

INSPECTION REPORT

Saxilby CE Primary School
Saxilby, Lincoln

LEA area: Lincolnshire

Unique Reference Number: 120583

Headteacher: Mr C E Pearson

Reporting inspector: Graham Bate
20926

Dates of inspection: 15th – 18th November 1999

Under OFSTED contract number: 707584

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
Type of control:	Voluntary Controlled
Age range of pupils:	4 to 11
Gender of pupils:	Mixed
School address:	Highfield Road Saxilby Lincoln LN1 2QJ
Telephone number:	01522 702669
Appropriate authority:	The Governing Body
Name of chair of governors:	Mrs C M Clarke
Date of previous inspection:	May 1996

INFORMATION ABOUT THE INSPECTION TEAM

Team members	Subject responsibilities	Aspect responsibilities
Graham Bate Registered Inspector	Science Geography Physical education Equal opportunities	Attainment and progress Teaching
Patricia Willman Lay Inspector		Attitudes, behaviour and personal development Attendance Support, guidance and pupils' welfare Partnership with parents and the community Pupils' spiritual, moral, social and cultural development
John Pryor	English Religious education	Efficiency Staffing, accommodation and learning resources
Judith Ruff	Information technology History Art Areas of learning for children under five Special educational needs	
Judy Dawson	Mathematics Design and technology Music	Curriculum and assessment Leadership and management

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MAIN FINDINGS

What the school does well

- Pupils make good progress through the school.
- Two-thirds of the teaching is at least good.
- Good provision is made for pupils with special educational needs and they make good progress.
- The attitudes and behaviour of the pupils are good. Good behaviour is well monitored and promoted.
- Relationships in the school are very good and there is a good ethos.
- Music and physical education are considerable strengths in the school.
- Provision for the spiritual, moral, social and cultural development of the pupils is good.
- The school involves parents well in pupils' learning and there are particularly good links with the community.
- Provision for extra-curricular activities is good.

Where the school has weaknesses

- I. Standards in information and communication technology do not meet national expectations.
- II. There is no systematic framework for monitoring teaching and the curriculum.
- III. Planning to ensure that pupils gain knowledge, skills and understanding progressively and with continuity in subjects other than English and mathematics is not well developed.
- IV. Outside English and mathematics at Key Stages 1 and 2, there is no whole-school approach to assessing pupils' attainment and modifying the curriculum in the light of this information.
- V. There is no suitable outdoor provision for the children under five.
- VI. Pupils' independent learning skills are not fully developed.

The weaknesses are outweighed by the strengths of the school, but they will form the basis of the governing body's action plan, which will be sent to all parents and guardians of pupils at the school.

How the school has improved since the last inspection

The school has addressed effectively the majority of the weaknesses highlighted in the previous report, for example the writing of schemes of work for subjects and greater use of diagnostic testing in subjects such as English and mathematics. It now fully meets statutory requirements regarding equal opportunities, the marking of registers and the annual reports to parents. The school has also made good use of overseas contacts to support the provision for pupils' cultural development, which is now good. Standards in English, mathematics and science show a trend of gradual improvement since the last inspection. There has been some progress towards the provision of more opportunities for independent learning by the pupils but further development of this is required. The monitoring of the teaching and curriculum and the sharing of good practice has not yet been effectively tackled. The school is in a sound position to bring about further improvements and has set a number of attainable, realistic targets.

Standards in subjects

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

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

The information shows, for example, that standards in the last set of National Curriculum tests in May were well above the national average in English and well above average in mathematics. Inspectors find that standards in the present Year 6 are average in English, mathematics and science. In religious education, standards match the expectation of the local agreed syllabus but in information technology pupils do not reach the expected levels.

Pupils' progress through the school is at least satisfactory in all subjects, except in information and communication technology, which is unsatisfactory. Good progress across Key Stage 2 is made in English, mathematics, geography, music and physical education. Progress in religious education and science is satisfactory at Key Stage 2. At Key Stage 1, good progress is made in English, mathematics, science, art, music and physical education. Children who are under five make good progress in the reception classes.

Quality of teaching

Teaching in	Under 5	5 – 7 years	7 – 11 years
English	Good	Good	Good
Mathematics	Satisfactory	Good	Good
Science		Good	Satisfactory
Information technology		Insufficient evidence	Insufficient evidence
Religious education		Good	Satisfactory
Other subjects	Good	Good	Good

The overall quality of teaching in two thirds of the lessons is at least good. One lesson in nine is very good. The proportion of good teaching rises to three-quarters in the under-fives. No unsatisfactory teaching was observed. The teachers manage and organise their classes well. They have high expectations of behaviour and seek to extend the pupils' subject language very effectively. Relationships with pupils are good and all adults show care and concern for the pupils' welfare. The teaching of, and support given to, pupils with special educational needs are good. Lesson planning varies in quality and focuses insufficiently, outside English and mathematics, on the objectives for learning. The quality of the teaching has a significant impact upon the good progress that is made in most subjects.

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

· **Other aspects of the school**

Aspect	Comment
Behaviour	Consistently good throughout the school.
Attendance	Very good; well above the national average.
Ethos*	Good overall; relationships in the school are very good and pupils display very positive attitudes to their work. It is a very welcoming school.
Leadership and management	The headteacher, well supported by the governing body, provides clear educational direction for the pastoral aspects of the school. He leads well but has not yet set up an effective framework for the monitoring of teaching and curriculum development.
Curriculum	The curriculum is broad and balanced and the school takes suitable opportunities to make it relevant to motivate the pupils. Planning for continuity in the curriculum, and use of assessment to inform curriculum development, are unsatisfactory in subjects other than English and mathematics.
Special educational needs	Provision for these pupils is good. Their individual education plans are of good quality and they make good progress towards their attainable targets.
Spiritual, moral, social & cultural development	Provision for these aspects of the pupils' development is good. The well-planned assemblies support the spiritual development of the pupils very well.
Staffing, resources and accommodation	Satisfactory overall. Support staff work well with the teachers and pupils. Resources are adequate for the delivery of the curriculum. Accommodation is very cramped. There is no suitable outdoor provision for the under-fives.
Value for money	The school provides good value for money.

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

· **The parents' views of the school**

What most parents like about the school

- VII. They find it easy to approach the school.
- VIII. They are well informed about child's progress.
- IX. They receive regular and informative newsletters.
- X. Their children like coming to school.
- XI. Their children have high standards of behaviour.
- XII. Any bullying is dealt with swiftly and effectively.
- XIII. The school's values have a positive effect on the children.
- XIV. Parents are encouraged to play an active part in school life.
- XV. They are satisfied with progress in basic subjects.
- XVI. The range of extra-curricular activities is good.
- XVII. The literacy hour has had a positive effect on reading.

What some parents are not happy about

- XVIII. The lack of information about what is to be
- XIX. Children are heard to read less since
- XX. There is no clearly understood framework for
- XXI. The over-crowding in the school.
- XXII. The lack of information regarding setting
- XXIII. Copies of information are not sent to both

The inspectors agree with the positive views of the parents. Homework forms part of the recently written home/school agreement. Pupils are heard to read but now, as part of the Literacy Hour Strategy, usually within groups of five or six. Some areas of the school are over-crowded. The school took appropriate steps to inform parents about setting arrangements. It also tries hard to maintain an up-to-date list of parents who wish to

receive school information separately. The school is considering the nature of the information about the curriculum most parents would find useful.

KEY ISSUES FOR ACTION

The governing body, headteacher and staff should:

XXIV. raise standards in information and communication technology by:

- a) improving pupils' access to information technology equipment
- b) improving teachers' expertise and confidence by training
- c) increasing the amount of time set aside for its study
- d) planning to effectively meet the needs of all pupils
- e) utilising the skills and expertise of the subject co-ordinator more effectively;

(paras: 31, 35, 65, 69, 81, 134, 136, 137, 138, 142)

- establish a systematic framework of monitoring that will:
 - a) assess the development of both teaching and the curriculum
 - b) ensure continuity of the curriculum in subjects other than English and mathematics
 - c) ensure good practice is shared across the school
 - d) ensure co-ordinators have a clear view of the development of their subjects through the school;

(paras: 37, 39, 41, 59, 60, 74, 116, 133, 142, 163, 165, 170, 178, 189)

- ensure that:
 - a) the good planning in English and mathematics is built upon in other subjects so that there is clear identification of what pupils will know, do and understand at each stage of their development, and
 - b) assessment of pupils' progress towards these stated objectives is used to inform curriculum planning;

(paras: 32, 37, 39, 41, 49, 59, 60, 124, 133, 142, 161, 170, 177, 189)

- plan to provide challenges for the higher attaining pupils;

(paras: 30, 32, 61, 106, 122, 150, 177)

- fully implement the agreed strategies to provide more opportunities for the pupils to develop as independent learners, for example by greater use of the library and existing information technology resources;

(paras: 33, 60, 70, 106, 116, 119, 131, 139, 149, 159, 167)

- ensure that the curriculum for the under-fives includes opportunities for outdoor structured play by seeking to provide a suitable area and appropriate apparatus;

(paras: 29, 36, 68, 101)

Less important issue to be considered for inclusion in the action plan:

- ensure all present accommodation is used to optimum advantage;

(paras: 68, 81)

- ensure the marking policy is applied consistently.

(paras: 34, 123, 132)

INTRODUCTION

Characteristics of the school

1. The school is situated in the large village of Saxilby about seven miles from the city of Lincoln. It was opened in 1970 as a three-class infant school. The school became full range primary following the addition of seven semi-open plan classrooms. There are now 293 pupils on roll, which is about average size nationally, and the trend is for the numbers to rise. The vast majority of the property in the village and in the surrounding hamlets, from which the pupils attend, is privately owned. Children attend the school from the beginning of the year in which they become five. There are 34 children on roll who are under five, the majority being in a reception class and about eight in a mixed reception/Year 1 class. The standard of attainment on entry covers a wide range but overall is slightly above average. Few children have language or social skills problems. Unemployment in the area is low compared with the figure nationally. The majority of the parents work in the city of Lincoln in a wide range of occupations. About six per cent of the pupils are currently eligible for free school meals, which is below the national average. Virtually all the pupils are of white ethnic origin and there is only one home where English is an additional language. Eleven per cent of the pupils are currently on the register of special educational needs, which is just under half the national average. Just over one per cent have statements of special educational needs, which is broadly in line with the national figure.
2. The overall aim of the school is to provide for the all-round development of the individual child through a broad and balanced curriculum. This will take place in a happy atmosphere where the children's natural curiosity and desire to learn will be developed, assisted by the fostering of parental and community links.
3. The school's priorities are to continue the implementation of the National Literacy and Numeracy Strategies, to amend the curriculum in the light of the pupils' needs from September 2000, to update information technology equipment and the teachers' competence and confidence in the subject, and to identify and support the pupils who need a boost to attain Levels 2 and 4 in English and mathematics at the end of Key Stages 1 and 2.

3. **Key indicators**

Attainment at Key Stage 1¹

Number of registered pupils in final year of Key Stage 1 for latest reporting year:	Year	Boys	Girls	Total
	1999	20	25	45

3. National Curriculum Test/Task Results		Reading	Writing	Mathematics
Number of pupils at NC Level 2 or above	Boys	16	17	18
	Girls	21	23	23
	Total	37	40	41
Percentage at NC Level 2 or above	School	82 (94)	89 (97)	91 (94)
	National	82 (80)	83 (81)	87 (84)

3. Teacher Assessments		English	Mathematics	Science
Number of pupils at NC Level 2 or above	Boys	14	12	18
	Girls	21	20	23
	Total	35	32	41
Percentage at NC Level 2 or above	School	77 (97)	71 (91)	91 (97)
	National	82 (81)	86 (85)	87 (86)

.....

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

Attainment at Key Stage 2²

Number of registered pupils in final year of Key Stage 2 for latest reporting year:	Year	Boys	Girls	Total
	1999	22	29	51

1	National Curriculum Test	English	Mathematics	Science
Results				
Number of pupils at NC Level 4 or above	Boys	20	16	19
	Girls	27	25	24
	Total	47	41	43
Percentage at NC Level 4 or above	School	92 (66)	80 (68)	85 (73)
	National	70 (65)	69 (59)	78 (69)

1	Teacher Assessments	English	Mathematics	Science
Number of pupils at NC Level 4 or above	Boys	16	14	19
	Girls	26	25	24
	Total	42	39	43
Percentage at NC Level 4 or above	School	82 (80)	76 (73)	85 (85)
	National	68 (65)	69 (65)	75 (72)

1 Attendance

Percentage of half days (sessions) missed through absence for the latest complete reporting year:	Authorised	School	%
	Absence	National comparative data	4.0
	Unauthorised	School	0
	Absence	National comparative data	0.5

1 Exclusions

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

1 Quality of teaching

Percentage of teaching observed which is:	Very good or better	%
	Satisfactory or better	11
	Less than satisfactory	100

2

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

PART A: ASPECTS OF THE SCHOOL

EDUCATIONAL STANDARDS ACHIEVED BY PUPILS AT THE SCHOOL

Attainment and progress

1. On the basis of the average levels attained nationally for all schools, the results of the 1999 Key Stage 2 National Curriculum tests for the school show performance that was well above average in English, above average in mathematics and broadly in line in science. When compared with schools deemed to be similar, that is having less than eight per cent of pupils eligible for free school meals, results indicate performance that remains well above average in English, broadly in line in mathematics and well below average in science. Inspection evidence indicates average standards at the end of Key Stage 2 in English, mathematics, science and religious education although the current Year 6 does have, however, a higher than average number of pupils with special educational needs. Pupils are below expectations in information technology.
2. From 1996 through to 1998, performances in the core subjects of English, mathematics and science remained slightly above the national average. In 1999, however, there was a sharper difference between the performance of English, which was higher than usual, and science, which was lower than usual; In the current Year 6, which has a higher than average number of pupils with special educational needs, standards are average in all three subjects. Though precise comparisons are difficult to make, the general trend is one of gradual improvement, since the last inspection, by the end of Key Stage 2.
3. In the 1999 national tests for seven-year-olds, attainment in reading, writing and mathematics is broadly in line with national averages. Against schools deemed to have a similar background, results are below average for all three subjects. This represents a considerable fall, especially for writing from the 1998 results, where both reading and mathematics were above average and writing well above. Further analysis of the 1998 and 1999 cohorts shows that there was an increase in the numbers of pupils on the register of special educational needs from about eight per cent to over nineteen per cent. The 1999 cohort was also subject to a period of unavoidable staff changes and instability during its time in Key Stage 1. Teacher assessments of science at Key Stage 1 indicate above average performance against all schools in 1998 and broadly in line in 1999.
4. The trend of average levels at Key Stage 1 over the years 1996 to 1998 shows well above average performance in reading and writing and above average in mathematics. This equates to between four and six month's progress. Inspection evidence indicates above average standards in English, mathematics, science and religious education and standards below expectations in information and communication technology.
5. Attainment on entry to the school covers a wide range but is generally above average, most children having attended some form of pre-school provision. Owing to the children's enthusiastic response, the good quality of teaching and effective planning based initially on the Desirable Learning Outcomes, the children make good progress. Many children are ready to commence work on the National Curriculum Programmes of Study before they are five. They make good progress in their personal and social development, speaking and listening skills with many reading simple books and writing their names independently. Progress is also good in mathematics and in the pupils' knowledge and understanding of the world where, for example, they learn about materials used in their homes. Good opportunities are provided for the children to experience painting with various media and a range of musical styles. Good progress in developing fine control of simple tools, such as scissors, and in running and moving with control in physical education lessons. Confidence and the development of balancing and climbing skills are unsatisfactory owing to the absence of a suitable outdoor area.
6. The pupils' progress across both key stages, except in information and communication technology, is at least satisfactory. At Key Stage 1 it is good in English, mathematics, science, art, music and physical education. Good progress across Key Stage 2 is made in English, mathematics, geography, music and

physical education. The good quality planning of both literacy and numeracy ensures that good progress is almost always made in these sessions. In all subjects progress is greatly assisted by the positive attitudes and good behaviour of the pupils together with the overall good quality of teaching.

7. Throughout the school the progress made by pupils with special educational needs is also good overall. When pupils receive additional teaching support from well trained and prepared staff, both teaching and non-teaching progress is often very good. For example, in the additional literacy support group work is well paced and targeted at specific weaknesses, enabling rapid progress to be made. The adaptation of the main classroom curriculum to meet special educational needs happens less frequently and the overall provision for higher attaining pupils is sometimes insufficiently rigorous and challenging.
8. The pupils make good progress in their speaking and listening skills. This is aided considerably by the good levels of behaviour and the respect the pupils have for the views of others. The oldest pupils learn to speak persuasively and to use the extended technical language of subjects, such as science, as well as reading with expression to reflect the nature of the text.
9. Progress through both key stages in writing is good. By the age of seven, the pupils write imaginatively and extensively, with clear handwriting and a good standard of spelling and punctuation. Good progress continues into Key Stage 2 where presentation and handwriting are good, and the pupils build effectively on the clarity and imaginative content developed in Key Stage 1. They develop skills which permit them to write good informative letters about themselves to their contact school in the United States of America and poetry following a given pattern.
10. From the good start in reception, the pupils make good progress through the school in reading. They develop appropriate strategies for tackling unfamiliar words and for spelling more difficult words. At Key Stage 2, most pupils are competent readers. They read expressively, for example, to bring out the humour in the text and use books well to extract information, although they have infrequent opportunities to use the library.
11. In mathematics, progress is good through both key stages. At the end of Key Stage 1, pupils have a good understanding of patterns in number. Particularly good progress is made in their ability to transfer the rules of one type of calculation to another. They also make good progress in their understanding of plane and solid shapes. Progress is assisted greatly in Key Stage 1 by the teachers seeking every opportunity to estimate and count. The use of mental strategies is well developed in Key Stage 2 and the pupils make good progress in this aspect of the subject. The understanding of place value is well developed, as is estimation and the process of rounding up and down. Good progress in the key stage is made to a point where higher attaining Year 6 pupils have a good understanding of equivalence and aspects of probability. Progress in the use of computers, for example to handle data, is unsatisfactory.
12. Good progress is made in science through Key Stage 1. The pupils show a good understanding of fair testing and prediction and in making accurate measurements. They progress in their ability to carry out simple investigations and develop a good understanding of simple circuitry and conductivity. They also make progress in the structure of the human body, including the five senses. Overall progress through Key Stage 2 is satisfactory, though some higher attaining pupils make good progress, for example, in their understanding of light, reflection and refraction. The pupils develop a good scientific vocabulary and have a sound understanding of the functions of organs of the body, the life cycles of a number of animals, the structure of plants and how to carry out an investigation systematically.
13. Progress in the use of information and communication technology, through both key stages, is unsatisfactory and standards are below national expectations. The rate of progress more frequently relates directly to the pupils' access to computers at home. The lack of progress of most pupils is due mainly to the under-use of the available equipment in school.
14. In religious education, progress is satisfactory through both key stages. By the age of seven, the pupils are familiar with the features of the local church and of the meaning of such festivals as harvest. They

know some of the features of significant occasions, for example Christian and Hindu weddings. At the end of Key Stage 2, they have a sound understanding of a range of scriptural stories, predominantly from the Bible, but also from other faiths. They know about significant rites of passage and celebration. Religious education gives good support to the provision for the pupils' spiritual, moral, social and cultural development.

15. Progress is good in physical education and music at both key stages, in art at Key Stage 1 and geography at Key Stage 2. Progress in history at both key stages and in geography at Key Stage 1 is satisfactory. There was insufficient evidence available to make a judgement, at either key stage, of the progress in design and technology. Progress in music and physical education is greatly assisted by the use of 'specialist' teachers, and is very well supported by a good range of extra-curricular activities. The use of field studies, for example the visit to Freiston, has a positive impact upon progress in such subjects as geography and science.

18. **Attitudes, behaviour and personal development**

16. Throughout the school pupils have good attitudes to school and to their work. Their behaviour and personal development are good and relationships with each other, with their class teachers and other members of staff are very good. This gives them a very positive experience of school and has a beneficial effect on attainment and progress. The good quality of pupils' response has been maintained well since the last inspection.

17. The children who are under five years old in the reception class are keen to learn and respond well to the opportunities to make choices and work collaboratively. Their enthusiasm was evident in a discussion of favourite things when they contributed a good range of relevant and useful ideas. Their behaviour and development of personal and social skills are good.

18. In both key stages, pupils' attitudes to their learning are consistently good. They are enthusiastic and inquisitive, listen attentively to their teachers and willingly volunteer answers to questions. For example, in a Year 3/4 geography lesson examining weather in St Lucia, pupils demonstrated a high level of interest and enthusiasm. In all classes, pupils sustain concentration for long periods and respond well when given opportunities to make choices. They also persevere well and most pupils try hard to complete their tasks. This was particularly evident in a Year 2 science lesson about toys that move when pupils showed a strong desire to do well and worked hard to achieve the objectives of the lesson. Pupils have the confidence to ask and answer questions, to express their own ideas and to contribute to discussions. In a Year 1 literacy session, for example, pupils made sensible contributions to the discussion of the 'Dogger' big book story. Pupils are well motivated by the system of rewards and try hard to achieve recognition for their good work. The last inspection report judged that pupils' independent study skills were undeveloped. Although the school has made limited progress in increasing the opportunities for pupils to develop these skills, this has yet to make a significant impact on this aspect of pupils' development.

19. Pupils' behaviour in class and around the school is good which confirms the view expressed by the majority of parents prior to the inspection. They play and work well together supporting each other in many different activities despite the sometimes cramped conditions. Pupils understand the school's expectations of behaviour and discipline and respond positively. They move around the school in a sensible and orderly manner and behaviour in the hall and dining area during the mid-day break is generally very good. No bullying or harassment was observed during the inspection and there have been no exclusions.

20. Pupils with special educational needs are interested in their work and sustain concentration for an appropriate length of time. They persevere with their work and are well motivated. Their behaviour and personal and social skills are good.

21. Relationships between staff and pupils and between pupils are very good. This contributes to the happy

and caring atmosphere in the school and allows pupils to concentrate on their learning. They readily recognise the achievements of others and work constructively in groups and pairs. They share ideas and listen to the opinions of others. During the winter months when pupils are confined to the hard play areas at playtimes and at mid-day, space, particularly on the Key Stage 2 playground, is limited. The majority of pupils cope with these constraints with good humour and tolerance.

22. Pupils' personal development is good. They are polite to adults and to each other and converse sensibly and confidently with visitors. They are trustworthy and take good care of apparatus, books and materials. They clearly understand the difference between right and wrong. All pupils respond well to the opportunities to take responsibility and carry out their classroom and school jobs in a sensible and increasingly mature fashion. Year 6 pupils are conscious of the need to set a good example to the younger pupils and keep a watchful eye on their welfare. Pupils take pride in representing the school in sporting activities and they take full advantage of the good range of extra-curricular activities and visits. As a result, they develop a good sense of teamwork and fair play. During their time in school, the pupils develop into sensible and mature young people with good attitudes to the discipline of learning.

25. **Attendance**

23. The children who are under five years old arrive at school happily and on time. Their attendance, although not statutory, is very good.

24. Pupils' attendance is very good. The level has been maintained consistently since the last inspection and is well above the national average. This has a positive effect on pupils' attainment and progress. Authorised absence is just under 4 per cent and there is no recorded unauthorised absence. Most of the absence relates to illness, but there are a significant number of pupils who are absent from school on holiday. In some instances, the period of absence over the school year is greater than the concessionary ten days. All holiday absence has been authorised at the discretion of the headteacher. Pupils like coming to school and arrive promptly and ready to start work. The registration process is quick and efficient and lessons start on time.

27. **QUALITY OF EDUCATION PROVIDED**

27.

Teaching

25. The overall quality of teaching in two thirds of the lessons is at least good, with eleven per cent being very good. In the under-fives the proportion of good teaching rises to three-quarters. No unsatisfactory teaching was observed. This is broadly in line with the findings of the previous inspection. Teaching in the literacy hour is consistently good. In the numeracy hour there is a wider range in quality but with some examples of very good teaching.

26. The overall good quality of teaching of the children under five ensures that they make good progress. The teachers have appropriate expectations for the children's behaviour, plan appropriately to the Desirable Learning Outcomes until the children are ready to begin work on the National Curriculum and have a good understanding of how children under five learn. For example, the teachers ensure that there is a good balance between group and whole-class activities. They effectively raise the confidence and self-esteem of the children by very good use of praise. The teachers also maintain a calm and ordered atmosphere. Good records are kept by the teachers and support staff of, for example, the children's progress in word recognition. They provide stimulating and suitable opportunities for the children to explore the world around them, develop small movements, such as the handling of scissors and pencils, and running, jumping and throwing skills. Teachers are unable to plan for outdoor activities, such as climbing and balancing, owing to a lack of suitable facilities. The teachers provide a wide range of opportunities to support the children's creative development.

27. The teaching of pupils with special educational needs is good in both key stages. Teachers and support

staff make regular assessments of pupils' identified individual targets and use this information successfully to inform planning and support the next stage of learning. For example, the special educational needs co-ordinator is currently trialling additional diagnostic tests to be used within school helping to clarify pupils' specific weaknesses. Individual education plans are predominantly and correctly for language development but with insufficient emphasis on other subjects. Teachers' planning for higher attaining pupils is inconsistent throughout the school and consequently work provided often lacks sufficient challenge.

28. As with children under five, the Key Stages 1 and 2 teachers have a good knowledge and understanding of the subjects they teach. The exceptions are information and communication technology where a number of teachers still lack confidence in the subject and in religious education where there is some insecurity of knowledge. This is similar to the findings of the previous report. Where teachers have particularly good subject knowledge and the school uses them, on occasions, especially at Key Stage 2, in a 'specialist' capacity in subjects such as music and physical education, the pupils make good progress. Progress is also greatly assisted by the high expectations the teachers have for pupil behaviour, the presentation of work and for the extension of technical language in subjects, for example 'ebb tides' in geography and, in science, such terms as the 'ventricle' when studying the circulatory system. Use of such language by the teachers, when appropriate to the age and development of the pupils not only extends vocabulary but also provides considerable motivations as they enjoy using 'grown-up' words.
29. Opportunities for accurate and easier assessment of pupils' progress, in subjects other than English and mathematics, are frequently missed owing to the nature of planning by some teachers at Key Stages 1 and 2. There is an effective whole-school approach to both long and medium-term planning, both of which essentially deal with the subject coverage of what is to be taught. However, subsequent planning does not deal, with precision, with what the pupils are to learn, making it difficult to assess whether or not they have attained the desired outcomes, for example planning to teach 'the skeleton'. Such planning also does not identify what pupils of different levels of attainment are to learn, particularly the higher attainers. Planning for the under-fives is satisfactory.
30. All the teachers organise their classes well and use a range of methods to suit the purpose of the activity. The teachers are particularly good at involving all pupils in discussions and question and answer sessions. They build effectively upon the pupils' previous knowledge and understanding and, where the teaching is good, ensure there is time available for a concluding session where there is consolidation of the work or activities carried out during the lesson. Most teachers achieve a good balance between whole-class and group or individual activities. However, few opportunities are found for the pupils to develop independent learning skills and the library is under-used for this purpose as are many of the computers. The good management of the pupils by the teachers is typified during the swimming lessons and the introductory sessions of the literacy hour. In both examples, the teachers enjoy good relationships with the pupils but achieve high standards of discipline. As a result, every precious moment at the pool is used safely and effectively and in literacy it ensures full opportunities for participation, with good progress being made by the pupils as a consequence.
31. The overall use of time and resources by the teachers is satisfactory. Most of the lessons proceed at a reasonable pace, but sometimes the introductions are too long, as in a number of mathematics lessons, therefore leaving insufficient time for tasks to be completed, despite the effective deployment of the resources and good use of adult support. Most teachers make effective use of the time available by moving around to intervene in pupils' learning, posing stimulating open-ended questions and reinforcing the nature of the task; rarely did teachers move around the class simply exhorting pupils to remain on task. The teachers and the support staff work very well together and this has a positive impact on standards. The quality of day-to-day assessment of the pupils is good, as the teachers know their pupils well. Assessment is aided by the effectiveness of the teachers' question and answer skills. Most of the pupils' work is marked regularly but the marking is variable in quality. In the best, particularly at Key Stage 1, targets are set for future learning. Homework is currently set on an informal basis and where used has a positive impact on pupils' learning. A new homework policy forms part of the new home/school agreement. The full impact of this is yet to be felt but a number of parents favour a more formal structure to the pattern of homework.

34. **The curriculum and assessment**

32. The school provides its pupils with a broadly based curriculum. All the subjects of the National Curriculum are taught and the school makes good provision for pupils' spiritual, moral, social and cultural development. The curriculum for religious education meets the requirements of the Lincolnshire Agreed Syllabus for religious education. Insufficient time is given to the teaching of information technology and pupils are unable to reach the required levels of competence in the subject by the time they leave the school.
33. The school provides a well-balanced curriculum for children under five that enables them to make good progress in all areas of learning, but there is insufficient provision for outdoor activities, such as climbing and balancing.
34. The teachers in Key Stage 1 and 2 use the National Curriculum as a guide for teaching all subjects, and the school fully complies with the requirements of the National Curriculum. It makes appropriate provision for teaching sex education and provides a programme of study related to drug awareness. The acts of worship comply with statutory requirements. All pupils have equal access to the curriculum and the school now has a policy for equal opportunities. The National Strategy for Literacy is well established throughout the school and pupils in Key Stage 2 work in ability groups for their literacy lessons. The National Numeracy Strategy has been implemented this term. The rolling programme for most subjects of the curriculum in Key Stage 2 and the sequence of topics in Key Stage 1 ensure that the curriculum is broad. However, as there is no system for a regular analysis of the development of understanding and skills in some subjects, this leads to an imbalance within each year group or from year to year, for example the development of a sense of chronology in history. There is also no formal system to enable subject co-ordinators to adjust the curriculum to meet the needs of all pupils.
35. The curriculum provision for pupils with special educational needs is satisfactory and fulfils the requirements of the Code of Practice. Individual education plans are regularly reviewed and discussed by class teachers, parents where possible, and the special educational needs co-ordinator. However, work in class lessons less frequently reflects the targets written on pupils' learning plans. All pupils with special educational needs benefit considerably in lessons from the very good support that they receive from non-teaching assistants who feedback well to teachers on the pupils' performances. This was observed working particularly well in the additional literacy support lessons with Year 3 pupils.
36. The school has outlines for the content of the curriculum for the lower and upper school and there are now schemes of work for each subject. The teachers plan work for each half term using the rolling programme of topics as a basis. The schemes of work are used to plan the content of the lessons in more detail. The lack of monitoring of the teachers' planning for each subject means that the curriculum is not sufficiently structured to guarantee continuity and progression throughout the school. The teachers' weekly planning effectively identifies some learning targets for pupils of different levels of attainment for literacy and numeracy, but most other planning identifies the content of the lessons rather than what pupils will learn. There are no clear targets that identify what pupils should know by the end of each theme or year. This makes it difficult for teachers to provide sufficient challenge to enable all pupils to make appropriate progress. Although the headteacher makes sure that teachers' planning matches the school's overall curriculum map, the subject co-ordinators are currently not in a position to monitor the planning and teaching of their subjects. There are no systems for the identification of any strengths or weaknesses in the provision other than the subject reviews that take place generally over a three or four year cycle.
37. A good range of extra curricular activities is provided for the pupils. Pupils have good musical and sporting abilities and the variety of musical and sports clubs have an impact on pupils' standards. The school has a deservedly good reputation for sporting success and musical awards. Teachers give a great deal of their time to enable pupils to enjoy this success. The school makes good use of the local environment and educational visits to support the curriculum. For example, the week before the inspection, Year 6 had a residential visit to Freiston Hall Study Centre.

38. When children start school their abilities in literacy, numeracy and their personal development are assessed. The teachers in the reception classes have sound systems for assessing the children's progress in all the areas of learning. These assessments are systematic and thorough. The school uses standardised tests for English and mathematics to measure pupils' attainment throughout the school. The statutory tests are carried out at the end of each key stage and the school now uses voluntary standard assessments in Years 3, 4 and 5. The teachers are beginning to use these to set targets for their pupils to achieve by the end of each key stage. Other tests for spelling, reading and numeracy are set at regular intervals. All these procedures represent an improvement on the findings of the last inspection. Teachers use their own assessments to test if pupils have mastered the work they have been taught for some aspects of English and mathematics, for example pupils have spelling tests. These assessments are at the discretion of individual teachers. Some teachers assess what their pupils have learnt at the end of a module of work but there is, however, no consistent practice for assessment beyond the standardised tests. There is also no whole-school approach to the recording of the successes and failures in the subjects taught and no strategies to amend the curriculum in the light of experience or to accommodate the different levels of attainment year to year. Assessment procedures and the use of assessment to inform curriculum planning are unsatisfactory in Key Stages 1 and 2.

41. **Pupils' spiritual, moral, social and cultural development**

39. Overall the provision for the pupils' spiritual, moral, social and cultural development is good and an area of strength in the school. There have been significant developments in the provision for the pupils' cultural development since the last inspection, for example the close link with an American school. This is an important improvement as a key issue in the previous report required a greater focus on this area of the pupils' development.

40. The provision for the pupils' spiritual development is good. The principal means of promoting it are the regular, well-planned, enjoyable and thought provoking acts of collective worship. In addition opportunities are provided through the curriculum, in religious education when values and beliefs from a variety of traditions are explored. The pupils are also given opportunities for expressing their ideas and feelings through the creative arts subjects such as music, art and dance. Opportunities for personal self-discovery are provided in the trips and visits the pupils make. Especially important in this respect is the residential trip to Freiston, while the visit to Lincoln Cathedral is also significant for many of the pupils. Participation in festivals and singing competitions also supports this provision.

41. The provision for the pupils' moral development is also good. The well-planned behaviour policy and its careful implementation ensure that pupils are given opportunities to explore why some actions are acceptable and others are not. The necessary control of the pupils by staff is accompanied by explanation so that pupils can learn how to differentiate between right and wrong. The encouragement by the staff of courteous behaviour and good relationships between pupils further supports the provision for moral development, as the pupils have good role models, both from adults and from older pupils, to follow.

42. There is good provision made for the pupils' social development. The school is seen clearly as a focus for community activity and the social responsibility displayed by the staff and other adults involved provides the pupils with examples of how communities function, how society is organised and how they could play a part. Older pupils are expected to support the younger ones, to look after them in the playground and around the school and to help serve meals. The school supports community events and activities, especially through the Church. Particularly at Christmas, the school supports and entertains the elderly with music and other entertainment. The pupils are also encouraged to care for the environment in general and of the school in particular. The school also supports a number of charities each year and in this way the pupils are encouraged to support those people in society who are in need.

43. The provision for the pupils' cultural development is now good. They are introduced to a range of literature from a wide variety of different cultural sources. The pupils study the work of a range of artists and copy their work, learning about them as they do so. They hear and respond to music from a variety of cultures, including dances from many different areas. The school invites visiting theatre companies and takes the pupils to performances of plays in local secondary schools extending the pupils' experience of drama mainly from their own cultural traditions. The pupils have a first hand experience of other cultures in the contacts that have been made with a school in Pennsylvania in America where they are in

correspondence with pupils of their own age.

46. **Support, guidance and pupils' welfare**

44. The provision made for the support, guidance and welfare of pupils is satisfactory overall. The caring environment identified in the last inspection has been maintained well and the minor weaknesses have been addressed.
45. The children who are under five years old enjoy their time at school and are well cared for. There are good systems for recording and monitoring the progress and personal development of the children and appropriate strategies to deal with any disputes that occur between the children. There are good opportunities in the morning for parents to pass on any immediate concerns to members of staff and this ensures that these young children have a positive and happy experience of school life.
46. At Key Stages 1 and 2, the procedures for monitoring academic progress based on the collation and analysis of test results are satisfactory. However, with the exception of English and mathematics, procedures for monitoring academic progress on a day-to-day basis are inconsistent and lack a formal structure. Class teachers know their pupils very well and, in practice, this provides a satisfactory level of academic support over the short term. However, the inconsistency of the procedures limits their effectiveness in promoting the progress of individual pupils as they move through the school. The very good relationships between class teachers and their pupils ensure that their behaviour and personal development are monitored effectively. Statistics in attendance registers are kept up-to-date by class teachers and any significant drop in attendance or persistent lateness would be highlighted at an early stage. The award of the weekly class attendance cup for Key Stage 2 and certificates for 100 per cent attendance are effective motivators and contribute to the consistently high levels of attendance.
47. Liaison with external services such as speech therapists and the Learning Support Service is good. It enhances provision significantly for pupils with special educational needs by providing good quality advice and additional materials when required. There is some planned liaison time on a termly basis, but informal discussions take place often at the beginning and end of sessions in staff's own time.
48. The effectiveness of the school's measures to promote discipline and good behaviour is evident in the consistently good standard of behaviour in class and around the school. This helps to create a purposeful climate for learning and has a positive effect on attainment and progress. Staff encourage good behaviour by the effective and mostly consistent use of praise and pupils clearly understand the difference between acceptable and unacceptable behaviour. Whilst no instances of bullying were observed during the inspection, both parents and pupils consider that the school handles such incidents quickly and fairly. Pupils know the importance of talking to an adult when concerned about this.
49. The school's provision for promoting the health, safety and well being of pupils is satisfactory overall. There are good induction procedures into the reception class, which ensures that the children settle quickly. Transfer to secondary education is managed well and pupils are well prepared for this stage of their education. The headteacher is responsible for child protection and has received appropriate training. Staff awareness of this aspect of care is good. There are effective health and safety procedures, which include regular checks by governors and staff and the headteacher presents an annual health and safety report to the governing body. Supervision during the lunch period is good and the atmosphere in the dining hall is sociable and civilised. There is congestion on the Key Stage 2 playground with which pupils have learned to cope. The use of this space is not governed by any rules and boisterous ball games tend to dominate. This inevitably infringes on the space available for those pupils wishing to pursue other quieter activities. The hot meals provided are of good quality and are enjoyed by the pupils. Provision for first aid is good. Pupils receive appropriate sex education and are given good information about the harmful effects of drugs. Fire drill is carried out every term, a record is kept and evacuation is effective. All classrooms have a designated fire exit, but none of these doors have a push bar or pad mechanism. Owing to the cramped conditions in some of the classrooms, a number of fire exits are

partially obstructed. This is particularly evident in the reception class. The caretaker and cleaner ensure that the building provides a clean and safe environment for pupils and staff. During their time in school the pupils are well cared for.

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

50. The school has maintained a good relationship with parents and very good links with the local community since the last inspection. There is a commitment from both parents and staff to work together for the benefit of the children. Evidence from the parents' questionnaire and the meeting prior to the inspection supports this view.
51. The quality of information provided for parents is satisfactory overall. The prospectus gives a comprehensive and practical introduction to the school and the annual governors' report for parents is a useful and interesting account of the school's achievements and activities. There are three open evenings during the school year, two of which provide opportunities for parents to consult formally with staff about their children's progress. The third takes place after parents have received the annual report. This has a less formal structure, but parents are able to make arrangements to talk to staff on this occasion to clarify any issues arising from the report. The annual reports give parents good information about what their children have learnt during the year and many highlight particular strengths and weaknesses with implied and explicit targets for improvement. Reports for Years 2 and 6 include the results of the standard assessment tests, together with a leaflet explaining them in more detail. Talks with parents and evidence before the inspection indicates that staff are very welcoming and always make time to talk to parents to address any concerns they may have.
52. Parents of pupils with special educational needs are kept well informed of progress regularly and are invited to attend all reviews. The school has good relationships with all external agencies. The psychologist has been a very valuable support in providing more diagnostic information on specific pupils. A termly meeting of external support agencies with school staff is effective in keeping communication and planning arrangements successful.
53. Parents receive regular letters and newsletters, which keep them up-to-date with activities in the school. They were consulted about the draft home/school agreement and have had the opportunity to attend a presentation on the introduction of the literacy strategy. They do not, however, receive any information about what their children are to be taught during the term. This was mentioned in the last inspection report and the situation remains the same. Prior to the inspection a number of parents expressed their concern at this lack of information. They had similar concerns about the lack of clarity concerning homework provision. However, the school has recently formulated a homework policy and will shortly be in a position to communicate specific information about what is expected from the children to their parents. Parents help their children at home with reading and the reading diaries, particularly for the younger children, provide a useful channel of communication between home and school. Several parents help regularly in school and there are many volunteers to accompany visits. The Saxilby School Association successfully raises funds through the functions it organises which are well supported. The funds are used to pay for the transport for swimming as well as supplementing resources in the school.
54. The school has very good links with the local church and community. The children participate enthusiastically in a range of sporting competitions with other schools. They take part in music festivals and play a full part in church activities. They entertain the elderly community at Christmas time. Local businesses sponsor the football and athletics teams and many generously donate raffle prizes. The children raise funds for local and national charities and have a mutually beneficial relationship with an elementary school in Pennsylvania. The children visit amenities in the local area in support of their learning and the village newspaper, 'Fosse Focus', regularly features school activities. These links enhance pupils' understanding of the wider community.

THE MANAGEMENT AND EFFICIENCY OF THE SCHOOL

57. Leadership and management

55. The headteacher provides clear educational direction for the pastoral aspects of the school's work. There are effective systems to encourage pupils to look care for and respect each other. The senior management and subject co-ordinators have clearly defined roles and carry out the duties defined in their job descriptions effectively. The special educational needs co-ordinator, although only recently appointed to the post, works hard to ensure that pupils' needs are appropriately assessed and that effective support programmes are in place. The governors have a satisfactory overview of special needs provision. They are involved in the appointment of support staff and receive regular reports concerning special education needs at governors' meetings. The governors are closely involved in discussions about school development after the draft plan has been drawn up by the headteacher and deputy headteacher. The governors are well informed about the strengths and areas for development of their school, but rely on the headteacher and teacher governors to identify and report on educational issues. The governing body complies with statutory requirements and makes suitable provision for pupils under five, except for their physical development.
56. The headteacher is responsible for the majority of the monitoring of both teaching and the curriculum planning. The monitoring of teaching is informal and the headteacher relies on the fact that many of the teachers have had many years' experience in the school. The headteacher examines the teachers' planning for each half term and their plans for the week. The co-ordinators carry out their duties of updating resources and providing informal support when requested. The literacy and numeracy co-ordinators have provided training for the national strategies. Subject co-ordinators do not currently monitor the teachers' planning, rarely examine pupils' work and do not have opportunities to monitor the teaching of their subjects. This was a key issue for action after the last inspection and it has not yet been fully resolved. As a result, there is some lack of coherence in curricular provision for each subject with the exception of the national initiatives of literacy and numeracy. The management has not ensured that the curriculum for each year is planned to enable all pupils to achieve their full potential by systematically building on the pupils' skills from year to year. There is a rolling programme of reviews for subjects, usually over a three-year period, but no formal framework for more regular appraisal of the curriculum. There is a governor appointed to oversee each subject of the curriculum, which is a useful initiative, but the governors rely on the school staff to inform them about their subjects.
57. The school has responded satisfactorily to most of the key issues raised in the last report, for example schemes of work have been written and provision for the cultural development of the pupils is now good. However, diagnostic assessment to inform planning is not fully in place and monitoring of teaching and the curriculum is currently under-developed. An effective analysis for improving independent learning was carried out but the outcomes are not yet fully implemented. With improved monitoring of teaching and the curriculum and a more systematic and careful analysis of what individual pupils need to do in all subjects in order to improve, the leadership and management of the school is capable of improving the performance.
58. The school has broad aims that are geared towards the well being of the pupils. This is an orderly community where pupils are secure and well cared for. The good provision for physical education and music, including the extra-curricular activities, support the aim to provide for the all-round development of the individual child. The school is very successful in fostering links with parents and the local community. The aims include an implied but not overtly stated commitment to high achievement and there is no specific policy or provision for higher attaining pupils made in planning.
59. The school development plan has a good overview of the previous plan, development for the next three years and priorities for this academic year. The draft plan is discussed with teachers and governors before it is finalised. It includes the development of the National Numeracy Strategy and a review of the first year of the Literacy Strategy, in line with national initiatives. The school is building up a profile of each pupil's attainment in statutory and non-statutory tests in order to set targets for English and

mathematics for individual pupils and year groups. The development plan includes the analysis of the assessments made of each child on entry to the school in order to track progress. Other aspects of the development plan include achievable targets for this year, and it has detailed costing and success criteria for the development targets. It is a sound development plan, sufficiently matched to the school's perceived needs, with termly and annual procedures for review, detailed links to the school budget and implications for time and personnel.

60. The school promotes good behaviour, very effective relationships between pupils and their teachers and positive attitudes to work. There is now a policy for equal opportunities, all pupils have access to the curriculum and appropriate access to the extra-curricular activities, and they make good progress. The school's ethos is good.

61. Routine administration is carried out effectively, with good lines of internal communication. This has a positive impact upon attainment, for example by ensuring adequate resources are always readily available. The governing body now fully meets its statutory requirements.

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

62. Teaching staff have a wide range of expertise and experience, which satisfactorily meets the demands of the National Curriculum and the Desirable Learning Outcomes for the under-fives. There is, however, some lack of confidence in aspects of information technology and religious education. Some Year 3 pupils benefit particularly from a part-time teacher who provides good quality literacy support. Another part time teacher is used effectively to teach religious education at Key Stage 2. Job descriptions are in place and for subject co-ordinators helpfully focus on a set of key tasks to be completed over the year. There is no current appraisal system operating within school, mainly due to tight financial pressures, but also pending receipt of new guidelines.

63. Special educational needs support staff and classroom assistants play an important part in the life of the school. They are deployed effectively across the school to support individual needs and particularly at Key Stage 1. Classroom assistants offer good quality models of learning for the pupils. They are efficient, well organised and able to work well under their own initiative. They are well involved with classroom planning and provide valuable feedback on pupil performance to the class teacher. They have attended a range of relevant courses, both in school and personal time, which further enhance their contribution to the school. The caretaker, secretary and midday supervisors also have a very beneficial impact on school life.

64. Arrangements for the professional development of staff are satisfactory. Training is related to the priorities of the school development plan initially and, where possible, to the needs of individual staff. Support staff are also offered training, where appropriate, to enhance their skills. Newly qualified staff have benefited from a good induction programme, and a mentor provided regular guidance and help.

65. The accommodation is currently unsatisfactory because of the cramped conditions within many classroom areas. This impacts upon the school's ability to deliver the curriculum effectively, for example the lack of space to carry out practical activities. There is also no outdoor play area for the under-fives. This results in under-provision for opportunities for children to balance and climb and explore the outdoor environment. The collection of wheeled vehicles used occasionally within the small courtyard is insufficient for children's use. The reception class accommodation is crowded, restricting both adults' and children's movement within the space provided. In one Key Stage 2 classroom pupils have to work on a computer at the entrance to the room and once the whole class are in working there is little space for movement, restricting opportunities for practical activities such as art and technology. However, there is a large area adjacent to the reception classroom, which is used infrequently.

66. Computer usage and access across the school is not well utilised. The bank of four computers in the Key Stage 2 shared area is under used as a resource. Although the computer equipment has been timetabled since the previous inspection, this has not resulted in significant increased usage and remains a

weakness.

67. The library is small and insufficient in size to house more than a small group of pupils. During the inspection, the library, although used frequently for special needs work, was under-used as a learning resource, both for study skills and independent research opportunities. This aspect has not improved since the previous inspection. The school has conducted audits of space, particularly in shared areas over past years, but because of the need to leave thoroughfares this has not resulted in increased use of space. The outside environment, including the grassed and hard areas, is well used for a range of physical development and sporting activities. A rolling programme for decoration has been suspended due to financial restrictions and areas such as woodwork and paintwork on the hall windows are beginning to show serious signs of wear and tear.
68. Classrooms are enhanced by colourful displays, which are well mounted and labelled. The hall provides good accommodation for physical education, music and dance lessons as well as for assemblies and at lunchtimes. It provides a base for a range of extra-curricular activities.
69. Resources are adequate overall. Storage is difficult with assorted cupboards and shelving being used throughout the building. These are difficult to locate and keep tidy. In subjects such as music, physical education and religious education, resources are good. Some library, reading materials and classroom textbooks are dated and worn.
70. The school is kept clean and well ordered by the caretaker and cleaning staff.
73. **The efficiency of the school**
71. The report of the last inspection of the school made a number of positive comments about the effectiveness of the management and the financial prudence that was displayed. The key issue requiring the review of the use of non-contact time to permit co-ordinators to monitor their subjects in order to share good classroom practice is not yet fully resolved.
72. The governing body, advised by the finance committee and the headteacher and senior management team, effectively manages the long-term financial planning of the school. The budget is prepared by the headteacher, in consultation with the staff, and shared with the finance committee who, after adopting it, commend it for acceptance by the governing body. It is also related to the school development plan, which initially is not costed. When the budget is finally made and the income of the school determined, the development plan is prioritised and costed. In most cases decisions are related to external pressures and the availability of uncommitted funds.
73. The day-to-day management of the school's finances, purchases, payments and dealings with the local education authority finance section are carried out efficiently by the headteacher, ably supported by the school secretary. All the procedures adopted are those officially recommended, and they are followed effectively so that financial clarity is maintained. The finance committee and the chair of governors are kept informed of the financial situation by regular financial statement at least every half term, and more frequently when financial matters need discussing. This ensures careful financial oversight.
74. The funds received by the school are carefully managed. The school's income is lower than the national average, and the school maintains a lower than average (one per cent of income) contingency fund. The governing body is involved in planning to meet possible increases in school numbers following the building of a number of houses in the village. The situation is unclear and the possibility of a deficit budget with planned repayments over a period of time has been agreed with the local education authority to cover the costs of furnishing and staffing a new mobile classroom to house an extra class should it become necessary. The costs would be incurred long before the school would feel any financial benefit from extra numbers.
75. The delegated funding for pupils with special educational needs is used effectively to finance a number

of support assistants. These staff members provide good value for money and use their skills and dedication efficiently to support pupils' needs. It also makes good use of supplementary support from the Friends of the School who discuss with the headteacher and the governing body what the funds they raise should be used for. All these funds are efficiently audited, and the accounts carefully maintained. No spending is above the average percentage of the whole budget as spent by schools nationally. The financial situation of the school is such that financial management is reactive to external situations rather than planning for a variety of possible situations.

76. The school has adequately financed recent National Curriculum initiatives, but there is no long term financial planning to cover likely future developments in, for example, information technology.
77. The distribution of the staff among the classes and year groups makes good use of their strengths, and the use of non-teaching classroom staff is also well done. This contributes significantly to the good standards of education that are maintained.
78. The accommodation is generally well used, but some areas of under use, such as the library and common areas between classrooms indicate the lack of an audit of the use of space to identify possible improvements in its efficient use. There is also overcrowding in some of the classes. The computers sited in common areas are even less efficiently used than those sited in the classrooms. Learning resources are generally well used, some, such as the older English resources, are due for updating and replacing.
79. All the recommended financial controls, check and balances are in place. The funds are audited efficiently and any auditor's recommendations followed swiftly. The day-to-day administration of the school is carried out carefully and efficiently. Records are kept up to date and returns are made on time.
80. On the basis that:
 - standards in the core subjects of English, mathematics and science taken together over the last four years have been above the national average;
 - good progress is generally made through the school;
 - the overall quality of teaching and pupils' general response are good;
 - the cost per pupil is low and well supported by effective financial planning;

the school offers good value for money.

PART B: CURRICULUM AREAS AND SUBJECTS

AREAS OF LEARNING FOR CHILDREN UNDER FIVE

1. The school's provision for children under five comprises of one reception class and one mixed Year 1 and reception class admitting children, initially on a part time basis, prior to the start of the year in which they are five. At the time of the inspection there were 26 children in the reception class and eight under-fives in the mixed age class.
2. On entry to the reception classes, children's attainment covers a wide range but is above average overall and a significant number of children are working above the levels expected by the Desirable Learning Outcomes and have transferred onto the National Curriculum Programmes of Study. This is particularly true in the mixed age class containing older reception children. The majority of children have attended locally based pre-school provision and liaison is good between these providers and the school, with staff visits taking place. All children are invited to visit during the summer term and parents complete a helpful profile, indicating their child's level of skill development prior to school entry.
3. Progress by children in the reception classes is good and are in line to attain levels above those normally expected of children under five. This is due to the very enthusiastic level of the children's response to activities and an effective and well structured curriculum taught and delivered to a good standard by both teaching and non-teaching staff.

86. Personal and Social Development

4. Children show good levels of confidence in the ways in which they interact with each other and supporting adults. They work well co-operatively on tasks such as sharing construction kits to assemble railway tracks and build a range of wheeled vehicles. In the home corner two children planned a party effectively by deciding which food to place on the table and relating their own experiences about past birthday celebrations. Children approach all learning tasks with enthusiasm, showing their eagerness to explore new challenges. Opportunities to show their ability to initiate ideas and to solve practical problems are less well developed. Although activities are well balanced, enabling skills to be practised and refined, there are too few opportunities for pupils to select materials independently for a task. Children change their shoes quickly for physical education sessions and use the hall space effectively. Children discuss caring for animals and the need to provide them with appropriate living conditions, for example, one child spoke about her experience of tadpoles being left in a garage and overheating, causing them to die.
5. Overall, teaching in this area of learning is good. Teachers and non-teaching staff work very effectively together, planning the curriculum carefully and complementing each other's expertise. There is a good balance between whole class and group activities. All staff make very good use of praise to encourage children to try hard to raise their self-esteem and promote confidence in learning. Staff control children effectively and explain expectations of behaviour thoroughly. There is a calm, ordered atmosphere. At times this is too adult directed, not leaving sufficient opportunity for self choice and developing reasoning skills.

88. Language and Literacy

6. On entry to the reception classes the majority of children have well developed speaking and listening skills and make good progress within school. They listen attentively to adults and frequently well to each other. They use a growing vocabulary to express thoughts and convey meaning, for example a group of children are able to talk animatedly about animal homes. They know that bats live in caves or sometimes cathedrals, and trap door spiders and tarantulas live underground.
7. Higher attaining pupils read simple books with growing expression and fluencing, showing enthusiasm and confidence. They recognise a range of sounds and letter names and link them to selected objects, for example, they were able to name 'magnet' and 'mole' as belonging to the 'm' word family.
8. Lower attainers have more difficulty with relating sounds to objects, for example inappropriately

mistaking the 'moon' for a 'banana'. However, the lower attaining pupils also show a positive response to reading and can recognise up to 20 sight words independently. They re-tell a story book using appropriate picture clues and follow the sequence of events well.

9. In writing, higher attaining pupils write their own names independently, show developing awareness of letter formation and increasingly confident and accurate pencil control. Structured opportunities for emergent writing for these children are currently undeveloped. Lower attainers copy write over dotted lines and make good attempts at following lines through simple mazes.
10. The quality of teaching in this area is good. Specific activities to promote children's language and literacy are carefully planned and there is a good on-going assessment of children's achievements in these aspects, for example, good records are kept of letter, sound and word recognition. These assessments are used successfully to inform planning of the next stage of children's learning. Adults' time is taken up hearing individual children read on a daily basis where possible. Questioning is clearly focused and adults take good advantage in the rest of the curriculum to reinforce children's speaking and listening skills, for example, in dance and music lessons when the children are encouraged to describe their movements and actions clearly.

93. **Mathematics**

11. Higher attaining children recognise and count numbers to 20. They have secure one to one correspondence to ten and can form these numerals correctly. They recognise simple shapes such as circle, square, triangle and rectangle and understand language associated with shape, position, size and quantity. They order numbers quickly to ten.
12. Lower attainers can recognise numbers to three and can overwrite over the teacher's example. All children enjoy joining in with simple number rhymes such as 'Five Little Ducks'. They enthusiastically fill plastic bottles of varying sizes in the water tray linked to the '10 Green Bottles' rhyme. They also enjoy counting the baby frogs swimming behind the adult and in the water tray. Children show that they can add and subtract numbers in practical situations, but do not yet record this formally on paper. Computer programs are used as an additional self choice activity for children to count and match numbers to nine and to match simple pattern sequences, which they did, with some adult help.
13. The quality of teaching is satisfactory overall. Teachers have sound knowledge of how to teach mathematics and satisfactory use is made of equipment and practical activities to allow children to become familiar with numbers and other mathematical ideas. Staff effectively reinforce children's mathematical understanding in other areas of learning, for example, in the assembling of the paper pig, children discuss the names of simple shapes and their position on the paper.

96. **Knowledge and Understanding of the World**

14. Children talk in good detail about their homes. Some know their address in detail, whilst others can only remember the number of their house. Following the work covered on 'Houses and Homes' children describe the differences between a bungalow and a house. They show a good level of interest in animal homes and one child described well the bee collecting nectar from flowers in order to make honey back in the hive. The children show good levels of scissor control, for example, a group of children cut carefully around three different shapes to assemble a paper pig in their workbook. They cut around corners and curves with a good level of skill and adaptation of hand control. With adult help, children cut, stick and print the houses of the 'Three Little Pigs'. Children successfully manipulate a range of figures into playground scenes and engage in a variety of imaginative play scenarios. On the computer children use a keyboard to select appropriate letters and numerals and use the shift and return keys.
15. The quality of teaching is good. Teachers provide a good range of opportunities for children to discuss and explore the world around them. They link activities well with other areas of learning such as language and literacy and the story of 'The Three Little Pigs'. The study of 'Houses and Homes' enables children to learn effectively about materials used in homes, differences in style and location and much about animal homes and lifestyles.

98. **Physical Development**

16. By the age of five children are in line to achieve the levels expected. Their progress in the development of small movements, such as handling pencils, jigsaws, scissors and in manipulating buttons and other items of clothing when dressing and undressing is good.
17. In physical education and dance lessons pupils move confidently using space effectively within the school hall. In the 'traffic lights' game they follow instructions well, stopping and running according to colour given. They change direction well, whilst running around hoops. Most children can throw bean bags accurately, both over and under arm. In dance, children successfully perform a range of movements, for example striding, sliding, jumping, shuffling and galloping were all well tried and remembered for further practice in the plenary session. Children interpret their movements well in time to the rhythm of the music. However, there is no outdoor large apparatus with provision for climbing, balancing and gaining confidence on this type of equipment, which restricts children's development in this area.
18. The quality of teaching is satisfactory overall. In class, satisfactory provision is made for children to develop their small motor skills. The water play provides good opportunities to develop the skills of pouring water from one container to another. In the physical education and dance lessons seen, the teacher had planned well, had good organisation and used time available effectively. There was a clear expectation of children's behaviour and instructions for tasks were given carefully. The lack of availability of, and access to, an outdoor play area restricts the overall range of opportunities that can be provided for teachers to plan activities developing skills such as balancing and control.

101. **Creative Development**

19. Children identify a good range of colours, for example higher attainers recognise 'ginger' instead of orange on a cat and can talk through the colour spectrum including grey, purple and pink. With adult help, the children make some very attractive Divali lamps using collage and pastel smudging techniques, which are of a good standard. They mix red and white to make pink for 'The Three Little Pigs'. Children, with support, experience a range of printing, painting and collage activities. Opportunities for children to extend these skills and techniques into self-chosen activities are as yet underdeveloped.
20. Children enjoy singing along to the guitar and are able to name a range of instruments such as violin, accordion, recorder and clarinet. They clap hands in time to a rhythm and sing, with teacher support, unaccompanied. They repeat, successfully, a simple rhythm sequence.
21. The quality of teaching is good. There is a wide range of media provided for children's use and appropriate adult guidance and support. At times, adults intervene too quickly in creative tasks, not allowing children to think and solve the problem for themselves. There is also, occasionally, the issue of support being too directive, and pupils' finished work subsequently lacks individuality and spontaneity. The teacher uses her musical skills well to develop the children's skills of listening and appreciating tunes and rhythms. They join in unaccompanied singing with growing confidence because of her skilful guidance.

104. **THE CORE SUBJECTS**

104. **English**

22. The National Curriculum tests indicated in 1999 that at Key Stage 2 the pupils were achieving levels of attainment well above the national average and also well above the average of schools deemed to be similar. This is in contrast to 1998 when the comparisons showed they were above the national average and below that of similar schools. The work of the present Year 6 pupils indicates that they are working at average levels of attainment for pupils of their age. The underlying trend is one of steady progress over time since the last inspection.

23. Two of the elements in the difference between the results of different cohorts of pupils are in the proportion of those attaining levels higher than the expected Level 4 and the proportion of those with special educational needs, which is higher than normal in the current Year 6. Currently higher attaining pupils are not challenged enough by the extension work they are given. This has a depressing effect on the overall standards. Pupils write clearly and at length, both to convey information, such as the records of their visit to Freiston, and imaginatively in stories and poems. They have a wide vocabulary and use appropriate technical terms in, for example, geography and science. Their writing is grammatical and their spelling is usually accurate. The presentation of their work, and their handwriting is also good. Almost all are competent readers and a significant proportion read well, making their reading expressive to bring out the deeper meanings or the humour of what is written. They use books effectively for discovering information, though there is not much evidence of extensive library work in investigation by the highest attaining pupils.
24. The Key Stage 1 National Curriculum tests for 1999 indicated that the level of attainment in writing was in line with the national average. It was below that of schools deemed to be similar. The level attained in 1998 was well above the national average and above that of similar schools. Judgements based on the scrutiny of work, observation of lessons and scrutiny of the results of standardised tests indicate that Year 2 pupils are currently working at above average levels. There have been significant variations in the numbers of pupils with special educational needs, which has led to an uneven pattern in results. A similar pattern is found in the levels of attainment in reading. Current attainment in reading is also above average. The standard of spelling and handwriting are also good.
25. The writing the pupils undertake is imaginative and extensive. The pupils generally use capital letters and full stops accurately and they take a pride in their work, writing with well-formed letters of a regular size. They read effectively both for pleasure and information and use a good range of strategies for dealing with new and unfamiliar words. This is one of the positive effects of the 'literacy hour' which the school has adopted. Pupils are not well developed in their use of library skills. They speak with an increasingly broad vocabulary, using technical terms correctly where necessary and developing more complex sentences to convey their meaning and their feelings. The good opportunities they are given to write at length has, along with the national literacy initiative pattern of study, led to improvements in standards not only in English, but also in other foundation subjects where writing plays a significant part.
26. In both key stages the pupils with special educational needs make good progress as a result of the well constructed and carefully followed individual education plans prepared for them. The work of the support staff is particularly valuable in achieving this good progress.
27. The progress made by pupils through Key Stage 1 is good. They develop the skills introduced in the reception year through Years 1 and 2 in reading, becoming increasingly competent readers as they move through the key stage. Their writing develops in clarity and imaginative content as, for example, they write poems matching a series of rhyming words based on hands or feet. They increasingly understand how to use words as a result of their literacy studies. At the same time they develop a number of different ways of tackling unfamiliar words that they meet in the books they read, or for spelling the more adventurous words they want to use in their writing.
28. Pupils continue to make good progress in English from previous levels of attainment as they move through Key Stage 2. The work they undertake in literacy extends their understanding of the way language works and the pupils develop writing skills such as writing letters giving information about themselves to the pupils in the American School with which they are in contact. They write poems following a given pattern or make up tongue twisters to develop their understanding of words. The texts used for literacy make the pupils familiar with a range of literature, introducing them to books, which they are encouraged to read by the extracts on which they have worked. The enthusiasm of teachers is a significant element in those classes where most progress is made.
29. The quality of the pupils' skills in speaking and listening are enhanced by the oral work they do in the literacy hours. They learn how to explain their ideas concisely, to speak persuasively and to listen

carefully to each other. The improving quality of their speaking is reflected in the development of their writing. This is also influenced by the breadth of their reading.

30. The pupils show a good level of interest in the work. The pupils in Key Stage 2 have clearly articulated views about which parts of the literacy initiative they like and which parts are less attractive. They take an intelligent interest in their own learning and work with concentration during independent study sections of the literacy hours. The pupils respond well to the high expectations teachers have of their behaviour and ability to work consistently. The good pace of most lessons and the pupils' commitment means that in most classes the pupils complete a good quantity of work at an appropriate level.
31. The pupils are courteous to visitors, other adults, teachers and each other. They are kindly disposed towards one another. They work well both co-operatively and individually. Pupils are sensitive in their dealings with each other's beliefs, values and feelings. They treat the school's and each other's property with care. They gladly accept such responsibilities as they are given.
32. All the teaching in English is at least satisfactory, and eighty-five per cent of it is good. The overall professional competence of the teaching is a strength of the subject. The teachers have a firm grasp of the teaching of English and a clear view of its purposes. They manage the classes and the time available for the subject well. Occasionally, the effectiveness of a lesson is reduced if the resources used are inappropriate, for example when the text used for whole-class purposes is too small to be read by each pupil. There are good examples, in both key stages, of the use of humour and personal enthusiasms to give life to the teaching. The teachers have a generally high expectation of good behaviour, commitment to work and look for high standards particularly from the bulk of the pupils and those with special educational needs. The day-to-day assessment of English is sound and it is used in daily planning.
33. The English programme efficiently devised by the coordinator is based securely on the National Literacy Strategy framework. This is followed on four days in the week, with the fifth day being used for extended writing. This pattern has had a good effect on the quality of writing. The programme of more formal assessment of the subject throughout the school provides the staff and management of the school with good quality information about current standards, past performance and potentialities that enables good quality target setting to take place. It is less effectively used to improve teaching since it is not matched with a systematic monitoring of teaching so that best practices can be developed and spread among the staff in an organised way. The support staff, who are well qualified and trained are used effectively to support teaching and learning. The new resources for literacy are of a good quality, readily available and used well. Some of the other resources, sets of books and non-fiction books in the library are soon to be replaced, while a number of the reading books have been read to destruction and also need renewing. The library is under-used and this is a factor in the lower than usual level of independent learning among the older pupils. There is very little regular use of information technology in English. Homework based on current work is set in most classes and is followed up effectively, though there is no published timetable. This is a feature that a number of parents would welcome. Good reading records are kept by both school staff and parents in the lower part of the school where reading is the most usual homework task. English plays a significant role in the provision for the pupils' cultural and spiritual development.

116. **Mathematics**

34. In the National Curriculum tests and tasks at the end of Key Stage 2, pupils' attainment was above the national average in 1998 and 1999. In 1998 the school achieved results that were similar to schools with pupils from similar backgrounds. In 1999 their results were below those of pupils from similar schools. Pupils who are now in Year 6 attain levels that are in line with the national average. In the National Curriculum Key Stage 1 tests, pupils' attainment was above average in 1998 but in line with the national average in 1999. They had similar results to those of pupils from similar backgrounds in 1998 but were below the average for pupils in similar schools in 1999. Pupils who are now in Year 2 have above average attainment. A factor in these variations is the number of pupils with special educational needs in each year, as is the case with the current Year 6, which has a higher than average number for the school.

35. In Year 1, many pupils add and subtract accurately numbers within 20. They double numbers mentally and some have a secure understanding of the value of tens and units. In one lesson for example, pupils swiftly apply their knowledge of double 4 to solving double 40. They have, through skilful teaching, developed sound strategies for mental calculations. By Year 2 pupils have a good understanding of pattern in number, for example the pattern of multiplication tables. They begin to understand that, for example 3×6 has the same product as 6×3 . A particular strength is the way pupils seek rules for their calculations to enable them to apply the process to new work. This is encouraged by the teacher who regularly asks, 'What have we found out?'. Pupils name plane and solid shapes, know some of their properties and make tangrams from regular shapes. Pupils use standard measures well to weigh and measure and exchange coins within 30 pence. The teachers in Key Stage 1 have high expectations of their pupils' abilities and many pupils have already achieved Level 2, the expected level for the end of Key Stage 1. Some of the work the pupils do is recorded in books, but much of the work is on undated worksheets kept loose in a file. While the teachers know what progress their pupils have made, it is impossible for the pupils to measure their own progress by looking back at previous work.
36. The school does not have secure data for pupils' attainment on entry to the school for pupils in Key Stage 2. The present Year 3 are working within the average levels of other pupils of their age. Most pupils understand place value but some find it difficult to add 10 more to numbers beyond 100. When the teacher generates a good pace in the lesson, encourages the use of mental strategies and responds well to individual pupil's responses, the pupils make good progress in the lessons. Pupils with higher levels of attainment progress well when they are set challenging tasks. In one lesson pupils made no more than sound progress because the pace was too slow and the higher attaining pupils had to work at the pace of the rest of the class for most of the lesson. Pupils in Year 3 use centimetres accurately, many tell the time in quarter hours and identify faces and angles in shapes. They organise data in charts both within mathematics and for other subjects.
37. Pupils in Years 4 and 5 make good progress in their lessons. Their knowledge of place value is secure; they round up and down to estimate the results of their calculations and use compound processes to solve problems. For example, to make 3 one pupil in Year 4 uses $[2 \times 3] - 4 + 1$. In one very good lesson the teacher encouraged the pupils to use a variety of methods to find the difference between two numbers mentally. Pupils' understanding was consolidated with a very good summing up at the end of the lesson. The teacher's enthusiasm, good planning and consistently good pace enabled the pupils to make very good progress in this lesson. In another lesson the teacher made good use of resources as square "post its" showed clearly how squared numbers are formed. Individual pupils were extended by additional challenges during the lesson.
38. Pupils in Year 5 are working at a similar level to those in Year 6 and have above average attainment for their age. In Years 5 and 6, pupils define square numbers accurately. Some Year 5 pupils have established the formula for predicting the next square number in a sequence. In Year 6 pupils explain how to find the perimeter and area of a rectangle. Higher attaining pupils change simple fractions to decimals and percentages. They measure angles in degrees and define the properties of a triangle. Year 6 pupils have some knowledge of probability and know that, for example, when tossing a coin there is an even chance of throwing heads. The pupils make good progress through Key Stage 2.
39. Throughout the school pupils develop a good mathematical vocabulary. Teachers ensure that numeracy is promoted throughout the curriculum, especially in Key Stage 1, where there is rarely a missed opportunity to estimate and count! Pupils with special needs make good progress throughout the school. They are given good support and have work set at appropriate levels. In some lessons, higher attaining pupils do not make the good progress of which they are capable. This is due to insufficient planning to accommodate pupils who learn quickly and some lack of pace enabling pupils to coast through the lesson. Some teachers have not yet well established patterns for the numeracy strategy and find that they run out of time. Opportunities to consolidate learning through a plenary session are lost. The co-ordinator for mathematics does not monitor either the teaching or teachers' planning for mathematics and there are no direct opportunities yet for the sharing of some very good practice throughout the school other than in meetings.
40. There was no unsatisfactory teaching observed during the inspection; the majority was good with a fifth of the teaching being very good. All teachers have a good knowledge of the subject. They have high

expectations of their pupils' good behaviour and application to the task. The expectations of presentation, pace and attainment are generally sound but vary from teacher to teacher. Most teachers plan the work accurately but some identify what they are going to teach rather than what they expect the pupils of all levels of attainment to learn. Lessons are organised well and pupils are managed effectively in all lessons. Resources are used well, including adult support when it is available, but occasionally the lessons are not completed as teachers adapt to the new approach to numeracy. Teachers mark work accurately but practice varies from class to class, with some teachers giving useful written comments and others relying on ticks and one-word comments. Teachers in Key Stage 1 make good use of oral assessment, some focusing on one pupil a day to assess individual attainment. Homework is informal but is used to extend and consolidate the work in the classroom.

41. Pupils enjoy their lessons. They work hard and contribute to class discussions. They take care over their work and share equipment and ideas as a matter of course. All respect their teachers and share their enthusiasm for the subject. Occasionally a few pupils do not complete as much as they should but they are made well aware of their misdemeanors. They work well in pairs and groups responsibly but no use was made of computers to support mathematics during the inspection. Pupils' response has improved since the last inspection. Statutory requirements for the subject are met and the school is beginning to implement the National Numeracy Strategy well. The school has not developed consistent planning where all teachers identify what pupils of all levels of attainment will learn.

124. **Science**

42. In the 1999 Key Stage 2 National Curriculum tests, overall attainment was broadly in line with the national average and well below that of schools with a similar percentage of pupils eligible for free school meals. This is a fall in performance compared with the 1998 results, when attainment against all schools was above average and broadly in line with similar schools. In the 1999 tests, the proportion of pupils reaching the expected Level 4 was above the national average but the proportion reaching the higher Level 5 was well below average. The proportion of pupils reaching the higher Level 5 in science was considerably lower than in mathematics and particularly so in English.
43. Overall attainment in the 1999 Key Stage 1 teachers' assessments indicates performance that is broadly in line with national averages but below average when compared with similar schools. This is also a fall in performance from 1998, when results indicated above average attainment against all schools and average against similar schools. When considering these results, however, it should be borne in mind that the number of pupils in the cohort, who were on the register of special educational needs, more than doubled from eight to nineteen per cent.
44. Inspection evidence, including the scrutiny of pupils' previous work and conversations with a number of pupils, indicates above average standards in Year 2 and broadly average standards in Year 6, which has an above average number of pupils with special educational needs. Pupils with special educational needs make good progress as a result of their effective support.
45. Overall the pupils at Key Stage 1 make good progress; for example, in work on forces in Year 2, the pupils show a good understanding of the notion of a fair test and about making predictions of investigation outcomes. They build very effectively on this understanding by recognising the importance of making experimental conditions identical and of taking accurate measurements. This is well assisted by the high, but realistic, expectations the teacher has for the ability of pupils to carry out systematic experimentation. High expectations are a feature of the teachers' work at both key stages, for example they expect good behaviour and seek to extend the scientific language of the pupils. In a lesson at Key Stage 2 on the circulatory system, the pupils respond very favourably to the introduction of such terms as 'the aorta' and 'corpuscles'. They show considerable pleasure when they use this extended language correctly.
46. The very youngest pupils in Key Stage 1 show a good understanding of the major body parts and of the five senses, make good progress in their speaking and listening skills and in using the proper vocabulary to describe their findings. Older pupils in the key stage effectively demonstrate their understanding of a

simple electrical circuit and conductivity when including a light in a simple toy. Their understanding was effectively consolidated by a good oral assessment by the teacher of the pupils' learning from the previous year.

47. The pupils make overall satisfactory progress through Key Stage 2. However, some higher attaining Year 6 pupils make good progress and have a well-developed understanding of the work carried out on the theme of light. They very effectively describe their understanding of such aspects as the various sources of light, reflection and shadows. The pupils have a good understanding of refraction and the spectrum and explain very well why a fish in water is not in the position it appears to be. Scrutiny of previous work shows that the majority of pupils have a satisfactory understanding of, for example, the use of keys to identify animals, the human body, such as the digestive system and skeletal structure, the planetary system, life cycles of various animals and the structure of plants.
48. The teachers manage the pupils well. They also use a good range of methods and organisational strategies. As a result, the pupils have opportunities to carry out a number of practical investigations, for example the measurement of heart rates under a range of conditions, what plants require in order to grow and the effect of water proofing of different materials. Mathematical skills are also used when making graphical representations of the results of investigations. These opportunities have a positive impact upon the standards attained and the motivation of pupils' learning. The pupils co-operate and share resources effectively when carrying out investigations and show delight, for example when they make an electrical circuit work. However, there are too few planned opportunities for pupils' independent learning.
49. The overall quality of teaching is satisfactory. There are examples of good teaching at both key stages. The teachers make satisfactory use of the time and resources available. Most of the lessons proceed at a lively pace and this ensures pupils remain motivated and that time is available to complete the subsequent pupil activity. Occasionally the introductions are too long and time is not, therefore, effectively used. As the teachers enjoy good relationships with their pupils and are skilled in obtaining information during question and answer sessions, the day-to-day assessment of pupils' progress and understanding is good, for example when determining the purpose of various forms of seed dispersal before undertaking a practical activity. Marking is undertaken regularly by the teachers but rarely includes targets for improvement. Some tasks are given for pupils to undertake at home, but the full impact of the new home/school policy has yet to be felt.
50. The science curriculum meets statutory requirements with equal access to all pupils, including those with special educational needs. It is suitably broad and balanced. Every effort is made by the school to ensure it is relevant, for example by organising field trips and linking, when appropriate, with such lessons as physical education. There is a useful science policy and recently agreed scheme of work linked, at Key Stage 2, to a two-year rolling programme. It very usefully includes a range of possible activities and investigations, linked to the National Curriculum Programmes of Study. However, it does not identify specific learning outcomes and these rarely feature in the teachers' medium-term plans either, leading, on occasions, to lack of progression, for example in some aspects of work on the human body. There is also no satisfactory whole-school approach to the structured modification of the science curriculum in the light of experience or to assessment of progress. The subject co-ordinator has no opportunities to work alongside colleagues to spread good practice or to monitor standards and progress. This remains a shortcoming as noted in the last report. There is a satisfactory range of resources, which are readily available to both staff and pupils.

133. **Information and communication technology**

51. On the basis of scrutiny of work samples, pupil interviews, and assessment of pupil performance during the inspection, standards in information technology are below national expectations at the end of both key stages.
52. By the age of seven, pupils' attainments overall are below national expectations. High attaining pupils

can, with some adult support, control a mouse to select from a variety of right-angled shapes to make a patterned tile, reducing and enlarging where appropriate. They know that the roamer robotic toy could be programmed to move through a series of commands such as forward, backwards, left and right, but they are unable to sequence the commands correctly or to erase previous memory. Pupils are also able, with support, to input information on their houses onto a database. Lower attaining pupils are less able in controlling the mouse, being familiar with the keyboard layout and using computer vocabulary with accuracy.

53. By the age of eleven there is a wide difference in attainment between those pupils who have home computers and those who do not. Higher attaining Year 6 pupils interviewed all had access to either personal computers or laptops at home and were using them regularly for word processing, CD-ROM access, Internet and e-mail. They described specific skills such as saving and retrieving information as being learnt at home, together with opportunities to 'surf the net'. Pupils in the Year 6 class are using a dated BBC machine to use sorting and classifying activities linked to the Freiston visit and a mathematics program linked to developing computational skills. Year 6 pupils are not currently timetabled to use the bank of four computers in the shared area adjacent to their classroom, despite the fact that for the majority of the inspection machines stood idle.
54. Lower attaining Year 6 pupils are unable to load programs such as word processing packages unaided and cannot change font size or colours without guidance. They can control a brush and roller to draw pictures using an art package, but cannot print out their work without support. Those interviewed had not used CD-ROM facilities. This evidence supports the previous inspection findings that lack of regular access to computers results in earlier skill acquisition and progress not being maintained.
55. Pupils' progress overall, at both key stages, is unsatisfactory. This is mainly due to under-use of existing equipment, for large parts of the school day. During the inspection, frequent and regular audits found that although machines were switched on and programs loaded, pupils are not practising skills. This issue was highlighted in the previous report and improvement in this area is unsatisfactory. Progress relates largely to those who have regular and frequent access to home computers and although staff do track coverage of pupils' use of programs, progress through levels of skills is not recorded in a systematic and consistent way. Planning and provision for information technology still does not reflect the skill level of those pupils who have computers at home and this is a weakness not addressed since the previous report.
56. Pupils enjoy using the school's computer equipment. They work sensibly and are aware that the equipment has to be used carefully and responsibly. They take turns well and in one class, good practice of timing pairs of pupils working through specific programs works particularly well. Pupils are directed to using computers to undertake particular tasks, frequently when voluntary help is available. There is no evidence during the inspection of pupils choosing to use information technology as part of their ability to develop their skills of independent learning. No pupils were observed operating tape recorders within classrooms.
57. Pupils interviewed at Key Stage 2 feel that they have insufficient access to computers and that their skills are not fully utilised in helping less confident peers.
58. During the inspection no examples of teaching information technology was observed and there is insufficient evidence on which to make a judgement at either key stage. Some teachers seem familiar and reasonably confident with the software currently in use within their chosen topics. Software for integration into literacy and numeracy sessions is presently underdeveloped. The school is aware of this. Two good examples of usage were observed. One in a Key Stage 1 class involved pupils selecting rhyming words and reading a simple sentence. The second example, in a Key Stage 2 class, helped pupils to refine and develop aspects of punctuation. However, for the majority of classes, opportunities to practise computer skills linked to literacy and numeracy tasks remain very limited.
59. The subject has a hard working co-ordinator, who has written a good policy document and scheme of

work. However, since the introduction of the Qualifications and Curriculum Agency's scheme of work for information technology, there now seems confusion amongst staff as to which scheme is being followed. Lack of opportunity for visiting classrooms and monitoring program use and pupils' skills development has reduced considerably the co-ordinator's ability to influence the subject outside of her own classroom. Similarly other staff have not been able to learn from her skills and knowledge in classroom organisation of information and control technology. Teachers in following years are less able to build successfully on the pupils' programme of work covered and pupils' level of skills acquisition. This is unsatisfactory. Pupils' work is not presently stored in portfolios or assessed according to National Curriculum level descriptors. This results in poor tracking of pupil skills. Work is frequently sent home at the end of topics, leaving no evidence of recorded pupil attainment.

60. Overall, despite the fact that information and communication technology has been raised nationally to core status, it receives insufficient teaching emphasis at the school. The school has not been scheduled to access National Grid for Learning funds until the year 2002 and, unless funds can be raised through sponsorship, access to the Internet and e-mail are unlikely to happen until that date. Additional monies for staff training through the New Opportunities Scheme will also not be available until that time and this is a concern in the light of some staff's lack of confidence and knowledge of this technology.

143. **Religious education**

61. The religious education provided in classrooms is well supported by the strong teaching element included in collective worship. This also provides a series of examples of the ways in which pupils can learn from religions, such as what people believe tends to affect the ways in which they behave.
62. The pupils' level of attainment is higher than that expected of pupils of the age of seven as indicated in the agreed syllabus. They know some of the features of Christian and Hindu weddings and the similarities and differences between them. They recognise the importance of solemn promises such as the bride and groom make in weddings of different types. The pupils are also familiar with the local church and its principal features. They know the meaning of harvest festival and of other Christian celebrations. They relate beliefs well to actions, such as caring for the needy.
63. The pupils' levels of attainment are generally in line with that expected of pupils at the age of eleven. They know the story of Rama and Sita and about the Hindu celebrations of Divali. They relate these effectively to the Christian celebrations with which they are more familiar, discovering and describing the similarities and differences. They study the local church and others which they visit. They visit Lincoln Cathedral during the Church School's Festival. They talk unaffectedly about celebrations, religious and secular, which they have experienced. They are also familiar with a satisfactory range of stories from the Bible.
64. During both Key Stages 1 and 2 the pupils make satisfactory progress. They build up a good repertoire of stories from scriptures, mostly from the Bible, but some from other sources such as the tales of the Sikh Gurus, and from the Hindu Ramayana. They develop skills used in religious studies, such as empathy for other people's feelings, and reading a variety of texts. They also develop their understanding of the religious concepts included in the Lincolnshire Agreed Syllabus, such as authority, religious belief and lifestyle, celebration, the sacred and ultimate questions, at levels appropriate to their age and stage of development. The pupils effectively gather, sort and record information about religious ideas, beliefs and ways of life from Christianity and other religions such as Hinduism and Sikhism. They learn about, and develop an understanding of rites of passage such as weddings and initiation ceremonies, building well, initially, upon their own experiences.
65. Pupils with special educational needs in both key stages make good progress, as they are well supported by the teachers and, where appropriate, by ancillary staff.
66. The pupils generally respond well to the lessons in religious education. They are interested in what is provided for them to learn about. They work well even when the tasks provided are undemanding. Their concentration, when the lessons are well planned and taught at a good pace, is good. When the lessons

are taught at a slower pace, then their attention wanders and not so much work is attempted. Many of the activities planned, to follow up the stories they hear, take the form of discussions. Individual study, when planned by the teachers is well done, but too few opportunities are provided for self-directed individual work. The pupils' behaviour is usually good as the lessons interest the pupils and the teachers' expectations of good behaviour are realised. The pupils are kindly disposed towards one another especially when discussing matters of faith, beliefs and values. They work well both co-operatively and individually. The pupils accept such responsibilities as they are given. They also make links between various subject areas such as art and dance and religious education when studying Hindu celebrations.

67. Most of the teaching in religious education is satisfactory, some is good while some is very good. The teachers' knowledge of the subjects and their understanding of how pupils learn are generally sound, though some of the teaching lacks conviction because of insecurity in subject knowledge. The teachers have a high expectation of how the pupils will behave and settle to work in religious education lessons. In some cases in Key Stage 1 their expectations of standards in knowledge and understanding of the subject are not as high as the pupils are capable of attaining and, in Key Stage 2 as well, they are more modest than in other subjects. The lessons in religious education do not present the highest attainers among the pupils with challenging work to extend their understanding.
68. There is no formal assessment of religious education, though the class teachers' good understanding of their pupils in Key Stage 1 does allow for the amendment of teaching in the light of the pupils' success.
69. The scheme of work for religious education covers all of Key Stage 1 and most of Key Stage 2. It is detailed and very helpful for those members of staff who feel less secure with religious education than with other subjects. It is soundly based on the current Lincolnshire Agreed Syllabus. The planning derived from the scheme of work is appropriate to the tasks it has to serve. While all the work planned for Key Stage 2 is similar in content there is some progression from class to class in the various tasks that are planned for the pupils to undertake. This method of planning the work makes for difficulties in continuity over a period of years.
70. The co-ordination of the subject is effective in terms of planning and the provision of resources and support for the staff. However, there is no monitoring of teaching or assessment of the success or otherwise of lessons or topics in the subject. The resources provided for the subject are generally satisfactory in quantity, quality and accessibility. Some of the artefact collections are good, but are under used. There is no information technology provision for the subject.
71. Religious education throughout the school gives good support for the provision for the pupils' spiritual, moral, social and cultural development. It provides good opportunities for the pupils to think about matters of importance introduced by the studies in religious beliefs and values. There is a multi-cultural dimension to the multi-faith provision, as other faiths such as Hinduism are studied as well as Christianity.
72. Religious education is taken seriously in the school and is being developed effectively.

155. **OTHER SUBJECTS OR COURSES**

155. **Art**

73. It was possible to observe only one lesson at Key Stage 1. Evidence is drawn from examples of pupils' completed work, photographic evidence, teachers' planning and discussions with pupils.
74. Pupils of eleven have experience of working with a range of media such as clay, papier mache, paint, pencil and pastel. Pupils design clay plaques of the sun to a satisfactory standard, which have subsequently been kiln fired. They study works of art by Kandinsky and Klee and produce attractive displays of painting modelled on these artists' styles. In a mixed Year 5 and 6 class pupils use a life

model to discover more about body proportions as part of a cross curricular topic, enabling them to refine and adapt their ideas about the human form. Young pupils in the key stage experiment successfully with a 'still life', positioning Caribbean fruits to draw using pastels and blending techniques.

75. By the end of Key Stage 1 pupils have a good introduction to a range of skills and techniques including batik, collage, paint mixing and tissue paper layering. Photographic evidence shows good quality observational work such as painted flower studies of fuchsias and winter jasmine. There are good cross-curricular links through the Divali lamp studies and the paper straw skeletons. Pupils' representations of Klee's portrait 'Senecio' are of a particularly high standard and studies of buildings taken from Natalia Gontcharova's Design for the Final Scene of the Firebird show a good emphasis on looking at pattern and form. There is some evidence of cross-cultural work through Mexican God's Eye weaving and Indonesian batik technique, but these links are underdeveloped, as found in the previous report. Computer programs such as Flare and Splash are also used effectively to enhance the art curriculum.
76. Pupils in Key Stage 1 make good progress in their abilities to record ideas and feelings confidently. They are able to work imaginatively in both two and three dimensions. However, opportunities for choosing resources and materials with which to represent their response are under-developed and limit progress. This aspect has not improved satisfactorily since the previous report.
77. Pupils in Key Stage 2 make satisfactory progress overall. Progress is best where staff have good subject knowledge and are aware of skills progression and techniques available. Pupils in both key stages enjoy their art lessons and work with enthusiasm. Pupils show good attitudes in lessons, readily talk about their work and appreciate the work of other pupils, when it is displayed.
78. The quality of teaching is good at Key Stage 1 and satisfactory overall at Key Stage 2, but with some instances of good teaching. For example, the preparation of both pupils and materials for the still life study of fruit in the mixed Year 3 and 4 class was good, resulting in improved pupil standards and a good pace of skill development. There is a scheme of work for art, showing coverage of the two main areas. However, this does not accurately reflect the current offered curriculum and does not emphasise skill development sufficiently. Sketchbooks are in use at Key Stage 2, but these are underdeveloped, contain limited examples of pupils' work and are insufficient to be used for assessment purposes.
79. Satisfactory development of observational, sketching and shading skills was not apparent over time. Although there is evidence of three-dimensional work, this is under represented throughout the curriculum. The storage of pupils' work in folders is inconsistently applied throughout the school and in some classes current artwork is in very limited evidence.
80. The art co-ordinator has written a helpful policy document and scheme of work. At present the co-ordinator's influence is underdeveloped throughout the school. Photographic evidence of displays is collected, but there is no monitoring of art coverage, advice on standards or techniques and evaluation of quantity and quality of pupil outcomes other than informally. This is unsatisfactory, particularly at Key Stage 2 where standards have slipped since the previous inspection.
81. Resources are adequate overall and stored accessibly. There are no current visits to art galleries.

164.

164. **Design and technology**

82. There was not enough evidence to form a judgement about pupils' progress in design and technology. There was little work in school and the content of the curriculum for this term meant that no lessons were seen in Key Stage 2 and only one small group of pupils were observed in Key Stage 1. The subject co-ordinator has written an effective scheme of work that echoes the government guidance for the subject. The school curriculum plan indicates that there is suitable provision for the subject, although there are no procedures to enable the co-ordinator to ensure that the skills are taught progressively

throughout the school. The resources are adequate and stored appropriately and the co-ordinator has a budget to replace consumable items each year.

165. **Geography**

83. As a result of the pattern of curriculum organisation, it was possible to observe only two geography lessons, one in each of the key stages. There was also very little work to scrutinise, as much of the scheduled work comes later in the academic year or had only just begun. However, conversations were held with pupils, particularly those in Year 6, to assist in ascertaining the extent of their geographical knowledge and understanding. On the basis of this evidence, overall progress is good.
84. It is clear from the conversations held with the Year 6 pupils that they find the work done in geography very interesting. They speak with considerable enthusiasm about their recent field trip to the Boston area. The pupils have a clear understanding of, for example, the effects of the sea on the salt marshes, the work of tides and their influence on the local habitat and human activity. They also know about the features of the course of a river, using accurately terms such as erosion, meander and estuary. Some higher attaining pupils accurately describe the process that leads to the establishment of an ox-bow lake. The high expectations the teachers have for the use of this correct geographical terminology has a positive effect upon the pupils' progress as do their expectations for high standards of behaviour. At the end of Key Stage 2, the pupils have a good understanding of the major physical features of the world, for example the continents, oceans and significant rivers. They also have a developing awareness of important cities and countries and of a sense of location. However, outside their field trip work, there is little evidence of many opportunities for the pupils to develop as independent learners, for example the use of the library as an important resource.
85. The overall quality of teaching is good and motivational, well supported by a good knowledge and understanding of the subject. In a lesson on the island of St Lucia, the teacher exudes such enthusiasm that the pupils were totally involved in a discussion for about half an hour with no sign of failing interest or distraction. They make, as a result, good progress in their understanding of the effects of tropical storms on the economy and inhabitants of a small island community. The pupils also show a good appreciation of the contrast in climatic conditions between St Lucia and the United Kingdom.
86. There was evidence of good organisation, methods and management of pupils by teachers in a Year 1 lesson on hot and cold places. As a result of effective question and answer techniques, a majority of the pupils have a good understanding of the location of the North and South Poles and the Equator. Some higher attaining pupils link the location of the United Kingdom on a world map to its position on the globe. Effective interventions are made by the teacher to assess pupils' understanding and progress.
87. Work in geography is supported by a suitable policy and well constructed scheme of work that focuses on the development of geographical skills, including maps and a variety of themes such as rivers, the weather and settlements. The effectiveness of the systematic approach to map work is evidenced in the good knowledge and understanding shown by the Year 6 pupils. They are, for example, conversant with the use of scale and have a good knowledge of the symbols used in Ordnance Survey maps. However, much of the planning by teachers taken from the scheme of work focuses on subject coverage. The general absence of learning outcomes hinders the teachers' ability to assess progress. The subject co-ordinator assists colleagues in providing ideas and resources, but there are no structured opportunities for her to assess standards and progress of work alongside other teachers and, for example, spread good practice. Work in the subject is supported well by a range of visits and a satisfactory range of resources.

170. **History**

88. A limited number of lessons were available for observation at Key Stage 2. Additional evidence is drawn from scrutiny of pupils' work, photographic evidence, teachers' planning and discussions with pupils.

89. By the end of Key Stage 2 pupils are showing an increasing awareness that the past can be divided into different periods of time. Higher attaining pupils interviewed provided dates for the reign of monarchs such as Henry VIII and Victoria and talk knowledgeably about the three historical periods covered to date. They recalled a past visit in good detail to Eden Camp in Yorkshire, as part of Second World War Studies. They have researched for information relating to the topic on home computers and enhanced their studies in this way. Lower attaining pupils demonstrate developing understanding of chronology by putting past studies into a correct time line and make distinctions between conditions in Victorian times and these experienced today, for example the way in which schools were run with the emphasis on corporal punishment had made a significant impact on pupils' memories.
90. Current work displayed in a Year 4 classroom shows a satisfactory study of the Ancient Greeks, with cross-curricular links into art enhancing studies. The recently attended Freiston residential trip also inspired the pupils to consider their heritage links through visits to Boston Stump and Freiston Church.
91. At Key Stage 1 pupils recognise differences in clothing over time and with support sequence clothes into chronological order. Higher attaining pupils describe, in simple terms, a museum and explain why it is important to learn about the past. They know that older people can be a valuable source of historical information. They also effectively explain differences in use of materials and appearances between toys present and past.
92. At both key stages, pupils of all abilities, including those with special educational needs, make satisfactory progress. From studying people and events close to their own experience, they progress to explore more distant times and cultures. By discussing and writing about their studies, pupils improve their ability to organise information and present historical ideas.
93. Pupils' attitudes to learning are satisfactory at both key stages. Pupils listen well and respond with interest to studies of past events. They are willing to share experiences and knowledge together. There were no opportunities during the inspection to observe pupils engaged in independent research and enquiry, and this aspect is under-developed.
94. The quality of teaching at both key stages, based on scrutiny of pupils' work past and present, lesson observations, pupil interviews and photographic evidence is satisfactory. Planning shows content coverage, but does not contain learning objectives or identified assessment opportunities. There is a good programme of planned visits to places such as the Lincoln Toy Museum, Doddington Hall and Eden Camp. Pupils look forward to these visits and staff prepare pupils satisfactorily for these learning opportunities. Teaching is less effective in lessons in Key Stage 1 where over half the lesson time is more focused on colouring, cutting and pasting skills, to the detriment of more emphasis on developing historical skills and knowledge. At Key Stage 2 there are no observable examples of extended writing linked to historical topics.
95. The long-term plans are for rolling programmes of study units which are linked to the National Curriculum key skills. However, no assessment opportunities or differentiation activities are included within this and scrutiny of work showed no evidence of either taking place, other than by pupil outcome. The co-ordinator does monitor planning and classes are sometimes visited to keep informed on the current curriculum. Resources are adequate but well supplemented by artefacts loaned when necessary from the Lincolnshire Life Museum and from parents and friends who donate items, particularly for topics such as 'The Victorians'.

178.

Music

178.

96. The school has good provision for music and the subject remains a strength of the school. Pupils make good progress throughout the school. Teachers in Key Stage 1 are competent in the subject and teach it well. The music co-ordinator, herself a talented musician, teaches all the classes in Key Stage 2. She has written a scheme of work that is of good quality and enables pupils to make good progress in all aspects of the curriculum. As she teaches all the pupils in Key Stage 2 she systematically builds on the skills learnt in previous lessons. Pupils' performance is good. They sing vigorously and enthusiastically. They have accurate pitch and rhythm and respond to musical prompts. For example, in the Key Stage 1 hymn practice, pupils were aware of the leading note at the end of the piano introduction and resolved it accurately with their first note of the carol they were learning. Older pupils identify music from around the world, sing accompanied and unaccompanied Caribbean music with enjoyment and gusto and sustain an ostinato with tuned percussion while accompanying singing.

97. Teaching is good. All the lessons observed during the inspection were at least satisfactory and the majority were good or very good. Teachers have a good subject knowledge, high expectations of behaviour and performance and plan their lessons and the use of resources carefully. The content of the lessons echoes the themes of the class topics when appropriate. Above all, the teachers enjoy their lessons and, as a result, motivate the pupils well.

98. Pupils enjoy their music lessons and echo the enthusiasm of their teachers. They are dedicated to high standards of performance. They listen carefully and express opinions about the things they hear. Many pupils in Key Stage 2 are committed to the musical activities that the school provides and are conscientious about attending rehearsals for the annual musical commitments. The choirs regularly perform in the local church and Lincoln cathedral with other schools and organisations. The school takes part in the Welton and District and Gainsborough and District music festivals and the Lincolnshire Junior Song Contest. Their successes in the latter have helped to fund the good range of music resources in school. Pupils sing for the senior citizens and are linking with the Saxilby Youth Band. There are three thriving recorder groups and a number of pupils learn orchestral instruments through the Lincolnshire Education Authority music support service and the Music for Schools Foundation. Unfortunately, the different providers mean that the pupils do not have many opportunities to play together. The school hopes to rationalise the situation in future.

99. The subject makes a significant contribution to pupils' spiritual, moral, social and cultural development. Pupils with special needs have full access to the curriculum and enter into all activities with enthusiasm.

182. Physical education

100. The last report noted that this subject was well taught. This position has been maintained and all pupils make good progress in the development of their physical educational skills.

183.

101. From the youngest pupils in Key Stage 1 and right through the school there is an awareness of the importance of vigorous activity and the link to increased heart rate. This understanding was very effectively reinforced in a lesson at the end of Key Stage 2. The pupils linked work on the structure of the heart in science, at the beginning of a session, to the written recording of their various pulse rates at the conclusion of a range of activities in the following physical education lesson. In most lessons the teachers ensure that the lesson begins with a gradual warm-up and ends with a short period of relaxation and cooling down. Most teachers also set a good example by being appropriately attired for the activity and are keenly aware of the need for safe practice, including immediate response to instructions. As the pupils respond very positively to the teachers, the lessons proceed at a good pace and the time available is used very effectively.

102. The pupils throughout the school show a good awareness of space and develop a range of interesting ways of travelling through it at various speeds and levels. Pupils in Year 2 use their imagination well, not only in movement around their space, but creating and holding a range of one, two, three and four point balances. Some Key Stage 2 pupils develop their interpretive and imaginative skills further by, for example, creating a variety of positions to represent such things as a 'sharpened pencil' or a 'skipping rope'. The pupils also create an effective series of rotating and linked movements.
103. The teachers show considerable enthusiasm for the activities which contribute significantly to the overall good quality of teaching and the motivation of the pupils. For example, in a Key Stage 2 dance lesson, the pupils' very sensible behaviour, careful listening and desire to improve their performance resulted in their successful mastery of a complicated series of rhythmic jumps in time to Asian music. The good progress in this lesson and the high standard of performance was also due to the high expectations, shared by all the teachers, of the behaviour of the pupils, and their quick response to instructions.
104. The teachers have a good knowledge and understanding of the subject. At Key Stage 2 the school uses the expertise of the staff well through effective timetabling arrangements, especially for games and swimming sessions. This has a very positive effect upon the progress the pupils make. For example, in a hockey lesson, the systematic build up of skills by the teacher resulted in good progress being made in the pupils' speed and control of the ball with the stick. The teachers' good knowledge and understanding also results in the use of effective methods and organisation of the pupils and good assessment of their performances. This leads, particularly amongst the older pupils, to early indications of positive but critical self-appraisal of their own and other's performances. It is aided well by the regular use of pupils, by the teachers, to demonstrate skills and activities.
105. In support of the pupils' physical development within the curriculum, the school also offers a very good range of sporting activities and competitions, which take place after school and at weekends. These include football, netball, athletics, cross-country, swimming, rounders and scatterball competitions together with gymnastics and table tennis clubs. In addition, there are training opportunities for pupils in the teams. This exceptional range of activities has a very positive impact upon the pupils' progress and attitudes towards physical activity.
106. There is a useful subject policy. The school is currently considering the adoption of a scheme of work to ensure further refinement in the progression of skills. This is an important initiative by the subject co-ordinator as currently there is no formal system for the modification of the curriculum in the light of experience. Timetabling arrangements ensure that the co-ordinator has a good overview of practice and progress in Key Stage 2. However, there are no opportunities for him to, for example, work alongside colleagues in Key Stage 1. There is a satisfactory range of resources, which are stored well and easily accessible to staff and pupils.

189. Swimming

- 189.
107. The inspection of this school included a focused view of swimming, which is reported below. It was possible to observe only one lesson, which took place in the pool of a secondary school about seven miles away. By the end of Key Stage 2, the vast majority of the pupils swim safely, competently and unaided for at least 25 metres. In 1998, 95 per cent of pupils attained this standard. In 1999, the figure rose to 98 per cent. Of the Year 3 pupils observed, about 25 per cent already swim 25 metres.
108. The quality of swimming teaching is very good. This is aided considerably by the teachers' knowledge and understanding. Groups are very effectively organised, skills are developed systematically and the teachers inspire motivation and confidence amongst the pupils. The good relationships that exist between the pupils and teachers also supports pupil confidence, as does the insistence on safe practices. Effective use of the pool's instructor and volunteer parents, who enter the learner pool to support non and poor swimmers, ensures that the needs of improving swimmers are well met. Pupils from Year 2 onwards attend swimming lessons on a termly rotational basis, as part of the normal physical education curriculum. The good staffing and transport arrangements ensure that the water time available is used

very effectively. Assessment of pupils' progress ensures that pupils are included in the most appropriate group according to their stage of development. In the observed group of 'improvers' they learn how to enter and leave the pool safely, to submerge with their eyes open and in a curled position, and to float on their backs confidently. They cross the pool, with the aid of a float, confidently on their backs and make good progress in developing confidence and the use of their legs for propulsion.

109. Physical education is a strength of the school.

192.

192. **PART C: INSPECTION DATA**

192. **SUMMARY OF INSPECTION EVIDENCE**

192.

- . A team of five inspectors carried out the inspection over four days representing 19 inspection days.
- . During the period of the inspection, 71 lessons or part lessons were observed, adding up to a total of 56 hours.
- . Inspectors attended school assemblies and registration periods in all year groups.
- . Samples of pupils' work were examined for each class for the current and previous academic year.
- . The individual education plans and statements of special educational needs of pupils with special educational needs were examined.
- . A comprehensive range of school documentation including the school development plan, teachers' records, all curriculum planning documents, the records kept on pupils, sample reports sent to parents and the school register were inspected.
- . In each class, inspectors listened to a sample of pupils read. Pupils were examined in their mathematical knowledge.
- . Discussions were held with members of staff, governors, pupils, parents and administrative assistant.
- . A parents' meeting held prior to the inspection was attended by 13 parents, at which they expressed their views about the work of the school.
- . The responses to the 92 questionnaires (43.2 per cent) completed by parents were taken into account during the inspection.
- . The budget figures and the most recent audit report were examined.
- .

DATA AND INDICATORS

- **Pupil data**

	Number of pupils on roll (full-time equivalent)	Number of pupils with statements of SEN	Number of pupils on school's register of SEN	Number of full-time pupils eligible for free school meals
YR – Y6	293	3	31	17

- **Teachers and classes**

- **Qualified teachers (YR – Y6)**

Total number of qualified teachers (full-time equivalent):	11.7
Number of pupils per qualified teacher:	25.04

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

Total number of education support staff:	8
Total aggregate hours worked each week:	110

Average class size: 29.3

- **Financial data**

Financial year:	1998/99
	£
Total Income	424,844
Total Expenditure	426,434
Expenditure per pupil	1,431
Balance brought forward from previous year	7,870
Balance carried forward to next year	6,280

PARENTAL SURVEY

Number of questionnaires sent out:	213
Number of questionnaires returned:	92
Percentage return	43.2

Responses (percentage of answers in each category):

	Strongly agree	Agree	Neither	Disagree	Strongly disagree
I feel the school encourages parents to play an active part in the life of the school	27	62	8	3	0
I would find it easy to approach the school with questions or problems to do with my child(ren)	37	55	4	3	0
The school handles complaints from parents well	8	44	42	2	3
The school gives me a clear understanding of what is taught	13	61	14	11	1
The school keeps me well informed about my child(ren)'s progress	24	60	7	9	0
The school enables my child(ren) to achieve a good standard of work	33	58	7	2	0
The school encourages children to get involved in more than just their daily lessons	26	54	13	6	1
I am satisfied with the work that my child(ren) is/are expected to do at home	23	60	7	10	0
The school's values and attitudes have a positive effect on my child(ren)	28	59	9	4	0
The school achieves high standards of good behaviour	32	57	8	1	2
My child(ren) like(s) school	49	40	4	5	1