

# **INSPECTION REPORT**

**Gedney Drove End County Primary School**  
Lincolnshire

LEA Area: Lincolnshire

Unique Reference Number: 120410  
Inspection Number: 189788

Headteacher: Mrs G M Atkins

Reporting inspector: Mrs T Chakraborti  
12603

Dates of inspection: 16 - 18 November 1999

Under OFSTED contract number: 707571  
Inspection carried out under Section 10 of the School Inspections Act 1996

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## INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and junior
Type of control:	County
Age range of pupils:	4 to 11
Gender of pupils:	Mixed
School address:	Main Road Gedney Drove End Spalding Lincolnshire PE12 9PD
Telephone number:	01406 550242
Appropriate authority:	Lincolnshire County Council
Name of Chair of Governors:	John J Disdel
Date of previous inspection:	April 1996

## INFORMATION ABOUT THE INSPECTION TEAM

<b>Team members</b>	<b>Subject responsibilities</b>	<b>Aspect responsibilities</b>
T Chakraborti, RgI	English Art	Attainment and progress Teaching
D Pacquette, Lay Inspector		Attitudes, behaviour and personal development Attendance
J Collings	Mathematics Science Information technology Geography History Physical education Special educational needs Equal opportunities	Curriculum and assessment Pupils' spiritual, moral, social and cultural development Staffing, accommodation and learning resources

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## **REPORT CONTENTS**

**Paragraph**

### **MAIN FINDINGS**

What the school does well  
Where the school has weaknesses  
How the school has improved since the last inspection  
Standards in subjects  
Quality of teaching  
Other aspects of the school  
The parents' views of the school

### **KEY ISSUES FOR ACTION**

#### **INTRODUCTION**

**1-5**

Characteristics of the school  
Key indicators

### **PART A: ASPECTS OF THE SCHOOL**

#### **Educational standards achieved by pupils at the school**

**6-24**

Attainment and progress  
Attitudes, behaviour and personal development  
Attendance

#### **Quality of education provided**

**25-49**

Teaching  
The curriculum and assessment  
Pupils' spiritual, moral, social and cultural development  
Support, guidance and pupils' welfare  
Partnership with parents and the community

#### **The management and efficiency of the school**

**50-64**

Leadership and management  
Staffing, accommodation and learning resources  
The efficiency of the school

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

<b>Areas of learning for children under five</b>	<b>65-73</b>
<b>English, mathematics and science</b>	<b>74-100</b>
<b>Other subjects or courses</b>	<b>101-140</b>

## **PART C: INSPECTION DATA**

<b>Summary of inspection evidence</b>	<b>141</b>
<b>Data and indicators</b>	





## MAIN FINDINGS

### WHAT THE SCHOOL DOES WELL

- The school's ethos is very good and its aims, values and policies are implemented very effectively.
- The leadership and management of the school is good. The headteacher provides clear educational direction and purposeful leadership. She is supported very well by

### WHERE THE SCHOOL HAS WEAKNESSES

- I. Pupils' standards of attainment in information technology are below the national expectations, at the end of both the key stages, and pupils make unsatisfactory progress.

**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.**

### HOW THE SCHOOL HAS IMPROVED SINCE THE LAST INSPECTION

The school has overcome most of the weaknesses identified in its previous OFSTED inspection in 1996. Policies and schemes of work have been developed ensuring appropriate coverage and continuity in most subjects. Planning has also improved and is now good. There are effective procedures for assessment in core and in most of the non-core subjects which are used effectively to inform planning. Data from teacher assessments, results of the national tests as well as baseline and other reading tests are collected and analysed in detail to identify the areas for development. This information is used to inform future planning and setting targets. The headteacher's role in monitoring curriculum and teaching is still insufficiently developed, although it was a key issue in the last inspection report. Because of her full-time teaching commitment the headteacher has very little time for fulfilling her monitoring role very effectively. She has developed a good plan for monitoring curriculum development and teaching and worked very hard to be able to make some progress in its implementation, although full implementation is yet to take place. However, good teamwork involving the headteacher, governors and all other staff, including the support staff has taken the school forward successfully. A good staff development programme has improved the quality of teaching since the last inspection. The support staff are effective and their expertise is used well to ensure good progress for pupils with special educational needs.

Standards of attainment have improved significantly in English at Key Stage 1 and in English and science at Key Stage 2. Standards in mathematics have continued to be in line with the national expectations consistently in recent years. Standards in art, which was a key issue in the last inspection, have improved and pupils make good progress in this subject. Standards in information technology are below the national expectations and school plans to implement the revised scheme of work this year. The school recognises that the implementation of information technology provision is a priority and this is indicated in its development plan for the current academic year

Over the past two years the school has spent a considerable amount of money on some areas of the curriculum and has successfully improved the quality and quantity of the resources, particularly in most core subjects. This has had a positive effect in raising standards in English in Key Stage 1 and in science in both key stages. The school is well placed to make further improvements in all areas of the curriculum.

### STANDARDS IN SUBJECTS

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

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

The school's national test results are not published as the cohort is very small, only seven pupils. The standards of attainment in English and science were well below the national average in 1998. However, 1999 national tests shows that standards have improved in English and science significantly over the 1998 national test results. Inspection findings confirm this improvement in standards and judge that, by the end of the key stage, pupils attain standards that are in line with the national expectations.

## **QUALITY OF TEACHING**

Teaching in	Under 5	5 – 7 years	7 – 11 years
English	Good	Good	Good
Mathematics	Good	Good	Good
Science		Good	Good
Information technology		Insufficient teaching was seen to make a realistic judgement	
Other subjects	Good	Satisfactory	Satisfactory

Teaching was satisfactory or better in 100 per cent of the lessons observed. Approximately 12 per cent of teaching was very good, 64 per cent good and 24 per cent satisfactory.

*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	Very good throughout the school.
Attendance	Improving. At present just below the national average.
Ethos*	Very good ethos characterised by very good behaviour of pupils. Relationships between staff and pupils and between pupils are also very good. Pupils' attitudes to learning are very good. Strong commitment to raising standards of all pupils.
Leadership and management	Good leadership by the headteacher and a clear educational direction. Increasing involvement of governors in all areas of school life.
Curriculum	Good overall. The school has worked hard to put curriculum policies and schemes of work in place to provide appropriate guidance for all staff and, thereby, to improve the quality of teaching.
Pupils with special educational needs	Good provision. Pupils make good progress in relation to their prior attainment. All receive good support from teachers and support staff.
Spiritual, moral, social & cultural development	Provision for moral and social development is very good. The provision for spiritual and cultural development is satisfactory.
Staffing, resources and accommodation	Staffing is very good. Well trained support staff. Resources are adequate. Accommodation is well maintained and used efficiently, but inadequate for the effective delivery of some subjects.
Value for money	Good value for money.

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

## THE PARENTS' VIEWS OF THE SCHOOL

What most parents like about the school	What some parents are not happy about
V. They feel they are encouraged to play an active part in the life of the school.	
VI. They are kept well informed about their children's	

progress.

- VII. They feel that the headteacher and teachers are approachable and that the school handles their complaints well.
- VIII. They feel that the school's values and attitudes have a positive effect on pupils.
- IX. They feel that the school gives a clear understanding of what is taught.
  
- X. They feel that the school promotes a high standard of good behaviour and enables pupils to achieve good standards of work.
  
  
- XI. They feel that the school encourages pupils to get involved in all aspects of school life and use homework effectively to support curriculum.
- XII. They feel that children like school.

Inspection findings support the very positive views expressed by parents.

## **KEY ISSUES FOR ACTION**

To raise and sustain standards the governors, headteacher and staff should:

- XIII. improve standards in information technology by implementing the revised scheme of work and by improving the staff expertise in this area; (paragraphs 7 and 101)
- XIV. raise the standards in science further by extending pupils' experience of investigative work in both key stages; (paragraph 100)
- XV. plan clear progression across the key stages in religious education; (paragraph 111)
- XVI. review staffing arrangements and develop appropriate procedures to ensure that the headteacher has sufficient time for monitoring curriculum development and the quality of teaching; (paragraph 52)
- XVII. improve the provision for the learning experience of the under fives by providing an appropriate outdoor play area with suitable play equipment; (paragraphs 58 and 70)
- XVIII. provide adequate space for the effective delivery of art, design and technology and physical education by improving the provision for accommodation and by providing sinks in the classrooms for artwork. (paragraphs 58 and 100)

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

- XIX. continue to implement the revised schemes of work in non-core subjects. (paragraph 31)

## **INTRODUCTION**

### **Characteristics of the school**

1. Gedney Drove End County primary School is a small primary school, situated in an isolated rural environment in Lincolnshire. The school and housing are built in lands re-claimed from the Wash in the early 18th century. Rich agricultural land with its associated food industries provides jobs. Close by is RAF Holbeach, an international bombing range whose aircraft fly daily over the marshes.
2. The long-serving headteacher and other teachers provide stability to the pupils and the parents. The school role has risen steadily from 33 to 69 in the current year. About half the pupils are local whose parents, and often grandparents, attended the school. The vast majority of pupils live within two miles radius and a few come from the outlying hamlets and farmhouses. The school follows the county policy of admitting children in the September before their 5th birthday and of bringing them into pre-school mornings during the school year, whenever possible without adversely affecting the education of those pupils of statutory school age.
3. The percentage of pupils eligible for free school meals is well below the national average. The school has a large number of special educational needs and statemented pupils. The percentage of pupils identified as having special educational needs is above the national average. The percentage of pupils with Statements of Special Educational Needs is well above the national average. The school has one German pupil who speaks English as an additional language.
4. The previous OFSTED inspection reported the overall standards attainment of pupils to be satisfactory in most subjects. The report praised high quality relationships and good behaviour and excellent' support for pupils with special educational needs.
5. The school aims to provide its pupils a happy, secure and stimulating environment which encourages the physical, social, mental, emotional and spiritual development of every child and to develop self confidence and independence. The school's development plan has prioritised curriculum development for the current year.

## 5. **Key indicators**

### **Attainment at Key Stages 1 and 2**

Not published because of very small cohort (below ten).

## 5. **Attendance**

Percentage of half days (sessions) missed			%
through absence for the latest complete	Authorised	School	6.0
reporting year:	absence	National comparative data	5.7
	Unauthorised	School	0.0
	absence	National comparative data	0.4

5.

## 5. **Exclusions**

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

**5. Quality of teaching**

Percentage of teaching observed which is:		%
	Very good or better	12
	Satisfactory or better	100
	Less than satisfactory	0

## **PART A: ASPECTS OF THE SCHOOL**

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

#### **Attainment and progress**

6. Standards of attainment on entry to the school are below the level found normally in children of this age. Children make good progress in all areas of learning. By the time children reach the statutory school age, they attain standards that are in line with the recommended Desirable Learning Outcomes. In language and literacy, children taking part in reciting and singing rhymes, recognise letter sounds and read simple texts using picture clues. In mathematics, children can count up to ten using fingers and recognise shapes like circles, triangles and squares.
7. By the end of both key stages, pupils attain standards that are in line with the national expectations in English, mathematics and science. In information technology the standards are below the national expectations in both key stages. In religious education, pupils in both key stages achieve standards that are in line with the expectations outlined in the locally agreed syllabus. In physical education in Key Stage 1, pupils attain standards that are in line and, in Key Stage 2, above what is expected of this age, especially in swimming. Insufficient evidence was seen in design and technology, history and music to make valid judgements about standards achieved in these subjects. However, teachers' planning suggests appropriate coverage of these areas over the year. In all other subjects pupils attain standards that are expected of this age. Pupils make good progress in art in both key stages. Progress is also good in physical education, in Key Stage 2. In all other subjects pupils make satisfactory progress, except in information technology where progress is at present unsatisfactory.
8. The school's cohort size vary considerably from year to year. For example, the 1998 and 1999 cohort sizes, of eight and seven pupils respectively, are much smaller than the year 2000 cohort of 13. The national test results were not published so far because of small cohort sizes. This variation in cohort sizes makes the comparison of the national test results unreliable. The school also has a large proportion of pupils with special educational needs. Many parents do not take up their entitlement for free school meals which means that the school results can not be reliably compared with similar schools.
9. The results of the 1998 national tests show that attainment of pupils reaching Level 2 or above at the end of Key Stage 1, was well below the national average in reading, writing and mathematics and also in comparison with similar schools. However, 1999 national test results show significant improvement over the 1998 results in reading and writing, where all pupils achieved Level 2 or above. At the end of Key Stage 2, the 1998 test results show that the percentage of pupils reaching Level 4 in English and science was well below the national average. In mathematics the percentage was above the national average in both Level 4 and Level 5. Taking the three years 1996 to 1998 together, attainment in English and science was well below the national average. It was above the national average in mathematics. In comparison to similar schools the standards are the same as in the national test results. However, 1999 national test results show remarkable improvement in standards. In English, significant gains have been made with an improvement of 29 per cent over the 1998 test results, bringing the percentage of pupils achieving Level 4 or above to 72 per cent, in line with the national average. The most significant increase is in science, where the percentage of

pupils achieving Level 4 or above has risen from 43 per cent to 86 per cent. In mathematics standards remain consistently in line with the national average. The improvement in standards is due to the effective implementation of literacy strategy and revised schemes of work, improved quality of teaching and the school's recently established procedures of tracking pupils' progress, using a range of tests including baseline assessment and national tests. There is no significant difference between the performances of boys and girls.

10. Pupils' speaking and listening skills are developing satisfactorily throughout the school. By the end of both the key stages, pupils' attainment is broadly in line with the national expectations. In Key Stage 1, pupils talk about their immediate experiences clearly. They listen attentively to teachers' explanations and instructions and respond appropriately to questions. Pupils in Key Stage 2 listen with interest in class discussions and most express opinions confidently and articulately.
11. Standards attained in reading are average in both key stages. In Key Stage 1, pupils read with increasing confidence and accuracy. Most are able to discuss what they have read and predict what will happen next. In Key Stage 2 pupils read with increasing independence, confidence and understanding. They read from a variety of texts for both information and pleasure and recount stories and express their preferences. They use dictionaries effectively and use the class library effectively for developing research skills.
12. By the end of key stages 1 and 2, pupils attain standards in writing which are broadly in line with the national expectations. In Key Stage 1 pupils write stories and factual accounts with increasing accuracy and clarity. Most use capital letters and full stops in their writing satisfactorily. Pupils in Key Stage 2 write narratives, plays, letters, poems and some factual accounts, such as journals which reflect their increasing understanding of writing for a range of audiences. Standards in spelling and handwriting are above average. A legible, neatly formed script is established in Key Stage 1 and by the end of Key Stage 2, most pupils develop a clear, legible and neat cursive style of handwriting.
13. At the end of both key stages, the standards in mathematics are in line with the national expectations and pupils make satisfactory progress across the key stages. In Key Stage 1 there is clear development in use of number from simple counting to addition and subtraction of tens and units and counting, to counting in hundreds tens and unit. By the end of Key Stage 1 pupils develop from simple counting to ten to telling the time to the half hour and counting forwards and backwards with numbers to 100. In Key Stage 2, pupils identify patterns, and mentally deduce the next number from sequences such as 806, 811, 816, 821, work to one place of decimal and subtract numbers using strategies such as decomposition. By Year 6 skills have developed further. They use a sequence of strategies to find the cost of 340 items given the cost of 200, work to three decimal places, divide with remainders and use angles and degrees to identify the amount of turn to the points of a compass.
14. The standards of attainment in science are in line with the national expectations, at the end of both key stages and satisfactory progress is made across the key stages. In Key Stage 1 pupils know that living things grow and this is demonstrated through growth of muscles, bones and replacement of teeth and hair. Higher attaining pupils are aware that they are similar to their parents. They know plants come from seeds and use Carroll diagrams to sort foods into those they like and dislike with those that are healthy and those that are not. In Key Stage 2, pupils know that micro organisms are destroyed at  $63^{\circ}\text{C}$ , are dormant at low temperatures and are most active at blood temperature of  $37^{\circ}\text{C}$ . They research names of micro-organisms such as

salmonella, staphylococcus and streptococcus and understand why it is necessary to thaw poultry before cooking. They investigate heart rate before and after exercise and describe the heart and its four chambers.

15. In information technology, pupils attain standards that are below the national expectations and they make unsatisfactory progress. In Key Stage 1 pupils switch on computers and start programs, use a word processor to write story endings and lists, and, with support, print their work. They are aware that they can change the font, text size, embolden, italicise and change its colour. However there is limited use of word processing, graphics to create and manipulate images, and little use of models and simulations.
16. By the end of Key Stage 2 pupils program the computer to create a square spiral, use a word processor for writing poems and create a 'newspaper' with different fonts, text sizes, colours, and include 'clip art'. However they do not use spreadsheets for modelling or calculating, graphics to draw or interpret art styles, simulations, or formulate questions when interrogating databases.
17. In religious education, attainment at both key stages is in line with the locally agreed syllabus and pupils make satisfactory progress across the key stages. Pupils demonstrate a developing awareness of religious customs and celebrations. They learn about Christianity, Sikhism, Hinduism and Judaism. Most pupils show a growing understanding of beliefs and practices relating to some of the major world religions and learn about the symbolism associated with different religions.
18. Pupils with special educational needs make good progress in relation to their prior attainment. Progress is monitored through regular review of pupils' individual education plans. Clear long term targets ensure good progress in most subjects.

#### **Attitudes, behaviour and personal development**

19. Pupils' attitudes to learning and behaviour are significant strengths of the school. Pupils' attitudes to their work are very good and they are keen to learn. They are very well motivated and sustain concentration in both teacher led activities and activities of their own choice.
20. Pupils' behaviour in classroom and when moving around the school is very good. This has been maintained since the last inspection. Pupils are courteous, friendly and helpful and respond very well to the high expectations of staff. They respect the school property and the environment. This is demonstrated by the pupil led environmental initiatives where they designed the 'trim trail' in the playground. The staff control and management of pupils are very good and the school is an orderly community. Pupils' behaviour has a positive impact on their attainment and progress. Parents support the view that the school achieves high standards of behaviour.
21. Very good relationships exist in the school between pupils and also between pupils and adults. Pupils work well collaboratively in groups and pairs and support each other in their learning. They show respect to the teachers, each other and visitors. This supports the parents' views who agree that school promotes very good relationships.
22. Pupils are very keen to take responsibility and show initiative for a number of tasks around the school. They respond very well to doing basic chores in the classroom, at assembly and the

playground. Pupils' personal development is good. They make some contribution to community life through direct involvement in local projects.

23. The attitudes, behaviour and personal development of the pupils, contribute positively to attainment, the progress pupils make and the general quality of life in the school.

### **Attendance**

24. The school attendance is below the national average and therefore unsatisfactory. However, during the week of the inspection attendance was good. The main causes for poor attendance are illness and extended holidays. Most pupils enjoy coming to school and the school maintains close links with the educational welfare officer to monitor families that are experiencing problems with attendance. Lessons start and finish on time. Registers are properly completed and taken on time. The legal requirements are fulfilled.

## **QUALITY OF EDUCATION PROVIDED**

### **Teaching**

25. The overall quality of teaching is good. Teaching is satisfactory or better in all lessons. In 12 per cent of the lessons teaching is very good, in 64 per cent it is good and in 24 per cent teaching is satisfactory. The overall quality of teaching has improved significantly since the last inspection when 13 per cent of teaching was unsatisfactory. The improved quality of teaching along with successful implementation of literacy strategies has made a significant contribution in raising standards of attainment in the 1999 national test results and the overall standards that pupils are achieving at present. The teachers are professional, enthusiastic and committed to raising standards.
26. The quality of teaching with the pupils under five is consistently good. At KeyStage 1, 38 per cent of lessons is satisfactory and 61 per cent is good or better of which 15 per cent is very good. The teaching at Key Stage 2 is good in all lessons.
27. Very good class organisation throughout the school ensures that pupils from all year groups in these mixed age classes have full access to the curriculum. Behaviour management is consistently good in all lessons and pupils enjoy very good relationships with teachers and the support staff. Teaching is often marked by high expectations of both how well pupils can behave and how well they can learn. The planning has clear objectives and identifies activities that closely match the learning needs of different ability groups. These factors contribute strongly to the progress pupils make. Throughout the school very good use is made of support staff who are appropriately trained to teach pupils alongside the teachers and make valuable contribution to pupils' learning across the curriculum. Outside specialists in subjects, such as art and physical education, are used effectively to improve pupils' standards of achievement. Homework is used effectively to support pupils' learning in literacy.
28. The teachers are professional, enthusiastic and committed to raising standards. They know their pupils well and make regular informal assessments of their progress. Effective procedures for assessment in core subjects are followed and appropriate records are kept. Samples of pupils' work with teachers' comments are recorded to chart their progress in some of the foundation subjects. Assessment is used effectively to inform planning and match tasks

to the needs of pupils. Teachers use praise and appropriate reward systems to good effect encouraging good work and behaviour.

29. However, marking is not always used effectively to suggest strategies for improving standards.
30. Teaching of pupils with special educational needs is good. Teachers make very effective use of support staff to support pupils with special educational needs. There is very good co-ordination between teachers, the special educational needs co-ordinator and support staff in planning. The quality of teaching by the support staff is very good and makes a positive contribution to the progress pupils make. Planning and assessment are managed by the headteacher, who is also the special educational needs co-ordinator, and are used effectively to inform future provision.

## **The curriculum and assessment**

31. The curriculum has breadth and balance which have been maintained since the last inspection. This is due to good planning, activities that are well matched to pupils' age and abilities and very good use of learning support staff. The issue of lack of space to develop gymnastics raised in the last inspection has not been addressed. The school has no large gymnastics equipment and no safe space in the school in which it could be used. Pupils' development in gymnastics is significantly restricted by the lack of suitable accommodation and resources. Discretionary time is used to extend literacy and numeracy and is also used for personal and social education. Curriculum time meets national recommendations and sufficient time is given to all subjects. There are appropriate policies and schemes of work for all subjects. The issue from the last inspection to review foundation subjects has been addressed through significant in-service training in art and the adoption of Qualification and Curriculum Authority's schemes of work. There are curriculum co-ordinators for all subjects. Statutory requirements are met for religious education and sex education. Work is referenced to National Literacy Strategy, National Numeracy Strategy, and the National Curriculum or Qualification and Curriculum Authority's schemes of work as appropriate.
32. The curriculum for the under-fives is securely planned and based on the areas of learning as well as the National Curriculum subject areas. Children are given opportunities to engage in activities that promote their personal and social skills and prepare them well for the next stage of education. However, the lack of the provision for a large outdoor play area and large equipment mean that certain aspects of the curriculum are not adequately covered.
33. Provision for equal opportunities is reflected in the school's very good ethos and equal opportunities policy. All pupils have equal access to the curriculum. Personal and social education, including sex and drugs education is appropriately planned for and delivered.
34. The school meets the code of practice for pupils with special educational needs. Pupils are identified by referral through class teachers to the co-ordinator. Learning support staff are well briefed by teachers to ensure pupils with special educational needs are very well supported and have full access to the curriculum. Once identified pupils have targets set through clear individual education plans.
35. The curriculum is well planned to ensure progress and continuity and the programmes of study of the National Curriculum are addressed systematically. There are satisfactory extra-curricular opportunities for all but particularly Key Stage 2 pupils. These include, gymnastics, football, netball, recorder, rounders and mini olympics. All staff supervise an activity during the year and up to 90 per cent of Key Stage 2 pupils take part.
36. Procedures for assessment and the use of assessment to inform planning are good. Pupils are assessed twice in every term in English and mathematics. The school uses the external tests by Qualification and Curriculum Authority to assess pupils at Year 4, which are used effectively to inform future planning.

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

37. Overall opportunities for pupils' spiritual, moral, social and cultural development are good. This has been maintained since the last inspection. The last inspection identified the need for Year 6 pupils to have more opportunities for reflection. This has been addressed through

greater use of time during time-tabled personal and social education lessons.

38. Provision for pupils spiritual development is sound. Pupils have an appropriate range of opportunities to develop their spirituality through reflection on their own and other people's lives and beliefs. For example in history at Key Stage 1 they study the past and present, such as differences in farming. At Key Stage 2 pupils study the lifestyle of Egyptians compared with Britain after 1930. They study different artists, for example, Eadly and Hogarth and create pictures of Autumn with sensitive use of colour and awareness of texture. They write poems describing what they want to be when they grow up. Visitors include a theatre group giving opportunities to develop drama and dance as a means of expressing feelings and emotions. Religious education makes a positive contribution to pupils spiritual development through the study of the way different religions view the World spirituality. The daily act of collective worship meets statutory requirements and is clearly planned to include visitors. For example, the headteacher of one of the local secondary schools takes a service reflecting what animals can teach us.
39. Provision for pupils' moral development is very good and a strength of the school. The school provides a very strong moral code resulting in very good behaviour. Pupils create their own rules which demonstrate their understanding of what is right or wrong. They work individually and collaboratively as required, and without continual supervision. When this is combined with the very good behaviour, it is a significant factor in ensuring the school functions effectively and pupils make sound attainment and progress overall. There is a good behaviour policy that identifies a wide range of unacceptable behaviour and the actions, strategies and sanctions are clearly listed and understood by pupils. All staff in the school work well together to ensure the school has a very good ethos based on high moral values which is a significant factor in the promotion of good behaviour and the independence and responsibility of pupils. The vast majority of parents feel the school promotes very good behaviour and as a result children are well behaved and well disciplined.
40. Provision for pupils' social development is very good. In groups pupils work collaboratively very effectively. The school encourages them to take responsibility through the development of activities, such as litter picking, heart foundation skipping, getting classrooms ready between one session and another. Pupils also help in assemblies by setting out chairs and the over head projector. Pupils work very well together when changing the function of classrooms, working in different classrooms, changing of groupings and ignoring the necessary movement of other pupils and staff walking through their classrooms. Pupils act very responsibly and carry out jobs promptly. Parents feel the school encourages their children to get involved in more than just the daily lessons for example extra-curricular clubs such as chess, gymnastics, football, board games, computer, recorders, art and athletics. The school arranges residential visits and there is a good range of visitors to the school, for example, Sikh out-reach worker, theatre group, secondary headteachers, school nurse and dental hygienist.
41. Provision for pupils' cultural development is satisfactory. Pupils' own cultural traditions are developed through comparisons in history and geography for example, through the study of the geography of the surrounding area and the schools' place in the wider world. They also visit art exhibitions to study paintings by famous artists. The visiting dance and theatre group emphasises western traditions as well as a wider range of cultures through, for example, Caribbean dance. A Sikh outreach worker visits school to increase awareness of India and the Sikh religion including an explanation of artefacts and customs and there is a planned visit by a Jewish out reach worker to develop pupils' understanding of Judaism. These enhance pupils'

awareness of other religious customs and beliefs.

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

42. The provision made for pupils' support, guidance and welfare is good. This makes a significant contribution to the standards achieved. The school is committed to active promotion of the welfare and guidance of pupils through effective links and liaison with support agencies and parents. Parents are happy with the support with the school gives to their children.
43. The school's procedures for monitoring progress and personal development are satisfactory. Pupils are observed on a regular basis and careful records are maintained. Progress and personal development are monitored through standardized tests, progress reports with targets and detailed and comprehensive individual educational plans for pupils with special needs. These have a positive impact on pupils' attainment and progress.
44. The school has very good procedures for monitoring and promoting discipline and good behaviour. Good behaviour and self-discipline are encouraged through positive strategies such as 'catch them while they are good' and 'praise in public'. Pupils' achievements are celebrated regularly at assemblies.
45. The school's procedures for monitoring and promoting good attendance are satisfactory. Records of pupils who are late and unauthorised absences are kept and followed up. The educational welfare officers visits the school approximately six times per year to assist with the monitoring of persistent absences.
46. The school has good procedures for monitoring child protection and promoting pupils' well being, health and safety. There is a named member of staff in the school with responsibility for child protection. Procedures are well established and clear guidelines are made available to all staff. Pupils are well supervised and cared for by staff during the entire school day. Staff know pupils and their families, and pupils respond well to the support and guidance given by staff. The provision for medical care and first aid is good. The school undertakes regular routine checks of the premises to identify any potential hazards. The school makes good provision for support, guidance and pupils' welfare.

### **Partnership with parents and the community**

47. The school has very good links with parents and the community. Parents are provided with comprehensive information about the school and their children's progress. Pupils are given reading record books and homework which offer parents the opportunity to comment on their children learning. The school brochure is attractive in presentation and meets legal requirements.
48. Parental help is very good and makes a significant contribution to the school. Parents are encouraged to take part in the life of the school. During the week of the inspection it was evident that parental contributions are valued. Parents and grandparents offer additional and effective support to pupils in the class room, at swimming, on day trips, and at extra-curriculum activities. This has an important impact on attainment and progress. The school enjoys the support of a parent teacher association which is active in organising social and fundraising events.
49. The school has established very good links with the local community. Links with local businesses are especially well developed, who regularly donate resources to the school. Pupils

benefit very well from the residential and day field trips undertaken. These trips are linked to the national curriculum. The local community participate in the school's toy library scheme every Tuesday afternoon. Further well developed community links with the school include the local Vicar, local secondary schools and local news papers and parish magazine. Overall, the school promotes pupils' education and social development very well through its links with parents and the community, and this is a strength of the school.

## **THE MANAGEMENT AND EFFICIENCY OF THE SCHOOL**

### **Leadership and management**

50. The leadership and management of the school is good, as it was at the time of the last inspection. The headteacher provides clear educational direction and strong and purposeful leadership. Many new strategies have been put in place since the previous inspection to improve educational standards. These include reviewing policies, implementing schemes of work and appropriate assessment procedures. The headteacher promotes good teamwork. She is supported well by the governors and a hard working, committed team of staff.
51. The governors are increasingly involved in all aspects of school life. There are named governors with allocated responsibilities for specific curriculum areas. They have an appropriate strategic view of the school's development through close liaison with the headteacher and receive regular reports on curriculum development from the headteacher and the co-ordinators. The chair of the governors monitors the effectiveness of the school through meetings and regular contact with the headteacher and this supports her well in the administration of the school. The governor for special educational needs, who is also the school secretary, supports the special educational needs pupils in class and manages the day-to-day administration of the school efficiently.
52. Policies and schemes of work have been reviewed and revised appropriately. The coordinators monitor planning and resources effectively. Some of the teaching is monitored by the headteacher. However, her monitoring role is still underdeveloped, although it was identified as a key issue in the last inspection. This is because of her full-time teaching commitment which leaves only two hours a week for the management of the school. An effective plan for monitoring is in place, but is not fully implemented. Staff training needs are identified in the school development plan and the appraisal system is implemented successfully. The school development plan contains a strategic overview of the needs of the school for the current year and includes appropriate targets for the effective implementation of information technology and the National Literacy and Numeracy Strategies.
53. The school meets statutory requirements in its provision for pupils with special educational needs. The headteacher is the special educational needs coordinator and manages all aspects of provision for very effectively. She monitors pupils' progress and involves the local education authority support services and the school secretary, who is also the special educational needs governor and one of the learning support staff, effectively to support pupils' learning. A range of appropriate policies for behaviour, equal opportunity and health and safety guides the work of the school and ensures equality of opportunity for all pupils.
54. Staff are aware of equal opportunity issues and are successful in ensuring that all pupils are fully involved in all activities and subject areas of the National Curriculum.

55. The school has a very good ethos and the aims and values of the school are very successfully reflected in its practice. The school is committed to high achievement.

## **Staffing, accommodation and learning resources**

56. The appropriate quality of staffing has been maintained since the last inspection. However the headteacher still does not have sufficient time to monitor the curriculum effectively. The school has sufficient, appropriately qualified and very experienced teachers. Where there is lack of expertise this is supplemented by additional staffing, for example, for football coaching, swimming instruction, drama and dance by a theatre group. There are co-ordinators for all National Curriculum subjects and turnover of staff is very low. Staff work very well together and share many of the responsibilities. The number of learning support staff is high when compared with similar schools but this is justified by the high number of special educational needs pupils in the school. The learning support staff are well qualified and experienced and make a very significant contribution to pupils' attainment and progress. They support not only the pupils with statements but also teach groups of pupils in the mixed aged classes, for example, for literacy and numeracy, games and swimming. This very good organisation and effectiveness of learning support staff by teachers is a strength of the school.
57. The arrangements for the professional development of staff are good and well matched to the school development plan. Teacher appraisal is in line with requirements and subsequent staff development is discussed. This makes positive contribution to the improved standards of teaching. The most recent training has been in numeracy and literacy and courses attended relate to early years development, autism, behaviour management, family literacy, additional literacy, first aid training and information technology is identified in planning. Learning support staff have either attended or are attending the National Vocational Qualification in learning support. However there is no non-contact time for co-ordinators and the headteacher has only two hours a week to monitor the work of the school.
58. The accommodation is unsatisfactory for the effective delivery of the full range of the National Curriculum. The hall is not suitably equipped for gymnastic activities. The school is also inadequately equipped to deliver art and design and technology lessons effectively as there are no sinks available in the classrooms. Indoor accommodation is clean and maintained well. Imaginative and colourful displays of various curriculum topics creates a stimulating learning environment in the school. The indoor accommodation for under fives provides sufficient space for early years activities. The provision for outdoor play facilities and equipment is unsatisfactory.
59. Outdoor areas are spacious with adequate playground space. There is an environmental area which provides the opportunity for scientific studies. Resources are adequate. The school has sufficient computers and an adequate range of software.

## **Efficiency**

60. Overall the efficiency of the school is good. This has been maintained since the last inspection. The school development plan identifies priorities for the coming year with costs appropriately identified. Governors are effectively involved in the budget setting and monitoring processes.
61. The central funding for literacy has been used effectively for acquiring appropriate resources necessary for enhancing pupils' literacy skills. The allocated fund for the pupils with special educational needs are used efficiently. The use of teaching and support staff is very good.
62. The school uses its accommodation and resources very efficiently. This is a strength of the

school. Teachers and the support staff are very effectively deployed, providing support for all pupils, including pupils with special educational needs and children under five. Accommodation is restricted, but is used imaginatively to its fullest potential to deliver the curriculum as best as possible.

63. Financial control and school administration are very efficiently managed. The school secretary provides very effective support to the headteacher in all areas of the curriculum. The school is audited every year. The most recent report suggests a minor recommendation which has been acted upon appropriately.
64. The income and expenditure per pupil are in the upper quartile when compared nationally to all schools. However, taking into account the good quality of education provided, the recent improvement in standards of attainment, improved quality of teaching and very good behaviour and school ethos, it is judged that the school provides good value for money.

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

### **Areas of learning for children under five**

65. At the time of inspection there were eight children who were under five years of age. The children enter the school for three mornings per week in the autumn term of previous year and start full-time schooling in the term in which they are five. Children under five are taught with the reception and Year 1 pupils, in one class. However, the exact class set up and part-time provision is flexible and reviewed each year according to the number of children, which varies significantly, from year to year. All children take part in Performance Indicator for Primary Schools (PIPS) baseline assessment during their first six weeks of the autumn term. The examination of baseline assessment and teacher's informal assessment indicate that, on entry to the school, the attainment of these children are below those normally found in children of this age. They make good progress in this class which is an improvement since the last inspection where the progress was satisfactory. By the time the children reach statutory school age, they attain standards in all areas of learning which are in line with those expected of children of this age.

### **Personal and social development**

66. Children's personal and social development are good and are in line with the expected outcomes. They relate very well to each other; the staff and to other adults in the school and are friendly and welcoming to visitors. Children are very well behaved, demonstrate good attitudes to learning and concentrate well in lessons. They take turns while answering to the teacher's questions, in whole class or group discussions and express their feelings confidently. They move about the room confidently, making appropriate selections of toys and equipment. They work with enthusiasm, show interest in the activities and explain their tasks confidently. Their caring and sharing attitudes are effectively reinforced by practical activities, such as making 'Granny's Quilt'.

### **Language and literacy**

67. Children achieve standards which are in line with the expected outcomes for children of this age. They listen well and respond confidently to teachers questions during story times. They enjoy taking part in rhymes and songs and are developing confidence in spoken English. They handle books appropriately, look at and talk about the pictures and understand that prints tell the story. They can recognise letter sounds and read simple texts using picture clues. Most children recognise their own names and there are some examples of emergent writing, such as mark making and writing or copying own names. They are beginning to name, sound and write individual letters. Children make good progress in all aspects of language and literacy.

### **Mathematics**

68. Standards of attainment in mathematics are in line with that expected of children of this age. They can count up to ten using fingers and sets of animals or objects that they make with play dough. Some write numbers in words. They are beginning to understand the concept of subtraction and many can successfully take away one number at a time. Most use some mathematical vocabulary and develop the concept of 'big', 'bigger', 'little', 'small' and 'smaller'. They recognise shapes like circles, triangles, squares and hexagons. Some differentiate these shapes by counting their sides. They are familiar with number rhymes, songs and stories.

Children make good progress in learning mathematical skills.

## **Knowledge and understanding of the world**

69. By the time children are five, standards they achieve are in line with the expected outcomes. Children make good progress in this area. They name different parts of body and match labels with the names to a picture of human body and identify living and non-living things, using examples from their immediate experiences, such as 'insects' and 'spider's web'. Most can operate a computer programme called 'My World' and use the mouse effectively to move pictures to build houses and make patterns. Children learn to track the route to school and identify their favourite places in their village. They are beginning to develop a sense of past and present through stories, such as the story of 'Guy Fawkes'. They talk about special things in their lives, following the reading of the story of 'Granny's Quilt' in religious education.

## **Physical development**

70. The standards of attainment is in line with the expected outcomes and progress is satisfactory. They are developing manipulative skills and are able to use pencils and scissors appropriately. In formal physical education lessons children are able to move around the floor using a variety of movements, such as walking, jogging and 'tip-toes'. They follow the programmes like 'Rabbit Holes', 'Trains' and 'Hand and Feet' successfully to practise different physical movements, such as 'bunny hop', 'caterpillar crawl' and 'monkey walk'. They understand the instructions well and are developing spatial awareness effectively. However, the lack of outdoor play area and of large equipment such as wheeled toys or climbing apparatus limits the ability of the school to provide a full range of activities to develop children's physical skills.

## **Creative development**

71. Children attain standards that are in line with what is expected of this age. They are making good progress in their ability to express ideas and feelings creatively through a wide range of experiences in art, craft and imaginative play. Their paintings and plasticine models show awareness of colour, shape and form. They name colours and explore mixing colours and the technique of 'bubble painting'. Children use construction toys to build houses and vehicles and learn to design and make masks of an 'alien', following a story in a literacy lesson. Their imaginative plays are developing well through the role plays in the indoor play areas, such as 'post office' and 'play house'.

## **Management and the quality of teaching**

72. The early years' co-ordinator, who also teaches the under-fives, manages this area very competently. She ensures that children work towards the Desirable Learning Outcomes and that they are achieved the learning by the time they enter compulsory education. An appropriate link with the National Curriculum is planned to extend the learning experiences of high attaining children.
73. The quality of teaching for children under five in all areas of learning is good. The teacher makes very good use of resources to provide children with a wide range of experiences in all areas of the curriculum. Planning is good and well matched to the learning needs of children. The support assistant teaches and supports the children very effectively, enabling them to develop self-confidence and independence. Relationships between children and adults are very good and the staff always value children's contribution in discussions. Good assessment procedures (PIPS) are used effectively and the results inform future planning to ensure that

children make good progress. The results of these tests are reported to individual parents. Parents are very happy with the under-fives provision.

## **ENGLISH, MATHEMATICS AND SCIENCE**

### **English**

74. On entry to Key Stage 1 attainment is generally in line with that expected of pupils of this age. They make satisfactory progress across the key stages.
75. The number of pupils taking key stage tests, vary from year to year and this makes comparisons with national averages mostly unreliable. The 1998 national test results show that attainment in reading and writing in Key Stage 1 are well below the national averages. Taking three years 1996-98 together also, the performance in reading and writing remains the same as the 1998 test results. However, the 1999 test results show an improvement over the previous years, in both reading and writing. Although the standards of attainment are still below the national averages, the gap between the school results and the national averages has narrowed significantly this year. In Key Stage 2, the 1999 test results show even more significant improvement over the last three years. The standards of attainment has risen by 29 per cent, increasing from 43 per cent in 1998 to 72 per cent in 1999. The absence of one pupil has adversely affected the school's attainment averages. The inspection findings indicate that standards in English continue to improve and judge the attainment to be in line with the national expectations by the end of both key stages. The standards have remained the same as they were in the last inspection.
76. Pupils make satisfactory progress in both key stages in acquiring appropriate reading and writing skills. Pupils with special educational needs make good progress in relation to their prior attainment. This good progress is largely attributed to the high level and high quality of special needs provision. The successful implementation of the National Literacy Strategy and setting targets in all year groups account for the improved standards in English in both key stages.

### Speaking and listening

77. Pupils' speaking and listening skills are developing satisfactorily throughout the school. By the end of both the key stages, pupils' attainment in this aspect is broadly in line with the national expectations. In Key Stage 1, pupils talk clearly about their immediate experiences. They listen attentively to teachers' explanations and instructions and respond appropriately to questions. They describe pictures confidently, using a satisfactory range of vocabulary. They develop increasing understanding of characters in stories. Pupils in Reception and Year 1 listen carefully to the shared texts and retell the stories in correct sequence. Year 2 pupils can talk confidently about the settings and characters from the story of 'The Big Bad Pig' and learn a wide range of vocabulary. Pupils in Key Stage 2 listen with interest in class discussions and most express opinions confidently and articulately. Majority of pupils build upon their previous learning to extract information and analyse it, such as analysing the facts about the expedition to Antarctica from the Big Book, 'Antartic Journal' in a literacy lesson.

### Reading

78. Standards attained in reading are in line with the national expectations at the end of both key

stages. In Key Stage 1, pupils read with increasing confidence and accuracy. Most are able to discuss what they have read and predict what will happen next. They use phonic and contextual clues effectively to determine unfamiliar words and establish meaning. They know about titles and authors and use contents and index effectively. In Key Stage 2 pupils read with increasing independence, confidence and understanding. For example in an assembly, Years 5 and 6 pupils read with expression their own play which they will perform in the Friday assembly for parents. They read from a variety of texts for both information and pleasure and recount stories and express their preferences. They develop a range of vocabulary from information books, such as 'Antarctica Journal' and learn various abbreviations. They use dictionaries effectively to trace roots of words and know the use of prefixes to form new words. They understand simple classification of books and use the class library effectively for developing research skills. The school has also started the 'Additional Literacy Support' programme since September, 1999 which has already benefited the pupils by enhancing their reading skills. As a result pupils' reading age is improving.

## Writing

79. By the end of Key Stages 1 and 2, pupils attain standards in writing which are broadly in line with the national expectations. In Key Stage 1 pupils write stories and factual accounts with increasing accuracy and clarity. Most use capital letters and full stops in their writing with increased accuracy. In Year 2 pupils recognise that stories have plots and develop clearer understanding of story structures, such as, the use of appropriate beginnings and endings. Pupils in Key Stage 2 write narratives, plays, letters, poems and some factual accounts, such as journals which reflect their understanding of writing for a range of audiences. A few pupils are able to draft and edit their work successfully. Standards attained in spelling and handwriting are good. A legible, neatly formed script is established in Key Stage 1 and further developed in Key Stage 2. By the end of Key Stage 2, most pupils have developed a clear, legible and neat cursive style of handwriting.
80. The school has made good provision for the literacy hour and an effective strategy for delivering the programme is in place. The successful implementation of the National Literacy Strategy and targeting attainment of pupils in all year groups account for the improved standards in English in both key stages.
81. Pupils make satisfactory progress in both key stages in acquiring appropriate reading and writing skills. Their spelling and handwriting skills are developing effectively. Pupils with special educational needs make good progress in relation to their prior attainment. This good progress is largely attributed to the high level and high quality of special needs provision.
82. Pupils demonstrate very positive attitudes towards their work. They settle to work quickly, are self-motivated and work with sustained concentration. They clearly enjoy English and support each others learning. They listen well and make supportive comments and observations.
83. The quality of teaching is good overall. Teachers have a secure subject knowledge and a clear understanding of the strategies used for the development of literacy skills. Classes are well managed and tasks set are appropriate to the learning needs of individual pupils. Good questioning techniques are used to assess pupils' level of understanding and to extend their skills. Good relationships in lessons create and support a productive learning environment. The support staff are very efficient in supporting pupils' learning, especially reading skills.

Appropriate cross-curricular planning supports pupils' learning in all other areas of the curriculum effectively. Planning is detailed and good, with clear learning objectives. Pupils are assessed appropriately and assessment is used effectively to inform planning. Appropriate reading tests are used for assessing pupils' progress in reading. Teachers use praise and encouragement to motivate pupils to good effect.

84. The school successfully follows the scheme of work as outlined in the literacy scheme. The co-ordinator manages the subject competently. She has completed a comprehensive audit of staffing and resources. Detailed analysis of the national test results and the results of the reading tests are used effectively for setting targets for all year groups in order to raise their standards of attainment, especially in core subjects. Resources for English are good. Class libraries include a wide range of fiction and non-fiction books and these are used effectively to enhance pupils' research skills.

### **Mathematics**

85. Although the 1999 Key Stage 1 test results show standards slightly below the national average the evidence from the inspection is that pupils reach appropriate standards for their age. The discrepancy is accounted for by the very large effect that one pupil has on the small numbers. Pupils at the end of Key Stage 2 are in line with national averages. This is a significant improvement over 1998 results and standards have been maintained since the last inspection. Pupils make satisfactory progress in both key stages.
86. By the end of Key Stage 1 pupils develop through simple counting to ten to telling the time to the half hour and counting forwards and backwards with numbers to 100. There is clear development in use of number from simple counting to addition and subtraction of tens and units and counting, to counting in hundreds tens and unit. In Year 2, pupils name triangles, rectangles, hexagons, pentagons, rectangles and squares. They add units to units, are aware of hundreds, tens and units, sort information through Carroll and Venn diagrams and use the data to create graphs of their favourite pets. Higher attaining pupils round numbers to the nearest 100.
87. In Key Stage 2 Year 4 pupils identify patterns, and mentally deduce the next number from sequences such as 806, 811, 816, 821. They work to one place of decimal and subtract numbers using strategies such as decomposition. By Year 6 skills have developed further. They use a sequence of strategies to find the cost of 340 items given the cost of 200, work to three decimal places, divide with remainders and use angles and degrees to identify the amount of turn to the points of a compass. Pupils in Year 6 have a clear understanding of place value, read graphs for example, to convert kilometres to miles and convert fractions such as  $10/1$ ,  $3/1$ ,  $5/10$ ,  $1/100$ ,  $2/1000$  to the decimal 13.512. Higher attaining pupils divide tens and units by units with remainders answering to one decimal place and work to two decimal places in the context of money.
88. Pupils with special educational needs have targets for mathematics. These are well matched to their needs and ability. Pupils make good progress towards these targets. This is due to good assessment to determine the targets and the very good support from the learning support staff.
89. Mathematics supports literacy through the precise use of technical vocabulary, written reports of practical tasks and verbal responses in mental mathematics sessions. Information technology is not used effectively to support mathematical skills, such as the recording of data

and plotting graphs of the information. The school are aware that this is an area that needs development.

90. Pupils' attitudes are good. They work independently or collaboratively as required. They work conscientiously without direct supervision, concentrate well and persevere when work is challenging. Pupils' very good behaviour is a significant factor in enabling all pupils to make progress where there is a wide range of age and ability in each class.
91. The overall quality of teaching is good. The features of the most successful lessons are good knowledge and understanding of teachers and support staff enabling good questioning to challenge pupils. Lessons are well planned and work was very well matched to previously assessed ability. Teachers' organisation is very good. Pupils are grouped by age and ability and very well supported by experienced, well qualified support staff who make a significant contribution to pupils attainment and progress.
92. The subject is led well by an experienced co-ordinator who is revising the scheme of work to incorporate the introduction of the National Numeracy Strategy. Work is well planned and involves the learning support staff who are well briefed and have clear expectations for their groups. Accommodation and resources are adequate but the use of information technology is under developed. The National Numeracy Strategy has been introduced satisfactorily.

## Science

93. Teachers' assessments at the end of Key Stage 1 in 1999 show the number of pupils achieving level two or higher is in line with national averages. National tests at the end of Key Stage 2 in 1999 show a significant improvement over the 1998 results and the number of pupils achieving level four or higher is in line with national averages. Standards have been maintained since the last inspection. Pupils make satisfactory progress in both key stages.
94. In Key Stage 1, pupils know that living things grow and that this is demonstrated through growth of muscles, bones and replacement of teeth and hair. Higher attaining pupils are aware that they are similar to their parents. They know plants come from seeds and animals from eggs, that exercise is good for them and use Carroll diagrams to sort foods into those they like and dislike with those that are healthy and those that are not. In Key Stage 2, pupils know that micro organisms are destroyed at 63° centigrade, are dormant at low temperatures and are most active at blood temperature of 37° centigrade. They research names of micro-organisms such as salmonella, staphylococcus and streptococcus and understand why it is necessary to thaw poultry before cooking. They identify muscles as voluntary and involuntary, investigate heart rate before and after exercise and describe the heart and its four chambers.
95. Progress through Key Stage 1 is demonstrated through an understanding of the sequence of growth and organisms reaching a maximum size. Year 2 pupils develop scientific vocabulary, sort healthy and non healthy foods and use graphs to present their work. Progress through Key Stage 2 is demonstrated through Year 4 developing research skills to find information relating to the skeleton and why exercise is beneficial. By Year 6 pupils interpret facts to understand a concept, for example, understanding the necessity of thawing food before cooking to prevent food poisoning.
96. Pupils with special educational needs have no specific science targets. However they are very well supported in literacy and mathematics by support staff to ensure they have full access to

the science curriculum. They make good progress towards the general targets set. Work is well planned and pupils with the potential for higher achievement are given challenging work.

97. Literacy is supported through pupils recording information they have researched, for example, on food, skeletons and the heart. Numeracy is supported through the use of Carroll diagrams and graphs to present work on healthy and non healthy food. Information technology is used for research using CD-ROM but limited use is made of information technology to present, for example, the results of investigations.
98. Pupils' attitudes are good. At Key Stage 1 pupils are motivated, involved in their work and are willing to make suggestions even if incorrect, and behave well. At Key Stage 2 pupils are responsive, collaborate, well behaved, and are willing to share ideas and be challenged. Good behaviour at both key stages enables good teaching allowing teachers to support pupils in smaller groups appropriate to age and ability ensuring sound attainment and progress.
99. Overall teaching is good. In the two lessons seen at Key Stage 1 one was good and the other satisfactory. At Key Stage 2 the lesson was good. Teachers have secure subject knowledge that was used effectively to question and challenge pupils. In addition, good planning and organisation ensured the work was well matched to pupils age and ability and the good control and the good behaviour of pupils enabled effective teaching to take place.
100. The school has recently worked effectively with the local education authority to modify the Qualification and Curriculum Authority's exemplar scheme of work to fit the needs of the school to ensure the needs all the pupils in the mixed aged classes are fully met. The school is building on this to create an assessment and recording system based on the scheme to ensure pupils attainment is accurately recorded to enable the school to match learning effectively to pupils needs. Accommodation is unsatisfactory. There is no water supply to Key Stage 2 classes and some resources are stored outside the school. This inhibits pupils ability to carry out investigations that require equipment being left out or needing water to carry out experiments or to clean equipment. This restricts pupils' progress in Attainment Target 1 of the National Curriculum.

## **OTHER SUBJECTS OR COURSES**

### **Information technology**

101. Attainment at the end of Key Stage 1 and 2 is below national expectations. The school are only just addressing its increased status as a core subject through the development of a new scheme of work and assessment procedures. Progress through the school is unsatisfactory.
102. In Key Stage 2, pupils switch on computers and start programs, use a word processor to write story endings and lists, and, with support, print their work. They are aware that they can change the font, text size, embolden, italicise and change its colour. They tape-record stories and poems and save and retrieve their work with help. To support mathematics they give instructions to programmable toys to make it move forwards, backwards and turn. They create pictograms to compare how pupils come to school and their most popular pets. However there is limited use of word processing, graphics to create and manipulate images, and little use of models and simulations.

103. By the end of Key Stage 2 pupils program the computer to create a square spiral, use a word processor for writing poems and create a 'newspaper' with different fonts, text sizes, colours, and include 'clip art'. They use single word searches in a CD-ROM version of 'Encarta' to research information in humanities. Pupils input information to create graphs comparing the popularity of pupils' pets and save and retrieve their work to disc. However they do not use spreadsheets for modelling or calculating, graphics to draw or interpret art styles, simulations, or formulate questions when interrogating databases.
104. Pupils make some progress in word processing from simple lists in Key Stage 1 to poems and prose at Key Stage 2. At Key Stage 1 pupils create pictograms directly on the screen and by Key Stage 2 use the program to create a graph from information entered into a spreadsheet. By the end of Key Stage 2 pupils use CD-ROMs to find out information independently and print it out, for example, data and pictures on micro organisms for science.
105. Pupils with special educational needs do not have individual education plans which include targets for information technology. However they use computers and information technology to support their learning in literacy and make good progress towards the general targets set.
106. Information technology supports literacy through word processing where pupils check and edit their work. They use specific programs to check their understanding of text, for example, answering questions on the book *Geordie Racer*. Numeracy is supported through the entering of data, for example, weight and height into spreadsheets to create graphs for analysis.
107. Interviews with pupils show positive attitudes. They enjoy using information technology when given the opportunity and the work completed shows care, interest and pride in the finished product.
108. No teaching of information technology was seen during the inspection and, therefore, it is not possible to make a judgement on the quality of teaching.
109. The school is addressing the unsatisfactory standards through the introduction of a new scheme of work based on the Qualification and Curriculum Authority's exemplar scheme and the development of new assessment procedures to enable them to monitor pupils' progress to ensure that work is matched to pupils' age and ability. The school is also enlisting the support of the local education authority to support staff in developing expertise in modelling, control and multimedia presentation.

### **Religious education**

110. Two lessons were observed during the inspection. On the basis of these two lessons, the scrutiny of work and discussions with pupils as well as examination of teachers' planning, it is judged that attainment at both key stages is in line with the locally agreed syllabus and pupils make satisfactory progress. These standards have been maintained since the last inspection.
111. In Key Stage 1, pupils demonstrate a developing awareness of religious customs and celebrations. In reception and Year 1, pupils learn to value a 'caring and sharing way of life' and discuss about their own special things following the story 'Grandma's Quilt'. They learn about Christianity, Sikhism, Hinduism and Judaism. Most pupils show a growing understanding of beliefs and practices relating to some of the major world religions. They learn about Sikhism and welcome a Sikh visitor to talk about the Sikh way of life and the religious

symbols. Pupils study Christianity and discuss their own experiences of a christening ceremony, explaining the use of religious artefacts for christening. However, the progression between the key stages is insufficiently planned, resulting in repetition of some topics in both key stages.

112. Activities in assemblies reinforce pupils' learning in religious education. The statutory requirement for daily acts of worship are met.
113. Pupils demonstrate good attitudes to the subject and concentrate well. They gain greater understanding in the spiritual, social and moral aspects through the study of different religions. Teachers plan appropriately, relating the learning outcomes to the agreed syllabus effectively.
114. The school has a policy and a scheme of work which are in line with the present local education authority's agreed syllabus. The local authority is in the process of revising the scheme and the school expects to revise its scheme accordingly. Resources are generally satisfactory.

## **Art**

115. Only one lesson was observed in Year 2 during the inspection. On the basis of this lesson, the evidence gathered from the examination of teachers' planning and scrutiny of pupils' work, it is judged that by the end of both key stages, pupils achieve standards that are expected for their age. They are making good progress as they move through the school. The standards have improved since the last inspection when it was reported to be 'unsatisfactory.' However, lack of sufficient space and sinks in the classrooms restrict pupils' art activities.
116. Pupils in Key Stage 1 mix colours to create light and dark shades. They use this technique and imagination to paint pictures of the seaside, following the study of painting of 'Seascape' by Van Gough. They study 'A cornfield by moonlight' by Samuel Palmer and explore the colour mixing technique to create their own pictures. Pupils make and design their 'alien' masks, following a story read in the literacy hour, and evaluate them effectively suggesting improvement. In Key Stage 2, pupils experiment with different colours to produce secondary colours and develop an understanding of how to use shades and tones effectively to create movement and perspective in their drawings. Pupils study the paintings by famous artists extending their learning in other areas of the curriculum. For example, they study the paintings of Lowry to explore the history of local area and draw 'Journey of the Magi' in religious education following the study of Sasseta's paintings.
117. In both key stages pupils experience techniques, such as drawing silhouettes, string printing, making collages and montages and embroidery. In Years 5 and 6, pupils explore 'vanishing point' to show the perspective of their observational drawings. In Year 6, pupils' experiences in art are well enhanced by their visit to the 'Exhibitions 99' where they study the paintings by many famous past and present artists.
118. Pupils' attitudes to their work are always good. They are well behaved and committed to the tasks they are set. They enjoy lessons and show great interest in their activities.
119. Teaching was good in the lesson observed. Activities are planned appropriately to match pupils' learning needs. The teacher has secure subject knowledge. Examination of planning show that teachers plan well and provide appropriate experiences for all their pupils.

120. The co-ordinator has worked very hard, successfully, to improve the standards of attainment throughout the school. She carried out an audit to ascertain the strengths and weaknesses and progression between the key stages. An art specialist is involved to provide training for staff to enhance their expertise in art. This role is at a very early stage of development. Assessment is carried out by sampling pupils' work over the year and across the key stages. The school has compiled a good comprehensive scheme of work in consultation with the local education authority's art adviser. The scheme has been used effectively to raise the standards of attainment in art, significantly. Resources are sufficient, well stored and accessible for pupils and teachers. The co-ordinator manages the subject very competently.

### **Design and technology**

121. No lessons were observed during the inspection and very little evidence was available in school. The range of work undertaken this term is limited. The two samples of work seen are designing and making masks in Key Stage 1 and designing and making pop-up books in Key Stage 2. There is, therefore, insufficient evidence to judge the standards in this subject at this time of the year. Examination of planning, however, indicates adequate coverage of the subject over the year.

## Geography and history

122. No lessons in history and one lesson in geography was seen during the inspection. However from the planning, interviews with pupils and a scrutiny of pupil's work it is judged that pupils' attainment is in line with expectations for their age. Standards in both subjects have been maintained since the last inspection. Progress is sound through both key stages.
123. In Key Stage 1, pupils are aware of chronology. They know that Guy Fawkes lived before the second world war, and both were a long time ago. They also compare life today with previous times and understand that we now use cars and tractors where, in the past, horses were used. Pupils understand a 'birds eye' view and can place their house on a simple map and identify simple geographical features such as roads, houses, shops and the park. They are aware that different features appear in different environments, for example, water falls in rocky places.
124. In Key Stage 2, pupils study the lives of Egyptians and compare what they have discovered with modern day Britain. Areas include for example jobs, homes, toys, games, mummification, Egyptian gods and hieroglyphics. They study how Britain has changed since 1930. They identify changes in life style, the effect on unemployment, the development of the use of appliances in the home and the differences in the way people spent their leisure time, for example, going to the cinema, little television and few holidays or use of cars. In geography they study the local area through the use of different scaled maps to identify the school in the World, Britain, Lincolnshire, the village and road. They identify features on an ordinance survey map and understand the surrounding area has few contour lines and is therefore flat. They are aware that farming and use of fertilizers and power station emissions can harm the environment and how voluntary 'litter pickers' can improve it.
125. As pupils progress through the school they develop a greater understanding of chronology and the lives of others. They develop their map reading skills from simple plans to reading ordinance survey maps and interpreting features from the symbols.
126. Pupils with special educational needs make good progress. They do not have specific history targets but are very well supported by learning support staff to have full access to the curriculum and make good progress towards the targets that are set for them.
127. Humanities supports literacy through the researching, recording and reporting of information. Numeracy is supported by use of scales on maps and information technology through the use of CD-ROM to research information.
128. Pupils' attitudes to humanities are good. In the geography lesson that was seen pupils behaved well enabling them to work independently and within groups successfully. From a scrutiny of work pupils complete work conscientiously, present their work well and show interest and involvement.
129. As only one humanities lesson was seen it is not possible to make an overall judgement on teaching. However the lesson seen at Key Stage 1 was good and from a scrutiny of work teaching is at least satisfactory. The positive features of the lesson seen were clear planning, identified learning objectives and work matched to the age and ability of the pupils. Good use was made of support staff to support pupils in interpreting the symbols on an ordinance survey map.

130. The school has recently adopted the Qualification and Curriculum Authority's schemes of work in both history and geography and has modified these to meet the needs of the school. The school is developing the expectations listed in the Qualification and Curriculum Authority's scheme to record pupils' progress and to ensure planning meets the needs of all pupils.

### **Music**

131. No lesson or samples of work were seen during the inspection and, therefore, no judgement can be made about the standards achieved in music. Planning shows satisfactory coverage. However, pupils sing well in assemblies with appropriate pitch and rhythm.

### **Physical education**

132. Standards of attainment, at the end of Key Stage 1, are in line with that expected for pupils of this age and pupils make satisfactory progress. By the end of Key Stage 2 pupils attainment in games is above that expected for their age and well above in swimming. Progress throughout the school in games and swimming is good. It was not possible to make a judgement on other aspects of physical education.
133. When developing football skills Year 6 pupils move and stop a ball every two or three short steps and move a ball in a zig zag pattern under close control. Netball skills, for example, running and stopping with only one step are practised and then used well in a game. When being assessed for a bronze award for swimming pupils swim ten metres, surface dive, swim five metres under water, swim ten metres back, tread water for three minutes, swim ten metres on their back, swim another ten metres to the start, take off surface clothing and exit the water. To finish the lesson pupils swim 20 metres each of backstroke, crawl and breast stroke.
134. During the Key Stage 1 lesson pupils developed poise and increased accuracy in their movements and improved the simple sequence of stand, forward role and finish. At Key Stage 2 pupils increased their ability to control a football in their own space including having to move around each other in shared space. Skills in netball are developed well through greater use of space. Progress in swimming is through development of greater stamina, refinement and more efficient use of strokes and developing the ability to tread water and remove clothing.
135. The positive and supportive ethos of the school ensures that all pupils with special educational needs take part in physical education and swimming and make the same progress as other pupils. Pupils are well supported by experienced and well qualified staff and learning support assistants.
136. Physical education contributes to literacy through the development of listening skills which ensures that rules and instructions are followed. Numeracy is developed through estimation of distances and timing of events.
137. Pupils attitudes are good. They listen well, behave appropriately, follow rules, change promptly, persevere and practise skills. This enables teachers to communicate with pupils to develop individual skills.
138. Overall teaching is good. One satisfactory and two good lessons were seen. The features of the most successful lessons were the good control, organisation and knowledge and understanding of support staff and teachers. This ensured high expectations and development

of skills for individuals or small groups to a high standard.

139. The school makes very good use of support staff and outside expertise to develop football skills. The subject is managed well. However, while most aspects of the National Curriculum for physical education are addressed well, pupils' development in gymnastics is restricted by the lack of suitable accommodation and resources. There is no large apparatus for gymnastics and the space used for physical education is carpeted and is in use for the vast majority of the time as a classroom with all the usual classroom furniture in it. The space in which the Year 1 lesson took place was restrictive, unsafe and unsatisfactory. It is only the good teaching and behaviour of pupils that ensures any progress is made.
  
140. The inspection of this school included a focused view of swimming. Standards are above that expected nationally. The teaching of swimming is good. In the lesson observed included a majority of Year 6 pupils and two Year 4 pupils. There were no non-swimmers. Assessment is effected through use of the 'Kellogg's' award scheme and an appropriate record of achievement is maintained at the school. All pupils swim weekly for 30 minutes.

## PART C: INSPECTION DATA

### Summary of inspection evidence

141. A team of three inspectors, including a lay inspector, visited the school for a total of seven inspection days.
- A meeting was held for parents and 19 parents returned questionnaires.
  - A total of 21 lessons or parts of lessons was observed.
  - Inspectors examined a wide range of documentation, including minutes of governors' meetings, the school development plan, last OFSTED report and action plan, budget statements, policies, teachers' planning and records, letters to parents and school attendance registers.
  - Governors, teaching and non-teaching staff were interviewed and inspectors spoke to individual parents, visitors to the school and the pupils.
  - A representative sample of pupils' work was examined in detail and a sample of pupils was heard reading. Pupils' records and reports were examined.
  - Inspectors also examined photographic evidence and inspected the buildings and grounds.

### Data and indicators

#### • 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	69	4	23	5

#### • Teachers and classes

#### • Qualified teachers (YR - Y6)

Total number of qualified teachers (full-time equivalent):	2.8
Number of pupils per qualified teacher:	25

#### • Education support staff (YR - Y6)

Total number of education support staff:	4
Total aggregate hours worked each week:	74

### **Average class size**

Average class size: 23

### **Financial data**

Financial year: 1998/99

£

Total income	117,662
Total expenditure	121,682
Expenditure per pupil	2,212
Balance brought forward from previous year	7,450
Balance carried forward to next year	3,430

## PARENTAL SURVEY

Number of questionnaires sent out: 36

Number of questionnaires returned: 19

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	63	32	5	0	0
I would find it easy to approach the school with questions or problems to do with my child(ren)	58	37	5	0	0
The school handles complaints from parents well	63	21	16	0	0
The school gives me a clear understanding of what is taught	58	37	5	0	0
The school keeps me well informed about my child(ren)'s progress	47	42	5	5	0
The school enables my child(ren) to achieve a good standard of work	47	32	21	0	0
The school encourages children to get involved in more than just their daily lessons	63	26	11	0	0
I am satisfied with the work that my child(ren) is/are expected to do at home	63	32	0	5	0
The school's values and attitudes have a positive effect on my child(ren)	74	21	5	0	0
The school achieves high standards of good behaviour	53	42	5	0	0
My child(ren) like(s) school	79	21	0	0	0