

INSPECTION REPORT

**HARROWBY CHURCH OF ENGLAND INFANT
SCHOOL**

Grantham

LEA area: Lincolnshire

Unique reference number: 120599

Headteacher: Mrs Fiona Griffiths

Reporting inspector: Mr Paul Bennett
2234

Dates of inspection: 3 – 6 April 2000

Inspection number: 190092

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant
School category:	Voluntary aided
Age range of pupils:	4 to 7 years
Gender of pupils:	Mixed
School address:	New Beacon Road Grantham Lincolnshire
Postcode:	NG31 9LJ
Telephone number:	01476 564417
Appropriate authority:	The governing body at the above address
Name of chair of governors:	Mrs Jane Sharp
Date of previous inspection:	November 1996

INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
P Bennett	Registered inspector	Mathematics	What sort of school is it?
		Geography	The school's results and achievements.
		History	How well are pupils or students taught?
		Physical education	How well is the school led and managed?
			What should the school do to improve further?
B Morgan	Lay inspector		Pupils' attitudes, values and personal development.
			How well does the school care for its pupils or students?
			How well does the school work in partnership with parents?
S Blackmore	Team inspector	English	How good are the curricular and other opportunities offered to pupils or students?
		Art	
		Music	
		Areas of learning for children in the foundation stage	
		The provision for pupils with special educational needs	
D Hibberd	Team inspector	Science	
		Information technology	
		Design and technology	
		The provision for equal opportunities	

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The Registrar
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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

This is a popular, two-form entry voluntary aided infant school with 179 pupils on roll aged from 4 to 7 years of age. The number of pupils attending the school is fairly stable and is broadly average for infant schools. The school serves families from a wide range of socio-economic backgrounds. Few pupils are registered for free school meals but this is not a reliable indicator. 23 pupils are identified as having special educational needs. This represents 13% of the school population and is below the national average. Two pupils have statements of special educational needs which is in line with the national average. No pupils come from ethnic minority backgrounds or from homes where English is an additional language. Attainment on entry is broadly average but the speech and language development of a significant number of pupils is below average.

HOW GOOD THE SCHOOL IS

This is an effective school with many good features and some significant strengths. The strengths far outweigh its weaknesses. Pupils achieve high standards in mathematics. Attainment in reading and writing was below average in 1999 but there is evidence of significant improvement in pupils' work in the current Year 2 classes. Pupils' behaviour and attitudes to work are very good. The quality of teaching is good; it helps pupils to learn effectively. The school is well led and managed by the headteacher, deputy headteacher and governors. Improvements since the last inspection are satisfactory overall. Taking account of all these factors and the below-average unit costs the school is judged to provide good value for money.

WHAT THE SCHOOL DOES WELL

- Attainment in mathematics is well above average and the subject is well led and managed.
- Attainment in experimental and investigative aspects of science is above average.
- In literacy and numeracy, conscientious and detailed planning; a high proportion of good quality teaching; and the effective use of homework, are raising standards of attainment.
- Throughout the school non-teaching staff and voluntary helpers make an important contribution to the quality of teaching and learning.
- Support for pupils with special educational needs is good.
- Pupils are very well behaved and have positive attitudes to work. They enjoy coming to school and the relationships between adults and pupils are very good.
- The school communicates well with parents and provides them with many opportunities to be involved in their children's learning.
- Classroom and school routines are well established and the school is successful in ensuring the health, safety, care and protection of all its pupils.
- The school is well maintained, clean and tidy. Classrooms and corridors are bright and attractive and pupils' work is carefully displayed.
- The headteacher, deputy headteacher and recently-formed governing body have been successful in shaping the direction of the school and in developing strategies for monitoring its performance.

WHAT COULD BE IMPROVED

- Standards in reading, writing and speaking should be higher.
- Pupils have too few opportunities to be independent and to take responsibility for aspects of life in school.
- The creative, cultural and spiritual dimensions of the curriculum (excluding religious education and collective worship) are under-developed.
- Teachers do not make enough use of assessment to plan the next steps of learning and to improve pupils' knowledge of their own learning.
- There is a small proportion of unsatisfactory teaching.
- For pupils under five, the range and quality of the curriculum, learning opportunities and resources are not as good as they should be.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

Since the last inspection the school has experienced major changes to its leadership and management structures. Overall improvement has been satisfactory. Attainment in mathematics has improved significantly since 1996. Attainment in reading and writing has declined slightly since 1996 but has improved this year, in Year 2 particularly, and the school looks set to achieve its targets for 2000. Although the overall quality of teaching is good, a small proportion of unsatisfactory teaching now exists. Communications with parents have improved significantly. Pupils' behaviour and attitudes remain very good. Pupils with special educational needs continue to be well supported and make good progress. More effective strategies for recording and analysing data and setting targets for individual pupil performance have been introduced. The governors are now more effectively involved in monitoring and evaluating the school's performance.

The hard work and commitment of staff, governors, parents and pupils and the successful changes undertaken over the last two years indicate that the school has good capacity to improve even further.

STANDARDS

The table shows the standards achieved by 7 year olds based on average point scores in National Curriculum tests.

Performance in:	compared with				<i>Key</i>
	all schools			similar schools	
	1997	1998	1999	1999	
Reading	A	C	D	E	well above average A above average B average C below average D well below average E
Writing	A	D	D	E	
Mathematics	B	B	A	A	

In statutory tests for seven-year-olds, overall attainment in reading and writing has remained at or just below the national average since 1996, with the exception of 1997 when the school achieved particularly high standards of attainment. Evidence from pupils' work and

observations during the inspection indicate that attainment in reading and writing is improving and that, in Year 2, standards of literacy are broadly in line with national expectations. The high levels of achievement in mathematics are the outcome of some very good teaching, the successful implementation of the National Numeracy Strategy, well-focused homework, very good classroom support and an effective partnership with parents.

In science, attainment was in line with the national average for most aspects of the subject except in experimental and investigative science where results were above average. Evidence from the inspection indicates that standards and progress are in line with national expectations in art, design and technology, geography, history, information technology and physical education. Attainment in music is broadly average but pupils sing well and achieve standards above national expectations.

For pupils under five years of age, attainment on entry is broadly average. They make sound progress in most areas of learning except in speaking skills and some aspects of creative development.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils have positive attitudes to work and enjoy school life.
Behaviour, in and out of classrooms	Behaviour is consistently very good in classrooms and in the playground. Pupils are polite and courteous.
Personal development and relationships	Relationships between adults and pupils are good. Pupils have too few opportunities to develop independence or to take responsibilities for aspects of the daily life of the school.
Attendance	Attendance is good and lessons start on time.

The attitudes and behaviour of pupils and the quality of relationships between pupils and adults are strengths of the school. Pupils' personal development, while satisfactory overall, is not as good as it could be.

TEACHING AND LEARNING

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

During the course of the inspection six lessons were observed with pupils under five years of age. Most of these were taken by a supply teacher. The quality of teaching varied from very good to satisfactory and was good overall. Half the lessons were very good and included some very effective and energetic teaching. In Key Stage 1 thirty-eight lessons were observed and the quality of teaching ranged from very good to unsatisfactory. One in six lessons was very good and nearly half the lessons were good or better. Four lessons were judged to have unsatisfactory teaching and the remaining lessons were satisfactory. The teaching of numeracy is a strength of the school. Pupils with special educational needs are well supported. In the occasional unsatisfactory lessons tasks are not well matched to pupils' needs and abilities and the pace of learning is slow.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum covers all aspects of the National Curriculum and religious education. There is a strong emphasis on literacy and numeracy which has reduced the time given to subjects like art and music.
Provision for pupils with special educational needs	There is a strong commitment to including pupils with special educational needs within all classroom activities. These pupils are well supported by teachers, non-teaching staff and other adult helpers.
Provision for pupils with English as an additional language	There are no pupils with English as an additional language.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Moral development is good. Pupils' social development is satisfactory overall but there are too few opportunities for independence and responsibility. The spiritual and cultural dimensions of the whole curriculum (excluding religious education and collective worship) are under-developed.
How well the school cares for its pupils	The school provides its pupils with a safe, secure and caring environment. This is a strength of the school. Performance data is used well to set realistic and challenging targets for individual pupils. At times too little use is made of on-going assessment to plan the next steps in learning

The school works very well in partnership with parents who have many opportunities to support their children's learning. The curriculum meets statutory requirements and the school has given more time to English in order to improve attainment in reading and writing. The provision for pupils with special educational needs and for singing, mathematics and investigative science are strengths of the school. In general, too little attention has been given to art, music, the development of speaking skills, imaginative play and data handling.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher and deputy headteacher, supported by subject co-ordinators, work hard and manage the school effectively.
How well the governors fulfil their responsibilities	A new governing body was created in September 1999. In a short time the governors have organised themselves well into an effective team.
The school's evaluation of its performance	The headteacher and governors have implemented a range of strategies for monitoring the school's performance. These have supported the high level of attainment in mathematics and identified successfully areas for development in reading and writing.
The strategic use of resources	Teaching and non-teaching staff are hard working and committed to the school and its pupils. Good use is made of curriculum resources and the building is well maintained and cared for.

The school employs an appropriate number of suitably qualified teachers and benefits from high quality support staff. Overall, the accommodation and learning resources are satisfactory.

The headteacher and governors provide the school with a clear sense of direction and management tasks are well defined and organised thoroughly. The school has a strong commitment to professional development for all staff. The school is applying the principles of best value satisfactorily.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Parents are happy with the progress their children are making and with the standards that they achieve. • Parents are well informed and communications have improved since the last inspection. • Pupils are happy, enjoy school and are well cared for by staff. Behaviour is very good. • The teaching is good and teachers deal promptly and effectively with any problems. • Children get sufficient homework and the home-school diaries provide useful information about targets and what work is to be covered. • Parents are made to feel welcome and have good access to the headteacher and teachers. • Pupils with special educational needs are well supported. • The school environment has improved considerably and is colourful and attractive. 	<ul style="list-style-type: none"> • Some parents want more information about their children's attainment and progress; some would like a formal parents' meeting in the Summer Term. • Some parents do not believe that their children get the right amount of homework. • Some parents would like pupils to have a greater range of activities outside the classroom.

The inspectors support the many positive comments made by parents about the ethos of the school, the quality of teaching, the behaviour of pupils, the attractive environment, the provision of homework and the very effective links with parents. In relation to those aspects which some parents feel could be improved, the inspectors agree that some reports could contain clearer references to the attainment and progress made by pupils in relation to national expectations. However, they also believe that the school provides many opportunities for parents to meet with teachers and a formal meeting is available during the Summer Term on request. Homework is well used by the school to support learning and to raise attainment. It is sufficient in quantity and range. Equally, the school provides a good range of out-of-class learning activities both through educational visits and after-school clubs. These clubs are only available to Year 2 pupils and not all parents are aware of them.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and achievements

1. The inspection took place in April 2000 towards the end of the spring term. All pupils in the two Reception classes had been in school for nearly two terms and, because these classes are organised by age, all the pupils in one Reception class were already five years old. The pupils in Year 2 were only two or three weeks away from statutory tests for seven-year-olds. The numbers on roll are quite stable and for the last few years cohorts have comprised approximately 60 pupils.
2. During the course of the inspection inspectors examined the results of statutory tests for the last four years; data held by the school on each pupil relating to standardised tests and other commercially managed performance indicators; the results of an accredited baseline assessment procedure as well as the school's own baseline assessments; samples of pupils' work in each subject; portfolios of work compiled by subject managers; displays of work in classrooms and corridors; and pupils' records.
3. Baseline assessment information indicates that pupils enter school with a wide range of abilities including high attaining pupils as well as those with a range of special educational needs. Overall attainment on entry is broadly average although records indicate that some pupils' speech and language development is below average.
4. Pupils under five years of age make generally sound progress in most areas of learning. The scrutiny of work and observations during the inspection indicate that, for the majority, attainment in literacy and mathematical development is likely to be in line with the national expectations, described in Early Learning Goals, by the end of the Reception Year. However, attainment and progress relating to speaking skills and some aspects of creative development are below average. Pupils with special educational needs are well supported and make good progress. The quality of singing is good.
5. At the end of Key Stage 1 attainment in reading has been at or below average for the last four years except for 1997 when, exceptionally, attainment was well above average. In 1999 the national tests for seven-year-olds revealed attainment that was below average when compared with schools nationally and well below average in comparison with schools with up to 20% of pupils entitled to free school meals. This is the group that best matches the socio-economic background of the school. The attainment of boys has improved since 1996 and in 1999 was broadly in line with that achieved by boys nationally. The attainment of girls in reading declined significantly in 1999 and was well below the national average for girls. Performance in reading at the higher levels of attainment (Level 3) was well below the national average.
6. In writing, with the exception of high results in 1997, the performance of boys has remained fairly constant while that of girls has declined significantly since 1996. The results of statutory tests in 1999 indicated that attainment was below average when compared with schools nationally and well below average in comparison with similar schools. Attainment at the higher levels (Level 3) was also below the national average.

7. In mathematics, the results of statutory assessment at the end of Key Stage 1 have improved steadily since 1996 and exceed the national rate of improvement. In 1999 attainment was well above the national average and well above the average for similar schools. Attainment at the higher level (Level 3) was also above average. Boys performed slightly better than girls. These high levels of achievement are the outcome of some very good teaching, the successful implementation of the National Numeracy Strategy, well-focused homework, very good classroom support and an effective partnership with parents.
8. In 1999 there was a good level of correlation between the results of the statutory tests and teachers' assessments.
9. In science, the results of teacher assessments in 1999 indicate that attainment was in line with the national average for most aspects of the subject except in experimental and investigative science where results were above average. At Level 3 attainment was broadly in line with the national average in experimental and investigative science and in work on materials and their properties, but below average in work on life and living processes and physical processes.
10. The school has undertaken a careful analysis of the results of statutory assessments as well as other standardised tests and performance indicators. As a result, further strategies have been implemented to support the development of skills in reading and writing; and a greater focus has been given to aspects of mathematics and science. The school is aware of the comparatively weak performance of girls in reading but has yet to implement specific strategies targeted at girls.
11. A comprehensive range of data is kept on each pupil and this is used to set individual targets for attainment in reading, writing and mathematics. These targets are realistic but challenging. Evidence from current work suggests that the school is likely to meet its targets and improve attainment significantly in reading and writing in particular.
12. Evidence from the inspection shows that attainment in reading is generally in line with national expectations across the school and pupils read accurately and with appropriate understanding of texts. They have little experience of offering opinions about the features of books that they like or dislike or of discussing different genres of writing. Some higher attaining pupils are reading books that are too easy for them. The strategies introduced to improve the range and quality of writing are having a positive impact across the school. There is evidence of generally improved attainment and, in Year 2, examples of writing which meet the criteria for Level 3. Overall, attainment in writing is now broadly in line with national expectations. Pupils listen well in lessons but their speaking skills are generally under-developed. They have too few opportunities for discussion and are often not sufficiently encouraged to make full responses to questions. Speaking skills are generally below average.
13. Attainment in mathematics is well above average and pupils are confident and competent in exploring number patterns and relationships. They have well developed mental strategies for adding and subtracting within 100 and some of the high attaining pupils demonstrate good knowledge and understanding of multiples and multiplication tables.

14. Attainment in science is in line with national expectations except in experimental and investigative science where it is above average. Strategies for recording and using data in science are under-developed.
15. In information and communication technology attainment is broadly in line with national expectations. Pupils use the keyboard and mouse confidently. They control programmable devices purposefully and achieve intended outcomes. In general, too little use is made of information technology to develop skills in recording, interpreting and using data.
16. Standards and progress are in line with national expectations in art, design and technology, geography, history, and physical education. Attainment in music is broadly average but pupils sing well and achieve standards above national expectations. (As this is a voluntary aided school, religious education is the subject of a separate inspection. Copies of that inspection report will be available from the school.)
17. Pupils' skills in literacy are developed further through history and geography in particular. Much of the history curriculum is based upon stories of famous people or events. Pupils are often asked to record this knowledge through written sentences and drawings but there are too few opportunities for older and higher attaining pupils to engage in high quality extended writing. Skills in numeracy are developed through measurement in science and design and technology and through using co-ordinates and making plans in geography.
18. Pupils with special educational needs receive very good support from teachers, classroom assistants and parents. They generally make good progress in their learning. Higher attaining pupils make satisfactory progress in mathematics and attain appropriately high standards. Until the last few months they have generally made insufficient progress in reading and writing. However, evidence of work in school suggests that recent strategies have impacted positively on attainment and progress in these areas. 28% of all pupils are predicted to reach Level 3 in writing at the end of Year 2. Across the school all pupils are making broadly satisfactory progress in most subjects. Progress in mathematics and in the literacy hour is often good.
19. Pupils are attentive and responsive. They are able to work with sustained concentration on individual tasks. They also work well co-operatively when given the opportunity. In literacy and numeracy, in particular, work is well matched to pupils' abilities and previous learning and they have to think and work hard to complete tasks successfully. At times they are insufficiently challenged in their creative work and when using skills such as cutting independently.

Pupils' attitudes, values and personal development

20. Pupils are keen to come to school and join in the activities provided for them both in class and at breaktimes and lunchtimes. They are developing positive attitudes to work and to school life. Behaviour in lessons is very good. Pupils under five years of age behave well and are happy and secure in the routines of the school. All staff implement the school's behaviour policy consistently and effectively to promote and maintain a positive atmosphere for learning. The work of those supporting pupils with special

educational needs is particularly successful in this respect. When given the opportunity pupils work well together, for example, in singing lessons and when controlling programmable devices as part of the information technology curriculum.

21. In and around school behaviour is also consistently very good and pupils play well together at breaktimes and lunchtimes. There have been no pupil exclusions in the last two years. Parents recognise and applaud the high standards of behaviour within the school. No evidence of bullying or harassment was seen during the inspection. The school does have procedures in place should the need arise and parents express confidence in the school's ability to deal quickly and fairly with any such situation. Pupils are polite and courteous but their conversations with visitors are somewhat constrained when compared to that normally found in pupils of this age. Many do not have the confidence to discuss their work as opposed to merely answering questions.
22. Relationships between teachers and pupils are very good throughout the school. Teachers know pupils very well and use this knowledge to support their personal development. Whilst some opportunities for pupils to develop independence are provided, both in learning and in their personal lives, these are generally insufficient and under-developed. Similarly, pupils are given too few opportunities to take on responsibility for aspects of day-to-day life in school. This is particularly apparent in Year 2 classes where, for example, there are few opportunities for pupils to take an active role in contributing regularly to school assemblies and other aspects of the school's daily life.
23. Pupils show respect for the work and feelings of others. Many examples of this can be seen in lessons and assemblies where pupils show pleasure and readily applaud the success of others.
24. Levels of attendance are good. Both overall attendance and the level of unauthorised absences are better than the national average. The school frequently reminds parents of the need for regular attendance. Procedures for dealing with absences are sound. Sessions and lessons begin promptly; registration procedures are implemented speedily and accurately.
25. Parents clearly indicate that the school provides pupils with considerable support in their development and that staff have their best interests at heart. The last inspection commented favourably on this aspect of the school's life. Overall, evidence from this inspection indicates that the school has maintained good standards in this area

HOW WELL ARE PUPILS TAUGHT?

26. Pupils are taught in six single-age-group, mixed-ability classes with two classes per year group. The Reception classes are organised by age with the oldest thirty pupils in one class and the youngest in another. Teachers take their own classes for most subjects though singing is taught to all classes by a teacher with particular expertise and enthusiasm for this area of activity. The deputy headteacher has a half-day management time each week when her class is taken by a regular supply teacher. During the week of the inspection most of the lessons in one Reception class were taken by a supply teacher covering for a staff absence.

27. The quality of teaching is good overall and supports pupils' learning well. The teaching of numeracy is a strength of the school and accounts for the high standards of attainment in mathematics at the end of Key Stage 1. The additional strategies to support the teaching of literacy, identified by the school in September 1999, are beginning to have a positive impact on raising attainment in reading and writing.
28. During the course of the inspection six lessons were observed with pupils under five years of age. Most of these were taken by a supply teacher. The quality of teaching varied from very good to satisfactory and was good overall. Half the lessons were very good and included some very effective and energetic teaching. The scrutiny of pupils' work for the under fives indicates that teaching and learning over time have not been so positive as that observed during the inspection week.
29. In Key Stage 1 thirty-eight lessons were observed and the quality of teaching ranged from very good to unsatisfactory. One in six lessons was very good and nearly half the lessons were good or better. Four lessons were judged to have unsatisfactory teaching and the remaining lessons were satisfactory. The effectiveness of the teaching of literacy and numeracy and the positive response from pupils in nearly every lesson confirmed that teaching was good overall.
30. The teaching of literacy is generally competent and sometimes good or very good. Teachers have sound knowledge of phonics and model reading and writing effectively. The structure of the literacy hour is implemented conscientiously in most classes with a good sense of pace and timing. In the occasional unsatisfactory lesson either work is pitched inappropriately, for example, teaching about speech marks to an inappropriate age group; or elements of the literacy session do not impact successfully on pupils' learning. In one lesson, for example, the guided reading session did not engage the pupils and help them to explore and understand better the text. Nevertheless, after two years of relatively low results in reading and writing, current work suggests that the strategies for improving standards of literacy are having a positive impact.
31. In five out of six numeracy lessons observed the teaching was good or better and in half the lessons it was very good. Teachers have a generally good understanding of the expectations of the numeracy strategy and lessons are conducted with pace and enthusiasm. Resources such as the magnetic boards are used well to support mental strategies and to illustrate patterns of numbers such as the multiples of four. Work is differentiated carefully and tasks are well matched to three or four manageable ability groups. This provides good support for less able pupils and appropriate challenge for high attaining pupils. Good progress is made in learning which is effectively reinforced by well-focused plenary sessions. Occasionally tasks are too challenging and the teacher does not intervene quickly enough at group or whole-class level. However, overall teaching is very effective and pupils achieve high standards in mathematics by the end of Year 2.
32. Teaching in science is satisfactory overall with some good features. Planning is undertaken conscientiously and teachers are confident about the science they are teaching. In the best lessons good use is made of questioning to extend pupils' knowledge and understanding.
33. Teaching of history and geography is often good and is enhanced by teachers' personal

interest and knowledge of the subjects. Good use was made of photographs of the locality to interest and enthuse pupils in an exercise that focused upon classifying the use of buildings. Singing is led with energy and enthusiasm and pupils respond well to this by producing better than expected tone and control. In information and communication technology, teachers have been frustrated by perceived inadequacies in the County National Grid for Learning (NGfL) network and a lack of personal confidence sometimes inhibits the realisation of the full potential of some learning experiences. Pupils work well with support staff and other adults when controlling programmable devices in corridors. Teachers ensure that physical education lessons are conducted with suitable control and regard for safety. Occasionally too few opportunities are given to pupils to evaluate and improve their own movements.

34. Teachers' planning for literacy and numeracy is detailed and conscientious and includes appropriate learning objectives drawn from the National Literacy and Numeracy Frameworks. In other subjects teachers' plans do not always identify what pupils should learn from the activities that are planned or how their learning is to be assessed. In some lessons the purpose of activities is not made explicit to the pupils.
35. In the best lessons pupils are inspired and motivated by the teacher's own enthusiasm for the subject, as in singing and some numeracy lessons. In some lessons good use is made of questioning and discussion to deepen understanding and extend learning. Resources are often attractive and used well. Information and communication technology is often used effectively either to support learning through related software or to produce attractive resources as in numeracy workcards. Teachers have high expectations of pupils' behaviour and, in general, pupils are well behaved, responsive and interested in their work.
36. Support staff, parent helpers and other adults are deployed effectively to support pupils' learning. Some excellent one-to-one support is given to pupils with statements of special educational needs. Parents and governors engage readily in the 'Our Way of Learning' (OWL) reading programme with targeted children and this is having a positive impact on attainment in reading. Support staff and helpers are generally well prepared and understand the focus and purpose of activities.
37. Teachers complete assessment checklists of pupils' skills regularly. 'Post-its' have been introduced recently to record individual targets for pupils within their workbooks as a support for marking. However, over time, marking has lacked supportive annotations and constructive comments to help pupils know how well they are doing and to indicate how they may improve. Pupils often find it difficult to express an opinion about how well they have done in a piece of work and what they might do to make it.
38. In most lessons pupils make at least satisfactory progress in their learning. In numeracy and literacy lessons, learning is usually good as work is planned from a structured and progressive framework and is well matched to the needs of pupils of different abilities. High attaining pupils are particularly challenged in numeracy sessions. Pupils with special educational needs are well supported across the curriculum and make generally good progress. Teachers and support staff are well aware of the targets on individual education plans though these often refer more to aspects of language and literacy than to mathematics.

39. Pupils work with sustained concentration in most lessons when engaged in individual tasks. They co-operate well in group activities when given the opportunity. They rarely have chance to exercise choice or to have some independence in their learning. Occasionally lessons are too directed and too much is done for pupils. For example, in one art lesson an adult helper did the cutting out for less able pupils thus depriving them of an important planned opportunity to practise essential skills.

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

40. The curriculum is suitably broad and meets statutory requirements as well as the recommendations for weekly teaching time. There are some imbalances in time allocation, with English accounting for more than 30% of the taught time. This has been a necessary focus in order to raise standards in English across the school, but as a result, some elements of the curriculum have not been given sufficient emphasis. This is particularly true of music, art, data handling, the development of speaking skills, drama, and imaginative play for the under fives. The school has recognised this, and is using the opportunity of the introduction of the National Curriculum 2000 to plan more effectively through linking subjects more systematically and implementing a topic-based approach to organising the curriculum. Activities provided for pupils are usually motivating and relevant. The provision for pupils who have special educational needs and for singing, mathematics and investigative science are strengths of the school. As this is a voluntary aided church school, religious education and the act of collective worship are subject to a separate Section 23 inspection.
41. The policies and schemes of work are helpfully set out, and give clear guidance to staff on the content to be taught and the resources available. Learning objectives are clear in weekly planning for literacy and numeracy in particular. This has contributed to some of the high quality teaching observed during the inspection.
42. Children in the Reception class are on line to achieve the Early Learning Goals except in the speaking component relating to language and literacy. The curriculum for the under fives does not, however, sufficiently match the developmental needs of these young children because there are too few timetabled opportunities for them to learn through play and first-hand experience.
43. Strategies for teaching the basic skills of literacy and numeracy are good. Staff have put considerable effort into implementing the national frameworks successfully, and have analysed and interpreted pupils' achievements in order to make sure that all children gain the maximum benefit.
44. The school offers a good range of extra-curricular activities for pupils in Year 2 including drama, additional computer and technology facilities, library club, painting and construction. Staff and some parent helpers rotate activities on a half-termly basis, and pupils clearly appreciate these opportunities and are learning from them. Additional sessions for football and gymnastics are organised through local providers.
45. There is a strong commitment to social inclusion; pupils readily accept children with statements of special educational needs as an integral part of the school community,

showing a high level of tolerance and respect. Equal opportunities are offered to all pupils to succeed and the curriculum is generally accessible. The school has recently identified girls' under-performance in English, and has plans to tackle it through reviewed teaching strategies and additional resourcing.

46. Provision for personal, social and health education is generally satisfactory; more should still be done to ensure that pupils have opportunities to work collaboratively, and to develop their spoken language. Arrangements for sex education and teaching pupils about the dangers of drugs are sound.
47. There are good links with local nurseries and other pre-school providers. This helps to ensure a smooth transition when children first come to school. The school has also worked hard to develop a working relationship with the local junior school. Teachers of Year 2 pupils have established links, which are said to be effective, with Year 3 teachers. Pupil performance data and information about the curriculum are passed on at the end of Year 2 to support pupils' induction into the junior school. There is little evidence that this flow of information is reciprocated in terms of feedback on performance or information about the Key Stage 2 curriculum. At present there are few mechanisms for sharing effective practice between these schools.
48. The range of visits and visitors to the school enhances curriculum quality. By taking part in such events as the Grantham music festival, visiting farms, museums and the seaside, children broaden their understanding of how others live and work, and develop a sense of history and care for the environment. Religious festivals are celebrated appropriately through the school's harvest festival, and attending the Christmas concert at the nearby Church of the Ascension, where the Year 2 leavers' service is also held. All pupils have an internet address; the potential of links through the new technologies is being explored further.
49. Overall provision for pupils' spiritual, moral, social and cultural development is satisfactory, though there are aspects which remain under-developed. Spiritual development through work done in National Curriculum subjects is unsatisfactory. Pupils are given too few opportunities to reflect on their own lives and beliefs and those of others, for example, to listen to different types of music and to respond to the feelings which they generate, or to appreciate and respond to the work of a variety of artists. In many lessons there are only limited opportunities to explore and develop pupils' own feelings and ideas so that these can contribute to the attitudes and values of the whole school. This judgement does not take into account religious education and collective worship, which were not inspected. (The report of a separate inspection of these aspects will be available from the school.)
50. Provision for moral development is good. Pupils understand what is or is not acceptable behaviour, and conform well to class rules. They can distinguish right from wrong, and have a sense of fairness and honesty, for example, when discussing the messages contained in the parable of the Good Samaritan. They enjoy good relationships with the staff. The behaviour policy reinforces the expectations of the school and identifies appropriate rewards and sanctions.
51. The social development of pupils is satisfactory and pupils have positive attitudes to each other. They co-operate well when required to do so, though there should be

more occasions when paired or group work is systematically planned. The caring attitudes of staff and voluntary helpers provide good role models which help to shape pupils' values in responding positively to the vulnerable. Generally pupils are polite, well mannered, good humoured and very well behaved. Overall, throughout the school, pupils lack sufficient opportunities to learn independently, and are given few responsibilities to contribute to the organisation and management of aspects of the day-to-day life of the school.

52. The potential for cultural development is not fully realised. The links with the local community and pupils' knowledge and understanding of their immediate and local environment are satisfactory. However, they do not have enough opportunities to appreciate the cultural traditions of the wider world, or to appreciate the contribution which other cultures in Europe and beyond make to the richness and diversity of their own lives.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

53. The school provides a safe and secure environment for all its pupils. It has very good arrangements in place to enable it to meet its responsibilities in relation to health and safety principles and practices. Appropriate security arrangements are in place to assure pupils' safety during the working day. Arrangements for first aid and for dealing with pupils who are unwell are carefully handled. Child protection procedures have been established effectively with the headteacher acting as the named person. Staff are aware of the procedures and good links have been established with the relevant support agencies.
54. A good behaviour policy has been produced and all staff implement it consistently. No pupils have been excluded in recent years and the current governing body has not had to address such a situation. A good range of policies has been developed which are used well to promote pupil welfare and learning, including a policy for personal, social and health education. During the inspection no evidence of bullying or harassment was seen. Parents overwhelmingly express confidence in the school's approach to these matters.
55. The monitoring of attendance is systematic and appropriate. Effective arrangements are in place to deal with any individual issues that may arise, including liaison with other agencies as necessary.
56. The provision for pupils with special educational needs is good. Individual educational plans are in place and reviewed regularly. Teachers and support staff are aware of the short-term targets for individual pupils on the special educational needs register. These pupils receive good and often very good support and make good progress. Pupils with statements receive very good, caring and sensitive support which enables them to be included in whole-class activities and to enjoy meaningful learning experiences.

57. The school uses its own entry profile as well as an accredited baseline screening for assessing pupils under five years of age in the Reception classes. The results are carefully analysed, and used both to identify the curriculum needs for pupils of different ages and abilities, and to measure progress over the pupils' first year in school. A considerable amount of data relating to baseline assessment, performance indicators and standardised tests is collected together for each child in every year group. This data informs a target setting process relating to attainment in statutory tests at the end of Key Stage 1. The school has invested heavily in a commercial system which analyses the results of annual tests and provides predictions of pupils' future attainment. The current targets for individual pupils' performance are challenging but realistic and the school has appropriate arrangements in place to review progress towards these targets. Test data is analysed regularly and has been used successfully, in science for example, to identify aspects of the curriculum that need greater emphasis at whole-school level. Data is also used appropriately to inform planning for individual pupils in relation to literacy and numeracy. However, planning the next steps of learning in other foundation subjects is less well-informed by assessment data or on-going teacher assessments.
58. In response to the last OFSTED inspection the school has developed a useful set of prompt questions for adults to use when supporting pupils' play in the Reception class. As yet there is no structured system for the on-going assessment and recording of the social and academic development of pupils under five.
59. The school is meeting the statutory requirements for assessment at the end of Key Stage 1. In 1999, teachers' assessments in reading, writing and mathematics were consistent with the results of statutory tests in these subjects.
60. Marking of pupils' work is up-to-date and generally positive in tone. However, teachers' rarely record annotations that provide useful insights into how the work has been done or with what support; nor do they often include constructive, subject-specific advice for pupils or their parents about how pieces of work could be improved. Recently, marking has included the use of 'post-its' to record targets for improvement. This is a useful innovation though pupils do not yet talk confidently about their work and are rarely able to express opinions about how well they are doing in their work or why this is so.
61. Although teachers know their pupils well there is little formal on-going assessment and recording relating to pupils' personal and social development. The school is aware that in 1999 the performance of girls was significantly below that of girls nationally, in reading and writing, and has declined in relation to previous cohorts of girls within the school. General strategies have been implemented to improve reading and writing across the school and these appear to be having a positive impact on attainment for boys and girls. The school has identified strategies for raising the attainment of girls but these have not yet been implemented.
62. The school has effective systems in place for assessing pupils' performance in English, mathematics and science and these are now being used successfully to improve attainment. The school is less effective in monitoring performance in the other foundation subjects and in relation to pupils' personal and social development.

63. Parents clearly say that pupils like coming to school; that staff have their best interests at heart; and that they work hard to help pupils develop positive patterns of behaviour and good attitudes to learning. Evidence from the inspection confirms this firmly held view. The last inspection commented that this aspect of the school's life was well developed with some good features. The school has clearly maintained these high standards and these aspects remain strengths of the school.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

64. The school has a very effective induction process for pupils under five years of age. This process builds upon the positive links between the school and local pre-school providers and enables parents and pupils to experience school life and classroom activities in the term prior to admission in September. Parents are very appreciative of these arrangements and recognise their importance in enabling pupils to settle quickly into the routines of school.
65. The school provides prospective parents with a range of useful documents about approaches to learning, including reading, writing and personal and social education, and which give advice on how they may support these. The school's prospectus, which meets statutory requirements, has been revised and produced recently in a more attractive and accessible format. Parents also receive regular and informative newsletters which alert them to key events and routines within the life of the school. Parents appreciate these and have also welcomed the introduction of home-school diaries. These provide clear indications of pupils' targets and homework activities. They are being used well to support pupils' learning and provide a very useful channel of communication between home and school.
66. Annual written reports to parents about their children's attainment and progress meet statutory requirements and contain useful details relating to what pupils have experienced and achieved. They also include personal targets for pupils as well as a record of the levels attained in statutory tests and teachers' assessments at the end of Year 2. However, they do not always provide parents with a sufficiently clear picture of pupils' attainment and progress in relation to national expectations. Some parents report that they find it difficult to know whether their children are progressing as well as they should be. Reports for parents of pupils with special educational needs meet statutory requirements. These parents are also involved appropriately in reviews of progress and in setting future targets for learning.
67. Parents value the opportunities they have to meet with teachers and the headteacher. Staff are readily accessible to parents at the beginning and end of the school day and these informal contacts are useful in supporting pupils' learning. Parents can also meet teachers formally each term to discuss their children's progress and attainment. These meetings are valued but some parents are confused about the status of the summer term parents' meeting after written reports have been published.
68. The school provides opportunities for homework through a suitable range of activities including reading, writing and mathematics. Homework is used effectively to support pupils' learning and has made a significant contribution to the improved standards of attainment in mathematics in particular. The vast majority of parents feels that the school provides sufficient homework for pupils of this age. Parents also express

support for the recently introduced home-school agreement about which they were consulted by the school.

69. Many parents support the school by assisting teachers in classrooms. The school has taken care to provide them with useful written guidance as to the best way to support learning. Teachers also make clear what it is they are doing so as to ensure that the support is deployed effectively. Evidence from the inspection indicates that this support is well used and makes a valuable contribution to pupils' learning, especially in relation to pupils with special educational needs.
70. Parents have given much support to the school's work and pupils' learning through the work of an active Friends' Association. They have, for example, contributed to the acquisition of computer hardware, playground equipment and resources for play activities. They have also supported the development of a millennium trail in the grounds.
71. The last inspection report found that links with parents were well developed. Evidence from this inspection confirms that these links have been well maintained and developed further. Communications between home and school have improved significantly and parents are particularly pleased with the additional curriculum information that they now receive. A parents' room has been opened in the school. Parents comment favourably on the school's efforts to involve them fully in its work. This confidence is well placed and parents' involvement in pupils' learning is a strength of the school.

HOW WELL IS THE SCHOOL LED AND MANAGED?

72. Since the school was last inspected in 1996 the senior management and governing body have changed substantially. The headteacher has been in post for two and a half years and the deputy headteacher for one year less. Together they provide the school with a strong senior management team and particularly effective leadership in the classroom. The headteacher has a clear vision for the direction of the school and tasks relating to the 'management year' are well defined and organised thoroughly. Since September 1999 the management of English, mathematics and science has been delegated to pairs of subject co-ordinators. This has helped to spread the workload of implementing national initiatives and provides a wider base of experience and expertise. The new subject management arrangements have helped to maintain the high standards in mathematics, to develop the library area and to target areas for improvement in English and science. There is evidence in pupils' current work that these strategies are resulting in higher levels of attainment in Year 2 especially.
73. The school development plan is constructed to the local education authority's recommended format and includes relevant sections providing contextual information, a record of previous achievement, a three-year development overview and the main priorities. The plan is accessible and provides a clear identification of actions, start dates, lead personnel and resource implications. Success criteria tend to relate to processes rather than specific outcomes in terms of pupils' attainment. Monitoring strategies are not well defined. Action plans for focused areas contain greater detail relating to pupil attainment.
74. The aim of the school is that "all children achieve the greatest possible measure of

academic, personal, social, physical, moral and spiritual development of which they are capable, within a school which is firmly based on Christian principles”. The inclusion of all pupils and the quality of relationships between adults and pupils are strengths of the school. However, the school does not fully realise its aims to develop personal and spiritual values (outside religious education and collective worship) or an awareness of the diverse society in which we live. Within the statement of aims, there is no explicit commitment to high standards of attainment though the school is successful in achieving high standards in mathematics and is anxious to replicate this success in reading and writing. Currently the major priorities for the school are to raise attainment in English and to develop further the quality of education in information and communications technology.

75. Teaching and non-teaching staff are hardworking and committed to improving further the quality of education and standards of attainment. For example, fifteen additional strategies have been identified and are being implemented to raise attainment in reading and writing. Staff are well supported by governors and parents, many of whom work in school in support of these strategies.
76. Subject co-ordinators work hard to provide colleagues with advice and support for planning. Policies and schemes of work have been developed and many draw successfully upon national guidance or useful commercial schemes as in physical education. Co-ordinators for literacy, numeracy and science have analysed performance data in order to target further areas for improvement. They are able to monitor teachers’ planning, examine pupils’ work and observe lessons. This monitoring has been most effective in mathematics. The management of special educational needs is good and has a positive impact on the good progress that these pupils make across the school. In other areas, the remaining foundation subjects in particular, monitoring activities lack a clear enough focus on standards and quality. Co-ordinators in these foundation subjects have little information upon which to make judgements about the school’s performance in comparison with schools nationally, locally or similar schools. The school is not yet able to make secure judgements about standards of attainment and the quality of education in art, music and the provision for the under fives.
77. Until recently the school’s governing body was shared with three schools in the St. Wulfram’s group of Church of England Aided schools. Since September 1999 the Department for Education and Employment has required the school to have its own, separate governing body. As such the current governing body has not been responsible for developments since the previous inspection. The new body, comprising half ‘new’ and half ‘old’ governors, has organised itself quickly and effectively into a well-informed and committed unit. The governing body works efficiently through four key sub-groups and fulfils its statutory duties. Several governors, particularly the chair and literacy and numeracy governors, support children’s learning in lessons and know the school well. Governors have monitored the implementation of the National Literacy and Numeracy Strategies and are aware of the strengths and weaknesses of the school identified through performance data.

78. The headteacher and deputy headteacher have implemented a programme for monitoring and evaluating the quality of teaching. This has led to some useful analyses of lessons which also record perceptive action points for improvement. At times these action points have not been followed up with sufficient rigour to ensure sustained improvement. Some issues, raised at the last inspection, to do with pace and challenge, are still identified as weaknesses in one or two unsatisfactory lessons. Co-ordinators of core subjects do not yet record their lesson observations to a format that requires them to evaluate the impact of teaching on pupils' learning. This limits the effectiveness of the monitoring in terms of improving the quality of teaching where it is weakest.
79. The school has undertaken a thorough analysis of test results in order to identify aspects of the curriculum where performance has not been as good as it should. In consequence additional strategies have been implemented in relation to teaching reading and writing and greater emphasis has been given to elements of the science curriculum. Specific strategies to address the decline in girls' performance in reading and writing have been identified but not implemented, though there is evidence that girls feature among the 'improved performers' in writing in the current Year 2. A substantial record of baseline assessment and standardised test data is kept for each child and used to set targets for end of key stage test performance. These targets are reviewed regularly and are appropriately challenging but are not always used effectively to identify the next stages of learning.
80. The school has a strong commitment to professional development for teaching and non-teaching staff. Several staff are pursuing further degree courses at masters' level and all staff have access to a range of school-based and centre-based training opportunities. Whole-school professional development needs are identified through discussions between the senior management team and subject co-ordinators. Individual needs have been identified through a systematic and thorough process of appraisal. This process is now under review pending further national guidance on performance management. Induction arrangements for new staff are clearly identified and the school's commitment to professional development, together with the training background of the senior management team and the examples of high quality teaching in some classes, indicates that it could be an effective provider of initial teacher training. The governors have set appropriate annual targets for the headteacher and deputy headteacher.
81. The school feels that it has received good support from the local education authority in implementing the National Numeracy Strategy and in developing its policy for special educational needs.
82. The budget is carefully monitored by the headteacher, chair of governors and finance sub-group. Specific grants for special educational needs, professional development and administrative support are used effectively. Financial control and administration are good and the school has implemented the advice contained in its recent audit. The recently appointed administrative assistant is well organised and efficient. She is beginning to make use of the available technology to support these activities. The links between budget planning and educational priorities are guided by the headteacher but the past allocation of funding to each class rather than to specific subjects or priorities reduced the whole-school impact of resource allocation. This system has

been reviewed and subject co-ordinators now have greater responsibility for bidding for resources. The current budget includes a 6.4% carry forward which is higher than average expectations. There is also no clear rationale for maintaining such an amount other than as a matter of financial prudence. Given that there are particular resourcing issues for the under fives, for information and communication technology and in relation to the stock of non-fiction books, this does not represent a secure approach to budget planning.

83. In general, the school applies the principles of best value successfully. It has made good use of national comparative data from statutory assessment and other performance indicators to target areas for improvement. However, the school receives little comparative data from its local education authority with which to compare its performance with local schools. The school has looked critically at the opportunities that it offers to pupils within and outside the statutory curriculum, has implemented a support programme for reading (Our Way of Learning – OWL) and offers Year 2 pupils a range of extra-curricular activities. The governors have yet to discuss the wider community use of the school for such activities as family literacy or before and after-school care and learning clubs. Good arrangements are in place for informing and consulting with parents. A comprehensive questionnaire has been used with parents to gauge opinions about school life. The governors are currently undertaking a rigorous examination of the cost-effectiveness of buy-back services from the local education authority. They have yet to apply the same sort of examination to the effectiveness of the use of curriculum materials.
84. The school employs an appropriate number of suitably qualified teachers. The particular expertise in teaching mathematics has led to substantial improvements in attainment over the last two or three years. High quality teaching and personal enthusiasm account for the good singing throughout the school. Expertise in science has enabled improvements to be made to the quality of education and attainment in experimental and investigative science. The school benefits from high quality support staff who make a very positive contribution to the overall good quality of teaching and have a particularly positive impact on the progress and attainment of pupils with special educational needs.
85. Recent building and refurbishment have enhanced the school premises since the last inspection. The new office area is well located at the front of the school and a useful parents' room and library have been created from the old offices. A recent programme of external redecoration and replacing windows has further improved the building. The whole accommodation is clean and well cared for by staff and pupils. The caretaker takes great pride in her duties and works hard to maintain a high quality learning environment for the pupils. Staff give much time to displaying pupils' work carefully and attractively in classrooms and corridors. This is a pleasant and secure environment for young children. At present space for one Reception class is restricted, as is their outdoor learning area. However, there are plans to extend this room and provide better opportunities for an 'outdoor classroom'.
86. The outdoor hard play area is well marked and attractive labels encourage pupils to engage in a range of play and learning activities. The area has been enhanced by colourful murals. A large grassed area gives a good opportunity for summer play and games and the school has developed an interesting conservation area and butterfly garden to support learning.

87. Resources for learning are particularly good for mathematics, science and some aspects of special educational needs. The school has invested in a good range of fiction books for the library. Resources for creative development in the early years are limited, as is the range of non-fiction reference material. Classroom and corridor resources are well organised and accessible.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

88. The following key issues have been identified as the main areas the school should address to further improve the quality of education it provides. These areas will form the priorities in the governors' action plan. The headteacher, staff and governors should:
- i. Improve further the standards of attainment in reading, writing and speaking and listening by*:
 - providing a greater range of attractive fiction materials which will interest girls;
 - ensuring that all pupils are reading appropriately challenging texts;
 - continuing to implement recently developed strategies to raise standards in reading and writing;
 - providing greater opportunities to engage in discussions.

(see paragraphs 5, 6, 10, 12, 18, 21, 87, 101, 102, 106, 151, 160)
 - ii. Improve opportunities for pupils to develop independence and take more responsibility within the daily life of the school.
(see paragraphs 22, 39, 46, 110)
 - iii. Improve the breadth and depth of the creative, spiritual and cultural dimensions of the curriculum by:
 - creating more opportunities for spiritual development across the curriculum;
 - providing more opportunities for pupils to learn about the diversity and richness of other cultures and traditions, particularly through the arts.

(see paragraphs 40, 49, 51, 52, 74, 140, 154, 162, 176)
 - iv. Improve the quality and consistency of teaching by:
 - eliminating unsatisfactory teaching;
 - developing the programme of classroom monitoring to ensure that all teaching impacts effectively on pupils' learning;
 - use the examples of high quality teaching within the school to raise teachers' expectations and improve pace and challenge in those lessons where it is lacking *
 - improve the ways in which teachers' planning for pupils' learning makes use of information gathered from assessing what pupils know and can do

(see paragraphs 26, 29, 30, 31, 33, 34, 35, 37, 39, 57, 60, 61, 62, 78, 108, 119, 132, 138)

- v. Improve the provision for pupils under five by:
- providing a curriculum which more adequately reflects the ways in which young children learn best;
 - providing more opportunities for developing emergent writing and numeracy skills through play;
 - observing systematically and making accurate assessments of children's personal and academic development and using these to promote their learning;
 - using imaginative role-play and first-hand experiences across the curriculum*.
- (see paragraphs 4, 28, 40, 42, 87, 90, 94, 97, 98)*

The following less significant weaknesses are not included as key issues for action but should be considered by the school:

- Annual reports for parents about their children's attainment and progress should contain clearer statements that enable parents to understand how their children are performing in relation to national expectations.
(see paragraphs 66)
- Governors should discuss the rationale for budget allocations * to subjects and for the level of contingency funding held in the budget.
(see paragraphs 82)

** denotes areas for improvement already identified by the school.*

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	44
Number of discussions with staff, governors, other adults and pupils	47

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	20%	30%	41%	9%	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 – Y2
Number of pupils on the school's roll (FTE for part-time pupils)	179
Number of full-time pupils eligible for free school meals	3

FTE means full-time equivalent.

Special educational needs	YR – Y2
Number of pupils with statements of special educational needs	2
Number of pupils on the school's special educational needs register	23

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	10
Pupils who left the school other than at the usual time of leaving	6

Attendance

Authorised absence	%
School data	5.0
National comparative data	5.4

Unauthorised absence	%
School data	0
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

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 1 for the latest reporting year	1999	31	28	59

National Curriculum Test/Task Results	Reading	Writing	Mathematics	
Numbers of pupils at NC level 2 and above	Boys	26	24	30
	Girls	21	23	27
	Total	47	47	57
Percentage of pupils at NC level 2 or above	School	80 (76)	80 (85)	97 (90)
	National	82 (80)	83 (81)	87 (84)

Teachers' Assessments	English	Mathematics	Science	
Numbers of pupils at NC level 2 and above	Boys	26	27	28
	Girls	24	28	26
	Total	50	55	54
Percentage of pupils at NC level 2 or above	School	85 (89)	93 (92)	92 (84)
	National	82 (79)	86 (82)	87 (84)

Percentages in brackets refer to the year before the latest reporting year i.e. 1998

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	119
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	0	0
Other minority ethnic groups	0	0

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

Teachers and classes

Qualified teachers and classes: YR – Y2

Total number of qualified teachers (FTE)	7
Number of pupils per qualified teacher	25.9
Average class size	30

FTE means full-time equivalent.

Education support staff: YR – Y2

Total number of education support staff	7
Total aggregate hours worked per week	97

Financial information

Financial year	1998-9
	£
Total income	266872
Total expenditure	261592
Expenditure per pupil	1445
Balance brought forward from previous year	14110
Balance carried forward to next year	19390

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	179
Number of questionnaires returned	75

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	68	31	1	0	0
My child is making good progress in school.	64	33	0	0	3
Behaviour in the school is good.	59	41	0	0	0
My child gets the right amount of work to do at home.	47	43	7	3	1
The teaching is good.	77	21	0	0	1
I am kept well informed about how my child is getting on.	48	41	8	3	0
I would feel comfortable about approaching the school with questions or a problem.	80	20	0	0	0
The school expects my child to work hard and achieve his or her best.	71	28	1	0	0
The school works closely with parents.	57	41	1	0	0
The school is well led and managed.	77	23	0	0	0
The school is helping my child become mature and responsible.	71	28	0	0	1
The school provides an interesting range of activities outside lessons.	41	35	8	0	16

Other issues raised by parents

89. Parents attending the meeting with inspectors were very positive about the school and the opportunities they had to engage in the life of the school. They were particularly pleased with the way pupils are cared for and the fact that pupils are happy. Parents felt that the school is well led and managed and that they enjoy ready access to the headteacher and teachers in order to discuss any issues. They felt that the school environment had improved greatly since the last inspection as had links between the school and parents. Some parents would like more information about pupils' attainment and progress in relation to national expectations. Some felt that they would like a third formal parents' evening during the summer term without having to make a special request in order to discuss written reports.

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

90. Children under five show a wide range of ability when they enter the school. They have experienced a variety of pre-school settings, with some having attended local nurseries. A small but significant proportion is identified as showing delayed development in their spoken language. Overall, standards on entry are close to the national average. To assess children's attainments and capabilities, the school uses its own entry profile as well as an accredited baseline screening during the first term in the Reception classes. The results are carefully analysed, and used both to identify the curriculum needs for pupils of different ages and abilities, and to measure progress over the pupils' first year in school.
91. The youngest children can use and enjoy books, match sounds to letters, recognise their own names in print and listen attentively. Speaking skills are under-developed. Children under five are given too few opportunities to increase their understanding and to improve their competence in spoken language through imaginative play. However, during the inspection some good examples were observed of the teacher encouraging all children to join in conversations, calling them by name and inviting them to share experiences. An appropriate emphasis is given to teaching phonics through matching sounds and pictures. Both during the inspection week and over time, there is evidence that pupils are taught early reading and writing skills well. However, when children do not form letters correctly this sometimes goes unchecked. Overall, with the exception of speaking skills, pupils are on course to achieve the expectations of the Early Learning Goals in relation to their language and literacy development.
92. The teaching of mathematical development over time and during the inspection is satisfactory overall. Early numeracy is carefully planned and teaching is well focused so that pupils are able to gain confidence in using mathematical language accurately. They locate suitable equipment such as balances to find which objects are heavier than others. Pupils are able to identify and add on one to numbers up to ten and count them in order. They can recognise simple two-dimensional shapes such as triangles, circles and squares. Pupils under five are likely to achieve the expectations for mathematical development, described in Early Learning Goals, by the end of the reception year.
93. Teaching to develop pupils' physical skills is well managed and organised, and effective use is made of support staff to promote safe working habits and to give confidence to those children who are hesitant. Children show control and co-ordination in their movements, and use a range of apparatus confidently and sensibly. Their attainment is in line with national expectations.
94. Children's knowledge and understanding of the world is developed satisfactorily. They know, for example, how climate affects where animals live and understand differences between hot and cold. They are beginning to develop an understanding of old and new. They are familiar with using information technology and some use cursor keys and the mouse with confidence. Their development is in line with national expectations.

95. Teaching over time for children's creative development has been less secure; imaginative play lacks status and the power of gaining knowledge through first-hand experiences has not been adequately fostered through planning or provision. Good standards are attained in singing, but there are generally too few opportunities for children to develop their creative skills and to share their thoughts and ideas.
96. Pupils have made satisfactory progress in their personal and social development. They listen to and follow instructions carefully. They are secure in the rules and routines of the classroom. Pupils are eager to learn, and show independence and self discipline when encouraged to do so, as was evident during one session of music when they chose their own instruments and were interested and excited about performing a new song.
97. The quality of teaching is satisfactory overall for children under five. During the week of the inspection the youngest children were taught by a supply teacher for the majority of the lessons seen. During these lessons there was some very effective and energetic teaching which was carefully planned to meet the needs of all pupils. The teaching held the attention of children across the ability range through a tightly structured use of time and a real sense of interest in what the children were achieving and what they had to say.
98. Children with special educational needs are well supported and make good progress. The school is aware of the importance of the early identification of pupils' needs; and effective use is made of commercial performance indicators, as well as baseline assessment, to support this process. At times insufficient account is taken of the needs of high attaining pupils and, over time, work is not always sufficiently challenging.
99. The curriculum for children under five is suitably broad overall, but takes too little account of the ways in which young children learn best. Resources are limited and are poor for imaginative play. The school has not made sufficient progress in achieving the key issue to improve provision for structured play which was identified in the last inspection. This limits opportunities for developing early skills of literacy, numeracy, speaking and listening through practical activity.

ENGLISH

100. Evidence is drawn from ten lesson observations, scrutinies of pupils' work, discussions with co-ordinators and pupils, hearing children read, teachers' planning and recording, and an interview with the governor responsible for literacy.
101. In the 1999 national tests for seven-year-olds, pupils' attainment in reading and writing was below the national average, and well below the performance of similar schools, as was attainment at the higher levels. While teachers' assessments were generally accurate, attainment at Level 3 in writing was underestimated. Findings during the inspection show that standards have risen sharply, and are now in line with national expectations for pupils in Year 2. The school recognised that swift improvements were needed, and a wide range of effective measures has been introduced and implemented consistently to target underachievement and accelerate progress. These include a detailed analysis of test results, setting individual targets for Year 1 pupils which have been renegotiated in Year 2, and a focus on improving the quality and

quantity of pupils' written work.

102. The three-year average of test results in reading and writing is close to the national average but is distorted by significantly high attainment in 1997, particularly by boys. The performance of girls in reading has remained close to the national average until 1999, when it fell dramatically. The school realises that girls have been under-performing, but has not as yet introduced any strategies or new resources to reduce the gap in attainment. Staff are now reviewing the books available to the older pupils to ensure a broader range of appeal and interest level. Gifted pupils are not yet reaching the levels of which they are capable; this is partly because they are reading texts which do not challenge them sufficiently. The last inspection indicated that attainment in statutory tests was in line with national results, but that inspection evidence showed above average attainment in English. This would be consistent with the high results in the 1997 national tests. Though there has been a downward trend in recent years, results again look likely to be close to national averages this year, with an improved performance expected of higher attaining pupils in writing.
103. The time devoted to English is high. Though other subjects across the curriculum do make a contribution to language and literacy, for example, in music through the development of listening skills, children need more opportunities to discuss their feelings and emotions, aspects of their work, and to write for a wider range of audiences and purposes. The use of software which allows for pattern making and design in art, and reading instructions in mathematical activities also develop skills needed for handwriting and comprehension. Work in history is also based around stories of famous people and events.
104. At the beginning of Year 1 pupils know about the relationship between letters and the initial sound of words. Many can read and write their own names accurately. They listen well to stories and can recall and retell the plot. Older pupils make interesting class books, and present their work neatly; by the end of the key stage there are many impressive examples of cursive writing which is elegant and fluently formed. Spelling throughout the school is of a good standard. Pupils make sensible attempts to write unfamiliar words, and are usually accurate when spelling words they use frequently.
105. By the end of the key stage children use grammar and punctuation correctly, with the higher attaining pupils knowing when to use speech marks, commas, question marks and full stops. They are conversant with story writing conventions and produce extended pieces of work which are well constructed and imaginative, introducing a variety of characters in interesting settings and locations. Children of all ages read with expression and have a well-developed sense of performing for an audience; this is a real strength of the school. Pupils with special educational needs are well supported, and achieve well for their abilities, particularly in their writing and presentation. Positive aspects identified in the last inspection report have generally been maintained.
106. Pupils' speaking skills are generally under-developed. Older pupils are not confident to discuss their preferences, evaluate their own learning or to readily offer opinions or reflections on their own feelings. It is noticeable that though children know where dictionaries are kept, they do not readily turn to them to check spellings or meanings of words. Research skills are limited by the classification system used in the library; though younger pupils find illustrations easy to recognise, using the Dewey system

alongside this would benefit pupils on transfer to the junior school. Too many able readers are not challenged by the books they read. This limits their experiences of learning new vocabulary and extending their comprehension.

107. Throughout the school planning for literacy is detailed and informative, and this conscientious approach has helped staff to implement the National Literacy Strategy to good effect. Now that the literacy hour is being implemented more flexibly, teachers are rightly taking the opportunity to review their priorities against the results pupils are achieving.
108. Within Key Stage 1 the quality of teaching ranges from very good to unsatisfactory and is satisfactory overall. In the best lessons teachers know their subject well and their enthusiasm readily transfers itself to the pupils who respond to humour, engage well with the task in hand and make real gains in learning. This was apparent in a Year 2 lesson where pupils were asked to change the narrative of a poem into a story in prose. They understood the function of humour and excitement in making a good story. Pupils were challenged intellectually by specific and well-focused teaching. Where teachers have really high expectations pupils are challenged to think deeply, and are given time to respond. This aspect of teaching has improved since the last inspection. Support staff make an effective contribution as they understand what children are expected to learn, and are clear about their role. Support for less able pupils is particularly well focused, and where they are withdrawn for additional help, using the 'Our Way of Learning' (OWL) programme, governors, parent helpers and ancillary staff make a significant contribution to the standards achieved.
109. Where teaching is less effective the lesson content does not match the ability or maturity of the children, or the pace is slow and pupils become bored and lose concentration. For example, in one lesson pupils spent much time in copying out questions rather than answering them. In these lessons pupils are insufficiently or inappropriately challenged and make too little progress in their learning. Throughout the school marking does not provide pupils with enough direction about the reasons why a piece of work is successful, or how improvements could be made. Ongoing assessments of pupils' progress are not used effectively to plan the next stages of learning. Reading records do not record the mistakes pupils make or the strategies they need to use to help them make sense of the text. Work completed at home supports learning well, and home activity diaries are very beneficial when they are completed regularly.
110. Pupils generally work with sustained concentration and enjoyment, particularly when the tasks are demanding and they meet with success. This raises their confidence and self-esteem. Pupils co-operate readily when asked to do so, but too few opportunities are provided to interact with a partner or a group. The potential of stories, poetry and drama to enable pupils to reflect on what they are and what they might be, and on their own and other people's lives and beliefs is not sufficiently developed.

111. The management of English by two co-ordinators is effective and their analysis of data, linked to implementation of agreed strategies has had a positive impact on raising standards. Monitoring and evaluation of the quality of teaching is at an early stage and lacks sufficient focus upon the impact of teaching on learning.
112. Recent improvements to the library have resulted in an environment which pupils find attractive and which enhances the status of reading throughout the school. There has been significant investment in 'Big Books' and a good range of fiction material is available across the school. The range of non-fiction and reference books is quite limited and restricts the development of research skills for older, high attaining pupils in particular. The school is aware of the need to improve its stock of reading resources in order to encourage girls to read more with a greater sense of enjoyment.

MATHEMATICS

113. During the course of the inspection inspectors observed six mathematics lessons; examined samples of work from each class; spoke to pupils about their work; interviewed the joint subject co-ordinators and the numeracy governor; analysed performance data including the results of statutory assessment; studied portfolios of work, teachers' planning and pupils' records and looked at the range and quality of resources.
114. In mathematics, the results of statutory assessment at the end of Key Stage 1 have improved steadily since 1996 and exceed the national rate of improvement. In 1999 attainment was well above the national average and well above the average for similar schools. Attainment at the higher level (Level 3) was also above average. Boys performed slightly better than girls. These high levels of achievement are the outcome of some very good teaching, the successful implementation of the National Numeracy Strategy, well-focused homework, very good classroom support and an effective partnership with parents.
115. Pupils make generally sound progress through the Reception Year and pupils with special educational needs are well supported. At times the highest attaining pupils are challenged insufficiently and do not make as much progress as they could. In Years 1 and 2 the rate of progress increases and pupils of all abilities are challenged by well-differentiated and well-matched tasks. Pupils with special educational needs continue to be well supported and make good progress. High attaining pupils are challenged and extended, make good progress and achieve standards above national expectations by the end of Year 2.
116. In Year 1 many pupils can add and subtract confidently within numbers up to 20 and explore different strategies for mental addition including counting on, doubling, and looking for familiar bonds. Pupils with special educational needs recognise numbers and carry out simple addition and subtraction activities within numbers up to 10. Pupils recognise common and regular two-dimensional shapes and are able to classify these according to simple properties. They can record data using simple block graphs with a one-to-one representation and are aware of standard units of time such as days, hours and minutes.

117. Year 2 pupils count confidently in multiples of five. They enjoy exploring patterns on hundred-number squares, for example, when predicting and recording multiples of four. The highest attaining pupils are able to use their understanding of multiples to calculate problems such as 3×4 and 40 divided by 4. Pupils can use decimal notation relating to money; recognise odd and even numbers; understand what halves and quarters are and use this knowledge to help them solve problems. They are aware of standard units of weight and time. Their knowledge of shapes has been extended to include terminology relating to turns and symmetry.
118. In general, work in collecting, recording and interpreting data using a range of charts, graphs and tables does not progress so successfully as other areas of mathematics. While some aspects of mathematics appear in geography through co-ordinates and plans and in science through simple measures, there is little evidence of the systematically planned development of numeracy across the curriculum.
119. The school has made a successful start to implementing the National Numeracy Strategy. The quality of teaching seen was good or better in five out of six lessons and very good in half of the lessons observed. There was no unsatisfactory teaching of mathematics. Teachers' subject knowledge is good and lessons are planned conscientiously and in detail. Learning objectives are generally identified clearly and relate well to the key elements of the National Numeracy Framework. Tasks are well differentiated and matched to the needs of a manageable number of ability groups. This ensures that pupils of all abilities are challenged effectively and make good progress. The pace of lessons is always brisk and the very best lessons are led with vigour and enthusiasm. The improvements to the pace and challenge of lessons are important changes since the last inspection. Marking is up-to-date and accurate but contains few annotations or comments to move pupils' learning forward. Good use is made of tests to assess pupils' attainment and effective records are maintained.
120. Pupils are generally attentive and responsive. They behave very well in lessons and respect each other's contributions. One statemented pupil was genuinely, spontaneously and kindly applauded when offering a correct answer that represented a significant achievement for him. Pupils are keen to offer ideas and suggest solutions to simple mathematical problems. Teachers encourage their contribution and use appropriate terminology to extend learning. When one Year 2 boy suggested that 74 was a multiple of 4 the class was asked to 'test his hypothesis'.
121. Pupils are given a range of opportunities to work individually and co-operatively in mathematics. This supports their personal and social development. There are few planned opportunities to develop the spiritual and cultural dimensions of the curriculum through mathematics.
122. The subject is ably and enthusiastically led by the joint co-ordinators. They have analysed performance data and identified areas of the curriculum for greater emphasis. They have provided good support for planning and one, a leading numeracy teacher, has modelled lessons for all staff to observe. The co-ordinators have been able to monitor planning, examine samples of pupils' work and observe lessons. The subject is well managed and this has had a significant impact upon the improved standards of attainment over the last four years.

123. Lessons are enhanced by the high quality support offered by classroom assistants and parents. This enables pupils with special educational needs to progress well. Resources for mathematics are good and particularly effective use is made in all classes of the magnetic hundred squares to support mental mathematics and the exploration of number patterns. Good use is made of the limited software for mathematics though the potential of information technology to support work in data handling remains under-developed since the last inspection.

SCIENCE

124. During the inspection three science lessons were observed. Inspectors also examined planning documentation, the results of statutory assessment, samples of pupils' work, the science portfolio and resources for science. The subject co-ordinators were also interviewed.
125. In 1999 the results of National Curriculum teachers' assessments for most aspects of science were in line with the national average except for experimental and investigative science, where results were above average. There were some differences in the aspects of science at the higher levels. Results for work on life and living processes and physical processes were below average. For work on materials and their properties and for experimental and investigative work, the proportion of pupils gaining the higher levels was broadly average. Overall, attainment is in line with the national average with a higher proportion of pupils doing well in experimental and investigative science. In 1998 girls performed significantly better than boys. The attainment of boys improved in 1999 and there is now little difference between the performance of boys and girls.
126. The co-ordinator expects improvements in science to be evident in this year's teacher assessments. The cohort of pupils being assessed will be the first set of pupils to have followed the school's scheme of work (based on the national scheme of work) from the start of their time in school. Inspection findings support the co-ordinator's views.
127. A good range of opportunities for investigation is offered to pupils. In particular a wide variety of types of investigation are carried out. The current standards in science are in line with the national average but experimental and investigative science continues to be above average. Reception pupils know, for example, that some animals have distinctive patterns in their fur which help to identify them. Pupils in Year 1 know that some materials melt when heated and are able to make simple observations and record them. They know about magnets and that some metals are attracted to them and some are not. They understand about different sources of light and the reason for night and day. In Year 2, pupils know that some materials conduct electricity better than others. They are able to complete a simple chart to record their predictions and the outcome of their experiments. They have a sound understanding of the dangers of electricity and understand how to use a simple circuit. They can carry out a simple investigation to find out whether common substances such as salt, sugar and sand will dissolve.
128. The school's scheme of work is based on the national scheme for science with some amendments and additions. There is a particularly good section written by the school for work with Reception pupils which recognises the distinct approach needed for

good early years' practice. The section that identifies the science opportunities that occur through sand and water play is good. The school identifies in its scheme where opportunities occur to extend work or make links to other subjects.

129. Pupils have good attitudes to their work and behave well in lessons. Good links with the community enhance pupils' education such as the joint development of the Butterfly Garden with the local council which has provided a lasting resource for the school and pupils.
130. More use could be made of information technology within science activities. The use of data handling program to record information is underdeveloped. There are few opportunities for independent work in science. For example, within the good range of investigational work carried out, pupils have little input into planning and designing investigations. In particular, the higher ability pupils are capable of devising their own ways to record and analyse observations and data.
131. In the last inspection pupils were judged to have made good progress in science and achieved above average results. This has been maintained in experimental and investigative science but not in other aspects, although the current cohort of pupils is performing well across all aspects.
132. Teaching in science is satisfactory overall with some good elements. Activities are planned conscientiously but learning objectives are not always identified clearly. Teachers are confident about the science they are teaching and lessons are well prepared. In the best teaching questioning is used effectively to develop pupils' understanding and the tasks set are challenging and exciting. Preparation is thorough and pupils are given the opportunity to make predictions and have an input in to the design of the investigation to be carried out.
133. The school keeps good records of the science that pupils have covered. Assessment opportunities that relate pupils' progress to National Curriculum levels are underdeveloped and staff have no clear guidance to improve this aspect of their work. Planning in the short-term lacks clear learning objectives and the link between planning and assessment is weak.
134. The management of science is generally good. The co-ordinator has begun to monitor teachers' planning, scrutinise pupils' work and observe science lessons. The monitoring of teaching has yet to focus sufficiently on the impact on pupils' learning in order to raise further the quality of teaching to the level of the best. Resources for science are good and are well organised into accessible topic boxes related to modules within the scheme of work.

ART

135. During the inspection inspectors observed three art lessons; examined the school's scheme of work, the art portfolio, evidence of work in pupils' books and on display; and interviewed the subject co-ordinator.
136. Standards are variable between classes but are satisfactory overall. Pupils' knowledge and understanding of the work of artists and their response to their own and others'

work is inconsistent throughout the school. Evidence in displays and in the portfolio of work indicates that most of pupils' art work is linked to class topic work. Some, such as the work in Year 2 on portraits of 'Katie Morag', show an awareness of composition, good brush control and a lively sense of painting for an audience. Some other examples of whole-class activities are almost identical. Although work is attractively displayed, much lacks the vibrancy and immediate impact of the illustrations in children's exercise books, and has been too controlled by adults. This does not allow pupils to reach standards of which they themselves might be capable.

137. In some classes support for pupils with special educational needs is well focused, allowing good progress to be made in skill development. In other classes, pupils of all abilities do not have the opportunity to experiment with a range of media and investigate with two and three-dimensional materials, to use a range of techniques or to observe carefully and record what they see at first hand. Often the size, colour, media and composition of work are predetermined by the resources offered to the pupils. When they experience difficulty with, for example, using scissors to cut paper, an adult will complete the task for them. This means that pupils have less opportunity to convey personal expressions and feelings, or to develop the necessary skills.
138. In the most effective lessons teachers ensure an appropriate starting point, discuss how pupils will approach the work, and what skills will be developed, as for example, in talking about brushes of different sizes and how their use might change the process and outcome of work. Adults offer sensitive support; ancillary staff and volunteers are well briefed and have a clear idea of their roles, and what children will be expected to achieve. Where teaching is unsatisfactory, too much adult intervention stifles individual creativity, or low-level tasks are offered which do not challenge or stimulate discussion and free response.
139. Pupils enjoy painting and illustrating their work. They use tools sensibly and safely, taking good care of classroom materials. They respond well when given the opportunity to choose media of different colours and textures to make collages, and take pride in their achievements. Behaviour is very good.
140. Though the quality of art provision is satisfactory overall, the above average attainment described in the previous inspection report has not been systematically maintained, despite some positive features. The contribution of art to children's spiritual and cultural development is variable across the school. Evidence shows that, although in some classes pupils respond to the ideas, methods and approaches of different artistic genres, such as painting works in the style of Klee or Seurat, this is not universally the case. There is little evidence of pupils harnessing the power of visual representation to reflect on and communicate their individuality. Visits by local artists and a cartoon maker enrich the curriculum and offer a wider perspective on the different elements of visual imagery.
141. Resources for art are adequate and pupils have appropriate access to paints, brushes and paper within classrooms. The Flare program is available to support the development of pattern making and composition through information technology, and was being used well by a pupil in one classroom to design a resource for the 'flower shop' creative play area. A good range of collage materials is carefully stored and accessible.

142. Though teachers' planning is monitored for content, systems for assessing, monitoring and recording pupils' achievement are not well established. The subject co-ordinator is not able to account systematically for the quality of education provided nor for the standards attained in art by pupils across the school.

DESIGN AND TECHNOLOGY

143. It was only possible to observe one lesson in design and technology. However, displays of pupils' previous work, photographic evidence and discussions with staff and pupils, indicate that attainment is in line with national expectations by the end of Key Stage 1 and pupils make satisfactory progress. The last inspection reported that pupils attained standards in design and technology similar to those found nationally. This level of performance has been maintained.
144. Planning for design and technology is linked to year group topics. This provides an effective context in which pupils undertake practical tasks. In the Reception Year pupils can, for example, join together card and paper with simple fasteners to allow movement as in the ladybirds with moving wings. A recent farm visit for Year 1 pupils provided the stimulus for building model tractors from Lego, Duplo and magnet blocks. In Year 2, special event cards that pupils make give scope for using sliders, springs, spirals and paper folding to creating a variety of different sorts of movement. Although pupils use a wide range of materials and techniques, there is little evidence of pupils evaluating or modifying their work.
145. Teaching in the one lesson observed was sound. Learning objectives were shared with pupils and the teacher encouraged pupils to generate their own ideas based on previous experiences. A classroom assistant provided effective support for a group making sliders and pupils were given the opportunity to choose appropriate ways of joining materials with glue and sellotape. Pupils' attitudes to their work in design and technology are good. They clearly enjoy the practical tasks given.
146. The school uses the national scheme of work effectively as the basis for the long-term curriculum plan for design and technology. There is no systematic monitoring of the attainment and progress of individual pupils in design and technology although the school keeps good records of the work covered by each pupil. There is little evidence of work being planned consciously to support literacy and numeracy or the spiritual and cultural development of pupils.
147. The management of the subject is satisfactory overall. The co-ordinator has begun to monitor the school's work in design and technology but this has yet to include the monitoring of teaching and its impact on raising of standards of attainment. The co-ordinator is not able to draw on systematically gathered evidence in order to account for the quality of education or standards of attainment across the school. Resources for design and technology are satisfactory and include a range of construction kits and a useful 'Lincolnshire Toolkit' which provides appropriate equipment for infant schools.

GEOGRAPHY

148. During the course of the inspection inspectors observed three geography lessons; examined samples of work from each class; spoke to pupils about their work; interviewed the subject co-ordinator; studied the portfolio of geography work, teachers' planning and pupils' records; and looked at the range and quality of resources.
149. The school plans for pupils to experience the key elements of the national programmes of study for geography in Key Stage 1. Pupils' attainment is broadly in line with national expectations with some particularly positive features relating to the development of geographical skills. Since the last inspection the impact of the National Literacy and Numeracy Strategies has caused the time allocated to teaching geography to be reduced. As a result, work on contrasting overseas localities have been omitted and other elements are covered in less depth. In this respect standards of attainment in geography are not quite as good as they were at the last inspection.
150. Pupils of all ages learn about the effects of weather on people and keep increasingly complex records of weather using different combinations of symbols and temperature measures. In Year 1 they learn the appropriate geographical terminology relating to rivers including stream, mouth and waterfall. They also compare life in a town with life on the farm. In Year 2 they use photographic evidence from the locality to understand and classify the different ways in which buildings are used. They contrast life in a market town with life at the seaside using fieldwork on educational visits to places such as Hunstanton to extend their knowledge and understanding. They are beginning to make some judgements about attractive and unattractive features of localities. Throughout the school pupils are given opportunities to develop their mapping skills from simple pictorial maps to more accurate plans.
151. The work on recording weather data, measuring temperature and making plans supports the development of pupils' numeracy skills. Pupils have plenty of opportunity to make brief written observations but there are too few opportunities for them to undertake pieces of extended writing in support of their literacy skills. When considering photographic evidence in Year 2 pupils are sometimes not given enough opportunity to develop further their speaking skills through discussion rather than brief answers to questions. The highest attaining pupils have too few opportunities to pose questions from evidence rather than just answer them.
152. In all three lessons observed the teaching was at least satisfactory and was good in two of the lessons. Teachers' planning is detailed and lessons are well structured to provide an introduction, group or individual activities and a plenary session to draw together key teaching points. In the best lessons good use is made of questioning to support less able pupils and to extend the knowledge and understanding of high attaining pupils. For example, when considering photographic evidence less able pupils were asked to identify what the building was used for and higher attaining pupils were asked additionally to consider the different types of work that might be carried out in them. In all lessons classroom assistants and parent helpers provided very effective support for pupils' learning.

153. Pupils are well behaved in geography lessons and are generally attentive and responsive. They were particularly excited by the photographic evidence and responded with perceptive comments about the use of buildings. In Year 2 pupils make good progress in learning and pupils of all abilities are challenged appropriately. In Year 1 there is evidence that high attaining pupils are not sufficiently extended by some activities.
154. Geography lessons make a positive contribution to pupils' social and cultural development in relation to their knowledge and understanding of local cultural traditions and lifestyles. In general too few opportunities are planned to extend pupils' spiritual development and their knowledge of wider cultural traditions.
155. The subject co-ordinator has only recently taken responsibility for geography. A geography policy and scheme of work are in place which draw on national guidance. It is planned to review current provision for the subject in light of the new National Curriculum for September 2000. The co-ordinator has the opportunity to review other teachers' plans and has undertaken a scrutiny of pupils' work. A portfolio of geography work from across the school has been compiled but it would be useful if this work was annotated to record context and ascribe levels of performance. At present the co-ordinator has little specific evidence relating to the quality of education and standards of attainment across the school.
156. There is limited funding for geography but overall resources are adequate and the school has a good range of large maps, globes and photographs to support teaching and learning. Good use is made of educational visits within the immediate locality as well as to contrasting locations such as Hunstanton.

HISTORY

157. During the course of the inspection inspectors observed one history lesson; examined samples of work from each class; spoke to pupils about their work; interviewed the subject co-ordinator; studied the portfolio of history work, teachers' planning and pupils' records; and looked at the range and quality of resources.
158. Since the last inspection the impact of the National Literacy and Numeracy Strategies has caused the time allocated to teaching history to be reduced. A much greater emphasis has been placed on teaching history through stories. The key elements of the national programmes of study are covered and pupils' attainment and progress are broadly in line with national expectations. Standards of attainment have been maintained since the last inspection.
159. Pupils in Years 1 and 2 learn about famous people such as Guy Fawkes, King Alfred, King Harold, William the Conqueror and Grace Darling. They experience sequencing activities within stories and when comparing old and new. They are developing a sense of chronology through contrasting features of their own lives with those of the past. For example, they have considered kitchens, toys, light, shopping and transport. Some of these activities are well supported by artefacts such as flat irons and others through the effective use of educational visits to sites such as the Lincolnshire Life Museum and Grantham Museum.

160. Pupils have the opportunity to make observational drawings and to record similarities and differences in writing. The reading and writing linked to historical stories supports the development of literacy skills but pupils are not asked to produce many pieces of good quality extended writing in history.
161. In the only lesson observed the quality of teaching was good and the pupils were particularly enthused by the teacher's account of her own childhood experiences and artefacts brought from home. The story of Thomas Edison was also read with expression which engaged all the pupils. Written recording was well differentiated to meet the needs of the range of ability in the class. The higher attaining pupils completed the task well but would have benefited from more opportunity to pose questions than just find answers. Overall, the pupils were well behaved and interested in the subject.
162. Work in history makes a very positive contribution to pupils' knowledge and understanding of local cultural traditions. The Victorian Christmas in Grantham Museum is a particularly good example. Spiritual development is enhanced through the exploration of feelings associated with being in the dark or light when considering the effect of Edison's inventions. However, in general, too few opportunities are planned to promote spiritual development through history.
163. The subject co-ordinator has developed a policy and scheme of work which draws on national guidance. It is planned to review current provision for the subject in light of the new National Curriculum for September 2000. The co-ordinator has the opportunity to review plans and has undertaken a scrutiny of work. A portfolio of history work from across the school has been compiled but it would be useful if this work was annotated to record context and ascribe levels of performance. At present the co-ordinator has little specific evidence relating to the quality of education and standards of attainment across the school.
164. There is only limited funding for history though since the last inspection literacy funding has enabled the purchase of 'Big Books' relating to historical stories. Resources for history are adequate and are supplemented by artefacts brought in from home and the local community. Good use is made of educational visits to extend pupils' experience of historical evidence.

INFORMATION TECHNOLOGY

165. During the inspection the use of information technology was observed in all classrooms. Inspectors also looked at teachers' planning, samples of pupils' work and the portfolio of work in information technology. Inspectors interviewed the subject co-ordinator and talked with pupils during their lessons.
166. Standards in information technology are broadly in line with national expectations for pupils at the end of Key Stage 1, with the exception of pupils' abilities to use data-handling programs.
167. The last inspection report indicated that pupils' attainment was broadly typical of that found nationally, although skills in data handling were under-developed. Little has been done to address this weakness since the last inspection. The school is aware of

the urgent need to improve pupils' skills in data handling and has already made plans to improve this skill area.

168. By the end of Key Stage 1 pupils can generate and communicate ideas such as making lists and writing stories. They can drop pictures into text for illustration and are able to use graphic and drawing programs to draw pictures and create effects. The Year 2 pupils used such a program to draw 'electricity'. After a recent visit to a farm, the teacher created a giant map and used this to locate various animals. The Year 1 pupils are able to control programmable devices to follow a route along the map, using forward and backward directions as well as turns through 90°. All pupils have e-mail addresses and are becoming familiar with sending and receiving text messages.
169. Teaching is satisfactory overall. Teachers use a mixture of whole-class teaching and work with small groups and individuals to good effect. Short-term planning is satisfactory and activities are managed effectively and often relate well to work in other subjects. Relationships between adults and children are good and a sense of fun and achievement was apparent when pupils and adult helpers were working together with programmable devices. Pupils are well behaved and motivated to complete task.
170. Whilst good records are kept of pupils' completion of the scheme of work there is little evidence of systematic monitoring of the attainment and progress of individual pupils. Programs are often well matched to the abilities of pupils in terms of their attainment in literacy and numeracy but there is little evidence of tasks being matched to pupils' attainment in information technology.
171. Information technology is managed satisfactorily by joint subject co-ordinators. A good scheme of work based upon the national scheme has been developed and provides staff with clear guidance on what each year group is expected to cover. Key ideas and short focused assessment tasks are written into this planning. Both co-ordinators have undertaken appropriate in-service training, attended professional development courses have supported colleagues in developing confidence and expertise. The co-ordinators have monitored teachers' curriculum coverage and the range of pupils' experiences in information technology but they have yet to monitor systematically the quality of education and standards of attainment within the subject.
172. Information technology is used to support work in other areas of the curriculum particularly English and mathematics. These activities give pupils opportunities to practise their keyboard and mouse skills. Science and information technology could be linked more effectively to promote skills in data handling.
173. The subject co-ordinators have undertaken a thorough audit of resources and are aware of where improvements are needed. The school has upgraded its hardware through the National Grid for Learning (NGfL) scheme and three classrooms are linked to the school network server. The implementation of NGfL has caused some frustration and is perceived by the school to have constrained developments in information and communication technology. The range of software for Key Stage 1 available through the local network is considered to be limited. Parental contributions have enabled the school to purchase additional computers.

MUSIC

174. During the inspection five music lessons and singing in hymn practice and assemblies were observed. Standards in music are broadly in line with national expectations; attainment in singing is above average. Throughout the school children join in with action songs and singing games, memorise words, keep a steady tempo, and sing tunefully with gusto. They are able to perform two part rounds keeping time and rhythm well, and show good discipline when performing question and answer songs, recognising pauses and silences. When given the opportunity, pupils can select and play a range of untuned percussion instruments, using them skilfully to create pictures in sound to enhance a song; they recognise how sounds can be made in different ways and can demonstrate this using their voices and a range of instruments. The great majority listen attentively to the teacher's directions, and in their responses, demonstrate an understanding of pitch, tempo and dynamics.
175. Children of all abilities make good progress in singing, particularly when they are given a clear framework and purpose. Those who are hesitant are well supported to develop a growing awareness of sounds and the skills to recreate them, for example, by humming the tune if they are not sure of the words.
176. Some elements of music are under-represented. Although the school's scheme of work identifies a good range of opportunities that should be offered to provide a balanced curriculum, skills of listening and performing are developed much more systematically than those of composing and appraising. Coverage is not consistent within and between classes although the majority of music lessons are taught weekly by the co-ordinator. Standards in singing and some aspects of instrumental work are high because of the good use made of her expertise when she takes hymn practices or teaches across year groups. Opportunities to listen to recorded music are too infrequent; they occur mostly in assemblies, but these opportunities remain isolated, and are not effectively woven into other subjects at classroom level by class teachers.
177. Specialist teaching of singing is very good. Careful attention is paid to the quality of singing by well-directed intervention. Children learn how to control their voices, and to develop clear phrasing and diction. There are high expectations of the standards pupils are expected to achieve. The pace of lessons is brisk and up beat; teachers demonstrate and coach very effectively; and improvements in pupils' own performance can be seen immediately. Much of the lesson time involves children directly which holds their attention well and builds their concentration span. In a less effective lesson too much time was spent in teacher talk and, as a result, children's music making opportunities were limited and progress was too slow.
178. When teaching is of high quality, pupils respond very well. They sing confidently in assembly and show good self-discipline. The teacher's enthusiasm is infectious, and this promotes a lively and spirited response. Children perform with enthusiasm and enjoyment. Pupils participate in local festivals and community events; these enrich the opportunities for performance to a wider audience.
179. The previous inspection report described an effective and balanced curriculum in which children participated and achieved well. These high standards have been maintained in singing. The contribution of music to pupils' spiritual and cultural development is now

not so clearly visible. There is little evidence that pupils appreciate the particular ways in which music can express both ideas and feelings, or that they understand how musical tradition and differences in cultural heritage brings richness to our lives.

180. The subject is managed by an enthusiastic co-ordinator who is an effective role model. More now needs to be done to ensure that music has a secure place within the whole curriculum. The training needs of class teachers have not been identified and there is little evidence that music is planned to make a systematic contribution to other subjects. Strategies for monitoring the quality of education and standards of attainment throughout the school have not been identified and implemented.
181. The 'Compose' program is used throughout the school so that pupils can begin to create their own music using information technology. The school also has an electronic keyboard. Resources for using information technology effectively to develop skills of composition and performance are inadequate. There is a satisfactory range of good quality untuned and tuned percussion instruments for use by each class and in the hall but more tuned instruments are needed to promote work in composition for a greater number of pupils.

PHYSICAL EDUCATION

182. During the course of the inspection inspectors observed three physical education lessons; interviewed the subject co-ordinator; studied teachers' planning and the portfolio of photographs relating to work in physical education and looked at the range and quality of resources.
183. Since the last inspection the school has ceased to include swimming in the physical education programme due to changes in availability of a local pool and pressure of time from the National Literacy and Numeracy Strategies. Swimming is not a statutory requirement at Key Stage 1 and the school still maintains an appropriate programme of dance, gymnastics and games.
184. The evidence from the lessons observed indicates that pupils make satisfactory progress in dance, gymnastics and games and their attainment is in line with national expectations. Standards have been maintained since the last inspection with the exception of swimming where it was not possible to make a judgement this time.
185. In Year 2 many pupils are able to throw accurately and catch balls successfully. They are aware of appropriate techniques and can demonstrate high and low passing. In dance they move with control and respond thoughtfully to a tambourine stimulus to adjust the pace of their movements.
186. In the few lessons observed the teaching was always at least satisfactory and generally good. In the best lessons, teachers' personal enthusiasm and energy motivates the pupils. Techniques are demonstrated well and pupils are encouraged to practise and develop these through repeated activity. They are also given opportunities to discuss and evaluate actions before repeating them. On occasions pupils are given too few opportunities to evaluate their movements and then improve them. The level of pace and challenge of lessons is generally good and this represents an important improvement since the last inspection. Pupils enjoy these lessons and concentrate hard

on the activities demanded of them. Teachers set high expectations for control and safety and pupils respond well to these.

187. The subject co-ordinator has done much to support and promote the teaching of physical education across the school. A useful policy and scheme of work, including well-structured lesson plans, have been developed which draw upon a variety of commercial schemes as well as the National Curriculum programmes of study. She has attended and led staff professional development activities relating to practical physical education activities.
188. Resources for physical education have been improved since the last inspection. There are sufficient mats and climbing apparatus to support gymnastics and new games equipment has been obtained through the TOPS sports initiative. The playground is also marked out and labelled to encourage pupils to take part in purposeful physical activity. Extra-curricular courses in football and gymnastics have also been organised through outside providers.