  or  $\frac{1}{4}$  of numbers such as 8 and to share 24 sweets equally among 6 bags. In work on measurement, pupils use centimetres and millilitres to accurately measure length and capacity. They can use rulers confidently to measure. Pupils know the names of common two and three-dimensional shapes and they can recognise and draw symmetrical patterns.
77. By the end of Key Stage 2, pupils work confidently with whole numbers up to 1000 or more and use addition, subtraction, multiplication and division. Work is generally accurate because nearly all pupils have a good recall of basic number facts. Lower attaining pupils are less secure with division and multiplication. Many pupils have a good understanding of decimals. They are developing a good understanding of the number system through the use of negative numbers and algebra. Written work shows that many pupils use and understand algebraic formulas well, although this is not so for lower attaining pupils. Pupils use their knowledge of number and decimals in work on measurement, expressing measurements in different metric forms, such as 0.875 kilograms and 875 grams. They can accurately calculate the area, perimeter and volume of two and three-dimensional shapes. Most pupils use protractors accurately and use appropriate vocabulary such as "acute" and "obtuse" to describe angles. In data handling, pupils can draw and interpret line graphs and frequency graphs well. For example, in a lesson which combined science and mathematics, they drew line graphs to illustrate the effect of exercise on the pulse rate and drew comparisons between the two sets of data. This activity, as well as the use of scale, measurement and coordinates in geography map work, shows good use of numeracy skills in other areas of the curriculum. Although pupils reach high standards in work on number, measurement and shape, they do not have sufficient opportunities to apply their knowledge to problem solving activities and to develop their own strategies for recording and explaining their results.
78. Most pupils make good progress throughout the school. The successful implementation of the National Numeracy Strategy ensures that pupils build systematically on their knowledge, skills and understanding. In Key Stage 1, pupils learn to count, add and subtract with small, whole numbers. At this stage, the emphasis is on developing secure mental skills. They apply their skills to everyday measuring and shopping activities. Work later develops to embrace larger numbers and the use of decimals, fractions and percentages. Through Key Stage 2, pupils gradually extend mental skills and increasingly use their knowledge in calculations, in work on

metric measurement, area, perimeter and volume. Starting with simple shapes, pupils develop recognition of line and rotational symmetry, they learn to measure and draw angles and to describe the properties of shapes such as parallelograms and kites. When pupils with special educational needs are withdrawn from lessons, this interferes with their learning, if it is not targeted at numeracy and their progress becomes only satisfactory because of the pressure to catch up missing work.

79. The quality of teaching is satisfactory in Key Stage 1 and good in Key Stage 2. One lesson was excellent and no unsatisfactory teaching occurred. Work is generally set at appropriate levels and lessons build systematically on what has been taught earlier. Basic numeracy skills are taught well. Whole class mental arithmetic work at the start of each lesson is good in many lessons. For instance, in a Year 4 lesson on place value, the combination of challenging questions and the involvement of the pupils developed their understanding and enabled them to show what they had learned. Classes are generally well managed. Teachers have a good rapport with pupils and older pupils especially respond very well. The combination of good management, good relationships and the positive attitudes of many pupils, is a significant factor in the brisk purposeful lessons and leads to the overall good progress pupils make. They are well motivated and work hard. Teachers constantly assess pupils' work as they discuss it with them, checking their understanding and keeping them involved in their work. Learning objectives are shared with classes at the beginning of each lesson, but summary sessions are not always used effectively to enable teachers to evaluate pupils' progress. The quality of marking is satisfactory, overall, but comments are often brief and do not show sufficiently how work might be improved. Occasionally, when explanations are too long, or class management is not as effective, this restricts pupils' overall progress. Where they are available, teachers make good use of support staff and they contribute well to the progress of pupils with special educational needs, simplifying the work so that the pupils could manage it more easily.
80. The coordinators provide good leadership. They are effectively involved in the monitoring of plans and teaching. New assessment procedures provide good records of pupils' progress and attainment and growing use is made of assessment information in setting targets to raise attainment. The National Numeracy Strategy has been smoothly implemented and planning is satisfactory. There is a satisfactory range of resources which are easily accessible.

## SCIENCE

81. Standards are in line with national expectations by the end of Key Stage 1 and are above expectations by the end of Key Stage 2. Teacher assessments at the end of Key Stage 1 in 1999 were very high in comparison with national averages and well above the standards attained by pupils in similar schools. In the National Curriculum tests at the end of Key Stage 2, results have consistently met or exceeded national averages since the last inspection and in 1999 were above the standards reached by pupils in similar schools.
82. At the end of Key Stage 1, pupils carry out simple investigations and experiments, following a given template to help them in planning work. They use a range of resources, such as beans and growing compost to investigate how seeds grow. They record observations accurately and say whether the results are what they expected. Pupils have a sound knowledge across most areas of the subject. For example, they know the basic structure of plants, and they sort different items of clothing into those that keep us warm or cool. They understand the dangers of electricity in the home and they classify different types of forces as pushes or pulls. Only a minority of pupils reach the higher levels of attainment because work does not always develop sufficiently to include detailed explanations of observations. Higher attaining pupils can achieve such explanations. For example, in a test on paper absorbency, one pupil concluded "this paper is best because it has air holes and these fill up with water".
83. By the end of Key Stage 2, pupils have satisfactory investigation skills. They write accounts of experiments accurately, including the formation of hypotheses and the conclusions they have drawn. They understand how to make a test fair. Pupils have a good grasp of life processes. They know scientific names for some of the major organs of the human body and explain, for example, how muscle groups such as the biceps and triceps work in pairs. They have a good understanding of the circulatory system. In a series of lessons, pupils investigated the effect of

exercise on their pulse rate and drew graphs to compare the effect of light and strenuous exercise, suggesting explanations as to why there are differences. Pupils have a good understanding of plant and human reproduction and they know how animals have adapted to live in different habitats. For example they know that a polar bear's fur is oily, which helps to keep out water and ice. Pupils have a good knowledge of the properties of materials. They know that materials exist in solid, liquid and gas forms and they use methods such as sieving and evaporation to separate mixtures such as sand and salt. In work on physical processes, pupils investigate the effect on the weight of items such as plasticine balls when they are immersed in water. They have a satisfactory understanding of forces such as air resistance, they assemble and describe how simple electrical circuits work and they correctly explain the principles behind the formation of light shadows and reflections.

84. Overall, progress is good throughout the school. The minority of higher attaining pupils in Key Stage 1 make only satisfactory progress because they do not reach the higher levels of attainment, which they could reach. Each area of the subject is given sufficient emphasis in teaching and pupils make steady gains in subject skills and knowledge as they get older. They learn to follow simple investigation and experimental procedures in Key Stage 1 and, as they progress through Key Stage 2, they learn to devise, carry out and report on their own fair tests. For example, starting with simple observations of plants and animals, pupils gradually learn to observe more closely, to describe the main structures of living things and to explain how they are related to each other and their habitat. Work in materials and on physical processes follows similar lines. For example, Key Stage 1 pupils choose and describe materials in terms of simple features such as whether they are hard or soft and older pupils go on to investigate aspects such as how well different materials conduct heat and how processes such as evaporation and condensation are related.
85. The quality of teaching is satisfactory in Key Stage 1 and good in Key Stage 2. In Key Stage 2, it is occasionally very good. Lessons are well prepared and activities are generally well matched to pupils' needs and age in most lessons, although work set for higher attaining pupils is not always sufficient to stretch them. Teachers give good explanations and engage pupils in effective discussions which develop their understanding well. Because teachers plan interesting lessons and they teach them well, nearly all pupils respond well. They are keen to learn, they behave well and take a full part in discussions. Pupils work hard on written and practical tasks. The best lessons are taken at a brisk pace and resources are well used, enhancing pupils' progress. Limitations in the subject knowledge of a small minority of teachers very occasionally leads to errors in pupils' work and affects their understanding and progress.
86. The coordinators provide good leadership. Since the last inspection, there have been good improvements. Careful monitoring has improved teaching. Science is now taught as a separate subject. The curriculum has improved and takes good account of new requirements to be introduced later in the year. New assessment procedures have been developed which provide good records of pupils' progress and attainment, although the use of assessment data to identify strengths and weaknesses in teaching and learning is inconsistently used. Display and resources are good and well organised.

## **ART**

87. It was possible to observe only a small number of lessons. From these observations, the work on display, teachers' planning and talking to pupils and teachers, judgements can be made.
88. Pupils' attainment is as expected for their age by the end of both key stages. By the end of Key Stage 1, pupils can use pastels to draw cross sections of fruit and make stained glass windows, following a visit to Lincoln Cathedral. They also use information technology effectively through a paint program. In Key Stage 2, pupils make sound progress in acquiring skills and knowledge of other artists such as Edward Munch, Matisse and Monet. Year 6 pupils' work shows a good appreciation of Monet's style, in their paintings, together with pencil sketches to show perspective. These paintings are very effective and provide stimulus and interest. Pupils work with a good range of materials and media.

89. Pupils show increasing skill in sketching and drawing. In Year 1, they work confidently in pencil as they observe carefully to copy a photograph of a cottage they have seen on a visit. In Year 2, pupils achieve developing knowledge and understanding as they mirror the stained glass windows from their visit to the Cathedral. In Year 4, pupils effectively blend blocks of colour made with pastels to express emotions. In the library area, there are good examples of pupils' work of Tudor portraits, using secondary colours and large collaborative examples of collage work in the main assembly hall. Progress is satisfactory, overall, as pupils develop their basic art skills and explore new ideas and materials.
90. Discussion with pupils shows that they have good attitudes towards art. They enjoy the subject and like seeing their work on display. Pupils work with interest and care, sustaining their concentration so that work is completed. Their behaviour is good.
91. In the few lessons observed, teaching is at least good and, occasionally, very good. Effective links are made to other subjects, including history and information and communication technology through the use of appropriate programs, but there is not enough emphasis on teaching skills, for example, of painting.
92. The co-ordinator has very good subject knowledge and expertise. She has only recently taken up the post and has sound ideas for the development of the subject. Resources are good both for two- and three-dimensional work. The curriculum is enhanced by visits made to Lincoln, and pupils' experiences are effectively used in their work assignments. Standards at the last inspection were judged as above average, overall, and the current judgement reflects the smaller amount of time now made available for art work.

## **DESIGN AND TECHNOLOGY**

93. Too few lessons were observed to allow a judgement to be made on the quality of teaching and learning. Sufficient examples of pupils' work were available to assess their designing and making skills. Pupils' attainment is as expected for their age by the end of both key stages. The last inspection report said pupils were mostly working above national expectations. The co-ordinator accepts that standards are not as good now because the subject has had less time in the face of curriculum initiatives.
94. In both key stages, pupils effectively understand at appropriate levels the process of design, making and evaluating. By the end of Key Stage 1, pupils build accurate models based on Lincoln Cathedral and evaluate arches following their visit. From the portfolio of pupils' work, they make sensible decisions when selecting materials, as, for example, in the models made to show movement using card and split-pins are in line with expectations. At both key stages, pupils work competently in both two- and three- dimensional assignments. By the end of Key Stage 2, pupils competently make a frame as the basis for a Tudor house. They can carry out research into how houses are constructed and produce models of houses, built using a wood frame and card and produce a detailed analysis of their findings. Pupils complete their work to a good standard. Progress is satisfactory at both key stages.
95. Pupils' attitudes are good. In discussion, pupils show that they enjoy their work, in which they take pride. They can explain how they designed their models, selected materials, devised different ideas in their making and evaluated the finished products. Pupils with special needs are equally as successful in making things as other pupils and this raises their self-esteem. Pupils share tools sensibly and help one another willingly.
96. Only one lesson was seen in each key stage and teaching is satisfactory. The lessons were well prepared, making effective use of resources. Rules are clearly stated for safety when using tools. Objectives were well explained and teachers provided constant feedback to pupils, encouraging them to evaluate what they have done through good questions. This led to at least satisfactory progress, as seen, for example, in Year 3, practising weaving with different materials for building Celtic huts as a link with their work in history. Pupils increasingly understand the importance of planning, which includes deciding which tools they are going to use, which they use confidently and safely. Work shows that pupils measure, cut and join a variety of materials accurately when constructing models.

97. The co-ordinator has good subject knowledge. The scheme of work has been amended in the light of revised curriculum priorities. Good links are established with other subjects, especially science and history, but the use of computers is underdeveloped.

## **GEOGRAPHY**

98. Standards are in line with expectations by the end of both key stages. By the end of Key Stage 2, a significant minority of pupils achieve standards which are above expectations.
99. At Key Stage 1, there are links with history on a study of the City of Lincoln. Pupils have visited the City on a trail to study the land use. By the end of the key stage, they can accurately locate these features on maps, explain the function of various buildings and identify them from photographs. The work is linked to the preparation of a guidebook for tourists. By the end of Key Stage 2, pupils can accurately explain plate tectonics and the associated activity leading to the formation of fold mountains. They can name the continents and locate mountain ranges. The large majority can explain reasons for the location of Lincoln and its function, as well as explaining reasons for the location of other settlements in relation to the need for water and defence, or as a bridging point for communications. In links with science they understand the principles of the water cycle and its influence on features of different rock types. They have compared aspects of their own locality with Chile and can explain differences in weather, land use and buildings. Pupils understand scales and the need for symbols in mapping and good links with numeracy exist with grid references and linear measurement. They can accurately measure distances along a road or river, using the appropriate techniques.
100. In both key stages, pupils make at least satisfactory progress and, by the end of Key Stage 2, progress is good. Pupils develop their understanding of their own locality well and effectively develop their knowledge, understanding and skills in Key Stage 2 so that they can compare and contrast the human and physical features of their own area with those of other countries.
101. Teaching is good. Lessons are well planned and teachers are enthusiastic. They introduce work well, enabling pupils to understand and get on with their work, which they do. Pupils are very positive about their work and enjoy topics and lessons. Good levels of demand are made and teachers intervene with effective questions, which extends pupils knowledge, understanding and skills. This leads to good progress. Since the last inspection, standards have been maintained. The use of computers is developing satisfactorily as the school has access to improved resources.
102. The coordinator has been in post since January. Monitoring, of both teaching and planning to improve continuity and progression, was carried out by the previous coordinator and this provides a sound basis for further development. The introduction of a two-year cycle for the curriculum to eliminate repetition for mixed age classes is an improvement since the last inspection. Procedures for assessment are underdeveloped. Resources are sound and well used.

## **HISTORY**

103. Standards are in line with expectations by the end of both key stages. A significant minority of pupils achieve standards above expectations. During the inspection, all year groups were studying aspects of the development of the City of Lincoln, linked with aspects of geography. The work shows good continuity and progression as pupils developed their knowledge, understanding and skills as appropriate for their ages and attainment. In all classrooms, the quality of display is very good, showing clearly what aspects the class has been concentrating on, with examples of cross-curricular links with other subjects, for example, the use of information technology for word processing and data handling, art work, construction of buildings in design and technology, as well as more subject-specific skills of photographic interpretation, mapping and land use.
104. At Key Stage 1, pupils were preparing a tourist guide book on Lincoln. By the end of the key stage, they understand the location and function of a range of buildings and can talk with enthusiasm and knowledge about their visit. Good links exist with religious education through a

concentration on the concept of 'special places' when studying the Cathedral and they can explain the main features accurately. They have prepared a time-line on which they have accurately placed a range of buildings. By Year 6, pupils have a good understanding of the periods of history they have studied. They can recall well their work on Roman life in Lincoln, the Tudors and Stuarts, explain significant events of the twentieth century and all with a good understanding of time. This work has effectively developed their skills in comparing the past with the present, for example, in town and country life. They recount with enthusiasm the importance of unemployment in the 1930s, the events of World Wars and the influence of the Mini car on life. They express themselves with enthusiasm and enjoy their work. Older pupils understand the difference between primary and secondary sources.

105. Teaching is always at least satisfactory and predominantly good. Lessons are well prepared and provide good opportunities for pupils to make progress. This occurs and reflects the enthusiasm of the teachers and the positive attitudes of the pupils. Over time, pupils gain a sound understanding of the past and present and develop their understanding of sources as an aid to interpreting previous cultures. Resources are well used. Teachers use their subject knowledge effectively to challenge and develop pupils' knowledge, understanding and skills through good questioning. A good range of activities takes place. This was particularly noticeable in the session when pupils in Years 3 and 4 had the opportunity to question a visitor about his experiences as a young man in Lincoln. They acted very sensibly, had prepared their questions very well, many making careful notes to use in subsequent lessons. Standards of presentation are generally sound, but opportunities to develop creative writing and reporting, to raise standards in literacy, require further development.
106. The coordinator is providing effective leadership. There is a limited amount of monitoring of teaching, carried out mainly by senior staff, but plans are monitored and planning is good. Since the last inspection, there have been improvements in the curriculum, moving to a two year cycle of work to eliminate repetition for mixed age classes. The overall use of assessment is under-developed. Since the last inspection, standards have been maintained. Overall, the subject makes a good contribution to pupils' personal development.

## **INFORMATION TECHNOLOGY**

107. During the inspection, there were instances of specific teaching in information technology, but fewer instances where computers were used within lessons. The judgements are based on these limited observations, upon a scrutiny of pupils' work, the pupils' capability in using computers, interviews with pupils and teachers. Overall, attainment is average. Attainment is broadly average by the end of Key Stage 1 in each of the components of the subject. By the end of Key Stage 2, about one third of pupils attain above average standards in data handling, but standards in other aspects of computing are in line with national expectations. Pupils satisfactorily learn about information technology and use it in a range of activities in other subjects, for example, in word processing, in data handling in science and in paint programs in art.
108. By the end of Key Stage 1, pupils develop a sound familiarity with the keyboard and the use of a mouse. Much of their work is through the use of special programs, such as for mathematics, through which most successfully read screen cues and respond appropriately. Keyboard skills are satisfactory and some pupils have learned to be accurate in controlling a mouse. Progress over time indicates that pupils are developing well-ordered skills of inputting text. When writing, they can choose an appropriate font and size and are increasingly competent when using upper and lower case letters.
109. By the end of Key Stage 2, pupils confidently use word-processing, graphics and communications in appropriate contexts. Their word-processing is well presented, using a satisfactory range of techniques, varying the formats of what they are writing. In mathematics, they collect personal data derived from an athletics lesson and then use a spreadsheet accurately to store and interrogate it. The facility for using the Internet is limited and this valuable resource has yet to be more fully captured across the school – both for pupils and staff. Consequently, pupils are unfamiliar the use of e-mail to correspond. The use of a digital camera



and scanner and music making are also underdeveloped. Nevertheless, access to an increasing range of computers and software is enhancing pupils' progress so that it is, overall, satisfactory.

110. Pupils with special educational needs are not given sufficient opportunity to use information technology to supplement their progress, both in the lessons from which they are withdrawn and in class. This is a missed opportunity, in terms of promoting pupils' skills in spelling, word building and recognition as well as in writing and numeracy. Pupils' individual education plans do not take sufficient account of the valuable contribution the technology can make.
111. Pupils' attitudes to the use of computers are good. The layout in some parts of the school means that, sometimes, pupils are trusted to work independently away from the immediate supervision of their teachers. Pupils behave with considerable maturity and care for the computers. They support each other very well, seeking and offering advice in ways that are not intrusive. At Key Stage 2, many pupils bring considerable computer experience from home to school, but too few teachers build systematically on this knowledge and progress. Pupils make good use of opportunities at lunch times to use computers in their work.
112. The overall quality of teaching is satisfactory at both key stages. The teaching in Year 6 is good and this is reflected in what pupils know, understand and can do. Teachers' knowledge and understanding are satisfactory at Key Stage 1 and mostly good at Key Stage 2. Opportunities are taken to use technology in subjects across the curriculum, with greater effect in Key Stage 2. Overall, progress is satisfactory and, in Key Stage 2, where greater opportunities occur to use computers, pupils are making good progress.
113. The co-ordinators give a good lead within the scope afforded them. Although information technology has correctly been identified in the school development plan, the senior managers have not moved forward quickly enough and, since the last inspection, the school has not kept sufficiently abreast of new technologies. The school recognises this fact and recent developments in resources are beginning to compensate for this shortfall. Through a shared scheme of work, which takes account of the curriculum changes, the teachers' planning shows that pupils receive a broadly similar set of experiences in which they develop their skills. National Curriculum requirements are met. The school has yet to consider ways of involving and training parents more in how they can be involved in their children's learning, for example, in setting tasks, which use the computer to reinforce pupils' learning, such as in spelling or number – both in school and at home. Assessment records are being introduced to record pupils' experiences and standards. At present, there are just enough computers and a satisfactory range of well-chosen software. Plans for the extension of the school building have recently been passed which will facilitate better accommodation and provide for easier access to computers.

## **MUSIC**

114. Few music lessons were seen during the inspection. Recorded evidence, such as videos of school Christmas productions, was available. A lower Key Stage 2 singing practice and a short recorder group practice were also observed. From the evidence available, pupils' standards in performing and composing meet national expectations by the end of both key stages, but standards in singing are below expectations, especially by the end of Key Stage 2. There is insufficient evidence to judge standards in listening and appraising.
115. Pupils in both key stages sing enthusiastically. In the Key Stage 1 Christmas production, pupils sing songs such as "Shine your light on Bethlehem", joining in with actions and simple percussion accompaniments. They sing rhythmically and pay good attention to the mood of the song. In the Key Stage 1 lesson seen, pupils named and played instruments such as claves and cowbells correctly and used them to add an accompaniment to the story of the "Three Little Pigs". In Key Stage 2, pupils develop a good sense of rhythm and syncopation in singing songs such as "Dem Bones" and "Come on tomorrow". The quality of the overall performance is marred by not being in tune. Pupils who take part in the recorder groups play well. They know the principles of basic musical notation and read music written in the treble clef. They played well in the Key Stage 2 Christmas production seen on video. By the end of Key Stage 2, pupils compose a range of pieces on themes such as "environmental sounds", with titles such as "The

Rain Forest” and “Air Raid”. They combine instruments such as keyboards or violin with tuned and untuned percussion, to produce effective compositions, which capture the mood well and show imaginative musical interpretations.

116. Pupils make satisfactory progress in composition and performance, except in singing, across the school. There is insufficient evidence to assess progress in other aspects of the subject.
117. The quality of teaching in the small number of lessons and the singing practice seen during the inspection was good. The standards of pupils' performance seen in other evidence indicate that teaching is at least satisfactory, overall. Lessons are well prepared. Activities are well chosen to interest pupils and work is suitably demanding. In the Key Stage 1 lesson seen, good demands were placed on pupils to control the gradual crescendo required when playing together, avoiding sudden increases in volume. Teachers make good use of the equipment available, ensuring that groups have sufficient instruments to enable all pupils to take an active part in lessons. Where teachers are skilled musicians, they give very good instruction on basic techniques, for example, on correct breathing when singing. Teachers have good relationships with their classes to which pupils respond well. They clearly enjoy music lessons and made good progress in the lessons seen.
118. The music coordinator is very well qualified and provides good leadership. He has addressed weaknesses in the curriculum and teaching identified in the last inspection, both of which have improved. The scheme of work now addresses all aspects of the subject well, including pupils' understanding of musical cultures around the world, but it has not yet been adapted to take account of national changes due for implementation later in the year. There is no system for formal assessment of pupils' standards or progress. Extra-curricular music provision is good and contributes well to pupils' personal development. All pupils take part in Christmas productions and there is growing participation in activities such as the school choir, guitar and recorder groups and peripatetic violin and cello lessons. There are sufficient resources, although some instruments are in need of repair.

## **PHYSICAL EDUCATION**

119. During the inspection, two lessons of swimming and one each of athletics and games were observed. Other evidence to support the judgements is taken from documentation and from discussions with pupils and teachers.
120. At the end of both key stages, pupils' attainment is line with expectations. Pupils' progress, including those with special educational needs, is satisfactory and mostly good in swimming. By the end of Key Stage 1, pupils make sound progress in the skills of throwing and catching a bean bag and later in controlling a ball in a game of Liner. When chasing round a marker, they demonstrate growing control with enthusiasm for the game. At the end of Key Stage 1, the vast majority are confident in the water and about half can swim a short distance. Pupils have a good understanding of the principles and skills of water safety. By the end of Key Stage 2, pupils understand the importance of the warm up activities at the beginning of their lesson. In athletics, they recognise the difficulties they encounter and practise to improve their performance, for example in adopting the correct position for starting a race. By the end of the key stage, a good proportion of pupils swim unaided, competently and safely for a distance of at least 25 metres and many swim much further distances.
121. Pupils have good attitudes towards their learning and they are well behaved. They generally co-operate well. It is unsatisfactory that pupils, who forget to bring kit, just sit and watch the others from a distance. Similarly, pupils with special educational needs miss a major part of the lesson when they are withdrawn for additional literacy lessons.
122. The quality of teaching is satisfactory at the end of both key stages and good in swimming. Teachers have satisfactory subject knowledge and expectations. Pupils are generally well managed with due care and attention paid to health and safety, both indoors and out. National Curriculum requirements are met, but weekly planning does not adequately identify the skills required to encourage higher standards in athletics and games skills. The teaching is usually enthusiastic, celebrating pupils' effort and success, which leads to good progress.

123. The subject is effectively coordinated. An adequate weekly programme of extracurricular sporting activities enhances the curriculum and pupils participate in competitive local sports. Resources are good and mostly of high quality. Parents would like to see increased opportunities for all pupils, including the lunch time, to involve their children, particularly at Key Stage 1, more in sports. Plans are prepared to provide an after school club in the next academic year. There is no significant change since the previous report.

## **RELIGIOUS EDUCATION**

124. Because of timetable arrangements, only a very small sample of lessons could be observed and judgements are based on these lessons, a scrutiny of pupils' work, talking with pupils and discussions with staff. No overall judgement can be arrived at for the quality of teaching. From this evidence, standards are in line with expectations for pupils' ages by the end of both key stages. The school follows the draft LEA Agreed syllabus, augmented by its own policy and scheme of work.

125. At both key stages, good use is made of Lincoln Cathedral to support pupils' learning about the Christian faith. By the end of Key Stage 1, pupils can explain simply the purpose of the Cathedral as a special place and those of the font and pulpit. They understand the significance of baptism. At Key Stage 2, younger pupils have a good level of understanding of the journey through baptism, confirmation, marriage and funerals. One pupil explained very clearly that confirmation was based on one's own decision for membership of the Church, whereas at baptism it was the parents' decision. By the end of the key stage, older pupils have gained a satisfactory understanding of the significance of Christian celebrations, such as Easter and Christmas. They have also covered work in other world faiths and have a satisfactory understanding of Buddhism and Islam through a study of the major celebrations.

126. Opportunities are given for pupils to reflect on the work that they are covering. Teachers present material in an interesting manner, making good use of resources. The amount of recording is very limited, although good opportunities are taken for pupils to develop their speaking and listening skills. Good links are made to themes in assemblies and pupils show how well they listen when they bring ideas from assembly into their lessons. For example, when the concept of special places was discussed a pupil related the school community to the link established with a school in South America. Overall, from the discussions with pupils, they make satisfactory progress in developing their knowledge, understanding, beliefs and values. The work undertaken makes an effective contribution to pupils' spiritual, moral, social and cultural development. They respond well.

127. The coordinator is new in post. The resources are good and effectively used. Monitoring of teaching and planning is underdeveloped, but it is recognised and an effective plan exists to develop this activity, to improve assessment and to respond to the final agreed syllabus when it has been confirmed.