

INSPECTION REPORT

STICKNEY C of E PRIMARY SCHOOL

Boston

LEA area: Lincolnshire

Unique reference number: 120629

Headteacher: Mrs C A Holmes

Reporting inspector: John Messer
15477

Dates of inspection: 12-15 November 2001

Inspection number: 189843

Full inspection carried out under section 10 of the School Inspections Act 1996

© Crown copyright 2001

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

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

INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and junior
School category:	Voluntary controlled
Age range of pupils:	4 to 11
Gender of pupils:	Mixed
School address:	Main Road Stickney Boston Lincolnshire
Postcode:	PE22 8AX
Telephone number:	01205 480254
Fax number:	01205 480254
Appropriate authority:	The governing body
Name of chair of governors:	Mr D J Stephens
Date of previous inspection:	October 1996

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
15477	John Messer	Registered inspector	English Art and design The foundation stage	What sort of school is it? How high are standards? a) The school's results and achievements. How well are pupils taught? How well is the school led and managed? What should the school do to improve further?
13395	Joanna Illingworth	Lay inspector		How high are standards? b) Pupils' attitudes, values and personal development. How well does the school care for its pupils? How well does the school work in partnership with parents?
31838	Martyn Williams	Team inspector	Science Information and communication technology Design and technology Physical education Religious education	
10144	Mary Marriott	Team inspector	Mathematics Geography History Music	How good are the curricular and other opportunities offered to pupils?

The inspection contractor was:

Serco QAA Limited
Herringston Barn
Herringston
Dorchester
Dorset
DT2 9PU

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

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

REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	7
Information about the school	
How good the school is	
What the school does well	
What could be improved	
How the school has improved since its last inspection	
Standards	
Pupils' attitudes and values	
Teaching and learning	
Other aspects of the school	
How well the school is led and managed	
Parents' and carers' views of the school	
PART B: COMMENTARY	
HOW HIGH ARE STANDARDS?	11
The school's results and pupils' achievements	
Pupils' attitudes, values and personal development	
HOW WELL ARE PUPILS OR STUDENTS TAUGHT?	13
HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?	15
HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?	16
HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?	19
HOW WELL IS THE SCHOOL LED AND MANAGED?	20
WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?	23
PART C: SCHOOL DATA AND INDICATORS	24
PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES	28

PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

This village school has 179 pupils on roll and is smaller than most primary schools. There is an almost equal mix of boys and girls. It draws its pupils from a wide area and most travel to school by bus or taxi. There is no schools meals service in the county and fewer than one per cent of parents claim free school meals; the proportion actually entitled to free school meals is unknown. A significant proportion of pupils enter, and to a lesser extent leave, the school part way through their primary education. Assessments of children's attainment on entry to the school indicate significant variations from year to year but overall it is below average though the full ability range of ability is represented and there is in each year group a significant minority of higher attaining pupils. There are no pupils from ethnic minority groups. There are 35 pupils entered on the register of special educational needs, which is broadly in line with the national average. There have been major changes in teaching staff over the past two years, with six new teachers having recently been appointed despite difficulties in recruitment, though a quarter of the staff are employed on temporary contracts. None of the teachers, including the headteacher, has taught in the school for more than two years.

HOW GOOD THE SCHOOL IS

The school provides a sound education for its pupils and has significant strengths. The leadership and management of the school are increasingly effective in raising standards. Good teaching has resulted in a general improvement in standards and by the end of Year 6 pupils attain standards in English and mathematics that are above average. The school provides sound value for money.

What the school does well

- As a result of consistently good teaching, by the time they leave the school, pupils attain standards in reading and mathematics that are above average and the writing produced by many of the oldest pupils is excellent.
- Procedures for assessing pupils' attainment and progress are good and have contributed significantly to improvements in English and mathematics.
- Teachers are hard working, caring and committed to doing their best for all pupils.
- The leadership and management by the headteacher and key staff are good and there is a shared commitment to raising standards further.
- Learning support assistants make a major contribution to the quality of education provided.
- Pupils' attitudes to school and their behaviour are very good and this has a positive impact on their learning.

What could be improved

- The provision for children in the foundation stage is under developed and the youngest children do not always learn as effectively as they could.
- The speaking and listening skills of a significant proportion of pupils are under developed and there is no structured programme designed to guide teachers in teaching speaking and listening skills.
- In classes where there is a particularly wide spread of age and ability there is insufficient support for lower attaining pupils when the teacher is working with higher attaining groups.
- The governing body is not sufficiently involved in shaping the direction of the school.
- The accommodation is inadequate.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

Since the school was last inspected in October 1996, there have been significant improvements. The quality of teaching has improved; there is now much more very good teaching and a lower proportion of unsatisfactory teaching. The standards that pupils attain by the end of Year 6 in English and mathematics have improved significantly. Standards in science are not as high as reported at the time of the last inspection. Pupils' attitudes to work and their behaviour have improved. Accommodation has improved with the building of a new school hall and offices but it remains inadequate overall.

STANDARDS

The table shows the standards achieved by pupils at the end of Year 6 based on average point scores in National Curriculum tests.

Performance in:	compared with			
	all schools			similar schools
	1999	2000	2001	2001
English	A	D	D	E
mathematics	B	D	B	D
Science	E	C	C	D

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

Children enter the school with standards of attainment that are below average. Their achievement in the reception class is satisfactory and most are on course to attain the early learning goals, specified in national guidance, by the end of the reception year. Pupils generally achieve well in Years 1 and 2. By the end of Year 2, most pupils attain average standards in all subjects except design and technology where standards are above average. They continue to achieve well in Years 3 to 6, and particularly well in reading, writing and mathematics so that, by the end of Year 6, standards in most subjects have been maintained and in English and mathematics standards are above average. Many pupils produce writing of high quality and this is a particular strength of the school. The groups of pupils that take the National Curriculum tests are relatively small and each group has different characteristics and differing proportions of higher and lower attaining pupils. This creates wide variations in test results from year to year. On the evidence of the work currently being produced, the groups of pupils in Years 2 and 6 who are due to take the National Curriculum tests next year are likely to do better than those who took the tests this year. In English the school's performance when compared with all schools has been erratic. In mathematics the school's performance is above average in most years. In science there has been a pattern of improving standards over the past two years. Overall, over the past five years the school's performance has been below the improving trend nationally. The comparison with 'similar schools' is based on the proportion of pupils entitled to free school meals but the entitlement in this school is unknown because, as there is no school meals service, parents tend not to claim their entitlement. This comparison is, therefore, not relevant. The school set very challenging targets of 80 per cent for the proportion of pupils in Year 6 who would attain the national target of at least Level 4. It narrowly missed its targets as several pupils did not perform as well as expected. As a result of an increasing impetus in the rate of improvement in standards, it is highly likely to attain its targets next year.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils are enthusiastic about their work and are eager to learn. They have very positive attitudes to school.
Behaviour, in and out of classrooms	Very good. Pupils are courteous and very well behaved in lessons and around the school.
Personal development and relationships	Good. Very good relationships have a positive effect on learning. Pupils work and play happily together.
Attendance	Good. Pupils enjoy coming to school.

Pupils are keen to learn and willing to please. In most classes a happy, productive working environment is established.

TEACHING AND LEARNING

Teaching of pupils in:	Reception	Years 1 – 2	Years 3 – 6
Quality of teaching	satisfactory	good	good

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

Overall the quality of teaching and learning is good. In almost all lessons teaching is at least satisfactory. In nearly a tenth of lessons teaching is excellent, in a fifth it is very good and in over a third it is good. There were shortcomings in two lessons in Year 1 where unsatisfactory teaching resulted in insufficient learning. Generally good teaching enables pupils to learn effectively and achieve well. The teaching of English and mathematics is particularly good and this results in high standards by the end of Year 6. The skills of literacy and numeracy are taught well and pupils' good grounding in the basics helps them to achieve effectively in other areas of the curriculum. The teaching for pupils with special educational needs is mostly sound and often good. The needs of higher attaining pupils are provided for, by appropriate grouping of pupils in class and by providing challenging tasks that match pupils' learning needs. The good teaching generates an enthusiasm for school and a serious approach to learning.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Satisfactory. The curriculum is relevant to pupils' needs but in the foundation stage it is not planned effectively and is under-developed.
Provision for pupils with special educational needs	Satisfactory. Classroom assistants are highly committed and make a strong contribution to the provision for these pupils.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Satisfactory overall. Provision for personal, moral and social development is good and it is satisfactory for spiritual and cultural development.
How well the school cares for its pupils	Good. The school provides a secure learning environment within which pupils flourish.

The school is well supported by parents who are pleased with the education provided. A good range of activities outside lessons enriches learning opportunities. One particular strength is the good links that have been made with the local arts centre. These links support work in English, drama, history and art and design. Good levels of care are maintained and pupils' welfare is safeguarded effectively. The curriculum complies fully with statutory requirements.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Good. The headteacher provides determined leadership and is supported well by the teaching staff who all fulfil their curricular responsibilities well.

How well the governors fulfil their responsibilities	Governors are interested in the school and provide satisfactory support though there is scope for greater involvement in shaping the direction of the school.
The school's evaluation of its performance	Good. The school analyses its performance closely and explores areas for development rigorously as it strives to improve standards. As a result appropriate action has been taken on many fronts.
The strategic use of resources	Satisfactory though pupils do not always receive the learning support they need.

The headteacher, teaching and support staff work together well as a team committed to improving standards. There is scope for the governing body to become more involved in school developments. The school spends money prudently and good systems are in place to review spending patterns. The school applies the principles of best value to spending decisions. Resources are adequate to support teaching and learning. Despite difficulties with recruitment, staffing is adequate. Accommodation is inadequate; one teacher has no classroom, there is no lavatory for teachers in the main building, the library, which doubles as a computer suite, is used for teaching classes and the staff room is used for teaching small groups of pupils who need extra learning support.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Their children like school and make good progress. • Behaviour is good. • Teaching is good. • The school expects children to work hard and to do their best. • They would feel comfortable about approaching the school with questions or a problem. • The school works closely with parents. • The school helps children to become mature and responsible. • The school provides an interesting range of activities outside lessons 	<ul style="list-style-type: none"> • Information about how their children are getting on. • The amount of work that children are given to do at home.

The inspection team agrees with parents' positive views. A significant minority of parents feel that they do not receive enough information about how their children are getting on and that the amount of homework set is inappropriate. Inspection findings show that parents receive good information and that homework is appropriate.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. Pupils' attainment on entry to the school is below average. Achievement is satisfactory in the reception class and most pupils are well on course to attain the early learning goals specified in national guidance by the end of the school year. There are, however, a significant proportion of lower attaining pupils who are unlikely to attain this standard. As a result of the satisfactory teaching in Year 1 and the mostly good teaching in Year 2, pupils achieve well and most attain average standards by the end of Year 2. Pupils continue to achieve well in the classes for pupils in Years 3 to 6, and learning is particularly effective for the older pupils because they consistently receive teaching of high quality. Progress accelerates in Years 5 and 6 so that, by the end of Year 6, pupils attain standards in English and mathematics that are above average. In all other subjects standards are at least average. Throughout the school, pupils with special educational needs are set appropriate targets and make sound progress towards meeting them. Their achievement is satisfactory in relation to their prior attainment. Class teachers, the co-ordinators for special educational needs and learning support assistants all work closely together to ensure that the pupils are provided with work that is appropriate. In most classes pupils with special educational needs are given good support in literacy and numeracy to enable them to achieve success. In several classes there is insufficient support for those lower attaining pupils who cannot work independently.
2. Through Years 1 and 2 pupils' achievement is good and, by the end of Year 2, they attain average standards in all subjects except design and technology where standards are above average. The National Curriculum tests and assessments for pupils in Year 2 in 2001 do not reflect inspection findings; standards in reading, writing and mathematics fell steeply this year and when compared with all schools pupils' performance was well below average. This is because the group of pupils in Year 2 that took the tests in 2001 had an exceptionally large proportion of lower attaining pupils and those with special educational needs. The teaching and learning for this group had also been adversely affected by a staffing crisis, which caused discontinuity in teaching and learning. Across the school, the achievement of pupils with special educational needs is satisfactory and they attain standards, which indicate that they make sound progress in relation to their prior levels of attainment. Higher attaining pupils attain standards, which represent good achievement when compared with their prior levels of attainment. On average over the past three years girls have performed better in national tests than boys in reading but not to a greater extent than nationally. In writing and mathematics, however, girls outperform boys in the tests by a much greater extent than nationally. The school's analysis of test results last year revealed differences in the performance of boys and girls and appropriate action was taken. Inspection findings indicate that there are currently no significant gender differences in attainment in any subject.
3. By the end of Year 2, pupils have learned to speak with greater confidence and most express themselves well though many lack appropriate speaking skills. This affects their writing, which is often not sufficiently lucid. Most pupils read for pleasure and several have a good knowledge of children's literature. Many find difficulty with spelling accurately. They have a sound command of number and can recall simple number facts rapidly. They calculate with increasing confidence and enjoy mathematics though in some classes there are opportunities to apply their skills in realistic situations are missed. In science they have a good understanding of life and living processes and a sound understanding of the other strands of the subject.
4. Pupils achieve well in Years 3 to 6 and, by the end of Year 6, they attain standards that are above average in English and mathematics. Standards are average in all other subjects. These standards were not reflected in the National Curriculum tests in 2001 where the school's performance in English was below average and was average in mathematics and science. The group that took the tests had a significant proportion of lower attaining pupils whose command of English was not as advanced as that of this year's class of Year 6. Across the school standards

in religious education meet the expectations described in the locally agreed syllabus. Generally standards attained by the end of Year 6 in key skills are now better than at the time of the last inspection.

5. By the end of Year 6, many pupils read widely and are able to use the library well when researching for information. They read a wide range of texts with good expression and understanding. They talk enthusiastically about the books they have read. Their speaking and listening skills of most are average but several are articulate and show good levels of confidence. Most attain standards in reading that exceed national expectations and many read at the standard expected of eleven-year-olds. Many have read the 'Harry Potter' books by J K Rowling, and Anne Fine's novels are popular, though Enid Blyton is still a favourite with some pupils. They understand the classification system used in the school library and are able to research for information efficiently. They write well and understand how to choose words carefully to achieve the best effect. By the end of Year 6, pupils write effectively in many different forms, including letters, poems, instructions and carefully planned stories. One class wrote good play scripts that included detailed stage directions. They attain standards in writing that are above average. They have increasing confidence in their ability to manipulate number and enjoy the challenge of solving problems. Most attain standards that exceed national expectations. Across the school, there is strong emphasis on developing skills in literacy and numeracy and pupils develop good basic skills in these areas. They approach scientific investigations eagerly but many find it difficult to describe what they have observed and to offer reasons for their findings. They understand how to conduct a fair test by controlling all variables. Achievement in science is satisfactory and by the end of Year 6, pupils attain average standards.
6. Standards in literacy and numeracy have improved significantly since the last inspection. The standards that pupils attain are reflected in the good attention given to developing key skills. When pupils enter the school the attainment of most is below average and when they leave they attain above average standards in English and mathematics and average standards in all other subjects. This represents good achievement overall. The school has been successful in raising standards by improving the quality of teaching and by using the talents of teachers to best effect. The teaching force and the support staff are well managed. The school analyses its test and assessment results closely to identify areas for improvement. Time and accommodation are used effectively. Expectations of pupils' performance have increased and an ethos has developed that is rooted in a commitment to improve standards. As a result of these factors, standards have improved and the school is in a good position to make further improvements. Pupils develop a good, well rounded foundation on which to build.

PUPILS' ATTITUDES, VALUES AND PERSONAL DEVELOPMENT

7. Almost all pupils like school, are willing to work hard in lessons, and behave very well. Their relationships with adults and one another are very good, and their personal development is satisfactory. Pupils' very positive attitudes and behaviour enhance their achievement. They make more progress because they behave very well and do not interrupt teaching in lessons. Standards have improved significantly since the last inspection, when a small number of pupils were not well behaved in the classroom and disrupted learning. The current findings support the view of the majority of parents who think that the quality of behaviour is good.
8. Pupils of all ages show a keen interest and involvement in activities. There is a high level of participation in after school clubs and extra classes. In lessons pupils are eager to learn, settle down quickly and concentrate on their work. Even the youngest children are prepared to sit quietly on the carpet and listen carefully to stories though in the foundation stage many shout out when asked questions and this results in increasing levels of noise. Because they are attentive, they understand and are able to follow their teacher's instructions, to the benefit of their learning and progress in lessons. Pupils take pride in their work and like to show off their knowledge. They are very keen to answer questions, but understand that they must take turns to do so. They enjoy practical activities such as scientific investigations or making objects in design technology. For example, when teachers set pupils in Years 1 and 2 the task of making a paper doll, they worked with enthusiasm throughout the lesson and loved experimenting with

different methods and materials. The vast majority of pupils are well motivated, committed to learning and want to succeed. They are prepared to persist when they find work difficult, and show good application to relatively mundane tasks, such as writing up the results of investigations. Pupils with special educational needs have positive attitudes to school and are well integrated within the school community.

9. The overall quality of behaviour is very good. As a result the school is an orderly place with a pleasant, civilised atmosphere that encourages pupils to attend and to learn. These high standards reflect the school's effective behaviour policies and good provision for moral education. Pupils know the difference between right and wrong and in general respect the school's code of conduct. They understand and respond positively to the system of sanctions and rewards. Behaviour is very good in lessons. Most pupils are self-disciplined and concentrate on their work. The minority who show signs of becoming restless and chatty usually come quickly to order when members of staff intervene. Pupils also behave very well out of class. They take good care of the school's property, play harmoniously together in the playground, and are friendly and polite to adults. Rude or aggressive and bullying behaviour is rare. There was no evidence of any during the inspection. One pupil was excluded for two fixed periods during the academic year 2000/01. This case was the product of very special circumstances and therefore highly untypical of the school as a whole.
10. Relationships are very good, and there is a friendly harmonious atmosphere in lessons and around the school. Pupils trust and respect members of staff, as is shown by the way that they turn to teachers for guidance on their work. Pupils work well together in class in pairs or larger groups. They share resources, exchange views and offer each other constructive advice. This was evident in a Class 4 science lesson where pupils debated whether sugar dissolved more quickly in hot water than in cold water and carried out experiments to test their ideas. Pupils have a very good understanding of the impact of their actions on others, and are therefore thoughtful and considerate, as when they offer to help visitors to find their way around school. They appreciate other people's achievements and applaud their successes with genuine enthusiasm. They have respect for the feelings of others and are sensitive to their needs. They understand how they can apply Christian principles of mutual caring and sharing to daily life in school, as an assembly held during the inspection showed. For instance, one pupil said that they should show their care for one another by reporting bullying to members of staff.
11. Pupils' personal development is satisfactory. They become more mature during their time in school and progress satisfactorily as independent learners. They are able to work independently in lessons and are not over reliant on members of staff. For example, they use their dictionaries to look correct spellings instead of asking their teachers. Even the youngest pupils are required to tidy up at the end of lessons, which they do quietly and conscientiously. There are relatively limited opportunities for them to take on responsibility outside the classroom. Members of Year 6 elect some of their number as team captains and vice-captains, and the successful candidates are able to play a part in the running of the school.
12. Attendance is good and makes a positive contribution to learning and progress. The school's attendance rate is above the national average, there is very little unauthorised absence and pupils are punctual.

HOW WELL ARE PUPILS OR STUDENTS TAUGHT?

13. Overall teaching is good; it is excellent in nearly a tenth of lessons, very good in a fifth and good in a third. In all, then, very nearly two thirds is good or better and nearly a third of teaching is satisfactory. There were shortcomings in two lessons where pupils in Year 1 made insufficient progress due to the slow pace of the lessons and because there was insufficient challenge to maintain pupils' interest. Teaching for pupils in the foundation stage and in Year 1 is generally satisfactory. Teaching for pupils in Years 2 to 6 is always at least sound and it is mostly good. Teaching is especially good of literacy in Years 2, 5 and 6. The teaching of mathematics is satisfactory in the classes for pupils in Years 1 and 2 and it is good in the classes for pupils in Years 3 to 6. Teaching in science and all other subjects is at least satisfactory except in art and

design and geography across the school and in history in Years 1 and 2 and religious education in Years 3 to 6, where there was insufficient evidence available to form judgements about teaching. The teaching of pupils with special educational needs is good and is often undertaken by teaching assistants under the guidance of the class teacher. However in some classes the provision of regular support for these pupils is inadequate and does not always ensure that they learn as well as they could.

14. Teacher's lesson planning is good. Good long-term planning frameworks are in place that define the which parts of the National Curriculum are to be taught to each year group in each subject. These are sub-divided into medium-term curricular plans for each term. These form the basis of the daily lesson plans. Clear learning objectives are described in the daily plans and these are shared with the pupils. In one lesson in Year 2, the teacher ensured that the pupils knew what the term 'objective' meant and how they would know when they had reached their objective. In most classes teachers have high expectations of pupils' performance and behaviour. Basic skills are taught well and help to promote sound achievement across the curriculum. Most classrooms are organised well and an appropriate variety of teaching methods are used. The whole class is usually engaged in the introductory explanation led by the teacher, pupils then often work individually or in groups, often with the help of classroom assistants, and towards the end of the lesson pupils are gathered together to assess what they have learned. Lessons start promptly and time is generally used well though some lessons are too long and pupils' concentration lapses as a result. The best lessons contain variety and proceed at a brisk pace. One excellent initiative used in each class from reception to Year 2 is teaching through a puppet. The puppets are of good quality and help to sustain interest. Pupils groan with disappointment when the puppets have finished their stint and retire for a rest. Many half believe that the puppets have a life of their own. When they are used skilfully they add much to the quality of teaching.
15. Drama is used well to develop pupils' understanding. In a good lesson on citizenship and social education, in a mixed Year 3 /4 class, a mock court was established in the classroom. Pupils were set a moral dilemma, such as 'What would you do if you saw your best friend cheating in a mathematics test?'. Groups discussed the issue sensibly and then the accused was placed in the dock to be cross- examined by barristers. The jury considered the verdict and sentence was passed. A learning support assistant acted as the court usher and maintained order whilst pupils took it in turns to act as secretaries, using a computer to write up notes on the proceedings as they unfolded. At first the sentencing was extreme and led to long prison sentences until discussions, led by the judge, a part taken by the class teacher, led pupils to award punishments that fitted the crimes more closely and involved the loss of pocket money or privileges. This lesson helped pupils to develop a heightened understanding of the need for rules and sanctions in society as well as how the judicial system functions. One very good drama lesson for pupils in Year 6, was taken by the artistic director of the local arts centre. Her specialist input did much to develop and consolidate pupils' appreciation of Shakespeare and the Elizabethan theatre.
16. Classes are organised well and every pupil seems to know where they should be and at what time. Pupils are managed well and relationships between pupils and teachers are very good. Pupils were heard asking teachers openly, 'What do you mean?' They feel sufficiently confident to ask questions and ask for advice on their work. Classroom assistants share planning and have a good understanding of how lessons should proceed. They take groups of pupils for extra support, especially in literacy work where the need is greatest, and teach them well. One administers assessment tests and this relieves teachers of such administrative activities so that they can concentrate more fully on teaching. Teachers assess pupils' understanding well by marking work regularly, discussing work with pupils and by asking questions to determine levels of understanding. These assessments help them to plan further steps in learning.
17. In the main resources are used well to support teaching and learning. The school is still developing the use of information and communication technology to promote learning across the curriculum. One good strategy used by teachers is to identify computer experts, who are the first to be taught how to use a piece of software, and who then explain its use to others. In most classes appropriate homework is regularly set and this helps to extend and consolidate learning.

Pupils are enthusiastic and most learn quickly. Many have language skills that are not sufficiently well developed to enable them to achieve well. In science, for example, technical terms are explained clearly but pupils find it difficult to retain the ideas and find it difficult to retrieve words they need to express themselves clearly and to explain what they have observed. Pupils work willingly and are eager to please their teachers. The pace of learning is improved where teachers set timed targets for the completion of a task. This is achieved most effectively by using large egg timers and pupils can see how much work they must complete before the sand has fallen from the upper bulb. During story writing in Year 2 the teacher said, 'When I come back in two minutes I want to see what has happened to the boy who is stuck in the tree'. This enhances the pace of learning. Pupils have a good understanding of how their learning is progressing. A pupil in Year 2 confirmed that he was a good reader and could probably read any book presented to him. Pupils know what their targets are and these are reviewed regularly. Pupils with special educational needs learn effectively but many make little progress without direct adult support because they are not capable of working independently. Teachers have good knowledge of the subjects they teach but their knowledge of how to support children with specific learning difficulties is less well developed. In the foundation stage the teacher's understanding of national guidance on an appropriate curriculum for the youngest children is limited. There is insufficient planned and systematic use of computers and other technology, such as audio and videotapes, to support the learning of these pupils. Overall the good teaching results in good achievement and effective learning. The quality of teaching is significantly better than at the time of the last inspection.

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

18. The school provides a suitably broad and balanced curriculum in which the subjects are taught in accordance with the requirements of the National Curriculum and the locally agreed syllabus for religious education. The curriculum for children in the foundation stage is not well developed and insufficient attention is paid to national guidance. This restricts learning opportunities for the youngest children. Links with the community and relationships with other schools are satisfactory and have been maintained since the last inspection. Provision for pupils with special educational needs is satisfactory. The provision for pupils' personal development is sound.
19. Since the last inspection the school has made good improvements. All subjects have a policy statement and details of what should be taught to different age groups has been clarified. Lesson planning now clearly identifies learning objectives, and most subjects areas identify a clear progression in the development of skills, knowledge and understanding. The school ensures that all pupils have equality of access and has re-organised the teaching of literacy and numeracy into year groups. In art and design there is insufficient emphasis on developing three-dimensional work and studying art forms from other cultures. Further refinement in curricular planning is necessary to ensure that all strands of the subject have appropriate emphasis. The national literacy strategy and the national numeracy strategy have been implemented effectively and have contributed to improving standards in English and mathematics.
20. The provision for extra-curricular activities is good. Pupils in Year 3 to 6 attend clubs for football, French, cross-country running, music, information and communication technology, indoor athletics and recorder clubs. The cross-country running team compete against teams from other schools in the area. Pupils experience a wide range of visits and visitors that extend pupils' experiences and enrich the curriculum. These have included visiting theatre groups, puppeteers, environmentalists, musicians and music workshops, drama workshops, grandfathers to talk about their experiences in World War Two and educational visits to the Millennium dome and to the National gallery.
21. The school responds appropriately to the code of practice for the identification and assessment of pupils with special educational needs. The school has clear systems in place so that pupils' are fully included in all aspects of school life. The quality of individual education plans is satisfactory. They are compiled by the co-ordinator together with teachers and teaching assistants, whose invaluable contribution on pupils' learning assists in the setting of targets.

22. The provision for personal, social and health education including sex education and attention to drugs misuse is satisfactory. It is covered in science, circle time and planned lessons that focus on aspects of citizenship, such as justice, rules and sanctions. The school promotes social inclusion successfully and this is supported by the school's caring ethos and the sensitivity with which all pupils are treated.
23. Provision for pupils' spiritual, moral, social and cultural education is satisfactory overall. The provision at the time of the previous inspection was described as good. The standards reported at the time of the last inspection have not been maintained in provision for spiritual and cultural development. The good standards in moral and social development have been maintained.
24. The provision for pupils' spiritual development is satisfactory. Assemblies are well planned and provide simple and effective messages, which are reinforced throughout the week. There is a positive, caring ethos that permeates the school. Pupils' achievements are acknowledged and celebrated in assemblies. Assemblies comply with statutory requirements for conducting collective acts of worship. The quality of pupils' work and individual achievements are recognised through the carefully prepared displays of work throughout the school. These displays add colour and interest to the school's environment.
25. The school makes good provision for pupils' moral development. It is implicit from the time children enter the reception class. Pupils reflect on their own experiences and have a very clear understanding of right and wrong. The very clear codes of behaviour and values ensure that pupils develop a mature understanding of their moral and social responsibilities. The school rules are displayed in all classrooms but teachers rarely have to refer to them as behaviour is so very good. Pupils are polite and courteous to visiting adults. Teachers have established a supportive atmosphere in which to cultivate pupils' moral development. Pupils' demonstrate good levels of care, consideration and responsibility for each other and for resources which are handled sensibly. Pupils are well behaved both inside the classroom and around the school.
26. The provision made for pupils' social development is good. Pupils work well individually and with a partner, as well as in small groups and alongside others in larger groups. Opportunities for pupils to develop a sense of responsibility are well developed, as for example through the house system. House captains in Year 6 take their responsibilities seriously. Pupils have responsibility for managing overhead transparencies and the music in assembly. In lessons opportunities for pupils to develop independence are frequently given by teachers, as for example in mathematics lessons where teachers encourage independence in learning through the use of an investigative approach where are required to work without adult support. Relationships between staff, pupils, adults and parents are very good. During lunchtime, the interaction between pupils and staff is good. Pupils play alongside each other well and organise good games that require collaboration.
27. Provision for cultural development is satisfactory. The school is working hard to improve resources. The music co-ordinator has, for example, recently up-dated musical instruments to include those from many different countries. This is designed to extend pupils' understanding of musical culture. There is scope for developing pupils' understanding of different cultures, through art and design for example, and multi-cultural education has not yet featured as an area for development. Pupils regularly take part in a range of local sporting events. Pupils benefit from visits and visitors such as representatives from the local RSPCA, and they develop an understanding of the need to support those who are less fortunate through celebrating the local Harvest festival assembly, where the 'Seeds for Africa' appeal is promoted. The school takes part in a charity each term. This term the charity is the NSPCC. The curriculum is developed along a broad base and is founded on the principle of including all pupils equally in all aspects of learning.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

28. The school takes good care of its pupils and has effective procedures for promoting their health, safety and general welfare. It provides a secure environment in which pupils can learn and

develop well, both academically and personally. The school's provision includes well-established measures to promote good attendance and behaviour and eliminate bullying. It has made good progress since the last inspection. It has improved its attendance and behaviour procedures and continues to give its pupils good support and guidance.

29. There is an appropriate formal policy on child protection. It is specific to the school, while at the same time according with national and local guidelines. It gives members of staff good guidance on child protection issues and the correct procedures to follow in the event of an incident. The school is always mindful of the need to ensure pupils' physical well being, and is therefore health and safety conscious. The governing body carries out its responsibilities effectively in this area. For example, there is a health and safety governor who reports to the buildings committee on health and safety matters. Practical arrangements are good. Equipment is checked for safety in accordance with legal requirements, and there are regular fire drills. The school has rectified the inadequate fire alarm noted in the last inspection report. There is good provision for first aid, and all accidents are properly recorded. In most cases they are minor bumps and grazes sustained in the playground. Major construction work was taking place at the school during the inspection. This was subjected to extremely thorough risk assessments, and the building area was well fenced off from the rest of site in order to ensure pupils' safety. School educational visits are also assessed carefully for risk. The security of the site is satisfactory, and visitors are required to sign in on entry to the school.
30. Members of staff know all pupils well as individuals, despite the relatively short time that most of them have been at the school. Class teachers, who have the prime responsibility for welfare, have very good relations with their charges. Pupils are usually willing to turn to them for guidance and in return receive support that meets their needs. There are good alternative sources of advice. All members of staff are expected to be involved in pastoral care, and pupils can therefore seek help from any adult with whom they feel comfortable. Procedures for inducting children into the reception class are good and assist them to settle in quickly. The school has good links with local primary and secondary schools. Pupils are well prepared for their transfer to secondary education after Year 6. The good quality of personal care that the school provides enhances academic standards. Pupils are happy, ready to learn, and able to make good progress.
31. Pupils' personal development and general welfare receives satisfactory support from the school's programme of personal, social and health education. Pupils are encouraged to examine relationships, and to discuss problems such as bullying. They are also taught how to look after their health and how to protect themselves from harm. The school does not systematically record and track pupils' personal progress after the foundation stage. However, members of staff monitor it adequately though informally through the good knowledge that they have of pupils as individuals.
32. Procedures for promoting attendance are good, and comply with legal requirements on registration and reporting. Class registers are well maintained and provide accurate information on absences and lateness. Members of staff use them effectively to monitor and promote attendance. For example pupils receive certificates for excellent attendance. The school gives good support to individuals who are absent for prolonged periods, and helps them to continue with their learning while they are away.
33. The school has a positive approach to behaviour management. It has high expectations that are clearly communicated to pupils through its code of conduct and the good role models that members of staff provide. Teachers manage pupils well in class, making good use of praise and dealing calmly and firmly with any inappropriate behaviour or lack of concentration. The school's formal sanctions and rewards are successful in raising standards. Parents are very pleased with the system of team points and say that it provides a real incentive for children to work hard and behave well. Oppressive behaviour, such as bullying, is handled effectively. Instances of such behaviour are rare, partly because the school's ethos promotes good attitudes, and partly because pupils are well supervised at breaks and during the lunch hour. When members of staff have to use sanctions they do so fairly and reasonably. The school works closely with support

agencies to help pupils who have serious emotional and behavioural problems. Exclusion is employed as a last resort when all other measures have been exhausted. Overall, the school's behaviour policies create an orderly community in which learning can take place.

34. The procedures for assessing pupils' attainment and progress are good. They have developed and have been improved since the last inspection. The school has an effective policy for assessment that clearly sets out principles and practice. These are regularly carried out so teachers gain a growing understanding of the capabilities and potential of their pupils. A portfolio of work is maintained which teachers have marked together to ensure that everyone works to consistent standards.
35. Pupils are assessed soon after entry to the school and the results are used to identify areas for further development. These assessments help to identify children who might have special educational needs in order to provide appropriate support. A file recording pupils' achievements is begun and this follows each child right through the school.
36. Pupils take the statutory National Curriculum tests and assessments towards the end of Year 2 and Year 6. Data from the tests at the end of Year 2 is used to inform future planning and to ensure that work is set at a suitable level for each child. In addition, a number of non-statutory assessments are made. These include assessments in English, mathematics and science twice a term; regular assessments of pupils' progress in reading using standardised tests in addition to the regular monitoring of what pupils are reading; optional non-statutory tests in English, mathematics and science towards the end of Years 3, 4 and 5.
37. The use of assessment information to guide and inform curriculum planning is good. Teachers maintain detailed records on the progress of each pupil in the core subjects of English, and mathematics. A similar system is developing in science and it is a priority in the school development plan to take this further. 'Tracking grids' plot pupils' learning according to the expected outcomes in the foundation subjects. The grids used for information and communication technology are particularly comprehensive in identifying the development of the different skills. Teachers' medium and short-term plans are detailed and help them to define what it is they intend pupils to know, understand and do both during lessons and over time. These objectives are often shared with pupils at the beginning of lessons so that they are prepared effectively for the learning to follow. Teachers take time to organise short review sessions at the end of each lesson to assess the learning that has taken place, often involving pupils in the assessment of their own progress. Assessment and evaluation of lessons is particularly effective in English and mathematics, following the guidance of the national strategies for literacy and numeracy. It makes a significant contribution to the quality of future planning and ensures that the individual needs of pupils are addressed.
38. The school analyses its assessment data regularly by subjects and by age. The discovery that pupils' performances were lacking in writing and the investigative strand in the curriculum for mathematics led to a sharp increase in focus on these areas and a corresponding rise in standards. Last year it did so also by gender when some variations in boys' and girls' performance were discovered. This has enabled teachers to take appropriate action. The school has started to repeat the process this year there is an even greater emphasis on analysing the strengths and weaknesses of individuals rather than groups of pupils.
39. The procedures for monitoring and supporting pupils' academic progress are good. Written targets are in place for each pupil in each of the core subjects. Those for English, mathematics and science are clearly printed and stuck to the cover of pupils' exercise books. They are reviewed every term. In a number of areas, information and communication technology for example, pupils regularly complete a 'self-evaluation' sheet where they note how well they think they are doing. At the end of each term, pupils also record what they consider to be significant achievements in their 'Record of Achievement' files and these are supported by the teachers' assessments of progress. This helps their personal as well as academic development. The progress made by pupils with special educational needs is regularly assessed and their work monitored on a daily basis. Teaching assistants have a support diary in which they record pupils'

progress meticulously. The results of this monitoring are used to plan the next steps in each pupil's learning. The record keeping systems and the maintenance of pupils' files are good.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

40. Parents are supportive of the school. The survey of parental views shows that they are satisfied with education that it provides for pupils and the standards that it promotes. Most parents think that the school expects children to work hard and achieve their best, and they feel comfortable about approaching members of staff with queries and problems. There are high levels of approval for the progress that pupils make and the quality of behaviour. Parents also like the range of extra curricular activities and the way in which their children are helped to become more mature and responsible. On the other hand, almost one third think that they are not well informed about how their child is getting on, and a significant minority say that children do not get the right amount of work to do at home. Inspectors support the positive views that the majority of parents have of the school. They do not agree with the minority who are unhappy with homework and information on pupils' progress, but understand why some parents have concerns over these matters.
41. The previous inspection report said that the school was working to improve its already good links with parents. It continues to have a good partnership with them. It operates an open door policy, which gives parents plenty of opportunities to talk to class teachers on an informal basis. There is a good formal home/school agreement that sets out the expectations and entitlement of both sides. Parents were consulted when it was drafted, and the vast majority have signed it. The school works to develop parental support for pupils' learning at home. For example, it sends home copies of the homework policy, together with schedules of homework and information on topics. Parents are also encouraged to become directly involved in lessons. They are welcome in the classroom as volunteer helpers, and as volunteer supervisors on school trips.
42. The response to the school's efforts to develop home/school links is satisfactory. The extent of parents' active involvement with pupils' learning is mixed, but has a positive impact overall. There are a number of regular volunteers, including parents and grandparents, who give valuable support to teachers in the classroom. Many parents promote their children's learning at home. They provide resources and equipment, such as computers, which enhance their children's skills and knowledge. They are keen for their children to have homework and encourage them to do it, for example hearing them read, or by helping them to learn spellings and time tables. A minority feel that pupils do not get enough work to do at home. In contrast, another group of parents does not want the school to set any homework. The inspection findings are that the amount of homework is satisfactory overall. Those parents who have children with special educational needs respond positively to the school's encouragement to attend periodic reviews of their children's progress. The school has positive links with these parents and continues to keep them well informed about the progress of their children.
43. Almost all parents are in some way supportive of their children's learning. Consultation evenings are extremely well attended, as are school plays. The parents, friends and teachers association is run by a small number of dedicated people, but successfully draws on wider support for its fund raising and social events. It provides valuable additional resources for the school.
44. The quality of information for parents is good overall. There is a steady flow of notices and newsletters giving details of events and of what pupils have been doing. The school prospectus and the annual report of the governing body are user friendly, informative and meet legal requirements. There are good arrangements for open days and induction briefings for the parents of new pupils. The quality of information on pupils' progress is variable, but good overall. There is an adequate number of formal consultation evenings at which parents can meet their child's class teacher. Opportunities for parent/teacher dialogue are enhanced by the school's open door policy. This is valued by parents, who feel that it is easy to approach members of staff if they have concerns about how their child is getting on. Although the majority are satisfied with information on progress, a significant number would like more details. For instance, they want to know how well their children have done in spelling tests and what National Curriculum levels they are working at. Some findings from the inspection support the minority view that information on

pupils' progress could be improved. Most of the evidence relates to the annual written reports on progress. There are inconsistencies in the annual reports; many teachers write detailed, thorough reports, others are brief and generalised. Not all give a good account of pupils' levels of attainments, strengths and weaknesses. For example, few contain references to National Curriculum levels, and targets for improvement, which are set by the pupils themselves, are usually very broad and imprecise. Consequently, the annual reports do not always give clear guidance on what pupils need to do to raise their attainment, and they do not help parents support to their children's learning effectively.

45. The school has made adequate progress since the last inspection by maintaining good links with pupils' homes. The previous report made no judgement on whether partnership with parents enhanced standards of attainment. Currently, parents' involvement in the life of the school, and the interest that they take in their children's learning, both make a positive contribution to pupils' progress and achievements.

HOW WELL IS THE SCHOOL LED AND MANAGED?

46. The leadership and management of the school by the headteacher and key staff are good. In the two years since she took up the post, the headteacher has succeeded, against considerable odds, in fostering a general improvement in standards. One of the main difficulties that the school has faced recently is recruiting teaching staff, especially teachers who are prepared to fill in on a short-term basis to cover temporary staff absences. These problems have occupied a great deal of the headteacher's time but it has been managed effectively in that the school has not had to impose a shortened week or send classes home due to the lack of teachers. It has, however, had a detrimental effect on the continuity of teaching in one year group in particular. This has had an adverse effect on pupils' attainment and progress. As a result the school's performance in National Curriculum tests was not as high as it might otherwise have been. The school now has a much more stable teaching force but a quarter of the teaching staff are employed in a temporary capacity.
47. Another major problem has been the inadequacy of accommodation. In particular one teacher has no classroom. This has been managed extremely well. A complex system has been devised which involves a shunt of all year groups up from their six mixed year group classes into seven purely year group based classes for literacy and numeracy lessons. This is coupled with an exchange of rooms such that the small Year 5 group is taught in the library cum computer room. All staff, including learning support assistants, are tightly timetabled so that staff are used well to teach and support pupils' learning. The situation is by no means ideal, however, because the library cannot be used fully when it is being used to teach classes and the computer suite cannot be used by other classes when the room is occupied by Year 5. The school is popular and has been forced to turn away pupils because classes are full and yet if it could admit these pupils numbers would rise to the extent that another classroom would clearly be warranted and the organisation of the school could be rationalised on a year group basis so that the need to have mixed age classes could be obviated. The school has recently failed in its bid to secure another classroom. Although two new classrooms are being built, no extra space has been planned and when the old classrooms are demolished there will be no staff lavatory and fewer spaces for teaching small groups of pupils. Even when the new buildings are completed in the very near future, the library/computer suite will be smaller but will still be required for most of the day as a classroom for teaching Year 5, if it proves big enough. If not the school hall, currently used by classroom assistants for teaching small groups, will have to be used for class lessons in literacy and numeracy. This will restrict its use for physical education, drama and dance. Accommodation has improved since the last inspection and the addition of a new school hall has significantly enhanced pupils' learning opportunities in physical education.
48. When the headteacher took up post the school's budget was almost exhausted. Prudent budgeting has enabled the school to accrue a substantial surplus but this is earmarked to maintain staffing levels for a period, despite an anticipated fall in income due to a falling roll. Whilst this prudence is understandable to maintain continuity in teaching, it does mean that the learning needs of pupils currently in the school are not always fully met. In the class for pupils in

Years 2 and 3, for example, there is an exceptionally wide ability range. The teacher has to plan from the National Curriculum programmes of study for the younger pupils for as well as those for older pupils. There is also a significant number of pupils with special educational needs who make less than satisfactory progress when they are required to work independently in situations when the class teacher is dealing with the other groups in the class. When a classroom assistant is in attendance to support them, they learn effectively but that support is not always available. Similarly the teacher in the reception class has to cater for the learning needs of children in the foundation stage as well as pupils in Year 1. The curriculum is different for each year group and the range within each year group is wide. When a classroom assistant is available to support one group or another, pupils learn more and make better progress than when no such assistance is provided. Currently learning support is not always directed to areas of most need and classroom assistants are not always deployed to make the most effective use of their talents. Generally money is spent wisely and specific grants, such as those to support pupils with special needs are always used for their designated purposes. A special small schools grant is used well to implement a programme of 'Arts in Education' in liaison with the local arts centre. This enriches many areas of the curriculum. Apart from instances of insufficient learning support for some groups of pupils, the governing body has ensured that staffing and resources are adequate to support teaching and learning across the curriculum. At the time of the last inspection there was a deputy headteacher; this post no longer exists. Accounts are kept carefully and are audited regularly.

49. The senior management team and curriculum co-ordinators, including the co-ordinator for pupils with special educational needs, share responsibilities with the headteacher for managing the curriculum. Delegated responsibilities are well defined and co-ordinators have a clear understanding of their accountability for standards in their subjects. They take their responsibilities seriously and there is a shared commitment in the school to improve standards in all areas. They monitor and evaluate planning and scrutinise pupils' work to judge whether standards are high enough and to identify areas for improvement. Teaching has been monitored and evaluated though there is scope for developing a systematically planned programme for assessing the quality of teaching in order to identify areas for development. Good performance management systems have been introduced and the work of all teaching staff is appraised each year and targets for improvement identified.
50. On her appointment to the school, the headteacher conducted a thorough audit of the school's strengths and weaknesses. A good school development plan was produced and this has itself been developed and is now a very informative document that helps to guide the school towards fulfilling its aims. The plan follows a good format and is linked firmly to financial planning. Priorities are appropriate and improving educational provision and the standards that pupils attain lie at the heart of all initiatives. The school seeks to maintain a secure learning environment in which all pupils are treated equally and can achieve well in all areas of the curriculum. The plan helps the school to move steadily towards reaching its targets. The statutory targets for the proportion of pupils expected to attain the national target of Level 4 were rather too ambitious this year. However the school is likely to achieve its target of 71 per cent of pupils in Year 6 attaining at least the expected target in English next year though the target of 87 per cent in mathematics is very ambitious.
51. The governing body have ensured that the key issues raised in the last report have been addressed and most have been successfully resolved. An additional class has been created since the last inspection but there are still issues around the management of the size and composition of classes. The degree of improvement since the last inspection, particularly over the past two years, has been good. The governing body have been successful in ensuring that statutory requirements are met. Governors are encouraged to assist in the monitoring of the curriculum as well as standards, finance, resources and the general welfare of pupils and staff. They have been invited to join with staff and participate in the review and development of the school improvement plan but few responded to this opportunity. The school has built into its plans and policies the principles of best value. Good use is made of a pack provided by the local education authority that helps the school to consider its performance in relation to other schools. Tenders are required for such items as small building projects, the provision of security

equipment and decorating. Monies are allocated for projects where the school has to match funding in order to be awarded funds. Each year the school reviews the provision of utilities such as electricity, water and oil as well as telephones and waste management. Exercise books are ordered in January for the next academic year to take advantage of discounts during the supplier's slack period. The school reviews and evaluates the services it purchases such as the library service and insurances to ensure best value.

52. Day-to-day administrative procedures run smoothly and the school secretary ensures that the office is run efficiently. Paperwork is controlled effectively. The school does not experience any bureaucratic overload but the same information is often requested from different departments in the local education authority with the same information being requested by government departments. Considerable time has to be spent answering questionnaires designed to improve consultation with school on educational issues.
53. Taking into account the above average standards pupils attain by the end of Year 6 in English and mathematics, the mostly good teaching and learning, offset by the under-developed curriculum for children in the foundation stage and the higher than average unit cost per pupil, the school provides sound value for money. It has good capacity to make further improvements.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

In order to improve standards further the headteacher, staff and governing body should:

- (1) improve educational provision in the foundation stage by:
 - ensuring that lesson plans are linked to the national guidance for teaching the youngest children;
 - ensuring that clear learning objectives are identified for all the activities that are planned each day;
 - enriching the learning environment so that learning is promoted more imaginatively;
 - reducing noise levels in the classroom.(paragraphs 17,18,53,55,56,57,58,60) *
- (2) implement a scheme to develop speaking skills systematically from Reception to Year 6.
(paragraphs 3,17,67)
- (3) review the deployment of learning support assistants to ensure that all pupils receive levels of support that match their learning needs.
(paragraphs 1,13,48,55)
- (4) develop the role of the governing body so that governors are able to take a more active role in shaping the direction of the school;
(paragraph 51)
- (5) explore all avenues to improve accommodation so that all teachers have classrooms, the library does not have to be used for teaching classes and the computer suite can be used more regularly for its designated purpose.
(paragraph 47,68) *

* These issues already feature in the school's development plan as areas for improvement.

OTHER LESS SIGNIFICANT AREAS FOR DEVELOPMENT WHICH THE SCHOOL SHOULD CONSIDER:

Lessons are often over long and, as a result, concentration lapses. (paragraph 14,62)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	55
Number of discussions with staff, governors, other adults and pupils	43

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	5	11	20	17	2	0	0
Percentage	9	20	36	31	4	0	0

The table gives the number and percentage of lessons observed in each of the seven categories used to make judgements about teaching. Care should be taken when interpreting these percentages as each lesson represents more than one percentage point..

Information about the school's pupils

Pupils on the school's roll	YR– Y6
Number of pupils on the school's roll (FTE for part-time pupils)	179
Number of full-time pupils known to be eligible for free school meals	1
Special educational needs	YR– Y6
Number of pupils with statements of special educational needs	1
Number of pupils on the school's special educational needs register	35
English as an additional language	No of pupils
Number of pupils with English as an additional language	0
Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	18
Pupils who left the school other than at the usual time of leaving	7

Attendance

Authorised absence

	%
School data	3.5
National comparative data	5.6

Unauthorised absence

	%
School data	0.2
National comparative data	0.4

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

Attainment at the end of Years 1 and 2 (Year 2)

Number of registered pupils in final year of Years 1 and 2 for the latest reporting year	Year	Boys	Girls	Total
	2001	11	13	24

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	7	6	7
	Girls	10	9	10
	Total	17	15	17
Percentage of pupils at NC level 2 or above	School	71 (79)	63 (79)	71 (79)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	7	8	9
	Girls	10	10	11
	Total	17	18	20
Percentage of pupils at NC level 2 or above	School	71 (79)	75 (79)	83 (86)
	National	85 (84)	89 (88)	89 (88)

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

Attainment at the end of Years 3 to 6 (Year 6)

Number of registered pupils in final year of Years 3 to 6 for the latest reporting year	Year	Boys	Girls	Total
	2001	13	13	26

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	8	10	13
	Girls	11	8	10
	Total	19	17	23
Percentage of pupils at NC level 4 or above	School	74 (69)	69 (59)	89 (90)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	11	12	11
	Girls	10	9	10
	Total	21	21	21
Percentage of pupils at NC level 4 or above	School	81 (78)	81 (74)	81 (70)
	National	72 (70)	74 (72)	82 (79)

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

Ethnic background of pupils

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

This table refers to pupils of compulsory school age only.

Teachers and classes

Qualified teachers and classes: YR– Y6

Total number of qualified teachers (FTE)	8.2
Number of pupils per qualified teacher	24.6
Average class size	29.5

Education support staff: YR– Y6

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

--	--

FTE means full-time equivalent.

Recruitment of teachers

Number of teachers who left the school during the last two years	1
Number of teachers appointed to the school during the last two years	6

Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	2
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

FTE means full-time equivalent.

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	2	0
Other minority ethnic groups	0	0

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

Financial information

Financial year	2000-2001
----------------	-----------

	£
Total income	368 862
Total expenditure	335122
Expenditure per pupil	1862
Balance brought forward from previous year	18 880
Balance carried forward to next year	52 620

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	180
Number of questionnaires returned	61

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	44	38	11	2	5
My child is making good progress in school.	34	51	8	2	5
Behaviour in the school is good.	30	52	5	3	10
My child gets the right amount of work to do at home.	23	52	13	8	10
The teaching is good.	31	48	5	7	10
I am kept well informed about how my child is getting on.	16	48	20	13	3
I would feel comfortable about approaching the school with questions or a problem.	46	41	7	7	0
The school expects my child to work hard and achieve his or her best.	43	44	5	3	5
The school works closely with parents.	26	46	8	7	13
The school is well led and managed.	34	39	10	7	10
The school is helping my child become mature and responsible.	33	49	10	3	5
The school provides an interesting range of activities outside lessons.	38	43	5	0	15

Summary of parents' and carers' responses

Parents are generally happy with the education the school provides for their children. A significant minority feel that the information they receive about pupils' progress is inadequate and a minority believe that the amount of homework set is inappropriate. Inspection findings show that the school provides good information to parents' about pupils' progress and that homework is appropriate.

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

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE

54. Children enter the school at the beginning of the school year in which they have their fifth birthday. Children in the foundation stage are taught alongside pupils in Year 1 except when the Year 1 pupils join the others in their year group for lessons in literacy and numeracy. They enter the school with a wide range of attainment from year-to-year but, overall, their attainment is below expectations for their age. As a result of satisfactory teaching, children, including those who have special educational needs, achieve satisfactorily in the six areas of learning in the foundation stage of education. These are:
- personal, social and emotional development;
 - communication, language and literacy;
 - mathematical development;
 - knowledge and understanding of the world;
 - physical development; and
 - creative development.
55. By the time they move to Year 1, most children reach the early learning goals, described in national guidance, in all these areas of learning though a large proportion of lower attaining children are unlikely to attain all the goals. The new curriculum for the foundation stage is not yet well established. The teacher in charge of the youngest pupils has only recently been appointed and has commenced curricular developments. The quality of teaching in all the areas of learning is satisfactory. At the time of the last inspection provision for the youngest children was very good. Provision is not now of a similar standard but no direct comparison is possible because the designation of the foundation stage, to embrace all children in the reception class rather than just the under fives, is a new innovation. There is scope for substantial improvements in teaching and learning in the foundation stage. The classroom assistant plays a significant role in the teaching programme but is not always in the class to help as she also works in other classes. At the time of the inspection the reception teacher and her children had only been in school for eight weeks.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

56. Teaching is satisfactory and good relationships are developed that support learning well. Children are keen to participate in activities and to answer questions, though they often shout out the answers in an uncontrolled way. They occupy themselves well and play happily in the sand tray, for example. Children show confidence, engage in a friendly way with others and enjoy being part of Class 1. Their understanding of and respect for other cultures is promoted through studying such books as 'Handa's Surprise' that portrays the adventures of a little girl in Africa. Though most work well independently many find it difficult to maintain attention and sit quietly for very long. Several paint a picture, move to the sand tray and then on to the computers without dwelling for long on any of these activities. They form good relationships with adults and are prepared to ask for assistance when facing difficulties. They dress and undress independently for physical education sessions, though shirts are sometimes put on back to front. They understand the need to take turns and to share fairly, though several were very protective of the white boards they were using and reserved them for later when required to join the rest of the class on the carpet. They show kindness to others and were very sympathetic when one girl fell in the playground and hurt herself. There are no plants or living things in the classroom to promote care and concern for living things. However, children have planted flowers in a garden outside and a good project of recycling paper and looking after the environment captured the children's imaginations. Children understand the need for rules but cannot resist calling out inappropriately

during discussions. Most are well on course to attain the early learning goals by the end of the school year.

COMMUNICATION, LANGUAGE AND LITERACY

57. On entry to the school many pupils have poorly developed speaking skills. Teaching and learning is satisfactory and there is an appropriate emphasis on developing speaking skills and a knowledge of phonics. A good strategy is used where the teacher teaches the classroom assistant how to form the letter 'f' for example. The classroom assistant gets it all wrong and the children teach her how to do it properly. This produces much hilarity and the children's self-esteem is developed as they 'teach' the classroom assistant. Levels of noise are often too high. Children call out in unison when the teacher asks the whole class a question rather than referring the question to an individual. The teacher's voice is often raised to give instructions during activities and this contributes to an unnecessarily noisy learning environment. They studied a book called 'Greedy Nelly' and the teacher ensured, through questioning the children, that they understand the meaning of 'greedy'. A mixed approach is developing in the teaching of phonics. Pupils match the sound with the name and the shape of letters. They write the letters on white boards so that they can be erased easily, often with sleeves, for further attempts. They 'paint' the letter shapes with water on the wall outside and chalk the shapes on the playground. They occasionally use computers to consolidate and extend their understanding of phonics. The higher attaining children explain the meaning of rhyme clearly, 'If the words sound the same they rhyme'. Many have a more limited understanding and explained that 'jam' rhymed with 'pot' and offered 'f for elephant'. These children found forming the 'f' shape very challenging. A significant proportion of pupils have problems with speaking clearly and have been referred to the speech therapist. Grammatical errors such as, 'He felled over' are common. Most can write their names legibly though many form their letters incorrectly and 'draw' the shapes rather than starting at and finishing the shapes at the correct points. Children enjoy singing nursery rhymes and traditional songs, though the singing is robust rather than tuneful. This supports language development satisfactorily. Children love listening to stories and most listen attentively and show a keen interest. They take books home regularly and the early reading skills of most children are developing well.
58. Lessons are carefully planned but there is insufficient attention in planning to assessments of children's particular stages of development. The activities provided are not always well matched to children's learning needs. For some activities are too challenging and for others tasks are insufficiently demanding. Planning is not sufficiently linked to the stepping stones and early learning goals described in national guidance. As a result activities lack a specific focus and are not always designed to promote the learning of skills systematically. Children are often asked to occupy themselves, on the computers, for example, with no clearly defined outcomes planned. The classroom is not altogether well organised to promote speaking and listening skills. The role-play area is outside the classroom and the teacher feels that she cannot, therefore, supervise such activities adequately. One good initiative involves Sammy Snake who goes home each weekend with each child in turn. The children record his adventures over the weekend, such as going to ballet lessons, in drawing and sentences that are sometimes dictated by children for adults to scribe. This helps to build a partnership in learning between home and school. Overall, achievement is satisfactory. Most pupils are well on course to attain the early learning goals by the time they are due to transfer to Year 1 though many are unlikely to attain them all. Writing is especially challenging for many.

MATHEMATICAL DEVELOPMENT

59. Teaching and learning is satisfactory. Pupils have many opportunities to practice their counting skills and most can count accurately from zero to ten. There was little evidence, however, of opportunities to use mathematical ideas and methods to solve practical problems. Pupils enjoy playing in the class shop where they gain a familiarity with coins and develop an understanding of how money is used. They are beginning to use mathematical names for solid three-dimensional shapes, such as cubes, though they are unsure of how many faces a cube has.

They experimented with mirrors as they investigated symmetry and understand that a butterfly's wings are symmetrical. As part of a study on growth, each week children measured the sunflower they had grown and made a good block graph to represent their findings. They threaded coloured beads in repeating patterns according to a set formula and printed with foam numbers to assist their recognition of numerals. Most use language such as 'bigger' and 'smaller' to compare quantities but for many the terms 'heavier' and 'lighter' are not so well established. Pupils use computers to match numerals with quantities and this supports learning well though there is no systematic use of information and communication technology to development skills cumulatively.

60. Lessons are carefully prepared but there is insufficient attention paid in planning to the stepping stones towards the early learning goals. Planning specifies what activities will be conducted but it is not always clear what skills each group of pupils are expected to develop. Activities are not always well focused on pupils' learning needs because insufficient regard is paid to what pupils already know and what stage of development each group has reached. There was little evidence that opportunities are provided to instruct programmable toys or how activities encourage problem solving. Activities do not always provide children with enough challenge. Most pupils are on course to attain most of the learning goals but it is likely that many will not attain them all.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

61. Teaching and learning is satisfactory. Children have explored materials, such as cloth, plastic, metal and wood and have a good understanding of what materials objects in the classroom are made from. As part of their work on the senses they classified materials in sets according to whether they were rough, smooth, furry or prickly. As part of this work they looked at how sandpaper was made and admired the spiral shapes in shells and teasels. Visits to the seaside at Skegness and occasional visits to the woods support learning well. They have made treasure maps and use computers to arrange houses and trees on an island. They learned about African animals and fruits as they studied a good story book set in Africa. They regularly build and construct castles and space ships from wooden blocks and plastic construction apparatus. They use simple tools such as scissors, safely. Few, however, ask questions about how things work or why things happen. Tools are provided for them but there are too few opportunities for children to select appropriate tools and consider various techniques that they need to shape, assemble, join and adapt the materials they use. They have a good understanding of past and present. Several explained that the dinosaurs lived a very long time ago, even longer ago than cave men. They have a sound understanding of their own development from babies, through the toddler stage to their present status as school children. Many recall events that happened in play school. They understand the need to protect the environment and are fiercely opposed to trees being chopped down unnecessarily because people do not recycle enough paper. Most are on course to attain the early learning goals by the end of the school year but there are too few opportunities to find out about the uses of information and communication technology.

PHYSICAL DEVELOPMENT

62. Teaching and learning are satisfactory. Children show increasing control over clothing and fastenings. They are timed with a large egg timer to hasten the process of changing. They climb steps using alternate feet and run in the playground without knocking into each other. They enjoyed a lesson in the hall where they practised using their feet to pass large balls from one to another. They found the tasks very challenging, especially the co-ordination required to stand on one leg to trap the ball and the control required to pass it back accurately. Children concentrated very hard on dribbling the balls round plastic cones and again found the activity demanding. In this lesson the learning support assistant provided skilled assistance that enhanced children's learning. The lesson, scheduled to last for an hour and a quarter, was, however, over long and did not represent the best use of time. Before commencing vigorous activities children examined their pulse rate by placing their hands firmly above their hearts. They knew that jogging fast would increase their heart rate and were pleased to find that, as expected, their pulses raced after vigorous exercise. They explained that their blood was being pumped round their bodies to

feed their muscles. There was little evidence of pupils being provided with opportunities to initiate combinations of movement to express feelings, ideas or experiences. Children are adventurous and enjoy jumping from heights and landing appropriately.

63. Children show appropriate dexterity when using equipment and tools such as scissors. They are gaining increasing control in the use of pencils and paintbrushes though they cannot always make the lines go just where they want them. Most are well on course to attain the early learning goals.

CREATIVE DEVELOPMENT

64. Teaching and learning are satisfactory. Children enjoyed painting pictures of Little Red Riding Hood and of African animals. Children have painted good giraffes, monkeys, elephants, ostriches and zebras and have used appropriate colours for each. They enjoy working with play-dough and one boy produced a good sculpture of himself playing a guitar. After a visit to the seaside that collaborated in painting a large mural that included characters from the reading scheme playing on the beach. In one lesson children explored a range of fruit and vegetables. Surprisingly they did not at first recognise a red onion by its shape and feel. One thought it was a lemon and another an orange. After smelling the onion it was correctly identified. They studied the patterns that were revealed when the vegetables were cut in half. One predicted that an apple would be yellow inside. They applied paint to the vegetables and printed the shapes onto paper. This was an interesting experience but there was no clear rationale for the work. The finished prints were not destined to be used for anything in particular. Making folded symmetrical prints of butterflies was highly successful. The teacher's demonstration impressed the children greatly. There was an expectant hush and as the paper was slowly opened and as the butterfly was revealed an admiring 'Wow!' rose from the assembled throng. This promoted high levels of motivation to try print making for themselves.
65. The classroom has a good display of percussion instruments but there is little evidence that music making is well established in the curriculum. Children enjoy singing and are building up a good repertoire of traditional songs. Most children are on course to attain the early learning goals by the end of the school year.

ENGLISH

66. The standards that pupils attain at the end of Year 2 are broadly average and at the end of Year 6, standards are above average. The work produced by pupils in the current Year 2 and Year 6 group shows that they have experienced consistently good teaching over at least the last fifteen months. No records of pupils' work nor any detailed records of attainment are available from the period before the current headteacher took up her post in September 1999 so it is not possible to make judgements on the quality of the foundations upon which current levels of attainment have been built. There are however surprising gaps in the older pupils' spelling skills and in the quality of their handwriting. The standards reported at the time of the last inspection have been maintained in Year 2 and have improved in Year 6. The school came close to meeting its statutory target of 80 per cent of pupils expected to attain the national target of Level 4; two pupils fewer than expected attained this level. There are examples of excellent writing by a significant number of pupils and this represents a particular strength of the school. In all classes there is an unusually high proportion of lower attaining pupils. Pupils' achievement is good from Year 1 through to Year 6.

67. When pupils enter the school many have speaking skills, and to a lesser extent listening skills that are below average. This is a common thread that runs through the school and by Year 6 a significant number are unsure of how to speak grammatically and they lack confidence in expressing their feelings and ideas. Speaking skills are developed through drama and one very good lesson based on work that pupils in Year 6, had been doing on 'A Midsummer Night's Dream', was taken by a specialist from the local arts centre. There is no scheme for developing speaking skills systematically from Reception to Year 6, however.
68. Standards in reading at the end of Year 2 are broadly average and by the end of Year 6 are slightly above average. Pupils read regularly with their teachers in group reading sessions during the literacy hour and during individual sessions, mostly with classroom assistants and voluntary helpers. Teachers keep careful records of reading development but opportunities are missed to record common errors and use them as short-term targets for improvement. Pupils have very positive attitudes towards reading. This is encouraged in Year 6 by a regular focus on specific authors created by imaginatively displayed collections of books, such as those by Anne Fine, for example. Research and library skills are not sufficiently well developed partly because the school is obliged to use the library cum computer suite for teaching classes. One pupil in Year 2 described clearly how she would use her computer at home to open a search engine and find information about a specific dinosaur, for example, but did not know how to use the school's system. In Year 1, pupils use computers to consolidate their understanding of phonics. Word processing is used to support learning but this has not been developed systematically across the school. A significant number of older pupils have completed a touch-typing course, for which they had to pay, and find that their relatively advanced keyboard skills help them to complete their homework quickly.
69. Standards in writing at the end of Year 2 are broadly average and by the end of Year 6 are significantly above average. The school wrote an anthology of poetry on the theme of Journeys to celebrate National Poetry Day and pupils in Year 2 collaboratively wrote a very good poem, 'We're Going on a Journey', adapted from Michael Rosen's 'We're Going on a Bear Hunt'. Lower attaining pupils write phonetically but their meaning is clear as in, 'thes a litte Boy whos got gray trars and a Blue a Gowt'. Higher attaining pupils have written good imaginative descriptions about fireworks, for example that contain the lines,
 'Catherine wheels whizzing like a spider's web,
 Sparklers go twinkle and the bonfire scatters with gold
 The guy just falls with a shock.'
- The range of ability and the variations in pupils' stages of development are exceptionally wide.
70. Pupils in Year 5 use metaphors to describe a person in the class or a member of staff and the others have to use the information in the poems to work out who it is that has been described. Work of high quality has been produced;
 'She's a calm, fluttering butterfly,
 She's a glass of clear, still water,
 She's a small quiet mouse,
 She's the sun shining merrily,
 She's a small white daisy swaying in the breeze.'
71. The quality of work produced by many of the oldest pupils is exceptionally high. The older pupils write in a wide range of different styles. They have written excellent, lengthy play scripts that have really captured the idea of writing colloquially with distinctive 'voices' for the characters. The scripts include stage directions. The scene is set by describing the location and time that the action takes place. The dialogue is carefully punctuated to achieve dramatic effects, 'Charlotte (through hysterical sobs) My d...dad b....brought me a y... y...yo-yo this morning and n....now it's g...gone. Natashsa (nastily) Don't know what yer looking at me for'.
72. Good links are made with other subjects as, for example, when pupils in Year 6 read an extract from the Victorian play, 'A Helping Hand' that focuses on the lives of poor people in Victorian England. The pupils reflected on the condition of poor people today and re-wrote the extract, giving it a modern interpretation. Pupils enjoy writing well-crafted love letters as if from Lysander

to Hermia and clear instructions for making 'Brunswick Black for Grates' as well as instructions on 'How to Entertain Your Deaf Grandmother'. Pupils in Year 6 have been following a course in music that is based on 'A Midsummer Night's Dream' and their knowledge and understanding of the play are exceptional. The imagination of pupils, including lower attaining pupils, has been captured and, though several are not very good at committing their thoughts to paper, they can explain at length the feelings of the characters and how the plot unfolds. Pupils use their literacy skills well to describe the results of experiments in science, for example, and to read for information in geography and history.

73. The work of many of the pupils in Year 6 is beautifully presented. Routines have been established well. As a matter of course pupils write and underline the date and copy the lesson objective as the title for each piece of work in their exercise books, such as 'To give a personal response to a poem. To compare poems written in about the same time period'. Pupils have written sensitively about the 'mood' that poems evoke and how the 'atmospheric setting' is created and note that, 'The poem is written in the second person to make you think you are there'. They understand how poets use elision, as in the use of contractions such as 'flick'ring', to maintain syllabic balance. They have written a modern version of 'Cinderella', 'She had ocean blue eyes and sweeping blond hair', and for homework drew annotated set descriptions for a production of the play as well as good school reports on Cinderella and her sisters as part of an exercise on characterisation.
74. Teaching for most year groups is good and there are examples of very good and occasionally excellent teaching. Overall, two fifths of teaching is very good and occasionally excellent, two fifths is good and around a fifth is satisfactory. Teaching in Years 1 and 3 is satisfactory; it is good in Years 2 and 4 and very good in Years 5 and 6. One very good lesson was seen in Year 2 where a puppet was used brilliantly to capture and maintain pupils' interest. The puppet talked with the pupils and with the teacher. The pupils were captivated though one whispered conspiratorially, 'We all know that she's a puppet really'. In this lesson relationships were very good and this assisted open communication. The teacher used good questioning strategies to assess levels of understanding and to consolidate knowledge. She asked for example what 'expression' meant and a pupil answered, 'It's when you change your voice a bit to make it more real.' The lesson contained variety and moved at a brisk pace. Pupils were told how much time they had to complete each activity and this helped to focus attention and promote good concentration. The lesson ended with a fifteen minute task that involved continuing a lengthy story that had been started some weeks before but many found this too difficult because they could not remember where they had got to and were at a loss, without extra stimulus, to know what to write about next. Generally, however, tasks were well matched to pupils' very widely varying stages of development.
75. Where the teaching is good, teachers have high expectations of pupils' performance. An excellent lesson was seen in Year 5. Here pupils were studying the openings of stories and were looking particularly at the idea of an unanswered question as a device to capture the reader's interest. The teacher had very good subject knowledge and an excellent understanding of writing strategies. She shared the pupils' enthusiasm for, and knowledge of, the Harry Potter books, which were considered as examples of how the reader's imagination can be captured. Towards the end of the lesson pupils were desperately keen to write their opening passages. They had to wait, however, and reflect quietly before planning the outline of their opening lines and how they might develop. As the higher attaining group started planning a small group of lower attaining pupils returned to the room after receiving extra literacy support from a learning support assistant. The timing was precise and enabled the teacher to then concentrate her full attention on the lower attaining group. They were soon equally motivated to complete a carefully structured writing task that was designed to enable them to achieve success. As a result of this excellent teaching all groups made good progress in their learning. High expectations are evident in, for example, the spellings that the older pupils are required to learn and understand and in the quality and quantity of work produced in several beautifully presented exercise books. Words such as 'circumvent' in Year 5 and 'claustrophobia' and 'arachnophobia' in Year 6 are set for homework. Pupils have clear targets for each term, such as, 'To check that my spellings are correct by using a dictionary'. Homework is set regularly and supports learning effectively. Very

good teaching was seen in Year 6 where pupils were using their good knowledge of 'A Midsummer Night's Dream' to create rhyming couplets such as,

'Puck jumps out and gives a surprise
He drops love juice in Lysander's eyes'

Again the teacher's good subject knowledge and enthusiasm for writing promoted an eagerness to write and high standards.

76. A very good drama lesson for pupils in Year 6, conducted in the school hall, was taken by the artistic director from the local arts centre. This specialist teaching, which complemented the work that pupils had completed on 'A Midsummer Night's Dream' in music and English lessons, made good links with history. The Globe theatre was described in detail and pupils enjoyed chanting like the witches from 'Macbeth' as they threw the most disgusting imaginary items into the cauldron.
77. The subject is well managed and well organised to make the best use of time, staff and accommodation. Each year group is taught separately for the daily literacy hour, rather than in the mixed age classes that is the norm. The Year 5 group is relatively small so this group is taught in the library, the smallest teaching space, whilst the larger Year 2 group is taught in the room usually occupied by the mixed Year 4/5 class. This rather complex system works very well, is clearly understood by pupils and is handled sensitively. Pupils in Year 2, for example, have wall space in their adopted classroom to display their written work. A clear planning framework has been adopted and is used well. Resources are adequate and generally used well though the use of computers to support teaching and learning is under-developed. Assessment of pupil's attainment and progress is good and assessments are used well to inform further planning. Test results are analysed carefully to assess achievement and identify areas for development. Teachers mark pupils' work thoroughly and for the older pupils extensive written comments help pupils to understand how they might improve their work.

MATHEMATICS

78. Standards by the end of Year 2 are average and at the end of Years 6 they are above average. Since the last inspection standards by the end of Year 6 have improved. Standards by the end of Year 2 have been maintained. Inspection evidence shows that standards are rising in Years 3 to 6. As a result of consistent teaching, which is always at least good and occasionally excellent, pupils make good progress in lessons and are building skills and knowledge systematically. Pupils gain the ability to use number both mentally and on paper. By the time they are eleven, most have a secure understanding of the four rules of number and some are working well above the average. Pupils are able to describe the properties of regular two and three-dimensional geometrical shapes. They accurately describe the properties of hexagons and triangular prisms, for example. Pupils work independently on mathematical problems and their ability to solve problems is a particular strength. In a Year 6 lesson, for example, pupils' work on interpreting information from a graph was of high quality. Pupils in Year 2 used a variety of resources to group objects into sets as they investigated and gained greater understanding of multiplication. Pupils worked hard and enthusiastically, collaborated well with each other and were able to organise themselves effectively. Pupils have gained a good range of mathematical vocabulary that enables them to complete challenging tasks successfully. As a result, pupils build systematically on their skills knowledge and understanding of the subject.
79. Teaching and learning in mathematics is sound in Years 1 and 2 and good in Years 3 to 6. Examples of very good teaching were seen in Year 2 and Year 4 with examples of excellent teaching in Years 5 and Year 6. The teaching seen in Year 1 was unsatisfactory because explanations were unclear and pupils were not provided with tasks that stretched them. The higher attaining pupils in particular were insufficiently challenged. In the very good teaching in Year 2, the teacher's explanation of the process of multiplication was exceptionally clear. Interlocking cubes were used well to demonstrate the nature of equal additions. All groups of pupils were appropriately challenged and all learned effectively. Clear homework tasks were set to consolidate and extend learning. In the very good teaching in Year 4 a brisk pace was

maintained throughout the lesson. Here pupils were challenged to find the best method of solving a problem involving 144 stamps that were printed 8 to a sheet and were worth 19p each. Pupils had to find out how many sheets and the total value of each sheet as well as the total value. The task was modified to match the learning needs of different groups of pupils in the class and all rose enthusiastically to the challenges set. Computers were used well to support learning and appropriate homework was set. In this class the higher attaining pupils demonstrated a secure understanding of negative numbers. Excellent teaching was seen in Year 5 where pupils were asked to describe the properties of regular and irregular two-dimensional shapes accurately so that the other pupils could deduce the name of the shape from the description. This lesson moved at a fast pace and challenged pupils' thinking skills. In Year 6 excellent teaching involved a brisk lesson that packed in a mental arithmetic session on decimal fractions, work on probability and conversion graphs. Here all pupils were actively engaged in exciting work throughout the lesson and all were able to achieve a large measure of success.

80. The national numeracy strategy has been introduced effectively. The structure of the lessons involves a quick fire mental arithmetic session where pupils often jot their answer on white boards, which they hold up together to show their answers to the teacher. This allows the teacher to assess levels of understanding very quickly and to adjust teaching accordingly. There follows a period of direct teaching, where new ideas are introduced. Pupils then work in groups with the teacher, and usually a learning support assistant, helping several groups. The lesson finishes with a review session where the class gathers together to review and evaluate learning. This structure is effective in helping all pupils to learn successfully. The school has worked hard to develop a structure that allows teaching and learning in year groups rather than mixed age classes. This has contributed to an improvement in the quality of learning. The consistency and structure of the lessons assists both pupils and teachers to work in relatively small groups with less of a spread of ability than in the mixed age classes. Pupils show confidence in answering questions and in explaining their methodology. The school promotes the use of mathematical language well and great emphasis is placed upon this during lessons. As they move through the school all pupils build systematically on their prior learning of skills, knowledge and understanding. Pupils are given many opportunities to consolidate the mathematics they have used in other subjects of the curriculum, as for example in history where pupils use of time lines and in science where they the construct and interpret graphs based on data that derives from their findings.
81. In most classes pupils are expected to complete a good deal of work during a lesson. They respond very well to this and books show that they have covered a good quantity of work during this term. Work is planned so that pupils receive a well balanced introduction to the different strands of the subject. Lesson planning is clear and learning objectives are precise. Teachers assess pupils' progress thoroughly and use the results of assessment well to plan the next steps in learning. The learning needs of higher attaining pupils are carefully considered and activities are provided that provide appropriate challenge. Tasks for lower attaining pupils and those with special educational needs are appropriately planned and taught in a carefully structured way, often with the support of teaching assistants. Pupils are well behaved and respond very well to their lessons. They concentrate hard, are polite and help each other. On occasions pupils in Year 1 become bored and distracted during lessons because there is an over reliance on uninspiring worksheets. On these occasions behaviour deteriorates and impedes learning.
82. The subject is managed well by the efficient and effective co-ordinator. She manages and organises the subject to a high standard and has worked extremely hard to ensure that teachers are appropriately supported. She monitors teaching and learning regularly and assessment data is analysed well to identify areas for development.

SCIENCE

83. The National Curriculum test and assessment results for 2001 indicate that by the end of Year 2 and by the end of Year 6, pupils attain average standards. Inspection findings confirm that standards across the school are in line with national averages. This represents satisfactory

achievement in terms of pupils' prior attainment. At the time of the last inspection standards were above average. For pupils in Year 6 they declined in subsequent years to levels that, by 1999, were well below average. In 2000, results improved to average levels. This position was maintained with a further small improvement in the latest test results. In recent years, boys have tended to do better than girls in the tests for pupils in Year 6. In both lessons and work seen, however, there was no significant difference in their achievement.

84. An examination of teachers' plans and records reveals that pupils undertake a range of appropriate science activities covering all strands of the subject. The curriculum is currently organised on a 'spiral' basis where topics are revisited in increasing depth by classes at a similar time each year. In consequence, during the inspection teachers focused on scientific enquiry and materials and their properties. Life processes and living things, and physical processes will not be addressed until later in the year. Samples of work from last year confirmed that, by the end of Year 6, pupils had studied amongst other things the way in which trees grow, how the human body functions; they looked at the phenomena of electricity, and of light, especially reflection and shadow formation. Standards were broadly typical for pupils of their age.
85. Since the last inspection pupils have become more actively involved in experimental work, which has improved their skills in scientific enquiry. By the end of Year 2, they achieve satisfactorily, and attain average standards. Pupils can use simple equipment and make observations and comparisons appropriate to the tasks undertaken. In their investigations to separate a small range of solids and find which would dissolve in water, pupils in Year 2 understood that they would need similar containers, similar quantities of water, and a similar amount of stirring for each test to ensure it was fair. They wrote down what they thought would happen, and in simple tables later recorded whether the results were as expected. Pupils use information technology to support their studies, taking turns to record their findings using a class computer. They are beginning to use scientific terms, talking, with some prompting, about things which 'dissolve' but expressions such as 'reversible' and 'irreversible', 'filtering' are easily forgotten. They do not yet make measurements or note emerging patterns. Most pupils respond to the teachers' suggestions but only the higher attaining pupils are beginning to make their own, for example that heating the water would make some things dissolve faster. Higher attaining pupils confidently described the changes made by wetting to materials such as oats, explaining that even when dried they could never resume their original form. Most pupils were less confident, feeling that wet paper clips would 'probably' be unaffected. They could classify a small range of materials by their reaction to water but gave no indications why certain materials could be used for specific purposes. The lowest attaining pupils offered basic descriptions but their scientific language was insufficient to provide coherent comparisons or distinctions.
86. In Years 3 to 6, pupils continue to achieve satisfactorily, and reach standards that are broadly average. Most pupils know that any conclusions must be based firmly on evidence. There are, however, few signs that experiments are regularly repeated or that graphs for example are used to plot trends. In work on evaporation, the highest attaining pupils did not refer significantly to various situations where that process can occur, but could give reasons for their conclusions after experimenting, expressed clearly in appropriate scientific language. Average and lower attaining pupils are less secure, both in illustration and expression of their conclusions. For many lower attaining pupils, it is their capacity to express their knowledge rather than their actual understanding which limits their achievement. Pupils with special educational needs had a limited grasp of the properties of the materials they were using but noted accurately in their books that after evaporation of salted water 'the condensation did not taste (sic) of salt'. Their use of suitable worksheets for guidance shows that with such support they can meet similar challenges to those of their classmates.
87. In all classes pupils display good attitudes and behaviour. They show an interest in science and a desire to find things out for themselves. They handle apparatus and materials sensibly, and are especially careful to help each other when working in groups. The practice of mixing pupils of different abilities in groups in Year 6 for example has given the higher attaining pupils a good opportunity to help their less confident classmates. As pupils discuss what they are doing

amongst themselves, it becomes difficult to distinguish the different abilities because everyone gets involved.

88. The school has been through a period of turbulence in staffing, with stability returning only during the last two years. The teaching observed during the inspection was predominantly good. There has not, however, been a sustained period of good teaching over a period of years and so it has not as yet had a significant impact on learning and standards. In many lessons the subject co-ordinator supported class teachers, frequently teaching groups of up to half the class so that pupils could have the benefit of more individual and expert attention. This provided a stronger focus to the development of their knowledge and understanding. Teachers regularly ask probing questions to make pupils think hard about why and how things happen, and in so doing keep pupils actively engaged and using all their time profitably. However the scrutiny of work revealed that the teaching over a greater period of time has been mostly sound and therefore achievement has been satisfactory in the long term. Whilst pupils have been set work to ensure that most of them reach the national expectations of Levels 2 and 4 respectively by the end of Year 2 and Year 6, they have not consistently been challenged to reach higher levels. The proportion of pupils reaching Levels 3 and 5 has hence been lower than it should be.
89. The school has made science a priority in its latest development plan, because to date science has not received the same emphasis for example in assessment, evaluation and monitoring that has already been given to English and mathematics. This is why standards in science have not risen as rapidly as those in the other core subjects. Observation of teaching by the subject co-ordinator has not yet taken place, but is planned. Despite this, subject leadership is good because the analyses that have already been made have helped to secure a small improvement in the 2001 results over those for 2000, especially at level 5. The co-ordinator reviews teachers' plans and pupils' work week by week and has begun to revise the system of assessment so that pupils' strengths and weaknesses in the individual strands of the subject can more readily be identified. This is helping teachers to take appropriate steps to address them and thereby to increase the pace of the evident upward trend in standards.

ART AND DESIGN

90. The subject was not being taught in most classes during the week of the inspection because teachers alternate their teaching between art and design and design and technology. There was however sufficient evidence available to indicate that pupils generally attain average standards by the end of Year 2 and Year 6 and that there are pupils who produce work of high quality. These findings are similar to those found at the time of the last inspection. Pupils work with a good range of different media and have a sound understanding of the work of different artists and craftspeople but little three-dimensional work is produced and the use of information and communication technology to support teaching and learning is under developed. Overall achievement is satisfactory and many pupils in Years 5 and 6 achieve well in painting and drawing.
91. In Years 1 pupils have studied Van Gogh's sunflowers and have painted still life pictures based on artefacts brought back from Africa by a member of staff. This helps them to gain some understanding of other cultures. They print with vegetables in Year 1 and in Year 2 with sponge formed in the shape of sharks and ghosts as they explore the idea of painting pictures of pupils' dreams. To support this work they study 'Landscape from a Dream' by Paul Nash, look at the way David Hockney has created a portrait of his mother from pieces of photographs and examine William Morris's 'Strawberry Thief' to gain an idea of how prints can be arranged to produce a balanced, symmetrical effect. The drew views of everyday objects, such as a cup, from different view points; a side view and a bird's eye view. However, their sketch books are not used well and include work that is mostly not very demanding.
92. In Years 3 and 4 pupils have produced good pieces of work inspired by Henri Rousseau's 'Tropical Storm with Tiger' and pupils in Year 6 have produced good paintings after studying 'In the Well of the Great Wave of Kanagawa' by Katsushika Hokusai. There was little further evidence of art from different cultures being studied. Pupils in Years 5 and 6 painted good

portraits of each other in the abstract style of Pablo Picasso. They painted a large collaborative mural based on Van Gogh's painting of 'The Irises' that showed good colour mixing techniques. Pupils in Year 5 painted delicate watercolours of irises after observing an iris closely. Pupils in Year 4 designed circular pictures after studying Botticelli's 'Madonna of the Magnificat' and made golden frames that were in keeping with the subject and included a raised design created by using an appliqué of pasta shapes and buttons.

93. Whilst too few lessons were seen to make overall judgements about the quality of teaching, there were good elements in the teaching of pupils in Year 2. Here terms such as 'template' were described clearly and the term 'layers' was explained in terms of layers of clothing; vest, shirt, jumper, body warmer. Generally, however, in Years 1 and 2 expectations of the quality and quantity of work that pupils could produce are too low. In a lesson for older pupils in Year 1 and the younger pupils in Year 2 teaching was unsatisfactory because there was insufficient emphasis on teaching skills and pupils did not learn enough during the course of the lesson. Good links are made with other subjects. Pupils in Year 5 made carefully painted pictures of Greek pots in history and collages of gods from Ancient Greece. In Year 5 pupils have created good self-portraits using pastel crayons to accompany their autobiographies. In Year 6 pupils have produced good paintings in watercolours of the school building as part of their work on the Victorians. The best include depth and show a developing understanding of perspective. Though under-developed generally, computers are occasionally used very effectively to create pictures using programs that allow pupils to 'paint' computer generated pictures in bright colours, using spray painting techniques as well as drawing lines and blocking in colour. Older pupils have visited the local arts centre where they extended their skills by learning printing techniques taught by local craftspeople.
94. The subject is managed well. The co-ordinator organised a very worthwhile visit to the National Gallery and synchronized the school's celebration of art and design, which culminated in good displays of work for last term's National Art Day. She has good knowledge of the subject and offers good advice to colleagues. She monitors planning and evaluates the work on display in each class. At the end of each year each pupils' work is assessed against the criteria described in the National Curriculum. The school has developed a good planning framework and this helps to ensure that the National Curriculum requirements are met. The co-ordinator has identified the fact that computers are not used enough to support learning and has plans to address this issue.

DESIGN AND TECHNOLOGY

95. Owing to the school's timetabling arrangements it was not possible to see many lessons. Teachers' plans and photographic evidence confirm that the statutory programmes of study are taught. From the evidence of the small number of lessons, discussions with pupils and teachers, examination of displays and of a wide range of photographs of recent work, by the end of Year 2 standards are above average and both boys and girls achieve well. Achievement of boys and girls is average by the end of Year 6. The standard of work of the younger pupils has been maintained since the last inspection; that of the older pupils has fallen to average levels as it too was previously above average.
96. By the end of Year 2, pupils produce their own, original ideas for example of how to make Mexican dolls, following a theme they have met through their work in geography. They carry out work in a logical order, use tools accurately to cut out and glue together figures, and explain their reasons for choosing certain methods and materials rather than others. They are beginning to evaluate what they have done and how they could improve their work because teachers ask probing questions to make them think hard. In discussions, pupils recalled sketching ideas before starting work. They were less experienced in considering the other end of the design process, namely the user's needs. Pupils take turns to write about what they have done on computer, although they do not make drawings.
97. By the end of Year 6, higher attaining pupils have a good idea of the user's needs. For example, in designing and making a mechanical 'pop-up' Santa using the principle of the cam, they were

concerned that if small children were to use it, "it needs to be strong, with no small parts". They concluded that the example they were discussing was therefore better left to over eights or even simply for use as an ornament. Average attaining pupils needed some prompting to think along similar lines when discussing a 'pop-up' book. Most pupils work with some accuracy. A pupil with special educational needs for example quickly produced a recognisable silhouette of a steam engine. He soon realised the need to think a little more carefully as he glued hinges in the wrong places so it popped up upside down. In discussions pupils did not recall making detailed plans, whether on paper or on computer, or of having used information and communication technology to support the design process in the form of models or simulations. Higher attaining pupils evaluate their work as they go along seeing what works well and what could work better. Average and lower attaining pupils need the teacher to prompt them with frequent questions 'Why...?' or 'What if...?' Although pupils show a reasonable awareness of the product's function, they do not have similarly developed ideas about the quality of finish.

98. All pupils behave well and work with interest. They are particularly pleased to talk about the things they have made, such as Victorian-style tiles, which they have measured accurately and painted in the style of real examples. They exchange views with each other showing respect, and, when working in pairs or groups, share materials and keep the area tidy.
99. Teaching is good for pupils in Years 1 and 2 and satisfactory in the rest of the school. In each lesson seen the teaching was good because teachers give guidance without 'spoon-feeding', and draw out pupils' ideas by probing questions. In Years 1 and 2 the better questioning made pupils look critically at their work, assessing both the product and the process regularly against the objectives and thereby improving its quality. Discussions and displays confirm this. In the one lesson seen in Year 6 a similar style of questioning yielded similar results. Discussions with pupils and examination of work completed in Years 3 to 6 indicate that teaching has been satisfactory in the long term. This is because focused attention to detailed planning, and later evaluation of finish and fitness for purpose has not been as prominent a feature as in earlier years, so the quality of their work has been lower.
100. The co-ordinator has held the role for only a year. Her monitoring of plans has already shown that some of the work set for older pupils, although following a nationally recognised scheme of work, has not extended them as much as it should. She is therefore making appropriate revisions. Resources are adequate, but over the past year the co-ordinator has also identified the need for example for proper wood saws so that the finish of products can be improved.

GEOGRAPHY

101. The standards reported at the time of the last inspection have been maintained and are in line with national expectations. There is insufficient evidence to be able to judge the quality of teaching in Years 1 to 6. However, evidence from teachers' planning, examples of pupils' work and displays around the school, indicate that pupils, including those with special educational needs, make satisfactory gains in their learning. The achievement of most pupils, including those with special educational needs, in gaining the key knowledge and skills in the subject, is satisfactory.
102. Through a thematic approach, pupils explore the varying characteristics of different places, acquire, use and extend geographical skills and vocabulary. Geographical understanding builds on a variety of experiences moving pupils from a local to wider and contrasting environments. Geography is taught on a rolling programme spanning two years in Years 1 and 2 and spanning four years in Years 3 to 6. The geography curriculum is based on a nationally developed planning framework that is related to the National Curriculum programmes of study. Planning in accord with this framework ensures that the statutory curriculum is fully covered and that skills are taught sequentially.
103. In Years 1 and 2, pupils make observations of the local area and compare and contrast this with Tocurano in Mexico. Pupils have an increasing awareness of features of Tocurano and compare them with Stickney. Pupils learn about the differences in food and how to make a tortilla. In

Years 3 to 6, pupils increase their understanding of the development of settlements. They discuss what will be the same in Stickney in ten years' time and what will be different. Pupils plot graphs using symbols, grid-lines and a key. Higher attaining pupils predicted growth in the village. Skilful teaching developed pupils' knowledge and understanding further through discussion of why 'Crook', a contrasting locality, cannot develop in the same way as Stickney.

104. The subject has two strong co-ordinators who organise and manage the subject well. Assessment is used to inform planning and the next steps in pupils' learning. There is little use of computers or the Internet to support teaching and learning.

HISTORY

105. No lessons were observed in Years 1 and 2 during the inspection. Judgements are based on scrutiny of pupils' work and talking to pupils and teachers. By the end of Year 2 and again by the end of Year 6, pupils attain standards that are in line with national expectations. Across the school, pupils' achievement is satisfactory and standards have been maintained since the last inspection.
106. Throughout the school pupils develop a good awareness of chronology and successfully gain a good understanding of the sequence of major historical periods and events. Pupils in Year 3 and 4 learn about aspects of Anglo Saxon life. They compared an Anglo-Saxon village with a Roman village, which consolidated and extended their knowledge, skills and understanding. In Year 4 and 5 pupils learn about World War Two. They showed a keen interest in, for example, the 'Blitz'. Pupils investigated the impact of life in a 'black-out' and developed a good understanding of air-raid shelters. One pupil had first hand knowledge of this aspect of learning as his grandfather had an Anderson shelter in his garden. A grandfather of another pupil visited the class and talked about his life during the war. This captured pupils' imaginations and made an excellent contribution to their learning. Pupils developed a good insight into life during the war. Pupils were able to choose particular aspects of World War Two to study and this promoted interest well. The class enthusiastically designed and made a box for their gas masks, and made their own identity cards. They designed a poster to promote the 'black-out' which created good links with art and design. The teacher skilfully linked learning to present day events by focusing sensitively on the tragedy in the United States of America on September the 11th. This further extended and developed pupils' knowledge and understanding.
107. There was insufficient evidence to make judgements about the quality of teaching and learning in Years 1 and 2. In Years 3 to 6 teaching is good. The pace of lessons is brisk and teachers are enthusiastic. Pupils are encouraged to think deeply about the issues surrounding historical events as their knowledge and understanding develops and history is brought to life. Questioning is well focused to ensure that pupils reflect on the information they discover. As a result, pupils enjoy the subject, behave well and are attentive and positive in their learning. They work well together and in pairs and larger groups are considerate of others. Lessons are well prepared, with attention paid to historical vocabulary and historical detail. Pupils are given opportunities to develop their enquiry skills and use information and communication technology to research, for example, life in the 'Blitz', with confidence.
108. History alternates with the study of geography. Only a few lessons were seen during the inspection. The co-ordinator has a love of history and manages and organises the subject to a very high standard. She has successfully encouraged teachers to use a good range of teaching methods. Other aspects of management, such as monitoring and evaluating standards, take place on a regular basis and the outcomes are used to inform planning for the next steps of pupils' learning.

INFORMATION AND COMMUNICATION TECHNOLOGY

109. As at the time of the last inspection, standards are average by the end of Year 2 and again by the end of Year 6. Both boys and girls achieve appropriately and are developing their skills confidently and with interest. Since the last inspection, revisions to the National Curriculum have placed increasing demands upon pupils, and the school has enabled them to keep pace.
110. By the end of Year 2, in discussing the use of information and communication technology inside and outside school, the highest attaining pupils know that: 'a television has a sort of computer in it' and: 'so has a camera' but average and lower attaining pupils are uncertain of where computers may be found in everyday life. Nearly all pupils, however, use computers regularly at home. They can log on and off successfully, open a program, word-process text and later print it. These skills are used regularly to support their work in English and mathematics and to a lesser extent in science. There is scope for much greater use of computers and the Internet, however, to support work in geography and art and design for example. There have been improvements since the last inspection when the use of Information and communication technology in most subjects was more limited. Higher attaining pupils talked confidently of plans to make Christmas cards at home. Pupils in Year 1 showed that they were already learning many of the skills necessary for creating pictures as they used a good software program that supported skills in art and design by using appropriate tools such as electronic brush and spray, pencil and eraser. Pupils have begun to use computers for research. In religious education, for example, pupils explained that they had discovered information about the church from its website. Older pupils recalled using a programmable robotic device, which they had controlled by a series of instructions and pupils in Year 2 have programmed toys to move according to the sequence of commands they enter.
111. By the end of Year 6, pupils have a good knowledge of how to use the Internet for research. They can select an appropriate search engine, and can frame questions carefully so that the results correspond to their intentions. They can interrogate information sources appropriately and then save their results to disk. Pupils in Year 6 researched the life of Elizabeth Fry to support their work in both history and religious education. They took turns giving appropriate commands to print out their findings in colour because only one printer was available to them. Higher attaining pupils review their work and consider improvements, as pupils in Year 5 did when evaluating their drawing: 'I'll probably change the size of the pencil to help draw straighter lines'. Other pupils are less precise, and a lower attaining pupil declared his goal was simply to 'draw better' with no indication of how he would achieve this. Pupils compare information and communication technology use with alternative methods, as pupils in Year 4 did when working with databases. They use a good range of appropriate terms, which helps to extend their skills in literacy. They use graphs and tables to support work in mathematics and science, but they did not recall using any patterns or simulations to support their work in design and technology.
112. Pupils work with interest and stay on task throughout lessons. They enjoy exploring programs, and also applying what they frequently use on their own at home. In the extra-curricular information and communication technology club for example volunteers from Year 4 used word-processing and desktop publishing, selecting fonts, sizes, colours, layout, clip art images with ease to prepare a Christmas magazine. As well as discussing their work amongst themselves, they were happy to respond to advice from their teacher concerning alignment. Several pupils in Year 6 have shown great interest in undertaking at their own expense a course in touch-typing to help them use a keyboard more rapidly.
113. Teaching is satisfactory overall. Teachers are not all confident in their own information and communication technology skills, so not all pupils learn effectively at the same rate. Teachers have not yet undertaken training under the New Opportunities Funding, planned for January, which will raise both their skills and their confidence. At present good use is made of the existing expertise amongst both teachers and learning support assistants in taking small groups of pupils to give them focused attention. Activities to give pupils practice in controlling equipment through the use of information and communication technology are not currently taking place but are planned for later in the year. Until recently, resources for this aspect have been limited, so pupils in year 6 have not been able to extend their skills as much as they could. A newly purchased software package is designed to promote the use of control techniques. For example

it can be programmed to control sets of traffic lights, create a burglar alarm system or turn house lights on and off. Further software to enable the input of data directly from sensors is expected shortly and will enable pupils to extend their skills at the higher National Curriculum levels, which they cannot reach at present. It will also enhance the science curriculum. Further hardware has been ordered and once the new building programme is complete, computers will be networked so that available resources may be used more efficiently. A good system to track pupils' progress has recently been put in place, which is helping to identify pupils' strengths and weaknesses term by term, and give them targets for improvement. It includes opportunities for pupils themselves to judge how well they are doing and thereby to take some responsibility for their own learning. Many improvements are in hand that are designed to raise standards overall.

MUSIC

114. Across the school, pupils attain average standards in singing. Standards cannot be compared with the last inspection as no judgements were recorded. In the few lessons seen and in hymn practice and in assemblies pupils enjoy singing and join in well. By the end of Year 2, they sing confidently in unison. Most have a good understanding of dynamics and are beginning to control volume and pitch well when singing and when playing instruments. When playing untuned percussion instruments, such as claves, they understand the need to come in at the right time and to remain quiet when required. In Years 3 to 6 pupils play tuned percussion instruments, such as glockenspiels and xylophones. They composed a simple melody for the rhyme 'Teddy Bear' and played their composition confidently to the rest of the class. Other pupils worked hard when developing their own melody for the rhyme 'A Sailor Went to Sea'. Pupils demonstrated great confidence when playing compositions to each other and when singing to the accompaniment of a steady beat.
115. As very few lessons were seen, there was insufficient evidence of pupils' compositions to make a secure judgement on the standards attained and achievement in this strand of the subject. However, from the two lessons observed it is clear that pupils are becoming confident learners and are consistently developing their skills knowledge and understanding of composition. Pupils are developing musical vocabulary well. Many extend and develop this learning in the music clubs each week, where they learn to play bells, and learn to play the recorder.
116. Teaching is satisfactory in Years 1 and 2 and it is good from Year 3 to Year 6. As a result the younger pupils learn satisfactorily and the older pupils make good progress in their learning. In the lessons observed, teachers demonstrated good subject knowledge and understanding and were able to assist pupils to develop their skills progressively.
117. The leadership of the subject is very good. The co-ordinator is well qualified and offers her colleagues good support. She has audited the resources and extended the range to include instruments from other countries. She monitors short and medium-term planning and discusses with staff any issues that emerge. She ensures that the music curriculum is enriched and extended through the school's participation in local festivals and concerts. The school provides a wealth of musical experience for pupils at the major Christian festivals, such as Christmas and Easter, and works closely with the local church on these occasions.

PHYSICAL EDUCATION

118. During the week of the inspection, it was only possible to observe lessons in games. However, teachers' plans indicate that the full range of activities takes place and the statutory programmes of study are taught. A broad and balanced programme has been devised that meets the requirements of the National Curriculum. By the end of Year 2 and Year 6, pupils' standards are broadly average. This is a similar picture to that found during the last inspection.
119. By the end of Year 2, pupils build up the basic skills of sending, receiving and travelling with a ball. Their learning is satisfactory because they recall simple actions well, but their control and accuracy is less secure. Boys and girls improved their co-ordination in a lesson involving

throwing and kicking balls to each other. They were far less adept in organising hand and foot movements to 'dribble' the ball in basketball fashion. Accuracy increased because teachers made comments and suggestions to help pupils see what was working well and what could be improved, but pupils did not discuss the similarities or differences between each other's performances to suggest improvements for themselves. From Year 1, they demonstrate a good awareness of safety, making sure for example that they dress properly and that long earrings are securely taped out of danger. When moving around the hall they exhibit a good awareness of the space available to them, maintaining an appropriate safe distance between themselves and classmates. They are beginning to describe the effects of exercise on their bodies, for example noting the increase in heartbeat after running.

120. By the end of Year 6, pupils continue to achieve satisfactorily. They can explain the importance of warming up and the effects of exercise on their bodies, noting for example the need to cool down progressively 'so our muscles don't seize up'. They apply ball control skills with increasing accuracy, but without a consistent precision when training for rounders. Although they connect necessary skills to help prepare them for the game, they give no indications of knowledge of strategies or tactics. Whilst some of the higher attaining pupils comment on the attention to speed, distance and direction which helps them improve, most pupils do not evaluate their own and others' performances sufficiently to sharpen their techniques.
121. Pupils attend lessons at the local swimming pool from Year 3. Records show that they do well: for example over a third of the group of seven and eight-year-olds who went to the pool during the inspection can already meet the national expectation for eleven-year-olds by swimming 25 metres or more.
122. Pupils enjoy their lessons and behave well. They co-operate with each other in pairs and groups, showing good understanding of the frequent need for teamwork. The school competes regularly in a wide range of matches and competitions, demonstrating pupils' interest and commitment. There is a regular programme of extra-curricular sporting activities, including indoor athletics and cross-country running, further evidence of pupils' willingness to undertake physical exercise.
123. Teaching is satisfactory overall. The school makes good use of the expertise of a learning support assistant, a well-qualified instructor in various sports. In addition to ensuring that pupils with special educational needs receive the necessary attention to enable them to play as full a part in lessons as their classmates, she regularly teaches half or even whole classes alongside the class teacher. In consequence, pupils have greater individual attention and the benefits of detailed knowledge and understanding so that their own skills and understanding may develop more effectively. Whilst they regularly question pupils so they think hard about the reasons why they do things, teachers do not consistently emphasise evaluation, or how pupils do things. This means that pupils do not regularly analyse and discuss their skills and techniques to refine their performances to the extent that they could.

RELIGIOUS EDUCATION

124. By the end of Year 2 and again by the end of Year 6, pupils reach standards that are in line with the requirements of the Lincolnshire agreed syllabus for religious education. Both boys' and girls' achievement is therefore satisfactory, as it was at the time of the last inspection. Pupils have a better-developed understanding of the more factual aspects of their studies, where they learn about religions and human experience, than they have of personal responses to religion and experience.
125. By the end of Year 2, the highest attaining pupils can retell accurately in their own words the main points in some religious stories, for example talking about the biblical account of creation. Most pupils demonstrated a reasonable recall of what they had studied, but were prone to many slips in detail. They have visited the local church and use correct terms such as 'font' to describe what they have seen. They can identify the importance of some religious signs and symbols, for example, 'we lit a candle which is a sign of Jesus giving light to the world'. In their

studies of different religions, they show appreciation for example of the special nature of the prayer mat to Muslims and they see the similarities in festivals celebrated by different religions, linking for example Holi and Sukkot with the Christian harvest festival. In their books, they write about the people who are special to them such as family and friends but few offer any profound reflections. Although they respond to questions to think about issues such as pollution and the future of the planet, they do not explore their personal values in relation to what is right and wrong, nor do they raise questions of their own. Pupils have a reasonable understanding of the nature of Christian prayer and demonstrate this in producing simple prayers of praise and thanks, which are displayed around the school.

126. Owing to the school's timetabling arrangements it was not possible to see any lessons for Year 6. Examination of pupils' work shows that by the end of Year 6, they have a grasp of some features of the religions they have studied. Respecting diversity, they are beginning to see why certain things are commonly held to be right and wrong. They retell the story of Rama and Sita, appreciate the idea of celebration in Holi, but they do not describe the key features of what Hindus believe. They can give good examples of how faith influences action and makes a difference to the lives of individuals by looking at the origins for example of the Salvation Army and the NSPCC, but they offer little in the way of personal responses. They do not explore the often puzzling aspects of life and moral and religious issues or go deeper into the ultimate questions of identity, experience, meaning and purpose.
127. Pupils behave well and demonstrate positive attitudes to their work. They are happy to contribute to class discussions but do not show a particular curiosity about the factors which influence their thinking.
128. During the last inspection, staff were uneasy teaching religious education, particularly when it concerned faiths other than Christianity. Teaching is satisfactory now because the school is following the new agreed syllabus, which gives plenty of advice, guidance, and examples so that the right things can be taught more easily. Resources have increased to include an appropriate range of artefacts. Visits to places of worship other than Christian churches remain difficult because there are none close at hand. The school has taken appropriate steps to compensate for this by arranging for visitors to talk about different faiths, often during assemblies. The programme of assemblies supports the religious education syllabus because it deals with common themes. Teachers have had recent training on how to teach about major world faiths, and also on how to deal with themes such as bereavement. The subject co-ordinator regularly monitors planning and samples pupils' work to be sure that the syllabus is covered appropriately. She does not currently monitor teaching so is unable to help teachers develop their questioning skills in order to make pupils think harder and reflect on their own beliefs and personal responses to the experiences of life.