

INSPECTION REPORT

**MRS MARY KING'S CofE (VC) PRIMARY
SCHOOL**

Martin, Lincoln

LEA area: Lincolnshire

Unique reference number: 120530

Acting Headteacher: Mr R Slaney

Reporting inspector: Mrs S Saunders-Singer
12939

Dates of inspection: 5th – 9th June 2000

Inspection number: 190091

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

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INFORMATION ABOUT THE SCHOOL

Type of school: Primary
School category: Voluntary Controlled
Age range of pupils: 4 – 11 years
Gender of pupils: Mixed

School address: Linwood Road
Martin
Lincoln

Postcode: LN4 3RA

Telephone number: 01526 378330

Appropriate authority: The Governing Body

Name of chair of governors: Mr S Ashfield

Date of previous inspection: November 1996

INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
Mrs S Saunders-Singer	Registered Inspector	English Science Information technology Geography History Under-fives	Characteristics of the school Interpretation of the school's results Teaching and learning Leadership and management
Mrs G Hoggard	Lay Inspector		Pupils' attitudes, values and personal development The school's partnership with parents
Mrs M Ashby	Team Inspector	Mathematics Art Design and technology Music Physical education Religious education Equal opportunities Special educational needs	Learning opportunities The care the school gives to pupils

The inspection contractor was:

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PART A: SUMMARY OF THE REPORT

Mrs Mary King School is a smaller than average size primary school with 98 pupils on roll. Pupil numbers are rising. Pupils attend full time from entry in the term after their fourth birthday. During the inspection five children were under five within the Nursery/Reception class. The three other classes each have two year groups. They are average in size with the exception of the slightly larger Year 3/4 class. Each class has a range of abilities and the gender balance is even. The number of pupils with special needs is broadly average; there are two statements of special need. There are no pupils with English as an additional language. Eligibility for free school meals is slightly below the national average at eleven per cent. The school serves the local area and approximately one third of the pupils come from surrounding villages. A number arrive by taxi or bus. Local housing is a mixture of local authority and privately owned. Attainment on entry is broadly average, although a number of children have limited vocabulary. The school population is relatively stable and 96 per cent of pupils in Year 6 have attended since Reception. Over the last two years there have been considerable staffing changes for the pupils in Years 3, 4 and 5.

HOW GOOD THE SCHOOL IS

The school is effective overall. It has coped well with the upheavals caused by staffing turbulence over the last two years and leadership has been effective. There is good provision for pupils with special educational needs and for the youngest children enabling both groups to make at least satisfactory and often good progress. Pupils in the present Year 6 are achieving well and standards are rising in English, mathematics and science. Pupils in the present Years 3 and 4 who have been affected most by staff changes are now benefiting from having one teacher and most are achieving as well as they should. The school provides sound value for money.

What the school does well

- Standards in English, mathematics and science are rising in response to good teaching; the needs of higher attaining pupils are well met in English and science throughout the school.
- Schemes of work in all subjects ensure that skills are planned in logical progression.
- Assessment procedures are good and in the majority of classes they consistently inform teachers' planning.
- Monitoring of progress is good and is used effectively to improve curriculum planning.
- There is good provision for children under five and these children are taught well.
- Pupils with special educational needs make good progress because the provision for them is good.

What could be improved

- Stability of management and consistency in implementing school policies and procedures by appointing permanent staff.
- Levels of support for the lower attaining pupils, often boys, in literacy and numeracy in Key Stage 2.
- Provision for information technology by improving teacher training and resources.
- Formal procedures for pupil welfare.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has made good improvements since the last inspection in 1996. The key issues relating to the need to develop schemes of work and assessment procedures have been met. The roles of the permanent staff as subject managers have been developed well. Teaching quality is improved overall although there are some minor weaknesses in literacy and numeracy. Standards have been maintained in Key Stage 1 and are improving at Key Stage 2. The school makes good use of opportunities for research, particularly at the end of Key Stage 2. There is still room for improvement in the consistency of homework and in the consistency with which the good procedures for curriculum planning and assessment are used.

STANDARDS

The table shows the standards achieved by eleven-year-olds based on average point scores in National Curriculum tests.

Performance in:	compared with				Key
	all schools			similar schools	
	1997	1998	1999	1999	
English	N/A	N/A	C	C	well above average A
mathematics	N/A	N/A	C	C	above average B
science	N/A	N/A	D	E	average C
					below average D
					well below average E

In Year 6 in 1997 and 1998 there were fewer than 10 pupils and results are not compared to national averages. Small cohorts of pupils in each year group mean that results can vary widely from year to year, for example in 1999, 15 per cent of pupils were absent from the science test. In Key Stage 2, although there has been some dip in the attainment of pupils in Years 3, 4 and 5, attainment in English, mathematics and science is now broadly in line with that expected and most pupils are achieving as well as they should. Standards in information technology and in the other foundation subjects are broadly in line with those expected for pupils at the age of eleven. In religious education standards are in line with those expected by the locally agreed syllabus. The school sets challenging targets for attainment at the end of Key Stages 1 and 2 and is successful in meeting them. Children under five attain the levels expected on entry to statutory schooling.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Satisfactory overall. Attitudes to work are good throughout Key Stage 1 and where there is good teaching in Key Stage 2.
Behaviour, in and out of classrooms	Satisfactory overall. Pupils are generally polite, pleasant and attentive, although there are some incidents of thoughtless and inconsiderate behaviour around the school. Behaviour is generally good in lessons, but occasional misbehaviour occurs where class management is inappropriate or lessons are uninspiring.
Personal development and relationships	Good. As pupils get older they take responsibility for a good range of duties around the school. They look after each other and relate well to others in class groups and in the larger school family.
Attendance	Attendance is satisfactory.

TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years	aged 7-11 years
Lessons seen overall	Good	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.

Teaching was satisfactory or better in 97 per cent of lessons seen during the inspection and 72 per cent were good or better. Thirteen per cent of lessons were very good and three per cent were excellent. One lesson was unsatisfactory but there were also some common weaknesses in otherwise satisfactory lessons. The very good teaching in English at Key Stage 1 is a key factor in pupils' good learning in this subject. At Key Stage 2, teaching in English is more variable and, while pupils are making at least satisfactory progress overall, some teaching is weak. Strengths in the teaching include good subject knowledge, high expectations, well-managed pupils and the use of well-targeted questions, which challenge pupils of all abilities. Where there are weaknesses the pace of lessons is slow and activities are unchallenging, leading to some disaffection by some pupils. The teaching of temporary teachers, while challenging and often interesting, is not sufficiently varied to ensure that all tasks are matched to pupils' attainment. The teaching of literacy and numeracy is good in the great majority of lessons and contributes to the standards achieved in English and to the rising standards in mathematics. The needs of pupils with special educational needs are well met.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Satisfactory. Time allocations are suitable and there are detailed schemes of work in each subject, although some elements of the design and technology, music and physical education curriculum are not in place.
Provision for pupils with special educational needs	Good provision. Good quality in-class support and work is carefully matched to pupils' needs.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good opportunities for pupils' social development. Spiritual and moral development is satisfactorily promoted. There are few opportunities for pupils to develop insight into the rich cultural diversity of modern society.
How well the school cares for its pupils	All staff provide caring support for the pupils but there are insufficiently formal procedures in place to monitor their welfare.

The involvement of parents in the work of the school is good. Parents have a generally positive view of the school although there are concerns about continuity, homework and levels of information about the pupils' progress.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Satisfactory overall. The acting headteacher has been effective in maintaining morale and the permanent staff have responded positively to the challenges faced by staffing upheavals and to the issues of the previous inspection report.
How well the governors fulfil their responsibilities	Governors are knowledgeable and effective in their lead of the school, they understand their roles and responsibilities well.
The school's evaluation of its performance	Information about pupils' attainment and progress is successful in directing the school's improved curriculum and assessment procedures. Induction for new staff and the overview of their performance is weak.
The strategic use of resources	Sound. Specific grants are used effectively for designated purposes and consideration of best value for expenditure is satisfactorily.

The school has sufficient teachers for the number of pupils although the high number of temporary staff is unsatisfactory. There are too few support staff for the numbers of lower attaining pupils in the school. Accommodation is sufficient as are resources for learning, except in information technology and there are also books for higher attaining pupils.

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 make good progress and enjoy school. • The children are expected to work hard and do their best. • The teaching is good. • They can approach the school with questions or problems. • Values and attitudes promoted by the school. • Most parents feel that there is enough homework. 	<ul style="list-style-type: none"> • Many would like more information about their children's progress. • Many have concerns about the school's upheavals and management. • Some would like more homework and feel that it should be more relevant and matched to pupils' needs. • Some would like a wider range of extra-curricular activities. • Some are dissatisfied with some teaching and do not feel able to approach the school.

Parents' and carers' views of the school are largely positive and the inspection team endorses these views. Parents are committed to the school, in spite of the upheavals over the last two years, which have affected the education of particular year groups. While most report that they have been kept informed of developments, they also feel that the disruption in staffing has gone on too long. This is in the process of being rectified. Although the majority of parents are happy with their child's teacher and feel they get enough information on progress, a significant minority register less positive views and feel their children's education has suffered, particularly in the class which has encountered most disruption. This is supported by inspection findings. Homework has been inconsistent and at times inappropriate and while expectations are now more realistic, the inspection team find that homework is still not consistently given through the school. About two-fifths of those parents responding to the questionnaire felt that the school did not give them enough information about their child's progress. Inspection findings did not fully support this view although there are areas where the school could usefully share the good information about pupils' progress with parents and children.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and achievements

1. Cohorts in each year group are small and, therefore trends are difficult to analyse. Less than ten pupils took National Curriculum tests in 1997 and 1998 and results are not reported. However, results for pupils in 1999 indicate a steep improvement in English and mathematics; results were close to the average in English, above average in mathematics and well below average in science. The school has set challenging targets to raise standards in English, mathematics and science. These targets are based on on-going assessments and effective analysis of the results of statutory tests to identify specific areas of weakness. These targets were exceeded in Key Stages 1 and 2 in English and mathematics.
2. In 1999 the results of national tests for pupils at the end of Key Stage 1, show that above average standards have been broadly maintained in reading, writing and in mathematics, with a marked improvement in writing. In science teachers' assessments show that the proportion of pupils who reached the expected standards was close to the national average.
3. Compared to similar schools, in 1999, achievement at the age of seven was close to the average in reading, writing and in mathematics. For pupils at the age of 11, achievement was close to the average in English and mathematics but well below in science.
4. Children aged under five make good progress and achieve as they should, firmly consolidating and broadening their understanding. By the time they reach statutory school age, the majority of children have achieved standards in line with expectations for their age in all the areas of learning.
5. Inspection evidence shows that there are variations in the standards attained in different year groups. Pupils in Key Stage 1 do particularly well because of the good teaching they receive. Standards overall are in line with and sometimes above expectations for the end of Key Stage 1 and pupils are achieving as they should. Pupils in Year 2 achieve particularly well because they have a good start to school in the Nursery/Reception class and progress is sustained through Year 1. Good and very good teaching is continued through Key Stage 1 and has a positive impact on pupils' learning. The National Literacy and Numeracy Strategies are raising standards in Year 1, where pupils are achieving as they should, and has made a significant impact on the standards in Year 2. In lessons, expectations are high and average attaining pupils are well challenged.
6. Inspection evidence shows that standards are in line with expectations overall at the end of Key Stage 2 and that standards are rising. A significant number of pupils in Years 3, 4 and 5 have experienced disruption to their education and this has had a considerable impact on standards in these year groups. However, pupils are now achieving as they should and are making up for lost time. Good teaching overall in English, mathematics and science and the good provision for pupils with special educational needs contribute to the rising standards, although this year there is a small group of boys who will only just reach the expected levels. For many pupils at the end of Key Stage 2, standards are in line with national expectations in mathematics and science. In mathematics, improved teacher confidence in Years 5 and 6 in teaching using the National Numeracy Strategy has had an impact on the standards attained. Higher attaining pupils consolidate what they already know and learn new skills.
7. Standards in information technology and religious education meet expectations by the end of both key stages as do standards in art, music, history, geography, design and technology and physical education. Pupils do well in swimming because good provision is made for them to learn to swim.
8. Standards in literacy are average at the end of Key Stage 1 and are rising at Key Stage 2. Pupils

use their literacy skills well to enhance learning in other areas, for example, to research information for their topics, to record their investigations in science, to write in role in history and to write persuasive letters in geography. Standards in numeracy are average at the ends of Key Stage 1 and Key Stage 2 but are improving. Where lessons start with mental problems and pupils are well challenged by the pace, mental mathematics is improved. Pupils use their numeracy skills appropriately across the curriculum. For example, in science when measuring materials to record their experiments, and when recording their findings graphically in science and design and technology.

9. Pupils with special educational needs develop good attitudes to their learning in both key stages. These good attitudes influence their rate of learning and these pupils achieve well in relation to their prior attainment. They make good progress and in some cases catch up significantly and reach average levels of attainment by the time statutory assessments take place when they are aged eleven.
10. Higher attaining pupils generally achieve as well as might be expected. However, group activities in some literacy hours are unchallenging and lead to consolidation of skills rather than further development in a small number of lessons in Key Stage 2. Challenge for higher attaining pupils in science at both key stages is good. There is some significant difference in the attainment of boys and girls and in both classes in Key Stage 2 there are a small, but persistent number of boys whose attainment is below average but who are not designated as having special educational needs. The school acknowledges this and is moving to address their needs with the increase in support staff for the next academic year.

Pupils' attitudes, values and personal development

11. In general pupils show good attitudes to work. Parents report their children are happy to come to school and enjoy their time there; pupils' enthusiasm was evident in the playground before school. Children are enthusiastic about learning and enjoy finding things out; in a Year 3 and 4 science class, while making and measuring shadows, pupils showed good levels of discussion. By working collaboratively and co-operatively experiments were successful.
12. Pupils usually behave well in and around the school, generating a pleasant family atmosphere. Older children play with younger ones and both girls and boys play football harmoniously at break times. They are generally courteous and show respect for their school, which is clean and tidy. However, there are some cases where pupils are less sensitive to the needs of others - for example barging through doors, jostling noisily in corridors or showing little respect for the teacher. A Year 5 and 6 design and technology lesson produced a desultory pace of work with lots of noise and chat, though this was partly linked to weak teaching methods. Year 5 children, returning from their cycling proficiency course, were boisterous and disturbed the lesson. At the beginning of morning and afternoon sessions pupils are often dilatory about entering their classrooms and this lack of urgency does not engender a sense of purpose at the beginnings of morning and afternoon sessions. Incidences of poor behaviour, although few, are often linked to teachers' inconsistency in applying rules across the school. The number of exclusions is fairly low and linked to the behaviour of one pupil.
13. There are good and harmonious relationships between children and adults and among children themselves. This is a strength of the school. For example, in a Years 1 and 2 science lesson, pupils were co-operative and amenable, responding willingly to the teacher's suggestions. There is little evidence of bullying or unpleasant behaviour; boys and girls mix easily together and older pupils frequently support younger ones, for example, in shared reading or by escorting them into assembly.
14. Pupils generally show respect for others' views. The school draws from a wide geographical area but one that is largely homogenous in terms of race, religion and background. Pupils in a Year 5 and 6 personal, social and health education session on self-esteem, demonstrated secure relationships and sensitive input, and all were willing to contribute. Pupils with special educational needs are fully integrated with their peers. There are a good number of opportunities for pupils to

take on responsibility in small tasks, such as distributing hymn books, doing transport rotas and running the school bank; they usually respond well to these challenges.

15. Attendance is slightly below average at 93.4 per cent, with an above average level of authorised absence. This partly reflects holiday absences in term time, but also the rural nature of the school's catchment area. Many pupils are forced to take time off for their own or their parents' medical appointments, since there are large distances to travel. Although pupils are generally happy to come to school, they show no urgency about arriving punctually to lessons, and several sessions start later than the appointed time.

HOW WELL ARE PUPILS TAUGHT?

16. Teaching is good overall and leads to good learning. Teaching seen during the inspection ranged from excellent to unsatisfactory and there are some inconsistencies in the quality of teaching between year groups and between subjects. However, teaching overall has improved since the previous inspection as the proportion of good, very good and excellent teaching is higher. Good teaching was seen in all classes. Teaching in literacy and numeracy are almost always good or better, although there are some weaknesses caused by the inconsistent implementation of the numeracy and literacy strategies.
17. Teaching is best in Nursery/Reception and Key Stage 1, where most lessons are good and very good across most areas of the curriculum. Pupils in Key Stage 1 receive very good support in literacy and numeracy and make particularly good progress because their needs are well met. In Years 3 and 4, while pupils benefit from predominantly good teaching, there is not always sufficient use of good assessment procedures to ensure that different pupils' needs are met. In addition, where there are temporary teachers, the use of the literacy and numeracy strategies is not always secure. In the Years 5 and 6 class, where two teachers share the class, much of the teaching is at least satisfactory and usually good and better. However, expectations of behaviour and effort are not always consistent and some pupils, particularly in Year 5, do not always behave politely or with sufficient attention to their work. The acting headteacher gives a consistently good lead to the quality of teaching and expectations of pupils.
18. Features of the lessons where the quality of teaching is particularly strong include good knowledge of subjects, high expectations, well-managed pupils and the effective use of questions to extend learning. In a good numeracy lesson in Year 5 and 6, a lively mental mathematics session and skilful questioning was backed up by good use of assessment. This enabled the teacher to identify those pupils who had not understood and to meet their needs by tasks well matched to the range of abilities in the class. In a good geography lesson for Years 3 and 4, pupils were enabled to grasp the process of map reading using co-ordinates because of the teacher's clear explanations and well-structured activity. In a very good English lesson in Key Stage 1, well sequenced, stimulating tasks encouraged all to participate because they were enjoying the lesson. The very brisk pace of the lesson contributed positively to very good learning. In a very good literacy lesson in Reception, pupils of school age were drawn into the enjoyment of the text by very skilful questioning and sharing of the teacher's own enthusiasm. One excellent lesson was seen during the inspection. This science lesson was characterised by excellent subject knowledge and very effective use of very challenging activities. These enabled all pupils to make very good progress because they were very well motivated by the task. Every opportunity was taken to extend learning. By the end of the lesson, all pupils had learned to identify the features needed for plant growth.
19. Strengths in the teaching of different subjects include the teaching of science and geography throughout the school. Teachers' good subject knowledge, effective approach and high expectations make lessons run smoothly with no time lost. In science good opportunities are provided for pupils to use their knowledge in experimenting and investigating and in both subjects good use of demonstration by the teacher and pupils supports good learning. This is an improvement since the last inspection when there were insufficient opportunities for pupils to use and apply their knowledge in science. Teaching in literacy is consistently very good in Reception and Key Stage 1 and is good in some lessons in Years 5 and 6. In the one lesson with significant

weaknesses tasks were not matched to pupils' needs, the lesson was imbalanced between listening and activity and pupils' answers were not given sufficient respect to enable useful and open discussion. Teaching in numeracy is consistently good in Reception (and sometimes very good) and in Years 1, 2, 5 and 6 and is never less than satisfactory. Where lessons are based on the national literacy and numeracy strategies, planning is generally appropriate and meets the needs of most pupils, including those with special educational needs. However, in some classes, where the use of the strategies is less secure, lessons are not always well paced or planned to ensure balance of mental mathematics and numeracy skills.

20. Teaching of the under-fives is consistently good and these children make good gains in their learning. The teacher, support assistant and the volunteer helpers are knowledgeable and well informed about the needs of young children and work effectively as a team. Expectations are high and the children are very well managed, contributing to an enticing environment for learning. The ethos in the class is warm and welcoming and the needs of individual children, including those with special educational needs, are catered for well.
21. The requirements of pupils with special educational needs are seen as a high priority. The well-informed support assistant and volunteer helpers work closely with class teachers mainly within the classrooms and work is closely matched to the needs of the pupils. Targets in individual education plans are generally well directed to pupils' overall needs, but are sometimes too general to be fully effective. However, the good quality of teaching ensures that pupils make good gains in their learning and many pupils are enabled to achieve at levels appropriate to their age.
22. The use of homework is inconsistent. Where it is used, it makes a satisfactory contribution to improving standards, but there is not a consistent policy for the school. The majority of pupils take books home to read and some are expected to learn spellings, number bonds and tables. Older pupils sometimes finish work or research work on their topics at home. Parents expressed their concern with the amount of homework that their children are expected to do – some suggesting that they would like less. Inspection evidence shows that the use of homework is too inconsistent to make a sustained contribution to pupils' learning. The school has acknowledged this and plans to implement a consistent policy in the near future.

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

23. Curriculum provision is satisfactory. Areas of weakness have been considerably improved since the last inspection and the permanent staff have worked hard to develop a broad curriculum and ensure continuity and logical progression in learning within a whole school framework. The school offers a broad range of opportunities for all pupils. It meets the National Curriculum requirements in the core subjects of English, mathematics, science and information and communications technology and follows the locally agreed syllabus for religious education.
24. Provision for the under-fives is a strength of the school. A good range of learning experiences provide a good balance between play and more structured activities based on the recommended areas of learning. The under-fives curriculum makes a good contribution to the intellectual development of all children, particularly in language and literacy, mathematics and knowledge and understanding of the world. Good opportunities are provided to promote children's aesthetic and creative development, their personal and social development and physical development. A very good start has been made in introducing the literacy and numeracy hour to reception pupils.
25. The curriculum for Key Stage 1 and Key Stage 2 pupils is satisfactory overall. The allocation of time is balanced effectively so that there is appropriate provision for the national literacy and numeracy strategies in both key stages. There are mixed-age classes and the school has devised a detailed two-year rolling programme when geography, history, art, design and technology, information technology and science are taught within the framework of a topic. This works effectively by ensuring that work is not repeated unnecessarily and that skills, knowledge and understanding are developed in logical sequence through the school. It is particularly effective

in its inclusion of assessment and evaluation as part of curriculum planning to ensure that plans are sufficiently flexible to meet the needs of the pupils. This is good practice although its effect is reduced as the procedures are not always consistently implemented. Most plans show a close match with the National Curriculum Programmes of Study and Qualifications and Curriculum Authority guidelines. These plans are newly in place and there are areas of music, design and technology and physical education that are not fully covered. There is no provision for outdoor and adventure activities at present although there are plans to develop orienteering. Opportunities for the food technology element of design and technology are less well developed at Key Stage 2 than at Key Stage 1 and there are few opportunities to develop or record the pupils' compositions in music. The curriculum is, therefore, not fully balanced in these subjects. However, the acting headteacher and staff are well aware of this and have identified this as an area for development.

26. The school ensures equality of access and opportunity for all pupils. The organisation of classes and groups where possible offer all pupils sufficient support to access all areas of the curriculum and school life. Overall, the curriculum effectively prepares pupils for the next stage in education.
27. The school provides a good range of extra-curricular opportunities that have a positive effect on attainment. For example, there is a chess club, board games club, and art and craft club. There is a writing club where pupils produce a magazine. Pupils circulate this among the school community. In addition to these activities, there are friendly matches of football and skittle-ball being played against other schools in the area.
28. The provision for pupils with special educational needs is good in terms of the identification of their needs by the teachers. Effective individual education plans are in place and parents are informed about the targets. The pupils have good access to the curriculum. The school is effective in developing methods for identifying higher attaining pupils across the school and tracking their progress towards higher levels in the core subjects of English, mathematics and science.
29. The school makes satisfactory provision for the spiritual development of all the pupils. The school aims to ensure that there are some opportunities to extend pupils' knowledge and give them insight into Christian values and beliefs. Pupils of all ages are given time to reflect quietly and to come to understand themselves, the wider world and their place in it. This is positive and effective. There are occasional opportunities for pupils to feel awe and wonder in their discoveries and experiences in science, art and literacy lessons. During assemblies, there are also opportunities for prayer and further consideration of values and beliefs but these opportunities are not fully exploited to give pupils time for reflection.
30. The school makes satisfactory provision for pupils' moral development. There are good links with the church and pupils are given frequent opportunities to hear stories with morals. Pupils consider the principles of truth and justice, being fair and caring for others during assemblies and religious education lessons. The school has a good personal, social and health education programme, which gives pupils of all ages and abilities a clear understanding of acceptable behaviour and the difference between right and wrong. Lessons are also a platform for pupils to air their opinions or share their worries. The school has satisfactory guidelines for behaviour and most teachers have a consistently fair approach.
31. The school makes good provision for pupils' social development. Most staff develop the self-esteem and confidence of all pupils, act as good role models and set standards by personal example. The pupils are given a good range of tasks, which help the school to run smoothly. Older pupils care for younger pupils, there is a family organisation at lunchtime and Year 6 pupils read books to reception pupils. Pupils are given time to express their feelings and ask questions during circle time. There are regular planned lessons to extend pupils' personal and social development. This is particularly effective for Years 5 and 6 where discussions are very sensitively and perceptively led by the acting headteacher. Older pupils learn about sex and growing up, as well as drugs. There is also involvement by the community, for example, in the visits by the educational welfare officer to deal with attendance problems, and the local police officer to run cycling proficiency classes for Year 5 children. Given the casualty toll on Lincolnshire's roads the latter is a very important initiative.

32. The school makes satisfactory provision for pupils' cultural development. There are satisfactory opportunities to extend pupils' knowledge of Christian festivals and traditions. History and geography lessons give pupils good opportunities to extend their knowledge and to give them experience of other cultural traditions. This is enriched through visits to support their topic work. For example, to enhance their history work, pupils visit Nottingham Castle museum. Since the previous inspection the school begun to consider some opportunities to raise pupils' awareness of the richness and diversity of other cultures and to equip them for growing up in a multi-ethnic society. However, these are not yet a secure or regular part of the curriculum and the school recognises this as an area for development.
33. There are strong links with the community and the local church. The parents, members of the community and governors give valuable time and expertise to the school, which effectively enhances curriculum provision. There are good links with all the local secondary schools, which allow constructive relationships to develop. There are several days of induction involving all Year 6 pupils from local primary schools to meet together.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

34. The school is a small, warm and caring community where pupils are well known. However, its small size means informal systems for care and welfare are vulnerable to disruption when there are several changes of staff, or where there is no continuity of care.
35. Long-term staff know their pupils well and respond well to their academic and pastoral needs, but this is not the case where staff are temporary or part-time. The school has a good range of policies on, for example, equal opportunities, behaviour and discipline, assessment, and health and safety, and these are applied sensibly in most cases. There are effective procedures to ensure incidents are followed up quickly and there are good relationships with parents, who report positively on measures taken to promote good behaviour. For example, there is a rewards system based on house points. One parent noted that her son, who has a short concentration span, had been greatly assisted by being encouraged to work for 'stickers'. Parents, in general, feel their children are helped to achieve and enjoy learning, but there is some disparity between teachers in dealing with behaviour. The personal, social and health education lessons are well targeted and a useful adjunct to the more informal systems in school for identifying problems and dealing with them sensitively.
36. All staff in school have received first aid training, and the governors are responsible for regular health and safety checks where areas needing action are identified and dealt with. The school is clean, tidy and well maintained; the environmental area and pond are safely fenced off, and most doors are kept locked or only open outwards. The security system necessitates visitors ringing the doorbell to gain admittance - when the secretary is in attendance this works well. Toilets and eating arrangements are clean and satisfactory. Attendance registers are taken regularly and are filled in according to statutory guidelines. Patterns of lateness or absence are diagnosed and dealt with by the acting headteacher.
37. Although the school is a caring environment, the procedures for child protection are not adequate. The acting headteacher is the designated person but has received no training, nor is there any formal induction into procedures for new staff. Given the turnover of teachers recently informal systems and reliance on common sense cannot be satisfactory.
38. A key issue from the last report required that the school should identify what the children should know, understand and do in every year as they progress through the school and that assessment procedures were improved to ensure consistency and match of learning objectives to pupils' needs. This has been successfully achieved and the school has agreed what will be taught in each subject every year. Assessment procedures are good. They have been well developed and documented and are an integral element of the good planning systems developed in the last eighteen months. However, in practice while the planning and assessment procedures are very

effectively used by the long-term staff, assessment is not consistently applied because of the frequent change of staff. Detailed weekly plans ensure that teachers know what the pupils are going to learn, understand and do; again these are most effective, particularly when informed by assessments of pupils' learning. However, the good procedures are not consistently used by all in-coming staff and in some classes tasks given to pupils do not match their ability. This reduces the effectiveness of the system and the learning for some pupils.

39. Useful baseline assessments are carried out when children start school and test results in Year 2 and Year 6 are effectively analysed to identify trends in performance which then inform future planning. The school carries out other assessments at fixed points in the year to assess pupils' progress in English, mathematics and science. The school is using the information to gauge the rate of progress and the standard it can expect each child to achieve over time. This is good practice. Assessment in information technology is in its early stages and while there are some activities designed to assess pupils' progress, these are not sufficiently developed through the school to give an indication of pupils' progress in information and communication technology skills.
40. There are now very thorough records in place for every child; this is a significant improvement since the last inspection. Targets are set informally by some teachers with the pupils in their class. However, the extensive information about pupils' learning and progress is not fully shared with parents and pupils. This means that the opportunity is missed to help pupils with their self-knowledge of their learning and parents do not have the benefit of seeing the good range and quality of information about their child's progress.
41. The quality of marking of the pupils' work is variable and consistency has not improved since the previous inspection. In some classes work is routinely dated, marked and helpful, positive comments develop good dialogue with pupils about their learning or effort. However, in some classes work is often not dated and comments are not always positive and constructive. Where teachers have annotated work and given National Curriculum levels in their assessments, useful portfolios of work have been collated for the school to monitor attainment.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

42. Parents' and carers' views of the school are largely positive and they remain very committed to it, despite the recent upheavals. Most feel they have been kept informed of developments, but that the disruption in staffing has gone on too long. Parent governors' involvement in the work of the school is good. They frequently come in to observe and to talk about their work. Although the majority of parents are happy with their child's teacher and feel they get enough information on progress, a significant minority register less positive views and feel their children's education has suffered, particularly in the class which has encountered most disruption. This is supported by inspection findings. Homework is a particular bone of contention, as several parents feel the amount or the content have not been appropriate for their children. About two-fifths of those parents responding to the questionnaire felt that the school did not give them enough information about their child's progress. Inspection findings do not fully support this view, but it doubtless reflects the inconsistent situation in the recent past. Stability in staffing and the appointment of a new headteacher should ensure continuing improvement.
43. The school provides a satisfactory range of information for parents. There is a prospectus, a useful booklet for those with children starting school and several information letters about school matters such as induction meetings or Parent/Teacher Association events. There has also been a curriculum evening on numeracy, which parents found informative. Parents can come in once a month to discuss children's work. Annual reports are adequate but rather sketchy; they contain little reference to National Curriculum levels or targets for improvement, whether academic or behavioural. The governors' annual report to parents is adequate, but has a few minor omissions, such as the date for election of the next parent governor.
44. Links with parents and carers make a satisfactory contribution to children's learning. The school

consulted the parent body over the home-school contract and it has been refined in the light of their comments. Homework diaries have been introduced recently for Key Stage 2 pupils; however these are not yet used consistently and some parents remain confused about their use. Reading records, similarly, vary in the consistency with which they are used. Parents are very supportive of the school in terms of their time. The Friends of the School is an active body which does sterling work raising funds; a number of parents help out on school trips or with swimming, and a notable number of parents come into school regularly to help with reading, numeracy and when cooking is taking place.

HOW WELL IS THE SCHOOL LED AND MANAGED?

45. The overall leadership and management of the acting headteacher and key staff are satisfactory. The school has recently experienced a period of considerable disruption due to the long-term illness and subsequent retirement of the headteacher. This situation was impossible to resolve for some time and has resulted in a succession of temporary staff for the Years 3/4 class, which has had an effect on the education of the present Years, 3, 4 and 5 pupils. The deputy headteacher has taken on the acting headteacher role from January 1999. In order to release him for his managerial role, another temporary appointment has been made for a part-time post. These changes of teaching staff have resulted in lack of consistency and an unsettled period and have created significant challenges for the management of the school. The acting headteacher has been most successful in his leadership of the school during this difficult time. He has established a committed team of permanent staff who work very well together for the benefit of pupils and parents, sustaining a positive and caring school ethos in spite of an overload of responsibilities. They share a commitment to raising standards and have successfully identified key areas for improvement. Many of the key issues of the last report have been met well. Co-ordinators now have opportunities to monitor teaching and learning, good assessment procedures have been established and schemes of work are in place. Standards in the core subjects are steadily rising.
46. Schemes of work are now in place in all subjects. This is effective in establishing the logical progression of learning through the school. Subject co-ordinators monitor half-termly plans and regularly review the curriculum. The development is systematic and there is a clear and well-analysed overview of the whole curriculum by the core staff who continue to develop the curriculum to include those areas of music, design and technology and information technology which are not yet in place. Planning is regularly monitored by the acting headteacher and co-ordinators to ensure that pupils' skills are developed systematically. Co-ordinator files provide useful records of developments, well informed by the monitoring of their subjects. Management of special educational needs is good and pupils' needs are well met. Routine administration is good; it is efficient and effective.
47. Management of the provision for pupils with special educational needs is good. The school identifies pupils with special educational needs quickly and follows up concerns. Parents are informed and kept up-to-date by annual reviews of their own child's progress. The co-ordinator for special educational needs monitors the effect of the provision for the pupils on the register. The governor with responsibility for special educational needs has an accurate overview of the school's ability to meet the needs of pupils and is effective in support of provision in the school.
48. The governing body fulfils its responsibilities well. Governors understand their roles and show sustained commitment to the school and all governors share a determination to improve the quality of education provided by the school. They have been effective in managing the school through a prolonged period of upheaval and difficult personnel issues. Information by the acting headteacher and curriculum co-ordinators is generally effective and the governors have a well-informed overview of the long-term development of the school. They are clear in their aims and objectives for the school. However, while monitoring classes is beginning, governors are not fully aware of the inconsistencies in practice due to changing staff. There is an appropriate range of committees reporting efficiently to the full governing body.
49. The acting headteacher's monitoring and evaluation of the pupils' performance and the progress

they make, is good. It is rigorous, well focused and effective. There is an effective formal procedure for recording the outcomes and setting targets for improvement. The school has set targets to raise standards in English, mathematics and science. These targets are based on a thorough analysis of assessment data from national tests and, consequently, the school is making progress towards its targets and is likely to meet them this year. This is good and is having an impact on the standards pupils are achieving at the end of the two key stages. However, monitoring of classroom practice has not been specific enough to identify whether the useful documentation for assessment and tracking pupils' progress through the year is used consistently throughout the school. The acting headteacher and the co-ordinator have monitored literacy and numeracy and, while this is contributing to the satisfactory implementation of the strategies, in some classes where there are temporary staff, there has been no systematic monitoring of teaching to ensure delivery. This is a weakness. As a result, monitoring is not as effective as it could be and there are some inconsistencies in classroom practice.

50. The school makes good use of resources and funds made available to it. The school development plan is a well presented, well-produced, working document, which has been appropriately constructed to raise standards. Spending decisions focus on raising standards in literacy, numeracy and science, improving the buildings and developing the curriculum in line with national requirements. The staffing upheavals have had a significant impact on the management of the budget and the school is managing the effects on its funding well. Financial management is prudent and while a slightly larger than average carry forward has been amassed there are clear plans to utilise this in the forthcoming school year. This is particularly significant as there are not sufficient ancillary staff to ensure that lower attaining pupils, often boys, in split year group classes in Key Stage 2 are making the progress that they should. The school has successfully addressed the minor issues raised in the audit report. The senior school secretary manages financial procedures, day-to-day accounts and office procedures to a high standard. The use of a computerised system for managing the school libraries represents good use of information technology.
51. There is a good number of suitably qualified teachers to meet the demands of the curriculum. A weakness in staffing is the lack of identified induction procedures for new staff. There is currently three full-time staff, one on half-time contract and one supply teacher. All have been suitably trained for the phase of education they teach but the short-term nature of the two temporary contracts means that subject responsibilities are devolved onto the shoulders of the core permanent staff, and the acting headteacher in particular, is overloaded with subject responsibilities. This has had a negative effect on some developments. There is one support assistant whose time is deployed effectively and whose input makes a significant contribution to the children in the Reception class and to pupils' learning. However, while pupils with special educational needs are well supported, there are insufficient learning assistants to support the significant proportion of lower attaining pupils in each class.
52. The accommodation is adequate for the teaching of the curriculum and is well cared for. A good range of attractive displays, which stimulate and provide good support for learning and is. Some corridors and classrooms are cramped by the use of storage areas and the library is barely adequate for the size of the school, but the building is light, pleasant and well maintained. There are large playing areas with generous space for games and physical education on the field. The environmental area is attractively maintained and well used, for example in pond dipping. Resources for learning are largely satisfactory and utilised well, although barely so in information and communications technology. Computers are old and outdated and very few in number. The school awaits the delivery of computers from the National Grid for Learning initiative.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

In order to raise standards further the governors and school should now:

Ensure stability of management and the effective implementation of school systems and

procedures by:

- appointing permanent staff to the post of headteacher and other teaching vacancies
- implementing effective induction procedures for new staff
- monitoring the implementation of school policies at classroom level
- sharing the good practice in teaching.

(Paragraphs: 16, 17, 19, 38, 48, 49, 72, 77, 84, 85)

Improve the progress of lower attaining pupils, often boys, in literacy and numeracy in Key Stage 2 by improving levels of support.

(Paragraphs: 72, 78, 83, 84, 50)

Improve resources and provide training in information technology for all staff to ensure well-resourced and knowledgeable teaching.

(Paragraphs: 106, 107, 108, 109)

Ensure that procedures for pupil welfare are formalised in order that all staff are aware and informed.

(Paragraph 37)

Minor issues:

Review curriculum developments to include all aspects of music, design and technology and physical education and to ensure pupils' awareness of cultural diversity is raised.

(Paragraphs 25, 32, 97, 110, 115)

Promote effective time keeping and punctual arrival at the beginning of sessions in order for time to be used effectively and to improve pupils' attitudes and sense of purpose.

(Paragraph 37)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	30
Number of discussions with staff, governors, other adults and pupils	15

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
3	13	56	26	3	0	0

The table gives the percentage of teaching observed in each of the seven categories used to make judgements about lessons.

Information about the school's pupils

Pupils on the school's roll	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	98
Number of full-time pupils eligible for free school meals	11
Special educational needs	YR – Y6
Number of pupils with statements of special educational needs	2
Number of pupils on the school's special educational needs register	16
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	6.5
National comparative data	5.4

Unauthorised absence

	%
School data	0.1
National comparative data	0.5

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

Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	99(98)	5(7)	9(5)	14(12)

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	3(5)	3(7)	4(7)
	Girls	9(4)	9(5)	9(5)
	Total	12(9)	12(12)	13(12)
Percentage of pupils at NC level 2 or above	School	80(75)	80(100)	87(100)
	National	82(77)	83(81)	86(84)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	3(7)	4(7)	4(7)
	Girls	9(5)	9(5)	9(5)
	Total	12(12)	13(12)	13(12)
Percentage of pupils At NC level 2 or above	School	80(100)	87(100)	87(100)
	National	82(81)	86(85)	87(86)

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

Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	99	6	8	14

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	2	4	4
	Girls	7	6	4
	Total	9	10	8
Percentage of pupils at NC level 4 or above	School	64	71	57
	National	70(63)	69(62)	78(68)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	4	3	4
	Girls	7	6	5
	Total	11	9	9
Percentage of pupils at NC level 4 or above	School	78	64	64
	National	68(65)	69(65)	75(71)

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	97
Any other minority ethnic group	0

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	3	1
Other minority ethnic groups	0	0

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

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	4.5
Number of pupils per qualified teacher	21.6
Average class size	24.2

Education support staff: YR – Y6

Total number of education support staff	2
Total aggregate hours worked per week	40

Financial information

Financial year	1998/1999
	£
Total income	163,850
Total expenditure	159,625
Expenditure per pupil	1,716
Balance brought forward from previous year	10,820
Balance carried forward to next year	15,045

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	98
Number of questionnaires returned	22

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	59	32	5	0	5
My child is making good progress in school.	36	50	9	0	5
Behaviour in the school is good.	36	50	5	0	9
My child gets the right amount of work to do at home.	23	55	18	5	0
The teaching is good.	45	41	5	9	0
I am kept well informed about how my child is getting on.	18	32	36	9	5
I would feel comfortable about approaching the school with questions or a problem.	45	41	5	9	0
The school expects my child to work hard and achieve his or her best.	45	50	0	0	5
The school works closely with parents.	32	36	18	9	5
The school is well led and managed.	18	45	23	9	5
The school is helping my child become mature and responsible.	27	55	18	0	0
The school provides an interesting range of activities outside lessons.	9	45	18	18	9

Summary of parents' and carers' responses

Parents' and carers' views of the school are largely positive and the inspecting team endorses these views. Parents are committed to the school, in spite of the upheavals over the last two years, which have effected the education of particular year groups. While most report that they have been kept informed of developments, they also feel that the disruption in staffing has gone on too long

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

53. Provision for the under-fives is good and is a strength of the school. This is an improvement since the previous inspection. Children enter the Nursery/Reception class in the term after their fourth birthday. Induction procedures are well established and informative and are appreciated by parents. At the time of the inspection there were five children under the age of five.
54. Attainment on entry is broadly average although a number of children have limited vocabulary. Children make good progress overall and by the age of five the majority of children achieve in line with expectations for their age in all areas of learning.

Personal and social development

55. Children are eager to come to school. They play well together and respond willingly to instructions and questions. They are confident and friendly. Most children sustain concentration. They make good use of the many opportunities to make independent choices about which activity they would like to experience and this effectively develops their independence and initiative. Children cooperate and play happily together in the laboratory role-play area. Children are actively engaged, happy and lively and are managed effectively to make the most of their positive attitudes to learning. This impacts favourably on their learning and progress. They tidy up their activities at the end of sessions when requested. They take pride in what they achieve. The children organise their personal hygiene effectively and are learning to change into physical education kit, fasten their clothes and shoes to give them more personal independence. They take part in whole-school assemblies confidently and play alongside older pupils in the playground.
56. The teaching of personal and social skills is very good. All the staff consistently encourage the children to be independent and to take initiatives. They are supportive and gentle, but give a firm lead to explain right from wrong and what is acceptable behaviour. Good opportunities are planned for children to learn to concentrate and persevere with teacher-directed activity. There is a good range of resources for children to select their own activities in purposeful play.

Language and Literacy

57. Although a number of children have limited vocabulary on entry to school, the majority make good progress and are on course to meet the standards expected at five; a small number have already met these requirements and are working in the early stages of the National Curriculum. By the age of five children listen with enthusiasm and give appropriate responses to questions; for example, they demonstrate good understanding of rhyme and appreciation of rhymes and meaning of language in stories and poetry. They enjoy drama and enthusiastically engage in role-play, taking roles within the 'laboratory' confidently. The children have a good repertoire of action songs and number rhymes. There are good opportunities to extend learning and improve children's skills in speaking, listening and literacy through use of the role-play area, writing corner and book area. Teacher and support staff questioning and conversation is skilful and encourages children to think carefully and express their thoughts increasingly fluently in conversation. Children offer ideas and opinions and talk about their preferences and their vocabulary is developing through the varied experiences in the classroom. They love books, use them carefully and are eager to talk about characters and their favourite stories. Children know that pictures can tell a story and words have meanings; many are showing confident early reading skills and recognise initial letters and words in context, they know their names, registering themselves into school each day by posting their name cards into the class post box.
58. Children's learning is well supported by the very good teaching in language and literacy. Basic skills are taught knowledgeably and are further supported by the good home-school partnership.

All children have regular opportunities to take their books home to share and read to their families. The majority do this regularly and as a result, children are making good progress in early reading skills. In class, the use of large picture books is successful and gives imaginative and sustained opportunities for language development. The teacher matches activities to the abilities of the children and they feel secure and happy to work and offer their thoughts and opinions. A good range of activities supports children's growing confidence as independent writers in the writing corner and in teacher led tasks, as in the production of the children's versions of well-known stories. The majority of children are confident to write their own writing or attempt to spell words from the walls or books. Some produce a sentence with some support for spelling. Progress is good and by the time they are five the majority of the children know the names and sounds of many letters of the alphabet. Many write and recognise their own name.

Mathematics

59. The majority of children make good progress in their skills, knowledge and understanding in mathematics. They know the correct words to describe shape and position, size and quantity and demonstrate a good level of understanding orally and in practical ways. They use subject-specific vocabulary well; for example, in describing shapes such as 'circle', 'square' and 'triangle', and in describing position as in 'next to', 'behind' or 'under'. The language of mathematics is well augmented through play and through the good use of language by adults. Children are increasingly confident to use their new vocabulary. By the time they are five, the majority of children can count accurately matching one-to-one numbers to 10 and above. They match, sort, sequence and order accurately and many are beginning to produce repeated patterns and prints with blocks or beads in art.
60. Teaching is good overall and at times, very good. Numeracy lessons give opportunities for mental mathematics and a structured time where children learn to focus on a teacher-led activity or to use practical resources specifically designed to promote mathematics' skills. The pace of these lessons is good, children are engrossed in their activities and the impact of the teaching is good. Good links are made with music, and art in creative development. There is a good range of mathematical equipment of good quality. These are used regularly to enable children to reinforce their learning, for example, in capacity and volume through sand and water play and to practise their counting.

Knowledge and understanding of the world

61. Children are developing a good knowledge of senses through the topic work. By the age of five the majority of children talk confidently about themselves, name their family members and some also say where they live. They are beginning to have an understanding of the passing of time and begin to identify differences between then and now, when they were babies and what they can do at the age of four or five. The children are encouraged effectively by the consistently good teaching and this has a positive impact on their learning. The curriculum is well planned through half-termly topics which helps to stimulate the children to learn more about the world through play experiences. These are successful in developing children's knowledge and understanding about the world. The focus on mini-beasts enables the children, through their observations of the local environment, the wormery and stick insects, to understand conditions needed to sustain life, to begin to classify mini-beasts by their characteristics and to appreciate the wonders of the world. In information technology many children control the mouse and press the space bar and directional arrows to operate a computer program and produce pictures to illustrate symmetry.
62. The children have good opportunities to use sand and water to develop scientific ideas such as the ways that sand changes when wet. The equipment available to teach these ideas is sufficient and stimulating. There is a good range of equipment to build small designs with construction kits. The school makes good use of the local environment and the school grounds to stimulate learning about the world and to extend children's language.

Creative development

63. By the age of five many children paint, cut, stick and fold paper and card with growing skill and dexterity, for example, in their making of “Incy Wincy” spiders, webs and bees. Teaching is good and children have a good range of opportunities to develop creative ideas. This is successful in raising their awareness and developing creative skills, often with cross-curricular links; for example, with knowledge and understanding of the world, language and mathematics. They paint pictures of their favourite stories, for example, “Elmer”. They illustrate their class versions of the very quiet cricket or the very busy spider attractively, help to make colourful and vibrant collaborative pictures, design and make invitations in the writing corner and use mark-making and malleable materials very confidently. They make increasingly well observed drawings, for example, of snails. Many children have good skills in drawing. The children explore the properties of texture, shape and form using play dough. They use paints effectively. They enjoy music and sing a good repertoire of known songs enthusiastically. They listen to music carefully and repeat phrases generally accurately and in tune (almost!). Good links are made with language and literacy as the songs are directly related to the well-known stories they are reading. Their singing is encouraged through the daily register during which each child responds to their sung name with the phrase “hip, hip, hooray”.

Physical development

64. Progress is good. Children move confidently and imaginatively and show progress in their increasing control of movement, co-ordination and in their growing awareness of space. They respond well to direction during sessions in the large hall, listening closely to their teacher. The children respond very well to rhythm and are quick to respond to music to twirl, spin, float, sail and ripple joyfully. They are beginning to put together a sequence of movements to form a dance. They jump, hop, skip, move safely while running and use small apparatus safely in the playground. Children handle scissors, small construction and malleable materials with increasing control and accuracy and are enthusiastic in this area of experience. Teaching is sound. However, while the opportunities for outdoor play have been improved since the previous inspection and children enjoy regular opportunities to play in a safe area with a good range of small apparatus, there is a lack of larger outdoor equipment.
65. Provision for the under-fives is managed well. The co-ordinator is very knowledgeable and enthusiastic. She has a very good understanding of the learning needs of young children and her overview of the under-fives curriculum and provision is clear and well expressed. She is well organised and effective in developing provision in the school, including the introduction of new planning in advance of national initiatives. She and the classroom assistant work well as a team to create a safe, happy and enticing environment for learning and their expectations of children’s efforts and behaviour are very high. They collaborate in planning and in making assessments of the children. These useful assessments reflect the attainment of the children accurately and are well used to match activities to children’s needs. This includes appropriate activities and challenge for higher attaining children. Accommodation is roomy and well planned to provide quiet and busy areas and there is a good-sized area with suitable floor covering for the creative elements of the curriculum. The room is light, bright and very attractively enhanced by examples of children’s work. Display boards are well sited to enable children to view the work. Accommodation, learning resources and staff are deployed effectively and impact well on the enriching and positive environment for children’s learning.

ENGLISH

66. Standards in English have been maintained since the last inspection and are average by the end of both key stages. Inspection evidence indicates that standards are rising and the proportion of pupils in line to achieve higher levels in reading and writing at the end of Key Stage 1 is improved. High expectations at Key Stage 2 mean that a significant number of pupils are in line to achieve well in writing by the age of 11. The raising of standards in writing has been a priority in the school development plan as has the improvement in the attainment of boys overall. Reading has a high profile throughout the school. As a result, standards in reading are high for a significant number of pupils by the end of both key stages. Pupils with special educational needs make good progress throughout both key stages because work is well suited to their needs and they are well

supported in class and work is carefully planned to meet the needs of all pupils. This is an improvement since the previous inspection. The literacy hour is well established for the permanent members of staff and is having an impact on standards.

67. All pupils make satisfactory progress in developing their speaking and listening skills because they are given frequent opportunities to acquire and consolidate new vocabulary in a systematic way. For example, as a result of very good questioning by the teacher, pupils in Years 1 and 2 gave several suggestions for their own versions, in correct sequence, of a well-known story "Little Red Riding Hood". Year 2 pupils gave examples of synonyms confidently for "big", "break" and "like". Following an effective introduction to a lesson on using adjectives to inject interest and colour into poetry, Year 3 and 4 pupils made positive suggestions on how to create atmosphere by varying tone and expression and used alliteration and onomatopoeia successfully. Teachers encourage pupils to share their ideas in a variety of ways both in whole-class and small group sessions. This proved very effective in Years 5 and 6 in discussions about different authors' methods of creating mood and tension and developing plot. Pupils of all abilities were confident to express their views and give examples from a good range of authors they have read and enjoyed. However, while there are some opportunities to make presentations of work, for example in Year 3 and 4, overall, opportunities are sometimes missed for pupils to speak to different audiences, such as in whole-school assemblies or to class groups other than their own.
68. Pupils of all abilities make good progress in reading throughout the school. Shared reading sessions are well introduced and teachers are good role models and give pupils plenty of encouragement to participate. Pupils in Key Stage 2 and Reception enjoy their shared reading sessions. At Key Stage 1, pupils read simple texts accurately and confidently, they know how to blend letters together to build words; lower attaining pupils know and use initial sounds and their names. A very good lesson in Year 2 ensured that pupils were clear about the difference between vowels and consonants and the teacher's skilful and positive encouragement ensured that higher attaining pupils used dictionaries and thesauruses and learned that words are arranged in alphabetical order. At Key Stage 2, pupils read a range of both fiction and non-fiction texts accurately and fluently and thoroughly enjoy talking about what they have read. Pupils locate information and use reference books successfully. A good example was seen where older pupils researched information for their topic work in history. A well-focused literacy lesson in Year 5 and 6 with a lively content and skilful questioning generated a positive attitude to reading and promote pupils' confidence to express opinion in a respectful atmosphere.
69. Pupils make satisfactory and sometimes good progress in writing throughout Key Stage 1 so that by the age of seven, attainment is at least in line with expectations with an increasing number of pupils attaining good standards. Spelling and grammar are taught well across the school and this contributes to the standards attained. As a result of a very good lesson in Year 1 and 2 pupils very quickly learned the difference between nouns, adjectives and verbs, because the teacher made learning fun and presented tasks invitingly. Most Year 1 pupils write simple sentences and can tell the teacher where to use capital letters and full stops. Lower attaining pupils make a good attempt at writing their own 'news' and include isolated words. By the age of seven, pupils are beginning to incorporate speech marks and occasionally commas in their independent writing; higher attaining pupils use apt and interesting beginnings in their story writing. Attainment in spelling is above average. Pupils are encouraged to use writing in lessons other than English, such as compiling plans in design and technology and accounts in history; in independent writing, news or retelling of known stories. Consistent encouragement is given to the inclusion of varied and interesting vocabulary to enrich pupils' work.
70. Writing for different purposes is also extensive in Key Stage 2 and includes poetry, newspaper reports and leaflets such as the work on Islam in Years 5 and 6. As a result of good questioning and encouragement older pupils produce lively, imaginative work which capture the reader's attention, and use of words such as 'haunting' and 'mystical' set the scene for their poetry in response to the art of Gauguin and Lowry. The quality of handwriting and presentation of work varies from class to class. Although some neat, well-presented work was seen in some classes, this is not always the norm. This sometimes adversely affects standards and progress in this area. Pupils' written work is marked regularly and where marking contains useful advice for

improvement it is helpful however, this is not consistent in the school.

71. Teaching is very good in Key Stage 1 and it varies between unsatisfactory and good at Key Stage 2. In the majority of lessons, where expectations are high, the pace of learning is good. Most pupils display positive attitudes to learning in English because teachers plan work carefully and tasks are usually interesting and varied. Subject knowledge is secure, which enables teachers to introduce and consolidate new knowledge and understanding effectively. Basic skills, such as spelling, punctuation and grammar, are taught well which enables pupils to make good gains in their learning in these areas. The teaching of writing skills is good and contributes positively to the standards attained in English. Pupils are encouraged to explore the feelings and emotions of characters in their stories and there are many well-taken opportunities for pupils to work co-operatively and harmoniously; pupils work well together in class and group sessions and in the main, show respect for others' views and opinions. Teachers read stories and poetry expressively and sensitively which captures pupils' imagination. Pupils are introduced to stories and poetry from other cultures as well as their own, although this is not widely developed. In Years 5 and 6 pupils use their information and technology skills to word process writing in a variety of fonts and colours.
72. Most teachers control and manage pupils well, enabling them to work without disruption. The majority of teachers are consistent in their expectations of behaviour and effort and express their appreciation of pupils' efforts. An exception occurs in Key Stage 2 where pupils are not always managed effectively and the pace of one literacy lesson was too slow to retain pupils' interest and concentration. In the majority of lessons in this key stage, teaching is at least satisfactory and better and pupils make appropriate progress. Also at Key Stage 2 where there are weaknesses, the literacy strategy is not always used and although in some lessons the input by the teacher is skilful and of good quality, there is not a balance of experience within each session. In addition, where the school's good assessment procedures are not used effectively, tasks do not always meet pupils' needs. This is particularly true in split age group classes where the needs of the younger pupils or lower attaining pupils are not always catered for in tasks. This reduces the effectiveness of the teaching and reduces the progress that some pupils make.
73. The needs of pupils with special educational needs are met through the individual education plans and because these pupils are well supported by well-informed and knowledgeable classroom assistant or volunteer helpers. This support plays a major role in the good progress that these pupils make in English.
74. Resources, such as big books, are used well and most classrooms are enhanced by the use of key words and captions to support pupils' learning. Computers are used appropriately for word processing in the majority of classes, although they were not seen in use in the Year 3 and 4 class.
75. Procedures for assessment are good and in the majority of classes detailed records are effective in tracking pupils' progress in all aspects of English. Results of spelling and reading tests are recorded which give teachers a good indication of how well pupils are progressing. The permanent teaching staff have carefully compiled a useful portfolio of levelled pieces of work to ensure consistency of judgements. There is some target setting by individual teachers; this is good practise and helps pupils to target their efforts. Home/school reading booklets and the day-to-day monitoring of pupils' reading in Key Stage 1 is consistent and effective and some good dialogue is maintained with parents. However, this is not always the case in Key Stage 2 in particular for the good and very good readers once they make free choices of books and so recording of their reading does not always reflect the mature views and opinions which these pupils are developing.
76. Literacy is used effectively in areas such as science, design and technology, geography and history. All pupils have full access to the curriculum. Boys achieve less well than girls and the school has identified this and is taking steps to address this issue by increasing classroom support and by increasing the range and choice of books to include non-fiction and adventurous texts.

77. The co-ordinator monitors plans and gives staff advice and guidance and has monitored teaching and learning in the classrooms. Although teachers receive valuable feedback, there has been insufficient focus on specific areas, such as the implementation of the school's good assessment procedures and explaining the requirements of the literacy strategy to new staff members. This has led to the sometimes erratic use of the literacy strategy in planning lessons in Key Stage 2. The co-ordinator file is well documented and shows a detailed audit of English in the school and a clearly expressed direction for the development of the subject. This is good practice and is a good response to the key issue of the last report in the development of the co-ordinator role.

MATHEMATICS

78. Standards have improved over the past four years. The school has achieved the targets set for 2000 at both key stages. However, girls are outperforming boys and there was a marked gender difference in standards of attainment observed during the inspection.
79. The National Numeracy Strategy has been introduced generally effectively. It is well implemented in Key Stage 1 and in Years 5 and 6 and where teachers are following its structure, it is having a positive effect on what pupils are able to do. However the use of the strategy is not always evident in Years 3 and 4 and in some lessons there is a lack of emphasis on mental mathematics and explanation of different strategies to use.
80. Pupils' number skills are generally sound. By Year 2, most pupils understand repeated addition and successfully calculate tasks involving twos and tens. They write their own problems of addition up to twenty. The higher attaining pupils have a good understanding of place value. Most pupils use correct mathematical language. The clear majority can count accurately to 100 and order numbers correctly. They can work out coins of equivalent value. By Year 6, most pupils are competent with the four rules of number. They have a good understanding of place value. They understand how to calculate problems such as divide a four digit multiple of 100 by 1000. They can add fractions and change them into mixed numbers and demonstrate an understanding of decimals.
81. Pupils have satisfactory knowledge of shape, space and measurement. Younger pupils know basic two-dimensional shapes and, by Year 1, pupils are learning how time is measured. By Year 2, pupils recognise cuboids, cones, spheres, triangular prisms and pyramids. Year 3 pupils understand symmetry and can say if a shape is symmetrical and identify the axes correctly. By the end of Key Stage 2 pupils understand what is meant by perimeter and area and have the skills to work this out.
82. In both key stages, pupils use and apply mathematics across the curriculum. Their skills in applying mathematics are satisfactory. They use metre sticks to measure shadows in science, produce graphs to represent findings in topic work and measure carefully in centimetres to produce models in design and technology. They use data handling and apply this knowledge in science and information technology for example, in Year 2, pupils collect data to find their favourite fruit or vegetable and in Year 6, pupils compile a spreadsheet to calculate costs for party food. Teachers' assessments show that while pupils attain in line with expectations, very few pupils attain at the higher levels in either key stage in using and applying mathematics. While there has been an improvement since the last inspection, there are still not sufficient opportunities to extend pupils' use and application of their mathematics knowledge.
83. Overall, the majority of pupils make good progress in mathematics. Higher attaining pupils are being identified and the setting of targets for learning is enabling some, but not all of them, to accelerate their rate of progress. Tasks for pupils are usually graded in difficulty and some good examples were seen of work being well matched to pupils' abilities. Pupils with special educational needs receive good support and make good progress. In all year groups there are some pupils, predominantly boys, whose progress is slow and who have below average number skills for their age.

84. Teaching is good in all lessons in Key Stage.1. Teaching is good in nine out of ten lessons at Key Stage 2 and is never less than satisfactory. The most effective lessons are well planned and follow the National Numeracy Strategy effectively with a good emphasis on whole-class teaching, mental mathematics and direct teaching of skills. Teachers' questioning is usually good with questions that help pupils to understand and test knowledge. This is particularly successful in Years 5 and 6, where teachers routinely target all pupils with skilful, searching questions. There is a good emphasis on the use of correct terminology. Instructions to pupils for tasks to be completed are clear and understood by them. In response, pupils' attitudes to their work are usually satisfactory and often good: most individuals are pleased to be asked to show their work and explain their thinking, although some younger pupils need reminding to share and take turns. When asked to do so, pupils collaborate effectively to complete tasks and generally co-operate well in their groups and respond well to the range of teaching within numeracy sessions. However, where the numeracy strategy is not used consistently pupils' learning is sometimes inhibited and pupils are not keen to contribute in whole-class mental mathematics sessions. This is particularly evident with younger or lower attaining pupils in Years 3 and 4. Most lessons move along at a satisfactory pace. However, pupils are not routinely given deadlines for completion of work. Older pupils are not used to working efficiently to complete their tasks to deadlines and this sometimes reduces the pace of learning. In the good lessons, and particularly in Reception and Key Stage 1, pupils are expected to think and to use their skills creatively and these aspects are suitably reinforced in plenary sessions. There is no evidence of mathematics homework being regularly set in any year group and this reduces pupils' opportunities to consolidate their learning.
85. There are good assessment procedures in place which include the key objectives of the National Numeracy Strategy and set targets for the year groups. Where assessments are used consistently to inform teachers' planning, pupils' tasks are well matched to their learning needs and they make greater progress. However, this good practice is not consistently applied throughout the school. In Reception and Key Stage 1 work is neat and well presented and pupils take pride in their books. However, the standards of presentation that are accepted by different teachers in Key Stage 2 are variable and pupils, particularly the lower attaining pupils do not set out and organise their work correctly. This has an adverse effect on their calculations and on their attitudes to their work. Teachers' marking is not consistent. In the best examples it is positive and encouraging but there are some negative and unhelpful comments.

SCIENCE

86. Standards in science are broadly average; at the end of Key Stage 1 pupils achieve as they should. There is evidence of improvement in Key Stage 2 and standards are average at the end of the key stage, particularly in the attainment of pupils in Years 3, 4 and 5. There is a small group of boys whose attainment is below average.
87. Teaching is good overall at Key Stage 1 and pupils make appropriate gains in their learning. They enjoy science and show enthusiasm for their work because tasks are interesting. For example, pupils in Year 1 identified the insects collected from pond dipping and from their sensory walk around the school grounds. They classified these finds effectively by senses "I saw, smelt, heard, felt...". In an excellent Year 2 lesson, the teacher worked with higher attaining pupils to help them find out which features are necessary for successful plant growth, using fair testing. These pupils made good progress because the teacher encouraged them to use correct terms and used questions effectively to extend their knowledge and develop their scientific skills.
88. Teaching seen in Key Stage 2 is good. In Year 3 and 4 for example, the teacher's good subject knowledge, high expectations and a brisk pace enable pupils to complete a good amount of work in lessons. Most pupils use scientific vocabulary such as "light source", "opaque", "fair test" and show a good understanding of light and shadow through their experiments to make and measure shadows. However, higher attaining pupils had little opportunity to develop their own recording skills and this was a missed opportunity. In Years 5 and 6 challenges for higher attaining pupils are good. For example, a group who had been pond dipping engaged in a lively and well-informed discussion and activity to classify their finds using good questions and enquiry skills to produce an effective chart. This led to consolidation of skills as well as the gaining of new knowledge. Use

of information technology is evident in recording of their findings in graph form and pupils use their numeracy and data handling skills to create graphs to record findings and use their literacy skills to record their predications, results and conclusions. Examination of samples of work show, for example, that pupils in Years 5 and 6 learn about photosynthesis, permeable and non-permeable materials, gravity and forces, electrical circuits and nutrition. There are appropriate challenges for higher attaining pupils and pupils of all abilities enjoy a good number of opportunities to investigate and to use and apply their increasing scientific knowledge. Pupils in Year 3 cover the same work as those in Year 4 but there are not always sufficiently varied tasks to complete to ensure that recording and understanding are secure for these younger pupils.

89. Appropriate emphasis is placed on investigative activities. For example, in Key Stage 1, pupils predict and classify materials that are dull, shiny, hard, soft or rough. In Year 2 pupils investigate changing materials, for example melting ice cubes, predicting and recording their findings clearly and logically. In Years 3 and 4, pupils conduct fair tests on materials for light transferring properties and in Year 5, pupils investigate conditions needed for seeds to grow.
90. Science has a high profile in the school. The science scheme of work has been reviewed and is well constructed and established. Teaching staff are knowledgeable and well informed and are improving standards as a result. Monitoring of the subject has been effective in identifying good practice and recording and assessment are well established and informative.

ART

91. Only one lesson was observed but teachers' planning, a discussion with the co-ordinator and a scrutiny of pupils' work show that standards of attainment are in line with national expectations. Standards have been maintained since the previous inspection.
92. A particular strength is the successful cross-curricular links, which enable pupils to express their ideas and learn about art in subjects such as music, history, geography and science. For example, in connection with life processes and living things, reception pupils have used collage techniques to show the life cycle of a frog. Year 2 pupils demonstrated what they know about plants using paper and fabric to good effect in collage work. Year 6 pupils demonstrate their understanding of how to use charcoal to good effect in their abstract drawings in response to listening to music. Pupils have a satisfactory knowledge and some appreciation of the styles used by different artists. Reception pupils use art computer programs to draw, after studying pictures by Matisse, and Year 6 have studied art deco and the work of Kandinsky. Pupils of all abilities, including those with special educational needs, make satisfactory progress in the development of skills and techniques. They use a satisfactory range of media to express their ideas. In the lesson seen, pupils approached their work with care and enthusiasm. Pupils are motivated to have a second try if the first is not as successful as they would like, although sketchbooks are not used to give a record of evidence of pupils' progress over time.
93. Teaching is satisfactory overall. Teachers share their enthusiasm with pupils and pupils are enabled and encouraged to reflect and discuss their views and opinions about art and artists' work. In both key stages pupils make good illustrations to enhance their work in different areas of the curriculum. By the time pupils leave the school they have a satisfactory grounding in art skills and techniques, a knowledge of different artists and know how to use a small range of media and materials
94. Display is generally neatly mounted or framed and consists of work by many pupils as well as various visual aids and artefacts. The school uses information technology to label or explain the work. All areas of the curriculum are effectively promoted through display. This has a positive impact on standards throughout the school.

DESIGN AND TECHNOLOGY

95. Only one lesson in each key stage was observed during the inspection period and there is

insufficient evidence to judge the quality of teaching. Teachers' planning, discussions with the co-ordinator and other teachers, scrutiny of pupils' work and photographs show that standards of attainment are in line with national expectations. Pupils fold, cut, stick, sew and manipulate a variety of materials and fabric in order to achieve a design or structure. Standards have been maintained since the previous inspection.

96. In Key Stage 1, pupils draw simple pictures of what they intend to make and they have experimented with a variety of materials. Reception pupils have produced some attractive three-dimensional shapes to represent mini beasts. Their skills are effectively developed and, as a result, Year 2 pupils make satisfactory progress in improving their design and making skills. In Key Stage 2, pupils pursue an idea for design in their books. They draw diagrams with some accurate measuring and labelling. They have experience of working with a satisfactory range of materials such as, construction kits, paper, straws, glue, fabric and string. They understand how to fasten or join. They have used a limited range of tools, such as scissors and a hole-punch. They have made discoveries through their mistakes and they make recommendations for change of their design or the making process.
97. Progress is uneven across the school. There are insufficient opportunities for pupils to use a wider range of tools and materials, such as wood and clay, and few opportunities for food technology. Attainment is not significantly improved over time and planning is not sufficiently sharp to ensure development of pupils' skills, knowledge and understanding of all aspects of the subject.
98. The school is going through a process of change in the organisation of the curriculum. They are planning to use the Qualifications and Curriculum Authority document from September 2000 to guide the work to be covered each year.

GEOGRAPHY

99. Standards achieved throughout the school are in line with national expectations and have been maintained since the previous inspection. At Key Stage 1, the rate of learning is satisfactory. In Year 1, pupils learn their address and gain knowledge and understanding of their local environment. For example, they draw maps and plans of their classroom and school. They look at a variety of maps and plans and by the end of Year 2 they have learned to identify the countries of the United Kingdom. They discuss the school environment and identify areas that need to be changed and give their reasons why. Through their comparative studies of Martin and the Isle of Struay they gain good geographical skills and in a good lesson, pupils identified the differences in physical features and in the features of land use in Struay compared with their home area. They showed good levels of observation and are beginning to understand that different geographical areas and features are used in different ways.
100. In Key Stage 2, pupils build on their sound knowledge from Key Stage 1. In Years 3 and 4, pupils respond well to the teacher's own enthusiasm in identifying locations on a map using their new knowledge of grid references and co-ordinates. By the end of Year 6 pupils have also made satisfactory gains in their learning. They have gained wider knowledge of the world through their studies of countries and maps. They know, for example, the main oceans and continents and have a sound knowledge of a number of different mountains. They study different weather patterns and make daily records of the weather in Martin, recording these effectively to identify trends over time. They learn why earthquakes happen and volcanoes erupt. A good lesson in Year 6, which was well planned and resourced with maps and pupils worked effectively in pairs to identify features of rivers and plan a map section. They used correct vocabulary confidently for example mouth, meander, estuary, flood plain and good teaching and questioning encourages pupils to question and increase their knowledge well. Teachers throughout the school ensure that there is a good focus on the development of geographical vocabulary and that pupils use it correctly when exploring and describing locations.
101. Geography is effectively co-ordinated and is taught through half-termly topics. The scheme of work is effective in ensuring progression of skills through these topic units. This is an improvement since the last inspection. The plans are effectively monitored by the co-ordinator and

there is a clear overview of provision. Informal monitoring of teaching of the subject is effective in ensuring that planning is consistent and ensures logical sequence of skills learning. The resources for learning are satisfactory overall. Good use is made of the school's grounds and local area to support and investigate geographical features and enrich the pupils' experience of geography.

HISTORY

102. Only one lesson was seen during the inspection week. Discussions with pupils, teachers and the co-ordinator and teachers' records and pupils' previous work and work exhibited around the school show that standards are in line with expectations and have been sustained since the previous inspection. Pupils in Year 1 understand concepts such as 'now' and 'then', 'present' and 'past', and have learned to think about themselves and others in terms of time and ageing. Much sequencing work has taken place and they have a good early sense of chronology through their comparisons of themselves and their needs between babyhood and the ages of four and five. By the end of Key Stage 1, more work has been carried out to develop chronological understanding, factual knowledge has developed well and pupils are beginning to use and discuss historical information. By the end of Key Stage 2, pupils express sound understanding of the past and are beginning to identify reasons for actions in history, for example the role of Henry VIII and the reasons for the conflict between Elizabeth I and Mary, Queen of Scots. In Years 5 and 6, pupils' skills of research and comparison have developed well overall through historical investigation. Pupils throughout Key Stage 2 use primary and secondary sources effectively and are beginning to exhibit the breadth of knowledge and make the quality of comparisons between societies that is expected at the end of Year 6.
103. Pupils develop their skills appropriately as they move through the school. They make satisfactory progress in using observation, discussion and practical skills to support their history work. They develop an increasingly sophisticated historical vocabulary and gradually make more detailed comparisons between past times and today. As they move through Key Stage 2, they develop satisfactory reference and research skills and pupils are suitably challenged by the opportunities to conduct independent research. This is an improvement since the last inspection. Literacy skills are used effectively in history. Pupils with special educational needs are well supported in the subject and, through the use of knowledgeable support and teaching, are enabled to access information well. They make good progress in history, although written work is sometimes limited by their attainment in literacy.
104. Teaching is satisfactory overall. It is characterised by challenging pace and the good use of story, artefacts and vivid imagery. Teachers share their interest, provide effective revision of what has been learnt, set clear boundaries and targets for work and behaviour. In a good lesson for pupils in Years 3 and 4, the use of reference books and primary sources was effective in developing research skills following input by pupils who had researched work on the Olympics to present to their class. Pupils demonstrate imagination and an interest in other people at other times. They are keen to work, answer and read or talk to the whole class and this is effective in helping to develop speaking and listening skills and confidence within history.
105. History is soundly co-ordinated. The scheme of work is effective in ensuring progression of skills through these topic units. This is an improvement since the last inspection. The plans are effectively monitored by the co-ordinator although teaching of the subject is not part of the management role so the good teaching in the school is not shared. A wide range of visits takes place to museums, houses and churches and this is successful in enriching the curriculum and raising pupils' awareness of chronology and their place in the passing of time.

INFORMATION TECHNOLOGY

106. Standards in information technology are in line with national expectations. Pupils achieve as well as they should and this is an improvement since the previous inspection. The school has addressed the weaknesses identified in the previous inspection and has carried out an audit of the

resources but await the delivery and installation of the new hardware as part of the National Grid for Learning initiative. This means that while most pupils have access to computers, there are at present insufficient in the school to enable all pupils to develop their skills as rapidly as they could. A useful new policy has been written. The school is using national guidance alongside its own scheme of work to ensure that pupils develop their skills steadily and systematically as they move through the school.

107. The school has maintained the emphasis it places on the use of information technology across the curriculum and this helps pupils develop their skills. For example, in Year 6, pupils use their word processing skills to write reports in science, and poems in response to art by Gauguin and Lowry, using a range of fonts and colours. They use spreadsheets to calculate the cost of food for a party. Pupils in Year 5 choose different fonts and show their competent use of punctuation. Little information technology work was seen in Years 3 and 4 and computers are not routinely used to support pupils' learning. This has an adverse effect on their continuity of learning. In Year 2, pupils write accounts about houses showing their use of basic word processing functions and developing their literacy skills. In Year 1, pupils produce graphs to show where people live to support their mathematical and data handling skills and use a drawing package to produce pictures of beautiful insects to support their work in symmetry.
108. There is insufficient evidence to make a judgement on the quality of teaching because few lessons were seen. However, pupils used computers independently and with enjoyment. Where teachers intervene they do so with skill and confidence which has a positive effect in supporting pupils' confidence and skills. For example, pupils in Year 1 teacher intervention ensured that pupils used the 'mouse' confidently and skilful questioning helped pupils explain their interest in the different functions of the program. Discussions between teacher and pupils in Year 2 show that pupils know how to load, save and print their work and use a programmable toy, in role as a bee, to move along a route visiting flowers. Discussions with pupils in Year 6 show that they enjoy using computers and are competent in all strands of the curriculum. However, teacher skill and confidence is inconsistent and not all classes benefit from sufficiently logical skills development through regular teaching.
109. The co-ordinator monitors planning but has not had sufficient opportunities to provide support for classroom teaching. He is aware of the need to raise staff awareness in the use of information technology and this is reflected in the school's development plans for the subject. The e-mail facility is beginning to be used effectively and broaden pupils' experiences.

MUSIC

110. Due to time constraints, lessons were observed in Reception and in Key Stage 1 but not in Key Stage 2. Teachers' planning, pupils' work, video recordings and discussions with the co-ordinator and teachers shows that standards of attainment are broadly in line with national expectations although they are not as high as the previous inspection because of staff changes. In both key stages, the pupils enjoy performing together. They gradually improve as they perform, compose or listen to music. Pupils make satisfactory progress in these elements but could accelerate their progress rate if given further opportunities for music in the curriculum. Older pupils do not learn to sing in parts and they do not know many songs from other cultures. Pupils do not learn to play any instruments, such as the recorder, and do not learn to use increasingly complex notation to record the musical patterns of their compositions.
111. Throughout both key stages, pupils have a small repertoire of songs known by heart. They know a satisfactory range of tunes. Older pupils in Reception are beginning to know dynamics recognising fast and slow and with attention to volume, singing loudly or softly. They are beginning to sing in tune and in time and know that banging the skin produces the sound made by a drum. Pupils in Key Stage 1 build on this good beginning and respond positively to the good teaching. They understand the conductor role and follow the instructions of the conductor, thoroughly enjoying their well-constructed lesson and learning well. Most pupils recognise high and low pitch, listen closely to the well-deployed taped music and sing sweetly in tune. In whole

school assemblies, pupils sing with some understanding of pitch, a satisfactory sense of rhythm and often with clear diction. They follow a piano accompaniment well if they know the words. The pupils are used to performing together when they sing and can play percussion instruments to a satisfactory standard when given the opportunity. A good example of this was seen on video of the pupils' Christmas concerts. These showed confident performances involving every child. Instruments were played and handled with care and pupils demonstrated a satisfactory awareness of singing and playing as part of a group.

112. There is insufficient evidence to judge the quality of teaching in Key Stage 2. Teachers use a BBC programme each week to underpin their teaching of music. During the broadcasts pupils learn about musical elements, participate in some composing, and listen to the works of composers such as Tchaikovsky and Mozart. There is no music specialist on the staff and not all teachers have secure subject knowledge and there is no peripatetic teacher to provide additional support to supplement the curriculum.

PHYSICAL EDUCATION

113. By the end of both key stages, attainment is in line with national expectations. Standards have been maintained since the previous inspection. Pupils are taught to swim unaided and safely, and many achieve county swimming awards for water skills and personal survival. This is a good element of provision. Dance and athletics lessons were observed during the inspection. Pupils in Key Stage 1 aim, throw and catch a bean-bag ball or quoit with both or one hand with appropriate accuracy for their age. Pupils in Key Stage 2 produced some satisfactory examples of aiming the sending of shot-put, discus and javelin and long jump.
114. The quality of teaching in both Key Stages 1 and 2 is sound and the majority of pupils of all abilities make satisfactory progress. Teachers have a good rapport with pupils and make clear their expectations about the standards of behaviour. Skills, knowledge and understanding are improved over time. During individual lessons, pupils make good progress when teaching points are made to guide them on techniques and when teachers assess their performance and give feedback to them. However, there is not always enough emphasis on the need for pupils to improve the quality of their performance and pupils are not routinely encouraged to improve on their personal best. In the mixed-age and mixed-key-stage classes the teaching of athletics does not always take into account the experience of all the pupils and this sometimes hampers the attainment and progress of the more able pupils. Teachers do not always ensure that pupils fully understand the health-related benefits of exercise to improve their fitness, or know the effect of vigorous exercise on their bodies. Pupils with special educational needs are well integrated into the lessons and make sound progress.
115. The school has introduced a scheme of work. There is now a balanced range of activities that conform to the requirements of the National Curriculum and the input of sports professionals to the teaching of swimming is helping to improve provision. This is a further improvement since the previous inspection. Athletics, dance, gymnastics and games are scheduled over the three terms each year, although pupils in Key Stage 2 still do not have opportunities to engage in outdoor and adventure activities. This was a weakness at the previous inspection.
116. Some records of attainment for swimming are already in place. However, there are no consistent methods of recording pupils' attainment to form the basis of records of achievement or to inform reports to parents.

RELIGIOUS EDUCATION

117. At the end of Key Stage 1 and Key Stage 2, standards of attainment are broadly in line with the expectations of the locally agreed syllabus. Standards have been maintained since the previous inspection, although there is still very little improvement in pupils' knowledge and understanding about world faiths. Pupils have a satisfactory knowledge of the Christian faith. They visit the local church every week and know that it is a special place. They know that the bible is a special book.

They recall several parables and miracles in simple terms. In school they have looked at the Old and New Testaments and know that there are stories which are important to Christians and to people who have other beliefs. Years 5 and 6 pupils have drawn a time-line to help them understand the sequence of events in history and where Christianity fits into this. They have considered why people have religions and from their knowledge of these, Year 6 pupils listed the reasons for belief, for example: to give hope, to have laws, to help you through hard times. They have considered: 'what would you do if.... ?' situations, where they could be tempted to do the wrong thing, and describe qualities of loyalty, politeness and respect, which demonstrates that they are beginning to learn from religion.

118. Pupils listen attentively in church and assemblies on the whole, although occasionally a few pupils lose concentration during explanations. Most pupils reflect quietly when given the opportunity. Pupils in all years have accomplished a satisfactory range of tasks with appropriate use of some interesting worksheets or written accounts of stories, and they have produced some drawings and colourful collages to record their ideas in Years 1 and 2.
119. There is insufficient evidence to judge the quality of teaching overall. The long-term planning which covers work from Reception to Year 4 is good. However, there are limited opportunities for pupils to learn about other world faiths as required in the locally agreed syllabus. The school acknowledges this as an area for development. There is further scope for improving pupils' ability to debate, to distinguish between fact, opinion and belief and to carry out independent study and use research to develop investigation and interpretation skills.

