

INSPECTION REPORT

St Margaret's CE Primary School

Withern

Alford

LEA Area : Lincolnshire

Unique Reference Number : 120588

Inspection Number : 189135

Headteacher : Mrs Valerie Kemp

Reporting inspector: Mr David Marshall
27681

Dates of inspection: 6 - 8 December 1999

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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:	Withern Alford Lincolnshire LN13 0NB
Telephone number:	01507 450375
Fax number:	N/A
Appropriate authority:	The governing body
Name of Chair of Governors:	Mr Alan Fox
Date of previous inspection:	19 to 22 March 1996

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INFORMATION ABOUT THE INSPECTION TEAM

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Anne Johns, Team Inspector	English Religious education Music Physical education Design and technology Art	Curriculum and assessment Pupils' spiritual, moral, social and cultural development Staffing, accommodation and learning resources Special educational needs

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MAIN FINDINGS

What the school does well

The headteacher and governors have clear aims and policies which, through their very good working relationships, they achieve.

- There is a good partnership with parents and the local community, and this enhances pupils' learning.
- Staff know individual pupils very well and provide them with good support and guidance.
- Development planning is effectively linked with financial planning.
- The school financial administration is very good and ensures the headteacher's time is used to good effect.
- The overall provision for the spiritual, moral, cultural and social development of the pupils is good.
- There is a good ethos for learning and personal development.
- Communications between parents and the school are well developed and parents are informed effectively about the curriculum content in each class.
- Extra-curriculum provision is good, with well run trips, residential experience, out-of-class experiences and a number of visitors.

Where the school has weaknesses

Teachers make insufficient use of assessment both to inform curriculum planning and give immediate feedback to pupils.

- I. Arrangements for staff appraisal are informal and do not ensure adequate opportunities for staff development, in particular, through contacts with, and visits to, other schools.
- II. Appropriate outside and inside accommodation, specific resources, and a role play area are lacking for the children aged under five and this limits opportunities for further development of social skills and physical and creative development through structured play.
- III. The school does not have a hall, and the spare classroom used for physical education is totally inadequate as there is insufficient space, no climbing apparatus or the gymnastic equipment necessary for many activities. This prevents many pupils from making the good progress of which they are capable.

The weaknesses are outweighed by what the school does well, but they will form the basis of the governors' action plan, which will be sent to all parents or guardians of pupils at the school.

St Margaret's CE Primary School provides a happy and caring community in which pupils develop as balanced, thoughtful and caring young people. It is a good place in which to learn.

How the school has improved since the last inspection

The school has made sound improvement and has addressed all, and largely completed, the targets identified in the last inspection report. The problem of allocation of time to each subject has now been resolved, and the school generally provides a broad and balanced curriculum. All teachers now have curriculum responsibilities based on their own expertise and experience. However, in a small school the need for all teachers to have a number of different responsibilities means that some areas are given less emphasis than they would wish. For instance, when one teacher is responsible for mathematics, science, music and information technology, and is Key Stage 2 co-ordinator, as well as teaching full-time, the amount of time available must be limited. In the circumstances the teachers acquit themselves well and know their areas of responsibility thoroughly. The headteacher is now able to take one day per week away from her teaching commitment in order to oversee the work of the whole school – a

requirement of the last report. The last report was anxious that the headteacher and staff should maintain and cherish the good relationships and caring attitudes that characterised the school. This they have done to good effect.

Bearing in mind the improvements already acknowledged, the successful implementation of the national literacy and numeracy initiatives, and the recent implementation of assessment procedures, the school's capacity to further improve pupils' attainment and the overall quality of education is considered to be good.

STANDARDS IN SUBJECTS

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

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

The year group above was very small, many of whom had special educational needs. In an overall cohort of ten, the addition of one pupil makes a significant difference. This makes the comparison with other cohorts and other schools very unreliable. The school is able to show that data used to compare them with similar schools is also unreliable. The number of pupils eligible for free school meals is at least 15 per cent not the 1.4 per cent as the pre-inspection evidence shows.

Standards in reading were average last year, but in writing they were below average. The school has analysed the reason for the standards in writing and is focusing on improving standards overall this year. Since the introduction of the literacy hour pupils have made good progress in reading and speaking and listening across the school, and there are a number of pupils in Year 6 who have a higher standard of achievement in these elements than could be expected at their age.

In 1999, mathematics standards were below average when compared with schools nationally and of similar type, but the number of pupils with special educational needs and the size of the year group were not consistent. Sound progress is being maintained across the school and, at present, there are a number of pupils in both Year 2 and Year 6 who show an above average attainment, as well as the large number who require additional help.

In 1999, in science, which is judged by teachers' assessments at Key Stage 1, most pupils reached the average standard, and about one third showed a higher level of attainment. At present over half the pupils in Year 6 are working at a level above that expected of pupils of their age.

Attainment in other subjects is in-line with national expectations at the end of Key Stage 1 and by the time the pupils leave school in Year 6.

Quality of teaching

Teaching in:	Under 5	5 - 7 years	7 - 10 years
English	Satisfactory	Satisfactory	Satisfactory
Mathematics	Satisfactory	Good	Good
Science	Satisfactory	Good	Good
Information technology	n/a	Insufficient information*	Insufficient information*
Religious education	Satisfactory	Satisfactory	Satisfactory
Other subjects	Satisfactory	Satisfactory	Satisfactory

* Too few lessons were seen in the subject to make a secure judgement on the overall quality of teaching.

The quality of teaching was satisfactory or better in 91 per cent of lessons observed; in almost 46 per cent it was good or better. Teaching was very good in 4.5 per cent of all lessons. The quality of teaching for pupils with special educational needs was satisfactory, and they made sound progress. The two instances of unsatisfactory teaching were isolated and were associated with a lack of challenge for all pupils in a mixed age class, or a lack of understanding of the particular needs of a number of pupils within the class being taught. This generally more than competent teaching forms a sound foundation for improvement in the progress of pupils particularly when the recent assessment procedures have begun to make an impact.

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	Good overall. Most pupils are polite, confident and eager to please. A minority of pupils with special educational needs present some difficulties but are not allowed to undermine the overall good impression.
Attendance	Good. The pupils arrive punctually for school.
Ethos*	Very supportive climate for learning. Most pupils are keen to learn, and have good relationships with each other and adults. There is a strong commitment from the headteacher and governors that creates a supportive learning environment and they have a commitment to high standards.
Leadership and management	Overall leadership and management is good, with the partnership between the headteacher and governors being effective in many aspects of school life. The school development plan is now a sound working document.

Curriculum	The curriculum is sound overall, with a satisfactory breadth and balance. The use of assessment for planning is still underdeveloped and does not ensure that all pupils' skills and knowledge improve year by year.
Pupils with special educational needs	There is good overall support and teaching. Pupils make sound progress. Individual education plans are specific and monitored well.
Spiritual, moral, social & cultural development	The provision for moral and social development is good. Provision for spiritual and cultural development is satisfactory.
Staffing, resources and accommodation	The staff team is experienced and hard working. There is a lack of planned opportunities for their professional development. There are very attractive grounds but the accommodation is restricting. Resources are satisfactory overall.
Value for money	The school's capacity for further improvement is good, and it gives sound value for money.

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

The parents' views of the school

What most parents like about the school	What some parents are not happy about
IV. Their children like coming to school. V. Teachers' hard work and care for every pupil. VI. Parents are encouraged to play an active part in the school. VII. The school's attitudes and values have a positive effect on their children. VIII. Teachers provide very good help and guidance when a child has a problem – to both parents and children.	IX. There is a lack of challenge in some physical education.

The inspection evidence supports the parents' positive views. One parent expressed anxiety over the lack of challenge for the above-average pupils in the light of the number of pupils the school has with special educational needs. Inspection evidence clearly shows that the school is aware of this possibility and is taking steps to ensure that the needs of all pupils are addressed uniformly. The lack of a suitable school hall does restrict opportunities for all children and inspection evidence through lesson observations supports the parents' views that this aspect of the accommodation is very poor.

KEY ISSUES FOR ACTION

To enable all pupils to make consistently good progress, the governing body, headteacher and staff should:

- build on the recently introduced procedures to systematically monitor, assess and evaluate pupils' attainment and progress, and use this information to plan improvements to teaching and the curriculum; (see paragraphs 53 & 54)
- improve day-to-day assessments by ensuring that record-keeping is of a consistently high standard and consistent across the school; (see paragraphs 40 & 53)
- review the present curriculum for the reception class children under the age of five to provide appropriate accommodation and resources to enable satisfactory development of social skills and physical and creative development through structured play; (see paragraphs 13, 81, 95 & 96)
- provide staff development opportunities by arranging visits to other appropriate schools for teachers to compare their own techniques and strategies with other colleagues. (see paragraphs 75 & 80)

In support of the above, the governors and senior management can consider the following less significant weakness:

- continue to develop the role of the teachers as curriculum co-ordinators to monitor the provision in subjects for which they have responsibility. (see paragraph 74)

INTRODUCTION

Characteristics of the school

1. The school is situated in the village of Withern, just five miles from Alford and seven miles from the coast at Mablethorpe. It is a controlled Church of England primary school that caters for pupils from the age of four to 11 years.
2. The school has 73 pupils on roll who are organised into three classes in the school – each containing at least two year groups i.e. Years Reception/1, 2/3, and 4/5/6. Currently there are six children on the school role who are under five. The village of Withern itself does not provide many of the pupils. Forty-two of the school roll (57 per cent) comes from outside the village. This has meant that the school role has increased from 50 at the time of the last inspection in 1996, to the present number of 73. Due to further transfers from local schools there will be 80 pupils on the school roll in January. Many of the year groups are very small – for instance there are only three boys and three girls in Year 5, and five boys and three girls in Year 1. The school has strong links with the local playgroup now based in a separate building next door to the school.
3. Many parents from outside the area have chosen the school because of its small size and its success with pupils with special educational needs. Also the school has admitted several pupils who have been excluded from other schools. This is particularly true of pupils who are admitted towards the end of their primary school time. For instance, the previous Year 6 has 13 pupils on roll. Only five of these children were in the school at the end of Key Stage 1, and six have been admitted in the last year. Of these six new pupils, four went straight on to the school special educational needs register. This means that over 44 per cent of the pupils in the

- oldest class have been identified as having special educational needs.
4. There are no pupils for whom English is an additional language, which is significantly below the national average.
 5. There are 15 pupils on the school's special educational needs register (over 20 per cent of the school population). One of these pupils has a Statement of Special Educational Need for severe learning difficulties, and there are two further statements pending. The number of pupils with special educational needs does have an impact on the results the school achieves in the annual national tests. In 1998 only 1.4 per cent of pupils were entitled to free school meals, which is below the national average. However, the school has initiated a survey of its own and a good analysis by the Chair of the governing body shows that the true figure is close to 15 per cent.
 6. The school is well respected in the area with parents, governors and staff working together to fulfil its aims based on the belief that children learn best when they take an active part in their learning and that it is made meaningful when they learn from direct experience. The aims that underpin the school's current priorities are outlined in their mission statement at the front of the school brochure. They are:

“We aim to create a Christian ethos of caring, friendliness and responsibility to each and ourselves. The family atmosphere is fostered and we work hard at developing a co-operative environment. Children's efforts are praised and valued and every encouragement is given to support their learning. The educational, spiritual, moral and cultural development of all pupils is actively encouraged. We believe that this will provide our children with the necessary skills for them to contribute fully in society.”
 7. The headteacher has identified the school's immediate priorities as:
 - introducing National Numeracy Strategy and continuing to support National Literacy Strategy;
 - maintaining the caring atmosphere;
 - establishing a new curriculum framework. Making changes in planning, looking ahead to Curriculum 2000;
 - information technology is a priority as the headteacher and Chair of Governors feel that the school does not have enough computers. The school will be in the national grid for learning pool in 2000/01.
 1. The educational targets for the Years 1999/2000 and 2000/2001 for the pupils at the end of Key Stages 1 and 2, which have been agreed with the local education authority bearing in mind the overall attainment level of the intake and the mobility factors, are:

Key Stage 1

1999/2000 (Present Year 2 pupils)

Reading	L2+ 81%	Writing	L2+ 81%
	L3+ 18%		L3+ 27%

Maths L2+ 81%

L3+ 18%

2000/2001 (Present Year 1 pupils)

Reading L2+ 75% Writing L2+ 75%
 L3+ 13% L3+ 13%

Maths L2+ 75%

L3+ 25%

L2 represents Level 2 and is the standard expected of pupils at the end of Year 2, the end of Key Stage 1.

Key Stage 2

1999/2000 (Present Year 6 pupils)

English L4+ 56%
 L5+ 14%

Maths L4+ 59%

L5+ 21%

2000/2001 (Present Year 5 pupils – only 6 on roll at present)

English L4+ 50%

Maths L4+ 68%

L4 represents Level 4 and is the standard expected of pupils at the end of Year 6, the end of Key Stage 2.

Key Indicators

Attainment at Key Stage 1

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

Year	Boys	Girls	Total
1999	6	5	11

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Number of pupils at NC Level 2 or above	Boys	3	4	4
	Girls	2	3	3
	Total	5	7	7
Percentage at NC Level 2 or above	School	45	64	64
	National	82	83	87

Teacher Assessments		Reading	Writing	Mathematics
Number of pupils at NC Level 2 or above	Boys	4	4	4
	Girls	3	4	3
	Total	7	8	7
Percentage at NC Level 2 or above	School	64	73	64
	National	82	86	87

Attainment at Key Stage 2

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

Year	Boys	Girls	Total
1999	5	5	10

National Curriculum Test/Task Results		English	Mathematics	Science
Number of pupils at NC Level 4 or above	Boys	2	3	2
	Girls	4	2	5
	Total	6	5	7
Percentage at NC Level 4 or above	School	60	50	70
	National	70	69	78

Teacher Assessments		English	Mathematics	Science
Number of pupils at NC Level 4 or above	Boys	3	3	3
	Girls	4	4	3
	Total	7	7	6
Percentage at NC Level 4 or above	School	70	70	60
	National	70	69	78

Attendance

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

		%
Authorised absence	School	4.5
	National comparative data	5.7
Unauthorised absence	School	0.4
	National comparative data	0.5

Exclusions

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

	Number
Fixed period	2
Permanent	0

Quality of teaching

Percentage of teaching observed which is :

	%
Very good or better	5
Satisfactory or better	91
Less than satisfactory	9

PART A: ASPECTS OF THE SCHOOL

EDUCATIONAL STANDARDS ACHIEVED BY PUPILS AT THE SCHOOL

Attainment and progress

2. In 1998 and 1999 the standards of attainment on entry to the reception class were below the level found normally in children of this age. These levels are confirmed by the baseline assessment tests carried out and compared to other schools in the area by the local education authority. In their first year children make at least satisfactory progress but by the time they reach the age of five they attain levels that continue to be below those outlined in the Desirable Learning Outcomes. The Desirable Learning Outcomes are elements within the six areas of learning that represent the broad and balanced curriculum appropriate for children being prepared to begin the National Curriculum in Key Stage 1. These areas of learning are personal and social development, language and literacy, mathematics, knowledge and understanding of the world, physical development and creative development. The progress of pupils in the reception class is at least satisfactory across all these areas of learning. They begin to enjoy books and understand that words and pictures carry meaning. They listen to stories attentively and slowly develop their speaking and listening skills. They make sound progress in mathematics and participate in a wide range of activities to enhance their knowledge and understanding of the world. Their art and creative work is also satisfactory but the opportunities for structured play are limited and this restricts overall progress. They soon enjoy saying and singing new rhymes and try hard to take part with their older classmates and rest of the school in assemblies.
3. The results of the 1999 national tests show that overall attainment at the end of Key Stage 1 is below the national average in English and mathematics. This is especially true when compared with schools from similar backgrounds. However, inspection evidence, and the school's own analysis, shows that the considerable increase in the number of pupils with special educational needs, and the fluctuating size of the cohort from very small to small, have an effect on these results. Several of the children who took the end of key stage tests last year did not start in the school in their reception year, and came into the school with special educational needs. In an overall cohort of ten the arrival of one or two such pupils makes a very significant overall change. St Margaret's has admitted considerably more than this in the last four years.
4. Over the last four years in Key Stage 1, all pupils have made satisfactory progress in reading, writing and mathematics. The results have been carefully analysed by both the school and the local education authority. The results in writing indicate a level of attainment above the local education authority average at Level 2 and above over the four year period. In reading the overall attainment at the end of Key Stage 1 is slightly below the local education authority average at Level 2 and above, reflecting attainment on entry when baseline results show that children enter the school below the local education authority average in early reading skills. As the local education authority say "individually, most children make steady and in some cases exceptional progress". In mathematics, attainment is very slightly below the local education authority average at Level 2 and above reflecting attainment on entry when baseline results show that children enter the school below the local education authority average in early mathematics skills.
5. Over the last four years in Key Stage 2, all pupils have made satisfactory progress in English, mathematics and science. Again the results have been carefully analysed by both the school and the local education authority. The results in English indicate a level of attainment slightly below the local education average at Level 4 and above over the four year period. In

mathematics, the results are approximately ten per cent below the local education authority average at Level 4. This reflects the slight dip in attainment at Key Stage 1, but, more particularly reflects the fact that very few pupils at the end of Key Stage 2 have spent seven or even four years in the school. The Year 6 cohorts of both 1998 and 1999 reflect this trend. Of the 13 pupils in Year 6, only five were in the school at the end of Key Stage 1, and six have been admitted in the last year. Of these six new pupils, four went straight on to the school special educational needs register. As in mathematics and English, the results for science are slightly below that of the local education authority overall. However, there are a number of pupils who perform above national expectations by attaining Level 5. In 1999, the results show that three out of the ten pupils achieved Level 5 in science – at 30 per cent, this is above the national average.

6. In English, pupils' attainment is below average at the end of both key stages. Progress varies but is generally satisfactory in both key stages. Standards in speaking and listening are satisfactory throughout the school, with some higher attaining pupils achieving significantly good standards as they listen attentively to both their teachers and each other and speak standard English with fluency and confidence. Most pupils in Year 6 talk and listen carefully and communicate their ideas confidently while discussing story settings and distinguish clearly between fiction, reference and information texts. In all lessons, teachers encourage pupils to take part in class discussions; they clearly value pupils' contributions and take opportunities to teach and reinforce new vocabulary. This helps to ensure that pupils continue to make good progress in developing their speaking and listening, as well as literacy, skills.
7. Standards in reading at the end of Key Stage 1 are average and many pupils read with accuracy and confidence. They have acquired a phonic base of initial sounds and use wordbooks effectively. By the time the pupils leave the school at the age of 11 most are confident, fluent and interested readers who have begun to choose books and authors for themselves.
8. Standards of attainment in writing are below average at the end of Key Stage 1. At the end of Key Stage 2, the standards for pupils are still below those expected at this age. By the end of Key Stage 1 pupils are developing their ideas into a sequence of sentences with some having a clear understanding of the use of full stops and capital letters. However, handwriting and presentation skills are developed slowly and many spellings of simple words are inaccurate. In Key Stage 2, pupils write poems, stories and letters but in the past the range and volume of writing have been limited and handwriting, punctuation and presentation skills, drafting and redrafting skills are underdeveloped. This has led to less progress overall in writing.
9. Standards in mathematics at the end of Key Stage 1 are average, but at present there are a small number of Year 2 pupils who show an above average attainment, as well as a number who require additional help. In Year 2, most pupils can mentally recall subtraction totals from 20. They understand multiplication operations of two times, five times and ten times. Most understand that there are a range of strategies by which they can arrive at a correct answer. By the time the pupils leave the school, most can calculate confidently with numbers in excess of 10,000 and use more complicated processes, such as the multiplication and division of simple decimals. Pupils in Year 6 learn the correct mathematical vocabulary, such as perpendicular. Pupils calculate mentally throughout the key stage with increasing confidence. Pupils are regularly given the opportunity to apply their mathematical knowledge to solve increasingly complex problems.
10. Pupils make consistently satisfactory progress in mathematics throughout both key stages, and particularly good progress is made in numeracy skills. Those with special educational needs make satisfactory progress in mathematics and care is taken to offer appropriate challenge to

those with higher prior attainment.

11. Attainment in science is in line with national expectations at the end of both key stages. Pupils make satisfactory progress in developing their knowledge and understanding of science at Key Stage 1. They learn about different materials and develop appropriate scientific vocabulary and methods. They make simple predictions and compare their findings with what they predict. At Key Stage 2 pupils respond to suggestions well and make more complex predictions, and at present there are a number of Year 6 pupils working at a level above that expected of pupils of their age. Older pupils demonstrate a good understanding of the effects of strenuous exercise, and begin to understand well the need for fair testing. They make good progress in gaining knowledge and understanding about life and living processes. Through developing their investigation skills they begin to represent their findings in a variety of different tables and charts.
12. The vast majority of pupils make satisfactory progress in science. Many develop good scientific knowledge, a wide range of scientific and investigative skills and an appropriate scientific vocabulary. Higher attaining pupils are well challenged because the management of lessons gives them plenty of opportunity to develop a range of skills. Pupils with special educational needs make satisfactory progress, with targets in their individual educational plans specifically focused on science.
13. In information technology, by the time pupils leave the school, their attainment is in line with expectations for their age group and they make satisfactory progress throughout the school. A few individuals make good progress by the time they leave. Pupils make best progress in word-processing and handling data; progress in modelling and control is just satisfactory. Pupils with special educational needs also make satisfactory progress.
14. By the time they leave the school, pupils' attainment in religious education is in line with the expectations outlined in the local agreed syllabus, and all, including those with special educational needs, make satisfactory progress. By the end of Year 6, pupils have developed sound knowledge about, and understanding of, Christianity and other faiths. They are able to describe some aspects of world faiths such as Judaism and Hinduism but this knowledge is underdeveloped. They have looked repeatedly at many events in the life of Christ, and know something about the development of the early church and the church today. Pupils are able to write about events from the Bible as well as discuss the effects of change by reference to the lives of famous people.
15. By the time they leave the school, pupils' attainment is in line with that expected for their age in geography, history, art, music and design and technology. This maintains the overall position noted in the previous inspection. Pupils also make satisfactory progress in these subjects, with particular strengths in music appreciation and history. Overall, attainment and progress in physical education are in line with expectations, despite the restrictions of the school hall. This limitation is compensated for by the enthusiasm of the teachers and the good progress made in swimming. By the time they leave the school most children can swim 25 metres unaided.
16. Throughout the school, pupils with special educational needs make satisfactory progress in relation to the targets set for them in English and mathematics. The careful provision made for them ensures that progress in other subjects is satisfactory.
17. Overall pupils make consistent progress through the school, as do all groups of pupils from the lowest to the highest attainers. There is no significant difference between the progress made by

girls and boys.

Attitudes, behaviour and personal development

18. Pupils' attitudes are good throughout the school. The school has maintained their positive attitudes to learning, constructive relationships and good behaviour found at the time of the previous inspection.
19. Throughout the school pupils' attitudes to learning are good. This contributes positively to their progress. They concentrate and are interested in their work. This was demonstrated when pupils in class 1 were testing the different materials for their ability to withstand wind and water when designing and constructing bus shelters. Both in class and in the communal areas of the school the pupils' behaviour is good. They enjoy being part of an orderly and pleasant community.
20. Pupils are polite and welcoming to visitors. Responses from parents by questionnaire and at the parents' meeting indicate that they are happy with the standards of behaviour in the school. The pupils show respect for other people's property and for the environment as shown by the lack of litter and the tidy cloakrooms. There were two exclusions in the last reporting year. Those parents interviewed and who responded to the questionnaire, and pupils in discussion, are happy that bullying is not an issue in the school.
21. Relationships are good throughout the school. The pupils consider each other's feelings and older pupils show care for younger ones. This is particularly evident before and after school and when they are playing in the playground. They talk and play pleasantly together in groups and respond well to staff who are on duty.
22. The pupils' personal development is good. They accept responsibility willingly and enjoy helping with the routines of class. There are some formal opportunities for pupils to play a part in the life of the school as a community but these are restricted.

Attendance

23. Pupils' attendance at the school is good. The above average levels of attendance found at the previous inspection have been maintained. The attendance rate for the last reporting year was 94.4 per cent. Registers are marked according to legal requirements. Most pupils are punctual in arriving for school and sessions begin on time and continue without interruption. This has a positive effect on pupils' attainment.

QUALITY OF EDUCATION PROVIDED

Teaching

24. The quality of teaching is satisfactory overall which is reflected in the satisfactory progress the pupils make. Teaching is satisfactory overall for the under-fives and satisfactory with many strengths throughout Key Stage 1 and Key Stage 2. Forty five per cent of the teaching observed was good, with one very good lesson. Some unsatisfactory teaching occurred during the inspection but this was restricted to just two lessons. This constitutes an improvement since the last OFSTED inspection.
25. The teaching of the under-five pupils in the reception class is generally satisfactory. Although tasks are well planned and effectively organised, they are not designed to achieve the Desirable Learning Outcomes for the under five pupils. However, the reception teachers have a clear

understanding of the needs of these pupils individually, both the reception and Year 1. This was well demonstrated in the mathematics lesson taken by the headteacher where her planning for the pupils showed her understanding of their possible progress in the number of different examples she provided for both year groups. This was followed by her adaptation of her plans for the next day in the light of the assessments she had made. The teachers and the classroom assistant work well as a team, ensuring a consistent approach so that most pupils soon become familiar with the classroom routines. They all have high expectations of the pupils, particularly of their behaviour, and work hard to create a warm and supportive environment for the pupils starting at the school. Pupils' work is monitored and assessed regularly. Praise is used well and the activities varied appropriately to help maintain pupils' interest.

26. The two teachers in the Key Stage 1 and 2 classes plan and prepare lessons well. In most subjects they have high expectations of pupils and adopt a variety of appropriate teaching methods. During the inspection they used both whole-class lessons, group work and individual tasks at appropriate times. Teachers organise their classrooms well and manage the pupils with necessary firmness, sensitivity and a good understanding of their individual needs. This was clearly shown in the Year 2/3 lesson when the teacher used a special 'hat' to focus the pupils on the mental mathematics tasks she had planned. The labels she put on the hat were an appropriate challenge for each pupil.
27. Teachers provide appropriate teaching and activities for all levels of attainment within the classroom. Lessons are usually well paced and the dialogue with the pupils is focused and designed to produce a thoughtful and pertinent response. The way that the Year 2/3 teacher in a geography lesson persisted with questions, based on pupils' responses, to make sure they all understood the very good range of climate pictures she had introduced, was very effective. Teachers explain tasks clearly and often provide good demonstrations to assist pupils' understanding. This was particularly true of the Year 4/5/6 teacher who took an active part in the mental mathematics and problem solving sessions. By her direct involvement she involved all pupils and so increased the number of their responses, and the amount of progress they could make. Also in the science lessons observed, teachers showed their ability and enthusiasm by joining in with the pupils well.
28. Generally, teachers have a sound knowledge of the curriculum that is reflected in the way they plan their lessons. In some areas of the curriculum, such as science, teachers have worked hard to increase their knowledge and understanding and the progress pupils make has improved as a result. The links which teachers are now beginning to make between different subjects are producing worthwhile cross-curricular activities. The way that the three-dimensional models were made in the geography lesson was a good example of the care now being taken in many subjects.
29. Overall, day-to-day assessments are unsatisfactory and assessment results are not used sufficiently by individual teachers to inform their planning. This has led to some pupils being insufficiently challenged in writing in both key stages.
30. Teachers have good relationships with their pupils. They offer appropriate praise and encouragement. There is a productive working atmosphere throughout the school, and good use of resources to support pupils' learning. Some good examples were seen in a number of subjects where teachers were using a wide range of books, artefacts and practical equipment. For example in science in the Year 4/5/6 class, the range of 'mouldy' materials provided for each pupil brought the subject alive for them all. Pupils' work is displayed well throughout the school. Classrooms are generally attractive and stimulating, with book corners and art areas to focus the pupils' attention.

31. Teachers have worked hard to implement the new literacy and numeracy strategies, and some effective sessions were observed during the inspection. This degree of care over the teaching of literacy means that lessons now are well planned, they move at a brisk pace and include plenty of consolidation to reinforce the main focus of each lesson. Teachers make good use of opportunities to develop pupils' literacy skills at times other than in English lessons, for example in design and technology and science where special vocabulary is used, and in registration periods, circle time and assemblies. Numeracy is an important part of the science projects planned for this term where a range of measuring activities have to be completed by all pupils.
32. The quality of teaching for pupils with special educational needs is consistently satisfactory, and often good. Teachers are aware of the targets on pupils' individual education plans and consider their needs when undertaking their weekly planning. They manage pupils with special educational needs well, with teachers and support assistants combining well together to ensure these pupils take a full and active part in the curriculum. Teachers build up good relationships with their pupils and they use this form of support in class very well.

The curriculum and assessment

33. The curriculum provides a satisfactory educational experience for pupils in Key Stages 1 and 2 and effectively supports the aims of the school. The curriculum for the under-fives is not sufficiently broad and balanced as it does not cover all the required areas of learning. Current planning documents do not take account of the Desirable Outcomes to provide a framework whereby teachers can effectively plan and evaluate the balance of provision over time. There is a lack of provision for purposeful play including role-play and the use of large wheeled toys. There is insufficient provision to extend writing and numeracy by quality play activities in the role-play area. Opportunities for children to develop their personal and social skills through activities such as class 'circle time' are well developed, and this area of learning does receive sufficient emphasis.
34. In Key Stages 1 and 2 the curriculum is satisfactory overall. It is relevant to the needs of the pupils and contributes effectively to their intellectual and personal development. All National Curriculum subjects and religious education are taught and the teaching of literacy and numeracy is given due importance. Coverage is broad and most subjects receive a balanced allocation. The exception is physical education, which is limited due to the lack of a school hall. The absence of a suitable indoor space and large apparatus makes it impossible to teach gymnastics, especially to the older pupils. There is very little written evidence in religious education to identify the balance of work but from discussion, older pupils have insufficient knowledge and understanding of other world religions. Overall, the curriculum provision has a positive effect on attainment and progress.
35. There is a commitment to equal opportunities that is reflected in the ethos of the school and generally pupils have equality of opportunity and access to school activities to ensure progress. There is satisfactory provision for sex education and an understanding of the dangers of drug misuse. Although personal and social education does take place, the school has not agreed its policy for personal, health and social education to make the consistent teaching of these aspects secure.
36. The school has devised a useful whole-school curriculum plan, based on a two-year cycle, which helps to ensure that the Programmes of Study for all subjects are covered. This planning does contain reference to the areas of learning for under-fives although the method of planning

is not followed through to medium and short-term planning. This overall planning has a positive impact on continuity and progression between the key stages and within the age ranges of the mixed age classes. The school is successful in using the natural links that exist within the individual subject Programmes of Study. This enhances the relevance of the learning experience for the pupils. For example, in a geography lesson related to the weather, skills in design and technology were developed in the exciting three-dimensional models that were made.

37. Planning at the medium stage is satisfactory. The agreed framework provides an effective structure from which teachers can plan the specific skills, knowledge and understanding that they are going to teach on a weekly and daily basis. The school has not yet adapted the National Literacy Strategy and other published schemes to the individual needs of the school. This sometimes results in work being pitched at too high a level for some of the pupils. An example of this was in Year 3 where a group of pupils struggled when writing a poem to a set structure. There are policies in most subjects, but the school does not have schemes of work in all subject areas which identify what has to be taught in each year group and support teachers' knowledge and understanding of each curriculum area. The school is waiting for publication of national guidance and schemes. The lack of clear and detailed schemes in religious education and the foundation subjects limits the progress that a significant number of pupils make over time. For example in religious education, older pupils lack sufficient knowledge of other world religions through lack of effectively organised opportunities.
38. Daily planning for literacy and numeracy is thorough although learning intentions are quite broad in some lessons, particularly literacy. This makes it difficult to observe and measure the progress that is made. There is insufficient opportunity to note assessment outcomes.
39. Provision for pupils with special educational needs is satisfactory. All Code of Practice requirements are met. Targets on individual education plans are measurable and observable and most pupils make satisfactory progress. Where pupils have targeted support they make good progress, for example in literacy work in Key Stage 2 where one pupil has significantly developed his reading age over the past few months. Extra support is currently only available in one class which enables those pupils to make good progress.
40. The school has begun to review curriculum policies since the last inspection. Time has been allocated for the headteacher to monitor the curriculum. The school has recently begun to analyse a range of test and assessment data and trends in attainment over time. The school has made satisfactory progress in developing the curriculum since the last inspection.
41. The school enhances the curriculum with a range of visitors to the school, who talk with the pupils and occasionally provide practical workshops. Teachers arrange a number of visits to enrich the curriculum, and contribute in a programme of extra-curricular activities for the older pupils, which includes football, netball and recorders. A residential visit for the older pupils effectively enhances the curriculum and extends provision for social development. Sports teams have opportunities to play against other local schools. The extra-curricular activities make a sound contribution to the school's curriculum provision. The older pupils have a French lesson each week and have established a strong link with pupils in a French school. They value this link which enhances the provision for cultural development.
42. The required baseline assessment of the youngest children is being successfully implemented and systems for recording pupils' development are thorough. There are recently agreed and introduced assessment procedures throughout Key Stage 1 and Key Stage 2, which are useful. Insufficient use of day-to-day assessment is made and it is not used to inform the next stage of planning. Opportunities for day-to-day assessment are not clearly identified. This means that

targets set for the pupils are not always sufficiently clear, concise and measurable and the learning which takes place is not always consolidated. Teachers do know the pupils very well and in some lessons the plenary session is used well to judge pupils' understanding. An example of this was in a literacy lesson with Year 6 pupils who had been working on the poem "Kubla Khan." At the end of the session some of the pupils were able to explain the understanding of several words which were new to them. The attainment and achievement of pupils are recorded in their record folders. Samples of work do not indicate levels of attainment and not all pupils are sufficiently involved in the recording process.

43. Policies give a very brief summary of assessment procedures and do not provide sufficient guidance. The school has not yet developed a policy for assessment to secure the current practice and procedures and there is not a co-ordinator. The recently introduced procedures for recording longer-term assessments provide sufficient and reliable information for governors to make decisions in order to raise pupils' levels of attainment. A key issue in the last inspection report the school was to review the arrangements for the allocation of teaching time over the week. This has been done and the allocation of time is now satisfactory. Swimming takes up a large proportion of the time, but in an area so close to the sea it is seen as an important priority.

Pupils' spiritual, moral, social and cultural development

44. The overall provision for spiritual, moral, social and cultural development is good. Provision for spiritual development and cultural development is satisfactory and for moral and social development it is good. The school's aims permeate the life of the school and contribute effectively to this area.
45. Provision for spiritual development is satisfactory through appropriate assemblies, religious education and through the curriculum. There are regular opportunities for pupils to reflect on feelings and values, as for example in class 'circle time'. In one lesson with the youngest pupils, children spoke about baby Jesus as they handed round a figure of him. Their thoughts and feelings showed sensitivity and care. Pupils show how they care for others by fund raising for different charities. There are opportunities for quiet thought and reflection in assembly. Pupils make books of prayers and a Christmas tree picture contains thoughtful Christmas prayers. Throughout the year there are opportunities to encourage awe and wonder, for example the hatching of eggs in the spring term. Pupils have recently collected and planted acorns and are now hoping that they will grow. Pupils gain insight into the different beliefs and lives of others in the study of celebrations such as Diwali. The quality of the act of collective worship was the focus of a separate inspection.
46. The provision for moral development is good. The school has maintained the standards indicated in the previous inspection. It successfully teaches right from wrong. The positive approach to behaviour in the school, such as the use of 'golden time' makes an effective contribution to pupils' moral development. The school is a caring community, which encourages respect for everyone and values all pupils equally. The staff foster qualities of kindness, consideration and courtesy. They set good examples, demonstrating thoughtful and caring attitudes. The school rules focus on positive outcomes. Pupils are encouraged to reflect on the impact of their action and how it might affect others. Praise and encouragement are used well throughout the school. In the weekly celebration assembly there is opportunity to praise and encourage positive attitudes, effort and good behaviour.
47. Provision for social development is good. Although jobs are not allocated on a regular formal basis, pupils do have regular opportunities to take responsibility for themselves, for example,

by undertaking various tasks to assist in classroom routines. There are good opportunities to think of others, for example, in their Christmas prayers. Pupils with special educational needs are integrated very well into the school community. Several pupils have joined the school recently and the good provision for their social development ensures that they quickly settle into school life. The school fosters good attitudes of community awareness. The pupils are involved in a range of local activities and local residents are welcomed into school. Parents value the way in which all pupils play and work well together. Older pupils are encouraged to be good role models for the younger ones and at lunchtime they help to care for them. Older pupils have the additional opportunity to develop their social skills on a residential visit.

48. Provision for cultural development is satisfactory. Cultural development is fostered through visits in the local community and beyond. The development of an understanding of pupils' own cultural heritage is thorough and is fostered through visits to places of local historical and geographical interest. The school has occasional visits from authors who talk about their work. Each year the pupils perform a play or have a concert, which is performed in the village. On some occasions opportunities for cultural development are not used to the full. An example of this is the use of music when entering and leaving assembly, when the music and composer are not discussed with the pupils. The school has a link with a French school and the pupils regularly exchange letters. Provision for multicultural education is satisfactory overall, although the school has insufficient books and resources in this area. Through the provision in assembly and religious education, pupils develop a basic knowledge of other cultural traditions and celebrations such as Diwali.

Support, guidance and pupils' welfare

49. The school has maintained its caring environment and effective provision for the well-being of its pupils as found at the time of the previous inspection.
50. The teachers know their pupils well and are familiar with their backgrounds, taking care of their individual needs. This pastoral care is a strength of the school. Parents are happy with the support and guidance offered to their children and greatly value the caring ethos of the school. There are satisfactory arrangements overall for the recording of pupils' academic progress and personal development, although these records are sometimes informal and not all part of a cohesive system. Pupils with special educational needs receive satisfactory support. Parents are fully informed in annual reviews and there are good links with outside support agencies.
51. Staff have consistent expectations regarding pupils' behaviour and the procedures in the school policy on discipline reward good behaviour with 'golden time' which is successful in creating an environment which is conducive to learning.
52. Attendance is monitored regularly by class teachers. The education welfare officer visits the school termly and works closely with teachers and parents where there is perceived to be a problem with attendance or punctuality.
53. Recent training on child protection has been undertaken and all staff are aware of the procedures laid down in the child protection policy.
54. Effective procedures are followed regarding accidents and first aid. Sex education and drug awareness form part of the school's health education programme. A cycling proficiency course is organised by parents for older children in the school. There is a detailed and useful health and safety policy that has been agreed by the governors. Although risk assessment is

undertaken this is not on a formal and regular basis.

Partnership with parents and the community

55. The school has maintained its good links with parents and the community and improved the information provided for parents on the topics being studied since the time of the previous inspection.
56. The quality of information provided by the school is good. Regular newsletters keep the parents informed about developments. They are given reminders of events on the school noticeboard. Parents receive detailed annual reports about their children's progress which contain some areas for development.
57. Levels of involvement of parents in the life of the school are good. All parents are encouraged to be directly involved in school and a significant number respond by helping in class, hearing readers or accompanying school trips. Volunteers are also welcome in school and some hear readers and talk to pupils about their experiences, for example during wartime. The parent teacher association is very active in organising fund raising and social events to support the school.
58. The school has good links with the playgroup that shares the same site. Children are able to attend sessions prior to their admission to help them settle quickly into their new environment. The school plays a significant part in the life of the community through visits to the local church and nearby chapel. Members of the community support fund raising events. Pupils are helped to develop an awareness of citizenship and pride in their community through the raising of funds for charity.
59. The school has developed good links through the Business in Education Project. Pupils have visited the post office, doctors' surgery, a local bakery and a trout farm. The curriculum is enhanced through the expertise of visitors to the school such as the Seagull Recycling Centre Road Show and regular visits within the locality to places of educational interest including Gainsborough Old Hall and Eden Camp.

THE MANAGEMENT AND EFFICIENCY OF THE SCHOOL

Leadership and management

60. The leadership and management of the school are good overall, which maintain the position noted in the previous inspection. The headteacher provides positive and sensitive leadership. Her enthusiastic and effective day-to-day management ensures the smooth running of the school, and she has very good links with the parents. In her own words, her motivation, as well as a strong professionalism and care for children, is a desire to get things right for children "whose needs and aspirations are all different". The headteacher has secured the confidence and loyalty of the governors and parents. Her "caring and understanding" approach (parents' words) is seen as necessary due to the complexity of the intake and are considered a strength by all concerned. Parents' questionnaire returns and interviews with Chair and other governors and all teachers show how much they appreciate her high expectations and commitment to raising standards.
61. Over the last three years, since the last inspection, the head has made several important changes. These include drawing up the school's new development plan, encouraging greater involvement of governors, and the beginning of a monitoring system for the teachers to enable their own development. This means that the current school development plan is comprehensive

but quite new. All appropriate action is now being taken by the governors and headteacher to implement the necessary action to realise the major points in the plan.

62. The Chair and the other governors were involved in writing the school's aims, values and policies and support them well. The role of the governing body has improved since the school's last OFSTED inspection, with some governors having attended appropriate courses. Governors show great loyalty and commitment to the school and meet all statutory requirements. Interviews clearly show great confidence in the head and staff. The headteacher meets regularly with the Chair of Governors to review the progress of a range of issues on an informal basis. The Chair feels strongly that the school has made significant progress on its plans in the last four years. The Chair and the headteacher agree that for the school to be truly effective the teachers have to be very rigorous over planning and assessment, and they feel the school has now begun this process.
63. Governors in committee monitor staffing and buildings, and they are fully involved in the review of the school's finances and the formulating of the school development plan. There is a curriculum committee and the Chair and other governors showed that their participation in monitoring the curriculum and educational standards, and their overall strategic management role, have developed well since the last inspection. The governors have developed well since the last inspection. Most governors now visit on a frequent basis. After each visit a report is presented to the next governors' meeting.
64. The role of the curriculum leaders has improved since the last inspection. Each member of staff has a number of different responsibilities, which is inevitable in a school of this size. Their influence is gradually being strengthened, but lack of time does not allow them to make the most of their expertise, as the headteacher fully appreciates. The teachers are more than capable of taking an active role in the monitoring of teaching in their own subject, and this in turn would further enhance progress in their subjects. Many of the policy documents written by the curriculum co-ordinators are new since the last inspection and have begun to impact on rates of progress. The curriculum leaders are working hard using a variety of monitoring strategies for the core subjects, but only of plans and work. The implementation of the National Literacy and Numeracy Strategies have been effective with the support of named governors.
65. The headteacher is aware of the need for an appraisal process to focus the school's staff development policy. However, it is important that this process is formalised as the teachers are isolated in this school and do not have the opportunity for focused visits to other schools of a similar kind to gain an appreciation both of the school's corporate needs and those of individual teachers.
66. The school has a sound policy for equality of opportunity, which is reflected in its aims. The headteacher has begun to monitor the progress of boys and girls and their attainment is broadly similar. The school creates an ethos in which all pupils are generally encouraged to make good progress.
67. The management of special educational needs is satisfactory. There are an above average number of pupils with special educational needs and the school has developed a good reputation in the area for their success overall. The headteacher and governors are aware of the problems that this success can bring in the development of the other pupils in such a small school. The special educational needs co-ordinator cannot devote sufficient time to her role at present to be truly effective. This is another difficulty that small schools face. Support staff make a valuable contribution to the progress that pupils with special educational needs make.

68. Between them the headteacher, teachers and classroom assistants create a positive ethos in the school, which contributes towards good attitudes to work amongst the pupils. The school provides an effective learning environment based on good relationships and pupil behaviour.
75. **Staffing, accommodation and learning resources**
69. The match of number and qualifications of teachers to the demands of the curriculum is satisfactory, provides an appropriate balance of knowledge and expertise and, overall, has a positive effect upon the quality of education provided and the standards achieved. There has been an increase in staffing since the last inspection, which enables the headteacher to have time to oversee the curriculum. The qualifications and experience of support staff match the demands of the curriculum. Staff working with pupils with special educational needs are well informed by a close awareness of the targets set for the pupils and how these may be met. However, the school currently only provides extra support for pupils with special educational needs in the Year 4/5/6 class where a number of new pupils have been admitted recently.
70. Arrangements for staff development are unsatisfactory. The school does not have a current system for staff appraisal and is waiting for new guidance from the government. Job descriptions for teaching staff are in place, but they do not include reference to management roles. There are no individual action plans for staff development. Staff have taken part in basic training for literacy and numeracy which has had a positive effect on provision. However, they feel isolated and do not have the opportunity to visit other schools to see good quality teaching and learning taking place.
71. The last inspection stated that accommodation was adequate, well maintained and in good repair. The accommodation is still well maintained and is in overall good repair. The lack of a school hall is still an issue and means that the accommodation is not adequate to allow all aspects of the curriculum to be taught. It is not possible to teach gymnastics, as there is insufficient room and no large apparatus. Other activities such as dance and drama are also affected by the lack of space. Access is suitable for the disabled in the main building, although it is more difficult in the mobile classroom and there are no toilet facilities for the disabled. Outdoor facilities are satisfactory with a field and a playground that has recently been resurfaced. There is not a separate play area for the under-fives. Good use is made of Louth swimming pool to enhance pupils' attainment in physical education. The position of the library is not ideal, as to gain access pupils have to walk through another classroom.
72. Most subjects have adequate resources for the teaching of the National Curriculum. The library has an adequate number and variety of books, except for the range of multicultural books which is insufficient. However, there is clear evidence that the school has been waiting for an order for over three months that would help to satisfy this weakness. Some non-fiction books are slightly outdated. Appropriate resources to support the literacy hour have been provided and the school is now building up its resources for the numeracy sessions. There are insufficient artefacts for teaching religious education, including resources from other world religions. The school has increased resources for information technology since the last inspection. Provision of resources for pupils with special educational needs is satisfactory. There are insufficient suitable resources for the under-fives, including large wheeled toys such as bicycles and scooters. This has a negative effect on the education for the under-fives.

The efficiency of the school

73. The efficiency of the school is good overall, with some very significant strengths and no

significant weaknesses. This continues the position at the last inspection. The school has put in place a thorough approach to financial planning for the current year and all available funding is appropriately targeted towards meeting priorities in the school development plan. This plan clearly details the identified priorities and indicates costs, some training needs, success criteria, monitoring and evaluation. These financial plans take a suitable long-term view of the school's position and effectively support educational development in the current year.

74. The preparation of the budget is based on sound information combining an analysis of the last year's expenditure, review of the targets achieved and the forecast for the coming year. The headteacher is kept closely informed about spending and ensures that the appropriate allocations are made to each curriculum area. She maintains a close overview of spending to ensure that the budget is appropriately used and that spending remains within agreed limits.
75. Funds delegated for pupils with special educational needs are used appropriately and additional staff are provided to support pupils in class. These arrangements make a significant contribution to the progress made by these pupils. Generally the deployment of teaching and non-teaching staff is satisfactory, and the expertise of the staff support the efficiency of the school in every sense.
76. The school has effective procedures to ensure the cost-effectiveness of the goods and services that it purchases and seeks several quotations for major items of expenditure before making a choice. Regular, monthly reports about the school's financial position are presented to the headteacher and the Chair of the governing body. Governors take an active part in monitoring spending decisions through regular visits and consultations with the headteacher. They are completely involved in making spending decisions and have a good oversight of the budget. There is a finance sub-committee that has specific terms of reference, meets at least termly and considers the school's financial position in depth. Overall, the financial systems and procedures are good and the headteacher and governors effectively monitor expenditure regularly through the budget reports submitted to them.
77. The school administrator is friendly and extremely efficient and provides very good support for the day-to-day organisation of the school. There are good routines and safeguards in place and tasks are effectively carried out. Procedures for ordering stock and major items of equipment and paying suppliers are very well established and secure. The most recent audit report, in common with all those since the last inspection, did not raise any serious matters for consideration, and any minor recommendations have been acted upon.
78. Resources are used effectively to develop pupils' understanding. Resource needs are identified accurately by the subject co-ordinators who ask for specific items of equipment through an individual subject action plan. They are then fully involved in the process of prioritisation and decision-making. The only major deficiency in the school's resources is large play equipment for the under-fives. Generally the school makes good use of the range of resources that are available. Lessons at the start of the day always begin promptly, and the change over between lessons and break times, are efficient and expeditious.
79. Overall, the school's accommodation is satisfactory, and well used. The good decor, the good library, the internal appearance of classrooms, and the good school grounds are a testament to how carefully the school has prioritised on its accommodation where it can, and to what good effect.
80. Taking into account the satisfactory overall progress, the overall good quality of teaching, the

good behaviour and attitudes of the pupils, and despite the high overall cost per pupil, the school provides sound value for money.

PART B: CURRICULUM AREAS AND SUBJECTS

87. AREAS OF LEARNING FOR CHILDREN UNDER FIVE

81. Standards of attainment on entry to school are below average for the majority of children. They enter school at the beginning of the year in which they become five, having spent some time in the local nursery. This means that some of the pupils are only just over four years of age when they begin full-time in the reception class. They settle into school well and make satisfactory progress, but by the age of five many pupils do not attain the Desirable Learning Outcomes.

Personal and social development

82. Many children enter the reception class with underdeveloped personal and social skills. The supportive learning environment encourages them to be happy and confident in their dealings with adults and with one another. They learn to take turns and share equipment as well as making choices about their activities. The headteacher is particularly adept in this aspect and creates a caring atmosphere which allows pupils a great deal of personal freedom to develop but within a very structured setting.

Language and literacy

83. In language and literacy children's attainment is generally below the Desirable Learning Outcomes but they make at least satisfactory progress. They are usually challenged and motivated by the range of activities available to them and are learning to listen to their teachers and to one another. Their spoken language is extended through lively discussions of topics such as Autumn and Christmas and in talk related to their own investigations such as putting their new words on to writing sheet. Children respond well to stories, rhymes and songs including number rhymes which is a particular strength of the headteacher when she takes this class for her four days in the week. The under-fives are learning that print has meaning and mostly handle books with care. The most able pupils are able to make sensible predictions from pictures and pick out individual words and letters introduced in their reading. When writing children take pleasure in mark making and many are able to write letter shapes correctly in activities with their teachers.

Mathematics

84. In mathematics, children are making sound progress towards meeting the Desirable Learning Outcomes for pupils of their age. They are gaining confidence in counting objects to ten and 12 and in matching numbers and objects to five. This knowledge is consolidated through relevant rhymes and games, through sorting objects as part of small world play and through using a computer game for number matching. Children use relevant mathematical language such as 'in' and 'out' and 'through' as they experiment in science. They develop an understanding of the pouring qualities of dry objects such as wheat, and are learning to compare sizes through making cakes with play dough. The way teachers use all methods, as in the lessons based on their local visits, to introduce and reinforce numbers is very effective.

Knowledge and understanding of the world

85. Children's knowledge and understanding of the world is satisfactory. They understand that different seasons bring changes in the weather and are beginning to develop an understanding of the properties of materials. They are able to talk about their work and give reasons for their

predictions. They are able to explore and select materials and use skills such as folding, cutting and joining when making material houses. They are developing their skills in describing objects according to touch, as in using materials for making houses they use vocabulary such as 'hard' 'rough' 'soft' 'dull' 'shiny' and 'transparent'. They develop their knowledge and recognise and describe natural materials such as hedgerow fruits they have collected. The teacher and parent helpers make sure they take all opportunities to expand the pupils' awareness of their surroundings, equipment and their classmates. This was a feature of all the lessons observed during the inspection.

Physical development

86. The children's physical skills develop satisfactorily. They begin to move confidently and with increasing control of their movements, showing satisfactory spatial awareness. However, the development of their physical skills through climbing and exploratory play is not encouraged due to the lack of climbing apparatus and bicycles, tricycles and tunnels in an outside play area designated for the under-fives. Progress in the development of fine motor skills is satisfactory and is achieved through the use of scissors, glue spreaders and brushes. Children also develop confidence in their fine motor skills with their control of the mouse in computer games such as completing words in a number of exercises from a CD-ROM they know and enjoy, and which was introduced with real enthusiasm by the headteacher during the inspection.

Creative development

87. Children make satisfactory progress in their creative development through stories and rhymes, but there is a lack of imaginative role play for dressing up or using a home corner. Role-play areas to encourage literacy and numeracy skills are currently not available which inhibits the children's progress. The children use paints and chalks to create imaginative pictures and respond well to the use of colour, shape and texture when making pictures and modelling. They develop confidence in selecting materials for particular tasks. In music, most children have satisfactory control of their voices through singing songs. They remember words and tunes and sing in time appropriately for their age. The way that the teacher and helpers encouraged pupils to draw and paint pictures to fulfil their own ideas associated with Christmas was very effective.
88. Parents receive a school booklet giving helpful information about helping their children adjust to school. Regular meetings with parents occur as they collect their children and the good relationships between parents and teachers provide a valuable link between home and school and ensure a satisfactory beginning to children's formal schooling.
89. Overall, the quality of teaching in the reception class in all areas of learning is satisfactory. The policy which has been developed for the under-fives indicates the continuity and progression the school provides through the reception class but is not adequately based on the Desirable Learning Outcomes expected. Work is carefully planned but not always appropriate for the age and interests of the children. It does not always provide them with the necessary skills to achieve the Desirable Learning Outcomes.
90. Baseline assessment is carried out during the first half-term in the reception class and provides valuable information on children's needs and progress. Effective evaluations of some teaching sessions by both the headteacher and the part-time teacher enables them to identify and provide for individual needs.
91. Accommodation and resources for the under-fives are unsatisfactory and do not encourage a

suitable range of learning opportunities. The lack of outside play space restricts opportunities for the activities of the youngest children.

ENGLISH, MATHEMATICS AND SCIENCE

English

92. National test and assessment data from 1999 indicates that at the end of Key Stage 1, results in reading were below the national average and also below average compared to similar schools. In writing, standards were well below the national average and very low compared to similar schools. The number attaining above average standards in writing was below the national average and well below compared to similar schools, but in reading it was close to the national average and in line with standards in similar schools. In speaking and listening standards were below average nationally with well below the average number of pupils attaining the higher levels. Over time standards in reading have improved slightly, but they have fallen in writing.
93. The results for the national tests at the end of Key Stage 2 in 1999 indicate an improvement in English compared with previous years. However, results were still below average both nationally and when compared to similar schools. Some pupils reached the higher levels of attainment, but these results were below average. Over time the results in English have initially fallen, but then shown gradual improvement. Overall, girls in the school perform slightly better than the boys. Most pupils enter school with standards that are well below those expected and the progress that they make throughout the school is generally satisfactory. The introduction of the National Literacy Project is beginning to have a positive effect on standards. The school makes satisfactory provision for literacy teaching. In interpreting these results, and those at the end of Key Stage 1, it is important to bear in mind the small number of pupils in the cohort which makes comparisons with other similar schools unreliable. Also the significant number of pupils with special educational needs who have joined the year groups from other local schools has an impact where one pupil can make a difference of ten per cent.
94. Pupils' attainment in speaking and listening is below average at the end of Key Stage 1, but the progress from entry to the school is mainly satisfactory. At the end of Key Stage 2, attainment is just below average but overall progress is satisfactory, especially with listening skills. There are increasing opportunities for pupils to speak and listen in class. Good use is made of class 'Circle Time' for discussion. Most pupils at the end of Key Stage 2 listen to each other and to the teacher. They demonstrate careful listening and make relevant responses, for example when sharing poetry. However, some pupils still lack confidence when speaking and do not adapt their speech to the needs of listeners. They are reluctant to talk confidently in a range of situations and find it difficult to communicate their ideas clearly. They are more confident when discussing their reading books and several pupils do this with enthusiasm.
95. Attainment in reading is average at the end of Key Stage 1 and pupils make satisfactory progress, with a significant number making good progress. At the end of Key Stage 2 attainment is average and progress is satisfactory, with several pupils making good progress. In Year 2, pupils read a wide range of texts and most use a range of strategies to help them tackle new words. They enjoy discussing their reading books. By the end of Key Stage 2, pupils begin to use text to describe the plot and characters in the stories and they read with increasing enthusiasm. They talk with interest about some favourite authors and books. Most pupils in Key Stage 2 have satisfactory information retrieval skills.
96. At the end of Key Stage 1, standards in writing including spelling and handwriting are below

average. A significant number of pupils are not confident to write for a range of purposes or in their independent writing. They frequently seek reassurance and assistance when trying to spell words, for example when writing poetry. Their handwriting is not consistent in size or neatly formed. They do not have knowledge of a range of spelling strategies or grammar and punctuation. When asked, no pupils in Year 2 or Year 3 could remember what a noun is. By the end of Key Stage 2, writing is still below average. Pupils show a lack of imagination and do not choose words to give variety and interest to their writing. Ideas are not always developed in an interesting way or organised effectively. The spelling of words with regular patterns and the use of capital letters and other punctuation is inconsistent and several pupils still lack confidence at writing independently. Handwriting is not joined and is not always legibly formed. Pupils are not used to redrafting their work.

97. Progress in English is generally satisfactory in both key stages. Pupils enter Key Stage 1 with standards that are below those expected of children of five years old. Several enter with standards that are well below average. The literacy hour is used satisfactorily to develop a range of skills, especially reading, which are consistently reinforced. Considering the below average attainment on entry, progress in writing in Key Stage 1 is satisfactory. Several children begin to use capital letters and full stop, the formation of letters becomes neater and basic spellings improve. Overall, there is satisfactory progress in English in Key Stage 2, and a few pupils make good progress with their reading. They read a wider range of books with increasing fluency, independence and expression. There is less progress in spelling, handwriting and the use of vocabulary. In some lessons learning objectives are too broad which makes it difficult for them to be observed and measured. This results in the targets for pupils being insufficiently precise, which reduces the progress made. There are a high number of pupils with special educational needs throughout the school. When they have individual support they often make good progress with relation to their targets. Where there is no additional support, progress is less. Higher attaining pupils generally make sound progress. Pupils read regularly in school, but this reading is not effectively supported through the home reading system, which limits the progress that a sizeable number of pupils make.
98. Most pupils have positive attitudes to their learning. They are interested in their work and most concentrate well in literacy sessions. Relationships are good and pupils are supported well. They gradually develop more confidence, although several still lack sufficient independence by the end of Key Stage 2. Behaviour is generally good in English lessons, especially where there is support for pupils with special educational needs. When the work is pitched at too hard a level, and there is no support, then the standard of behaviour falls.
99. Teaching was observed in literacy sessions. The quality of teaching is mainly good and is having a positive effect on the standards of English. In Key Stage 2, it is good overall and consistently good with the older pupils because this teacher has high expectations of pupils at all times. In Key Stage 1, it is satisfactory overall with unsatisfactory teaching in one lesson where the learning objectives were too broad and work was not pitched at an appropriate level for the different ability levels. This had a detrimental effect on the progress which pupils made in the lesson. There was a good example of teaching Year 1 pupils where planning was thorough and a wide range of suitable teaching strategies was used. There is skilful questioning throughout the school, which focuses the pupils' attention on the task. In the most successful lesson the instructions and objectives are explained clearly and are understood by the pupils. In these lessons the plenary session is used well to consolidate the learning. An example of this is in a session related to poetry with the older pupils. Through listening to the ideas of others pupils they were then able to develop their own ideas. Most planning is thorough, but in the less successful lessons objectives are too broad. Teachers generally have appropriate expectations for pupils. Pace is usually appropriate, but when it slows pupils

begin to lose interest and concentration and the level of work deteriorates.

100. Teachers are still in the early stages of developing their knowledge and understanding of the literacy hour, but generally have a satisfactory understanding. Teachers know the pupils well and usually manage them effectively. The teaching of literacy in other subjects is starting to have a positive impact on standards. Literacy skills are used throughout the curriculum, for example in science work on healthy eating in Key Stage 2. There is satisfactory use of information technology to support literacy in both key stages. There is insufficient use of day-to-day assessment and systems are not in place to ensure that evaluations are used to inform further learning. This means that targets for some pupils are not precise enough. Recent recording procedures have been introduced but there has not been sufficient time for them to make sufficient impact.
101. There are adequate resources for English except for multicultural books. The library access is through a classroom, which limits its use, although this does not appear to have a negative effect on research skills. Regular homework has a positive effect on attainment and progress. Not all pupils read regularly at home and this hampers the progress of pupils. The school views the teaching of English as a priority and allocates well above average time to the subject. The subject is satisfactorily managed, although the co-ordinator has only recently been appointed and still has to develop the role to include monitoring. As yet there has been no monitoring of the teaching and learning in the literacy hour.
102. The previous report indicated that standards in English were in line with national expectation in all aspects and that standards in speaking and listening were good. The difference in standards in the current inspection is due to the different cohort of pupils and the increase in the number of pupils with special educational needs. Reading skills have improved since the last inspection and teachers are now appropriately involved in the selection of books in Key Stage 2. There is now a suitable range of activities in order to teach specific reading skills. The school has increased the range of books for early readers.

Mathematics

103. The results of the national assessment tests in 1999 by both seven and 11 year olds indicate that standards are well below the national average. However, standards are below average when compared with similar schools. This assessment must be considered in the context of the size of the cohort, which is very small and where the addition of one pupil can make as much as ten per cent difference in the overall score, and the increased number of pupils with special educational needs. Evidence gathered during the inspection shows that overall attainment of the pupils is in line with expectations of what they can achieve, and pupils make satisfactory progress.
104. By the end of Key Stage 1 in numeracy, pupils are secure in addition and subtraction to 20 and they understand number patterns to 20. They can effectively order and sequence numbers to 100 and are developing sound understanding of place value in addition and subtraction to 100. Scrutiny of work shows that pupils can identify and use halves and quarters and recognise odd and even numbers. Many of the pupils are able to use mental recall of two, three, four, five and ten times tables in simple multiplication and division problems. In the area of shape, space and measures pupils confidently recognise regular two-dimensional shapes and describe their properties, including the number of sides and corners. The more able pupils recognise right angles and estimate area in squares. In handling data pupils gain some experience from recording length in a table, sorting shapes through various characteristics and illustrating their findings in diagrams. They are able to use a whole variety of bar graphs.

105. By the time they leave the school, most pupils calculate confidently with numbers in excess of 10,000 and have begun to use more complicated processes, such as the multiplication and division of simple decimals. Pupils in Year 6 are learning the correct mathematical vocabulary, such as perpendicular. Pupils calculate mentally throughout the key stage with increasing confidence. There was good evidence that pupils were being given the opportunity to apply their mathematical knowledge to solve increasingly complex problems.
106. The school is generally successful in meeting the needs of pupils with special educational needs. When a pupil is given extra support in class both the assistant and the class teachers are aware of what the child's needs are and before appropriate action is taken they are involved in mutual, careful planning. The targets set for mathematical activities in the individual education plans are suitably detailed and parents are kept properly informed of their child's progress.
107. In the reception and Year 1 class, pupils make good progress in numeracy. As they move into Year 2 they develop this knowledge further by applying it thoroughly to solving simple problems. Progress during Key Stage 2 is satisfactory. There is confident interaction between all pupils and their teachers, and the pace of lessons is brisk. The school has put a lot of effort into developing the area of problem solving in mathematics. As a result the pupils' ability to use and apply their mathematical knowledge is the area of most progress since the last inspection. Pupils' development in numeracy throughout the subject is good overall, they develop a good sense of number and its use in solving problems. The use of numeracy across the curriculum is satisfactory. Pupils use tally charts and tables to illustrate the results of different investigations. Also in science they collect a range of mathematical facts about themselves and illustrate their results in graphical form. Numeracy is also used in geography to understand the differences in size of small and large countries. In history the production of time lines helps pupils to develop a sense of chronology.
108. Pupils have good, positive attitudes towards their work in mathematics in all classes. Their behaviour in the classroom is usually good, they listen attentively, respond well to questions and communicate information freely and effectively. They concentrate well on the tasks they are set. Pupils of all ages work willingly together and some opportunities for this are afforded to pupils in Key Stage 2. Relationships between pupils and their teachers are very good overall and promote effective discussions about the standards of work being achieved and the improvements that could be made.
109. The quality of teaching is consistently satisfactory and often good. Teachers set clear tasks and have a secure knowledge of the subject. This was well illustrated in a Year 2/3 lesson when the teacher adapted a lesson in progress in order to give further examples of work in addition as the pupils were achieving a great deal more than she had anticipated. The necessary perception to realise this, the speed at which it was achieved and the level of resources immediately available were impressive. Teachers circulate well to give pupils individual help and effective support, and they use a variety of teaching styles to stimulate and enhance learning. However, daily planning is less uniform and thorough due to the lack of day-to-day assessment. Teachers' management of pupils is good, their organisation is good and their use of resources creates an effective learning environment. They use praise effectively and have good relationships with pupils, which motivates them and raises their self-esteem.
110. Overall the curriculum for mathematics is satisfactory. The subject is effectively managed by an interested co-ordinator working closely with her other colleagues. There is an effective policy and scheme of work. Sound planning in the long and medium term identifies the Programmes of Study and there are now systems in place to assess pupils' attainment.

However, these have only recently been introduced and have not yet had an impact on overall levels of achievement. Resources overall are good both in quality and quantity to meet the demands of the National Curriculum.

117. **Science**

111. The teacher's assessment of seven year olds, made as part of this year's National Curriculum assessment and testing, indicates that most pupils attain levels that are in line with national expectations. This is confirmed by the inspection findings gathered across the full range of science activities. By the time the pupils leave school they are at least in line to achieve average standards, and some pupils are above. This situation has improved since the last OFSTED inspection.
112. Pupils in Key Stage 1 learn about the properties of common materials. They can name the major parts of the human body and some flowering plants. The pupils understand that objects can be made to move by using forces such as pulling and pushing. Through practical investigations they discover that toys move more easily over surfaces such as a hard, polished floor, than they do over carpet or sand. They are able to describe why some materials are warmer than others and how they discovered the difference.
113. By the end of Year 6, pupils have a very good understanding of fair testing when devising experiments. They make a series of observations to test their predictions and measurements and they are able to record the data in a variety of ways, including graphs and diagrams. Their experiment, in Years 4, 5 and 6 on how foods decay and go mouldy, showed their research skills well. Pupils have a sound knowledge of the human circulatory system and know the principles of healthy eating. There is a good understanding of how the properties of different materials make them suitable for different uses, such as waterproofing, insulating and conducting. In the past pupils satisfactorily drew and made electrical circuits, both parallel and in series, using appropriate symbols in their diagrams. Pupils have a sound knowledge of the solar system, our dependence on the sun and why shadows move over a period of time. The higher attaining pupils at the end of the key stage begin to repeat observations or measurements in order to make a fairer test and more accurate predictions.
114. During the inspection, good progress was seen in the lessons observed, particularly in the pupils' knowledge and understanding of the need for a fair test. They developed the skill of making predictions, based on fair testing, to test the answers they have already noted. Through lessons like these, pupils have begun to build up a good understanding of the human body and healthy eating. They can name many of the bones and explain how the heart is a pump, controlling the flow of blood through the arteries and veins. Knowledge of forces increases from an understanding of pushing and pulling to what gravity is, and how greater friction is caused by certain materials.
115. Pupils have good attitudes to science lessons that they enjoy, particularly when working practically which they are doing increasingly often. They listen carefully to instructions and are willing to supply sensible answers during discussions. They have good powers of concentration, particularly when the work is planned at levels appropriate to their attainment. They behave well in lessons, share resources for experiments fairly and are willing to help one another. Pupils try to produce their best work and react positively if the work is challenging. They collaborate well with others in group work.
116. The quality of teaching in the lessons observed was consistently satisfactory and often good. Teachers have sound subject knowledge, and pay close attention to the termly plans. There are some good examples of lesson planning, with details of the activities, skills and learning

objectives for the pupils and the role of the class teacher. Good questioning extends the pupils' understanding, challenging them to think for themselves. Higher attaining pupils are challenged to develop their own ideas and predictions in answer to open-ended questions.

117. A policy is in place and the termly plans that emphasise investigative work. Assessment opportunities are now often specified and used effectively to the benefit of the pupils. The co-ordinator has attended appropriate courses and has led staff meetings to keep others in touch with, in particular, the development of investigative work. The provision of a policy and detailed termly plans has led to an improvement in pupils' attainment in science, and is an improvement since the last OFSTED inspection.
118. The level of resources for science is satisfactory and there are a sufficient number of books both in the library and in the classrooms. The way teachers adapt their classroom accommodation to challenge pupils and give science an important emphasis makes a good contribution to pupils' progress and enthusiasm.

OTHER SUBJECTS OR COURSES

125. Information technology

119. Provision for information technology meets all the statutory requirements. The majority of pupils' standards of achievement are in-line with the nationally expected levels by the end of Key Stage 1 and by the time they leave the school.
120. By the end of Year 2, pupils know and can name different parts of the equipment. They can use the mouse with confidence to load and select various functions to draw different patterns with colour in an art package. Most are able not only to use simple software to enhance their numeracy curriculum, but they can input text into a word processor and draw using different software packages, and add text to their drawings. They can store data gained from analysing information gathered from other pupils and present that information in the form of a graph.
121. Year 6 pupils are able to extend their previous learning in data handling and use this skill to collect their own data to compile and use sophisticated databases. They are also beginning to use databases to record their scores in a variety of tests and also as a result of homework. Texts are being produced at a satisfactory level in English and humanities with text, labels, pictures and poetry being input to computers for printing for presentations or displays. There is some evidence of redrafting, and desk top publishing, where text was copied, deleted, moved, indented, paragraphed and spell-checked. The maths curriculum is being enhanced by the use of a series of programs that allows pupils to consolidate their existing learning as well as gaining insights into the technology.
122. Progress through the lower school is satisfactory, and by the end of Year 6 when the pupils leave the school there is work evidence and observation of pupils handling different kinds of information through information technology in a progressively more complicated manner. In the reception class pupils have already begun to input text into the computer, and learn how to use the shift and return keys. This experience is built on in Year 1 where pupils begin to write in their own words through using different software. The Year 2/3 class has compiled a display of their different types of work using the same software but in a more complex way. In the Year 4/5/6 class pupils are able to amend and extend a database and use the information to print out more sophisticated graphs and pie-charts. The front-covers of storybooks produced by the older pupils show a good understanding of what computer graphics are capable of

achieving. Year 5 and 6 pupils also have a good understanding of how information technology is used in society generally, discussing this with confidence and fluency.

123. There is good evidence from the scrutiny of work that pupils use other information technology equipment, such as cameras, videos and tape recorders, on their outside visits and when compiling their topic folders. This use is also a part of the environmental work completed by the pupils both in class time and during a long educational visit.
124. Pupils' attitudes and behaviour in the examples seen of information technology in use are good. For instance, a great deal of interest was shown by the pair in Year Reception/1 following a simple language game and pupils are always happy to share their use of the keyboard and mouse. They also acknowledge the high level skills that some of their peer group possess without being envious.
125. Only one lesson of direct teaching of information technology was seen during the inspection, and this was good. All teachers appear to have sufficient knowledge to load programs from the beginning and get pupils underway, and the understanding to make their use of information technology enjoyable and meaningful. From the scrutiny of pupils' work, discussion with pupils and teachers' planning it can be concluded that the quality of teaching is generally satisfactory. The teacher who is responsible for co-ordinating information technology has identified the need for appropriate in-service training to further enhance teachers' expertise in this area.
126. There is a clear policy and the school has begun to use the scheme of work produced by the Qualifications and Curriculum Authority. There are a suitable number of computers in the school, each with a printer, one of which is a multimedia machine which was recently purchased and allows pupils access to a range of CD-ROMs. Although some of the school's current machines are not of the highest quality they are, with the school's sensible and focused use, more than adequate to deliver the requirements of the National Curriculum.

Religious education

127. Three religious education lessons were observed during the inspection. Very little written evidence was available in both key stages but discussions took place with pupils from each class. Judgements are also based on work on display and knowledge, which was evident in school assemblies. Pupils' attainment is just about in line with the standards set out in the Lincolnshire Agreed Syllabus, which the school follows, and they make satisfactory progress. In the last inspection standards were satisfactory, although no work was seen in Key Stage 1. The school has consolidated the pupils' learning and understanding in this subject.
128. By the end of Key Stage 1, most pupils develop a satisfactory knowledge and understanding of Christianity and the customs related to it. They have a thorough knowledge of the Christmas story and can retell some other stories from the Bible. They show sensitivity to the needs of others and realise the need for rules. They have studied some celebrations of festivals and celebrations in another religion, but have insufficient understanding of another main religion.
129. In Key Stage 2, pupils develop their deeper understanding of Christianity. They can explain the symbolism of the cross in Christianity and have knowledge of several stories from the Old and New Testament. Most pupils in Year 6 can explain what the Old Testament is, and can remember the significance of Easter. They make thoughtful and relevant suggestions about how mankind can improve life. They show awareness and concern for the needs of others. Most pupils do not have sufficient knowledge and understanding of two other world religions.

Most pupils were muddled in explaining any similarities and differences between Christianity and other religions and could not name any places of worship related to other religions.

130. Pupils make sound progress overall. Thoughtful questioning leads to the development of deeper concepts and thoughts. Through class discussion times pupils develop their respect for each other. They develop their understanding of Christianity but make less progress in developing understanding about other religions. Pupils with special educational needs make sound progress in relation to their prior attainment, for example in relation to the understanding of the story of Christmas.
131. Most pupils have positive attitudes and are interested and attentive in lessons. Throughout the school, pupils show positive attitudes when considering moral issues such as kindness, honesty and care for others. They value each other's contribution. The teachers also value each pupil's individual contribution. They are generally thoughtful and respectful to each other. In a lesson with the younger children they showed care, thought and sensitivity when discussing baby Jesus. Relationships are good. Behaviour is generally good and most pupils are polite and courteous.
132. Teaching is satisfactory in both key stages. There is useful questioning which successfully focuses attention and an appropriate pace. Planning is in sufficient detail, although the objectives for learning are not always sufficiently focused, which hampers assessment. Lessons do not always provide opportunity for recording of experiences. This makes assessment of their attainment, progress, knowledge and understanding difficult. Teachers generally manage the pupils well, although the lack of support for some pupils with special educational needs makes extra demands on the teachers.
133. There is no scheme of work to provide a framework for learning and help to ensure that there is continuity and progression. Current planning is not sufficiently closely linked to the locally agreed syllabus. The time allocation planned for religious education is satisfactory. During the inspection one religious education lesson in Key Stage 2 was devoted to class 'circle time' as behaviour was seen to be an issue. The subject is satisfactorily managed and appropriate informal support is given to teachers. The school has insufficient resources of its own, both for Christianity and other religions.

Art and design and technology

134. During the inspection it was not possible to observe any art lessons. Only one design and technology lesson was observed. In Key Stage 2 a geography lesson was observed which also included some design and technology work. There was insufficient recorded evidence available to make secure judgements about teaching or attainment and progress at either key stage. The judgements that have been made are based on the lesson in design and technology, scrutiny of work and discussions with pupils and teachers. The last inspection judged standards to be generally sound and occasionally higher in Key Stage 2 in design and technology, with a similar picture in art.
135. Work on display in Key Stage 1 shows that in both art and design and technology, pupils have satisfactory pencil control and can make accurate observational drawings, for example, in their sketches of themselves and of houses. Designs for bus shelters show appropriate detail and care. Paintings indicate satisfactory control and use of equipment. Their drawings show appropriate understanding of light and dark. Models of bus shelters and celebration candles show satisfactory control. In both subjects, pupils can shape and assemble materials through cutting and sticking. Pupils in Year 1 were able to improve the design of their bus shelters by

trimming the edges and consequently making them more waterproof.

136. In Key Stage 2, pupils create scenes appropriate to different weather climates and solve the problem of making them stand up. Pupils in Years 2 and 3 make successful three-dimensional models using recycled materials, for example, of a pram. Older pupils in Key Stage 2, create realistic plates of healthy food using dough. They work with an increasing range of materials and apply them to a range of products. In art, older pupils created some attractive batik work which show good understanding of the technique. Attractive posters in Key Stage 2 show careful control when painting.
137. The development of making skills is satisfactory throughout the school. Pupils do not develop sufficiently the ability to research, plan and evaluate their work against a design brief. The school is successful in linking work in design and technology and art with other subjects such as geography and science. The pupils were stimulated by the star mobiles which they had made, which were also related to mathematics. An attractively painted Christmas tree contained thoughtful prayers written by pupils.
138. There is limited assessment in these subjects; recently agreed procedures have not had time to make sufficient impact. The co-ordinator for these subjects has only recently taken up her role and is developing expertise in the subjects. There is not a fully completed scheme of work for either subject although the long-term plans help to ensure continuity and progression and also enable the teachers to teach the subjects confidently. The standard of work on display contains some which are attractive and informative. The standard of resources for both subjects is adequate.

History and geography

139. Only one geography lesson and no lessons in history were observed during the inspection. However, the scrutiny of pupils' work, discussion with pupils, and scrutiny of teachers' plans indicate that the standards of attainment are close to what are expected of pupils of this age in both key stages. Pupils make satisfactory progress overall in their knowledge and understanding of both history and geography. This maintains the position noted in the last inspection.
140. In geography, Year 1 pupils work with simple maps and can read them to see where they live and to suggest a safe route to a school. In Years 2 and 3, pupils develop an understanding of mapping by drawing 'a bird's eye view' of their classroom. Pupils in the Year 4/5/6 class study their local area and compare it with a nearby town and show their knowledge of differences and similarities between rural and 'city' environments. They recognise some Ordnance Survey mapping symbols and are beginning to use co-ordinates when studying the map of their locality.
141. In history, Key Stage 1 pupils make some comparisons between life in the past and now while studying the lives of famous people. Year 4/5/6 pupils learn about the Second World War, studying its cause and the history of evacuation and about Victorian times. The knowledge of all pupils is enhanced by their many visits, including to the local stately home, a fish farm and a Victorian classroom.
142. Pupils enjoy both history and geography. They respond positively, showing interest in their work and an eagerness to ask and answer questions. They collaborate well in group work, sharing resources and exchanging ideas. The quality of teaching in the lesson observed was good, marked by clear exposition and high expectations of pupils' work and behaviour.

143. The school has policies for both history and geography, and makes use of the Qualifications and Curriculum Authority guidelines for both subjects. However, there is no regular assessment and record keeping of pupils' progress in these subjects and as a result there is an insufficient emphasis on the progression of skills through the school. Resources are adequate and accessible for all pupils.

150.

Music

144. During the inspection only one lesson was observed, which was mainly singing. Recorder club was observed and pupils were heard singing in collective worship. This was insufficient evidence to form an overall judgement on attainment and progress over two key stages for all the elements of the music curriculum. The last inspection report did not include a section on music.

145. Pupils in Key Stage 1 sing with confidence and enthusiasm. They remember the words to Christmas carols and generally sing in tune with an awareness of pulse. Pupils at the end of Key Stage 2 improve their performance of songs and develop musical elements such as different levels of volume. There is appropriate attention to developing phrasing and building pupils' confidence to sing well. Pupils handle percussion instruments correctly and play them with a suitable beat. There are opportunities for pupils to learn the recorder in school. In the recorder club, satisfactory progress was made in a session for beginners who developed their control and technique.

146. Pupils have positive attitudes to music. In the one lesson which was observed they shared the instruments well and took turns fairly. They showed good concentration when playing the instruments and sang carols with enthusiasm.

147. The provision for composing and listening and appraising across the school is piecemeal. This is because the school has only recently begun to use the guidelines from the Qualifications and Curriculum Authority to guide teachers in providing a systematic progression of skills and a range of music to listen to and appraise. Pupils enter and leave collective worship to music, but during the inspection there was no mention of this music or of the composer. Resources are just adequate, although some instruments need replacing and the range of music and instruments from other cultures is limited. The school produces regular concerts or performances for parents and friends during the year. Pupils talk enthusiastically about these events. There is equal access to activities for all pupils.

Physical education

148. It is not possible to make a judgement on progress since the last inspection, as the last report did not include a section on physical education. During the current inspection it was only possible to observe lessons in dance and in swimming. Judgements are based on these observations and discussions with the pupils and staff. It is not possible to make a judgement on attainment and progress in gymnastics or games.

149. Pupils make sound progress in dance in Key Stage 1, and their levels of achievement are broadly in line with the levels expected for seven year olds. They can perform simple warm up and cool down exercises. In their development of dance they move in different directions and show satisfactory levels of control when stopping and starting. They can move at different levels of height. They respond appropriately to happy and sad music. Attainment and progress are limited by the lack of suitable space.

150. Most pupils at the end of Key Stage 2 attain the expected levels for their age in dance, although again progress is hampered by the lack of suitable space. Most pupils have a good sense of rhythm. They can build up satisfactory sequences of movement. In Year 3 most pupils can sustain a balance and create a sequence of three movements. Progress in dance, including that of pupils with special educational needs, is satisfactory. Most pupils can swim 25 metres unaided by the end of Key Stage 2. All pupils make good progress with their swimming.
151. Pupils are keen in swimming and dance sessions. Teachers have high expectations in swimming, emphasising the importance of safety. When the spare classroom is used for dance, teachers ensure that pupils are reminded about using the space safely. An example of this was with the older children who had to take turns at warming up due to lack of space. Pupils showed patience, thought and respect for each other. Behaviour is good in the swimming pool. Pupils respond well to instructions both in and out of the pool. The lack of space in the spare classroom occasionally leads to some initial silliness and wasted time.
152. The teaching observed in both key stages was satisfactory, with good teaching in swimming. Clear objectives are set in swimming and explained to the pupils. They are given a high level of challenge in the swimming. There is good use of praise and encouragement to reinforce the learning. The teaching in dance is more successful when a range of different techniques is used, including demonstration, and when the pupils understand the objectives. Planning for swimming is thorough and it is satisfactory for dance.
153. When the nights are lighter, the school makes provision for after-school clubs in football and netball. The school takes part in the 'Top Sport' scheme, which entitles the school to borrow equipment. Resources for small equipment are just about adequate, although some items need replacing. There is no large gymnastic equipment. Because gymnastics cannot be taught, especially to the older pupils, the requirements of the National Curriculum are not being met. Given the circumstances, the school does a satisfactory job with what it has.

PART C: INSPECTION DATA

SUMMARY OF INSPECTION EVIDENCE

154. The inspection was undertaken over a three-day period by three inspectors for a total of seven inspector days. For the majority of time in school, inspectors visited classes, talked with individuals and groups of children, and scrutinised the books of pupils. In total, 22 direct observations were made of teaching and these totalled just over 13 hours.
155. Samples of work of pupils from each class, from this academic year and last, were evaluated. A sample of children from each class was heard reading. Planned discussions were held with each teacher, the headteacher, parents and governors, in addition to ongoing discussions with all staff. Over 28 hours were spent in lesson observations, interviews and work sampling.
156. Many policy documents, teachers' planning and assessment records were scrutinised. The morning arrival, breaks and lunchtimes were observed, and morning and afternoon registrations attended. The school development plan, budget figures and the school's administrative procedures were examined. A parents' meeting was held in the week preceding the inspection, eight parents attended and their views were heard and noted. The 21 parent questionnaires returned were analysed.

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	73	1	15	11

Teachers and classes

Qualified teachers (YR – Y6)

Total number of qualified teachers (full-time equivalent)	3.2
Number of pupils per qualified teacher	22.8

Education support staff (YR – Y6)

Total number of education support staff	2
Total aggregate hours worked each week	22

Average class size

Average class size:	24.3
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Financial data

Financial year:

1998/99

	£
Total Income	133,470
Total Expenditure	123,527
Expenditure per pupil	1,817
Balance brought forward from previous year	5,030
Balance carried forward to next year	14,973

PARENTAL SURVEY

Number of questionnaires sent out:	73
Number of questionnaires returned:	21

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	48	52	0	0	0
I would find it easy to approach the school with questions or problems to do with my child(ren)	52	43	0	5	0
The school handles complaints from parents well	28	62	0	10	0
The school gives me a clear understanding of what is taught	38	52	10	0	0
The school keeps me well informed about my child(ren)'s progress	38	52	10	0	0
The school enables my child(ren) to achieve a good standard of work	28	67	5	0	0
The school encourages children to get involved in more than just their daily lessons	48	52	0	0	0
I am satisfied with the work that my child(ren) is/are expected to do at home	33	67	0	0	0
The school's values and attitudes have a positive effect on my child(ren)	72	28	0	0	0
The school achieves high standards of good behaviour	28	52	10	10	0
My child(ren) like(s) school	72	28	0	0	0