

# INSPECTION REPORT

## **PARTNEY C OF E PRIMARY SCHOOL**

Partney, Spilsby

LEA area: Lincolnshire

Unique reference number: 120627

Headteacher: Mrs. P. A. Glazier

Reporting inspector: Mr C. Kessell  
20695

Dates of inspection: 4<sup>th</sup> – 6<sup>th</sup> June 2001

Inspection number: 190093

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

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## INFORMATION ABOUT THE SCHOOL

Type of school: Infant and Junior

School category: Voluntary Aided

Age range of pupils: 4 to 11

Gender of pupils: Mixed

School address: Maddison Lane  
Partney  
Spilsby  
Lincolnshire

Postcode: PE23 4PX

Telephone number: 01790 753319

Appropriate authority: The Governing Body

Name of chair of governors: Mr John Hudson

Date of previous inspection: 15<sup>th</sup> October 1996

## INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
20695	C. Kessell	Registered inspector	Mathematics Science Geography History Equality of opportunity Provision for pupils with English as an additional language	Information about the school The school's results and achievements How well are pupils taught? How well is the school led and managed? What should the school do to improve further?
19697	J. Moorhouse	Lay inspector		Pupils' attitudes, values and personal development How well does the school care for its pupils? How well does the school work in partnership with parents?
18709	N. Bee	Team inspector	Areas of learning for children in the foundation stage Provision for pupils with special educational needs English Art and design Design and technology Information and communication technology Music Physical education	How good are the curricular and other opportunities offered to pupils?

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## **PART A: SUMMARY OF THE REPORT**

### **INFORMATION ABOUT THE SCHOOL**

The school has 89 pupils (aged 4 to 11) on roll, 46 boys and 43 girls, and is much smaller than the average primary school. It is affiliated to the Church of England. The school is popular and a significant number of pupils come from outside the school's predominantly rural catchment area. Consequently, the majority of the pupils arrive at school by coach or car. All pupils come from white United Kingdom ethnic backgrounds and the percentage of pupils identified as having special educational needs is above the national average. Although the local education authority does not supply school meals, the proportion of pupils that would be entitled to free school meals is about average. The attainment of the pupils when they start school is currently average although because the school has small year groups, this can vary significantly year on year.

### **HOW GOOD THE SCHOOL IS**

This is a friendly, caring school that has a strong Christian ethos. The school is improving and because of small year groups standards are varied but are above average in English and mathematics by the time the pupils are seven and eleven when national test results are considered over more than one year. There is a strong commitment to keep improving standards and the quality of teaching is satisfactory overall, although consistently good in the Year 5 and 6 class. The school governors fulfil their responsibilities satisfactorily and the headteacher provides good management. The strengths of the school outweigh the areas for development. The school provides satisfactory value for money.

#### **What the school does well**

- Current standards are above average in English, mathematics and science at the age of eleven. The pupils in Year 5 and 6 make good progress.
- The headteacher provides good leadership.
- Pupils have positive attitudes to school and their behaviour is good. Relationships through the school are strong.
- There are good links with the community particularly the local Church.
- The pupils' spiritual development is very good.

#### **What could be improved**

- Current standards in reading, writing and mathematics at the age of seven.
- The use of assessment to inform teachers' planning and monitor pupils' progress.
- The pupils in the Year 3 and 4 class should have achieved more during the current academic year.

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

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

The school has made satisfactory progress since it was last inspected in October 1996. However, this progress has not been consistent and the school has

developed more significantly during the current academic year. The positive features identified during the previous inspection have been maintained and most of the key issues have been addressed. There have been improvements in the provision for the children under five. The percentage of unsatisfactory teaching has decreased. However, standards in information and communication technology (ICT) still need to improve for the pupils in Year 2.

## STANDARDS

The table shows the standards achieved by 11 year olds based on average point scores in National Curriculum tests.

Performance in:	compared with			
	all schools			similar schools
	1998	1999	2000	2000
English	A*	C	C	D
mathematics	A	C	E	E
science	A	A	E	E*

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

The results of the 2000 national tests indicated that standards in English were average but well below the national average in mathematics and science. When compared to similar schools standards were below average in English, well below average in mathematics and very low in science. A\* or E\* grades represent the top or bottom five per cent. Care should be taken when trying to draw any conclusions about these results because the school has small year groups and the effect of one pupil in terms of the school's percentages can be quite considerable. When looking at the performance of pupils over the last three years from 1998 to 2000, they exceeded the national average in English and mathematics and the performance of the pupils was average in science. However, evidence from inspection indicates that pupils who were in Year 6 in 2000 did not all make the progress they were capable of when they were in the junior stage of the school. Although standards are currently above average in English, mathematics and science for pupils who are eleven; standards are below average in reading, writing and mathematics for the seven year-olds. The percentage of pupils in the current Year 2 with special educational needs is above the school average and this impacts on the standards in these subjects. Pupils' achievements are satisfactory in Reception and Year 1 and good in the Year 5 and 6 class. The progress of pupils in the Year 3 and 4 class, where there has been significant disruption in teaching through the year, has often been unsatisfactory. This has also influenced the progress that some Year 2 pupils have made because they have been in this class during the afternoons. The targets the school has set in English and mathematics for 2002 show further improvement. The school's trend of improvement for the core subjects of English, mathematics and science is below the national trend, but again because of small year groups, care should be taken when trying to draw any conclusion from this.

In all other subjects, standards are in line with those expected by pupils at the age of eleven. Standards are below national expectations in geography, history and ICT for those pupils who are seven because of the disruption many have suffered. There was insufficient evidence to make judgements on standards in physical education through the school and design and technology for the pupils in Year 2.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils demonstrate very positive attitudes to learning. They are keen and eager to come to school.
Behaviour, in and out of classrooms	Pupils' behaviour in lessons, during play and in the lunch break is good. The pupils move around the school in a calm and orderly manner.
Personal development and relationships	Pupils' relationships with each other, teachers and other adults in the school are good.
Attendance	Attendance at the school is satisfactory.

## TEACHING AND LEARNING

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

*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.*

The quality of teaching is satisfactory overall. Fifty per cent of lessons were good, forty-four per cent satisfactory and six per cent unsatisfactory. The quality of teaching for the Year 5 and 6 pupils is consistently good and these pupils learn effectively and make good progress. Good teaching was also observed in the Reception and Year 1 class. In the Year 5 and 6 class particular attention is paid to the wide range of ability that can be found and there is high expectations from the classteacher in terms of academic standards and behaviour. The management and organisation of these lessons is very good and the pupils are interested and enthusiastic about learning. The literacy and numeracy strategies are used appropriately through the school but in some lessons more able pupils could be challenged more and better use could be made of day-to-day assessment. The teaching of music by the subject co-ordinator is good.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum is well balanced and meets the statutory requirements to teach the National Curriculum subjects. Policies are in place and the teachers have worked hard to develop a two year rolling programme which ensures that skills, knowledge and understanding are developed consistently in subjects. The school has also addressed the requirements of the new Foundation Stage for children under five.
Provision for pupils with special educational needs	Identification and assessment procedures for pupils with special educational needs are sound. All pupils identified have individual education plans, which contain a number of targets to work on. These plans are reviewed regularly and parents are involved in this process.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Provision for pupils' spiritual, moral, social and cultural development is good overall. Spiritual development is very good and a strength of the school.
How well the school cares for its pupils	The school takes good care of its pupils. The procedures for child protection and pupils' welfare are good. Issues are dealt with in a supportive and confidential way.
How well the school works in partnership with parents	The school's partnership with parents is good. Parents' views of the school are positive and the school has an effective relationship with them.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher provides good leadership and she is well supported by the teaching and non-teaching staff. The role of the subject co-ordinator is still being developed. The school has a positive Christian ethos and the staff work well as a team. There is a shared commitment to improvement.
How well the governors fulfil their responsibilities	The role of the governors is developing well. They are very supportive and many visit the school regularly. They fulfil their statutory responsibilities.
The school's evaluation of its performance	The current priorities identified by the school are appropriate and focused very much on raising standards and the quality of education. Assessment data is just beginning to be used to monitor pupils' progress and development
The strategic use of resources	Staff and resources are used appropriately. All staff are appropriately qualified and experienced and support staff satisfactorily contribute to the pupils' educational experiences. The school makes best use of its accommodation. Displays of pupils' work from all areas of the curriculum enhance the classrooms and corridors.  However, the school hall is cramped and provides limited space for physical education. The school and governors are hopeful that the buildings will be extended in the near future. All subjects are adequately

	resourced and the principles of best value are applied well.
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## PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"><li>• It is friendly and welcoming.</li><li>• The ease of communication with staff.</li><li>• Close links with the Church and the associated Christian values.</li><li>• Behaviour in the school is good.</li></ul>	<ul style="list-style-type: none"><li>• The amount of work to do at home.</li><li>• The range of activities outside lessons.</li><li>• The buildings are inadequate and require improving.</li></ul>

The above views are taken from the pre-inspection meeting with 12 parents and the 29 responses to the parents' questionnaire. Evidence from inspection would support the parents' positive views. Given the disruption that there has been in the middle class, work to do at home has not been consistent through the school. Some good examples of personal research by the older pupils were seen during the inspection. The inspection team judged the range of activities outside lessons to be good considering the size of the school. The development of the school building is part the current development plan.

## **PART B: COMMENTARY**

### **HOW HIGH ARE STANDARDS?**

#### **The school's results and pupils' achievements**

1. Evidence from inspection and the results of the school's baseline tests indicates that the current Reception children entered the school with average attainment. However, the school has small year groups and the effect of one pupil can be considerable. Some year groups started school with below average attainment. The current Year 2 is an example of this. By the end of their time in the current Reception class the majority of children will reach the levels expected nationally in all areas of learning. The children respond well to opportunities to work in groups, and they interact confidently with each other and the adults who work with them. Relationships between the children, with the adults who help them, and with visitors around the school are good. The children begin to identify characters in stories they read and recognise familiar words. All attempt to write their own names, and many begin to form simple sentences as they independently attempt to write about themselves. Letter formation is not always well promoted and this hinders the children's development of letters. As part of their mathematical development they play counting games and learn number rhymes and songs. The children write numbers up to five with confidence and many have a sound idea of numbers from five to ten. Higher attaining children identify numbers over ten. In developing their knowledge and understanding of the world the children have opportunities to develop an understanding of how things grow as they plant seeds and watch them grow. They learn about the world, as they talk about the places they go to on holiday. They draw things that they would put in their own suitcases. The Reception class children work in groups with the older pupils in the class and make three-dimensional models of houses by joining together recyclable materials together. They develop their understanding of the past as they look at old pictures and photographs of days gone by. The children have regular opportunities to develop physically as they work through different activities to develop an understanding of simple games. They learn how to move in different ways such as running, jumping and hopping in physical sessions both inside and out. Most children develop a good awareness of space and move confidently. They handle tools safely. Children develop enthusiasm and confidence to explore their own ideas as they paint imaginatively. In singing sessions and during assembly they show the capacity to learn words of songs and hymns, and when they sing it is tuneful.

2. The national test results for 2000 at the end of Key Stage 1 show that standards were well above average in reading, average in mathematics and below average in writing. When compared with schools in similar contexts, standards were similar. Because of the small year groups it is more appropriate to use three year averages and in these the pupils exceeded the national average in reading, writing and mathematics. In addition to the small cohorts, the percentage of pupils in the school identified with special educational needs is above average. For example, the proportion in the current Year 2 is forty per cent. National test results for 2000 in Key Stage 2 showed standards to be average in English but well below average in



mathematics and science. When compared with schools in similar contexts, standards were below average in English, well below average in mathematics and very low in science. The results in science represented the bottom five per cent. Taking the three years 1998 to 2000 together, the eleven-year old pupils exceeded the national average in English and mathematics and were in line with the national average in science. However, the school's trend of improvement in these subjects is below the national trend. Despite the small cohorts and high percentage of special educational needs pupils, evidence would indicate that many of the pupils in last year's Year 6 did not make satisfactory progress in Key Stage 2 in relation to their prior attainment and this is reflected in their 2000 national test results. In addition to this the percentage of pupils reaching the higher level 5 or above was below the national average in English, well below in mathematics and very low in science. There were also some differences in performance between boys and girls at both key stages.

3. The standards achieved by the current Year 6 pupils, paints a far more positive picture. Attainment is above average in English, mathematics and science. In addition to this, the proportion of pupils that will achieve the higher level 5 or above in these subjects will be significantly higher than last year. By the age of eleven pupils' speaking and listening skills are good because they are given many opportunities to develop these skills in all areas of the curriculum. The majority speak clearly and very confidently to a range of audiences. Pupils of all abilities are encouraged to answer questions and be involved in class discussions. They read fluently and expressively and have a good idea of how to use contents and index pages in books. Many pupils skim texts for information as they develop good research skills. Pupils write in a wide range of styles. They learn how to write notes, instructions, diary extracts and different types of poetry. Work is consistently well presented in Year 6 and all pupils have the opportunity to develop word processing skills on the computer. The pupils are competent and confident mathematicians in numeracy and all areas of mathematics. They have completed a good range of work and have a good understanding of place value to hundredths and thousandths. Pupils work with positive, negative and square numbers, appreciate the relationships between fractions, percentages and decimals and solve simple equations. The pupils solve number problems involving all four operations (addition, subtraction, multiplication and division) and manage mathematical investigations such as the patterns formed by digital products. They have experienced scientific investigations and the pupils have a good understanding of what they are doing. They understand how sound travels and have investigated how it travels through different materials. Pupils build electrical circuits containing switches and buzzers and have extended their learning to include insulators and conductors. The pupils' achievements in these subjects are good and they have made good progress through the year. Much of this is due to the consistently good teaching found at the end of Key Stage 2 and the pupils' positive attitudes to learning. Standards in the remaining subjects of the curriculum are in line with those expected nationally. There was insufficient evidence to make a judgement about physical education except that the pupils achieve the recommended standards in their swimming. The school's statutory targets for English and mathematics indicate that standards at the end of Key Stage 2 will continue to improve in 2002.

4. By the age of seven standards are currently below average in reading, writing and mathematics. Standards in science are average. Levels of attainment for speaking and listening are broadly average. Most pupils talk confidently, listen well to instructions and communicate well with each other and the adults who work with them. However, a few pupils have difficulty listening during whole class discussions. Although standards are below average in reading pupils demonstrate a sound understanding of the texts they read together as a class. They read with confidence and enthusiasm. Pupils begin to write in sentences and most begin to have some idea of when to use a capital letter and a full stop. They learn how to join sentences together to make simple stories and poems spelling familiar words independently using dictionary skills to help them spell more difficult words. Most pupils begin to form letters correctly but only a few pupils have developed a cursive script. In mathematics, average and above average pupils have a sound understanding of place value and can solve mathematical problems and puzzles. Lower attaining pupils are not so confident with their mental mathematics and are only able to discuss their own work using a very limited mathematical language. The pupils understanding and experience of scientific enquiry is extremely variable and many of the lower attaining pupils are unable to use scientific language and accurately record their observations. However, many of the pupils have a sound factual knowledge from their studies during the year. This cohort of pupils entered the school with below average attainment and has made satisfactory progress in English and mathematics during the year when they are taught as a year group for these subjects every morning. However, because the pupils are split in the afternoons and join two different classes their achievements in other subjects is less consistent and those who have joined the Year 3 and 4 class where there has been considerable disruption during the year have often made unsatisfactory progress. This is also the case for the Year 3 and 4 pupils in English and mathematics. Consequently, standards in geography, history and ICT are below those expected at the end of Key Stage 1. There was insufficient evidence to make judgements about design and technology and physical education. Standards in art and design and music are in line with national expectations.

5. Teachers are aware of the pupils with special educational needs in their classrooms and when work is well matched to pupils' individual needs they make sound progress. Where teaching is good and they receive extra support from their teachers they make good progress.

### **Pupils' attitudes, values and personal development**

6. The youngest children in the school show positive attitudes to learning, settle quickly and enjoy coming to school. Their behaviour is good and they develop good relationships with the adults who work with them and with each other. The children are able to work independently and tidy up well at the end of sessions.

7. Pupils' attitudes to school in Key Stages 1 and 2 are also good. At the time of the previous inspection pupils demonstrated good attitudes to their learning and were keen to learn. This situation has been maintained and pupils currently show enthusiasm for what is being taught. In the majority of situations, pupils work

purposefully, demonstrate positive attitudes and show interest in activities. Noteworthy examples were seen in music, English and history lessons. Parents replying to the pre-inspection questionnaire strongly agree their children like school. Parents attending the pre-inspection meeting agreed the good attitudes and values promoted by the school are a strength. Inspectors saw no examples of poor attitudes and those parents spoken to during the inspection agreed with the positive views expressed at the meeting and through the questionnaire. At the time of the previous inspection pupils took consistent pride in the presentation of their work. Pupils are capable of careful presentation of their work but there is inconsistency in standards and expectations of staff in this area. During the inspection, pupils were seen working together co-operatively in music and mathematics lessons.

8. At the time of the previous inspection standards of behaviour were good. During the current inspection, inspectors found pupils' behaviour in the classroom, in the playground, when moving around the school and during lunchtime also to be good. Pupils are aware of the standard of behaviour that is expected and of the consequences of misconduct through the behaviour policy that is set within a framework of rights, responsibilities and rules and has an accent on self discipline. Parents attending the pre-inspection meeting agreed that behaviour was good overall. However, there were concerns about rough behaviour by some pupils that were not well handled. One hundred per cent of parents replying to the pre-inspection questionnaire agree or strongly agree behaviour is good. Inspectors saw no incidents of poor behaviour. Parents spoken to during the inspection were happy with the

standards of behaviour promoted by the school. One boy has been permanently excluded from school during the last school year.

9. Pupils respond willingly and reliably to opportunities to be involved in the life of the school. They have responsibilities for keeping their classrooms and shared areas tidy and the playground free of litter. Older pupils help to put furniture away after lunch and operate the music centre during assembly. These responsibilities make a positive contribution to pupils' personal development. When talking to pupils, inspectors found them to be friendly, polite and courteous. In a number of lessons pupils are given opportunities to make decisions and use their initiative by being asked to work in small groups and discuss tasks. Pupils handle these opportunities sensibly and enthusiastically. When speaking and reading aloud in their classrooms and during assembly, pupils were audible and confident.

10. Relationships in the school are good as they were at the time of the previous inspection. The respect shown by pupils for the feelings and values of others is good and no incidences of unkind behaviour were seen between pupils. Inspectors saw kind and caring attitudes between pupils of the same age and between older and younger pupils. There were no incidents of bullying seen or reported during the inspection. Parents at the pre-inspection meeting reported occasional incidents of bullying. They agreed the school deals competently with these situations. Pupils form positive relationships with each other, with teachers and with other adults, including visitors. Pupils work and play together collaboratively in groups and pairs. This was seen during lessons in mathematics and music and during playtimes.

11. Attendance at the school is satisfactory with figures broadly in line with the national average. There are no pupils who are persistent absentees. The levels of unauthorised absence are broadly in line with national figures. The majority of pupils arrive punctually for school.

## **HOW WELL ARE PUPILS OR STUDENTS TAUGHT?**

12. The quality of teaching is judged to be satisfactory overall. Fifty per cent of lessons were good, forty-four per cent satisfactory and six per cent unsatisfactory. In general terms this is an improvement on the previous inspection when seventy-nine per cent of lessons were satisfactory or better and twenty-one per cent of lessons were unsatisfactory. However, there was no very good or better teaching observed during the current inspection. There were also some inconsistencies in the teaching.

13. Teaching in the Foundation Stage is sound overall. It is good in the area of physical development. The majority of the good teaching observed was towards the end of Key Stage 2 or in music, in which the lessons are managed by the subject co-ordinator, who is a music specialist. Although only a limited amount of unsatisfactory teaching was observed in the Year 3 and 4 class, evidence from work scrutiny would indicate that the teaching in this class has varied quite considerably during the year and the pupils' have not always learnt effectively and made the progress of which they are capable. In some lessons that were judged to be satisfactory, there were areas for development particularly in ensuring that pupils of all abilities were

sufficiently challenged. Planning is sound but does not consistently address the need of individuals. Some children being given work which is too easy and this sometimes results in higher attaining children not always challenged appropriately. Although the teacher evaluates lessons, the comments are often vague. There is little evidence to show where day-to-day assessments are used to inform future teaching and planning by moving individuals onto the next step of learning. In response to the pre-inspection questionnaire ninety-one per cent of parents agreed with the statement that teaching in the school is good.

14. Where teaching is good, particularly at the end of Key Stage 2, lessons are very well organised and managed. The pupils have a good understanding of what they are doing and can speak confidently about their work. This is because the lesson objectives are consistently shared with the pupils. Although this happens in other classes it is not consistent and in some instances the language of the lesson objective is too difficult for the pupils to understand. Good teaching ensures that lessons have brisk pace, time is used well and all pupils are challenged. A good example of this was observed in the Year 4, 5 and 6 class during a history lesson. The pupils were given a timed task that involved researching changes in Britain since nineteen forty-five in areas such as popular culture, home life or technology. With adult helpers and resource packs, the pupils completed the tasks in groups and then gave presentations to the rest of the class. Expectations were high and speaking and listening skills were well promoted. In good lessons the pupils are very involved in their own learning and are consequently interested in what they are doing, maintain their concentration and apply good effort to their work. The pupils are very well behaved because it is expected. In some lessons observed teachers were prepared to talk over pupils who were not concentrating fully and this inhibits the pupils' knowledge and understanding of what they are doing. In a good Year 5 and 6 numeracy lesson there was a wonderfully calm working atmosphere where pupils of all ages and abilities were very productive as they investigated mathematical patterns. The teacher interacted well with all of the pupils and was able to challenge and support their work. However, this good practice is not consistent. In an unsatisfactory Year 2, 3 and 4 lesson a Year 2 pupil did not understand what she had to do because the task had not been explained carefully enough and was inappropriate for that pupil. In the good lessons the pupils are very motivated and it comes as no surprise that the majority of pupils at the end of Key Stage 2 have made good progress through the year.

15. There is a range of expertise in the school and the majority of teachers demonstrate secure subject knowledge. With the exception of the middle Year 3 and 4 class, this leads to pupils acquiring skills, knowledge and understanding necessary for them to learn effectively. Some good examples of specialist teaching were observed during the inspection in music, science and design and technology. The basic skills are taught soundly and the school's strategies for literacy and numeracy are used appropriately although not all lessons observed during the inspection were planned to the strategies' recommendations. The evaluation of literacy and numeracy lessons as part of day-to-day assessment is less consistent and does not have the impact on future planning that it should. Although lessons are planned for different ability groups, analysis of pupils' work indicates that pupils of different ability are often undertaking the same activities. During the inspection,

observations were made of pupils who found work too difficult and of pupils who found activities too easy and not challenging enough. In these lessons, these pupils did not make the progress they were capable of.

16. The teachers are very caring and the good relationships that are found in the Key Stage 1 classes and end of Key Stage 2 contribute well to the ethos of the school. Pupils in these classes are happy and confident learners. The disruption that has occurred in the middle class means that much of their work is poorly presented and pupils have not taken pride in their learning. However, in the other classes pupils are generally keen to learn and are able to concentrate for long periods of time particularly the oldest pupils and when activities are interesting and stimulating. This was even the case for the pupils in the middle class when they were taken for music by the music co-ordinator. The pupils respond positively to opportunities to discuss their work and to think for themselves. This was observed when Reception pupils described planting flowers and when Year 4, 5 and 6 pupils undertook a well organised scientific investigation. Intellectual, physical and creative effort is applied consistently by the pupils, although some pupils could take more pride in their presentation. When marking the pupils' work, teachers often provide positive comments that help to motivate pupils. Evidence of marking that provides clear guidance to pupils on what they need to improve and how to move on to the next stage of learning is not consistent. In the Year 5 and 6 class, pupils are often provided with either weekly or termly targets and this is good practice. In the pupils' geography and history work for this class, there was evidence of the pupils undertaking their own simple assessments on how well they had done and understood their work. This is also good practice that could extend to other parts of the school. Twenty per cent of parents disagreed with the statement in the parents' questionnaire about pupils getting the right amount of work to do at home. It was also a major discussion point at the pre-inspection meeting with parents with the general feeling that homework was inadequate for the older pupils and did not prepare them for the homework demands in secondary education and that the school did not follow its own policy.

17. During the inspection some good research work was seen in the Year 5 and 6 class. The pupils in the middle class would have received an inconsistent homework programme because of the disruption in the class. However, given the parents' concerns, this is an area for improvement.

18. Teachers' planning does not refer to the specific needs of pupils with special educational needs and this sometimes results in pupils not receiving work that is accurately matched to their abilities. There is generally too little focus in the planning to the targets on their individual education plans. Good relationships usually are developed between all adults working with the pupils. This results in special educational needs pupils having positive attitudes to lessons which impacts positively on their learning.

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

19. The curriculum is well balanced and meets the statutory requirements to teach the national curriculum subjects including sex education and drugs awareness. Policies are in place and the teachers have worked hard to develop a two year rolling programme which ensures that skills, knowledge and understanding are developed consistently in subjects. This is a significant improvement since the previous inspection. Teaching time is slightly below the recommended time at Key Stage 2. The amount of time spent on physical education varies from class to class. For example, at the time of the inspection Year 5 and 6 pupils received only one half hour lesson each week. The music specialist in the school teaches all pupils for music. The new headteacher has begun to develop a system whereby she monitors the curricular opportunities to ensure that they match the needs of pupils and that all teachers follow the whole school procedures. However, inspection evidence clearly indicates that when classes are split during the afternoon session, pupils in Year 2 for example, do not receive the same curricular opportunities. The same applies to the pupils in Year 4. Apart from this the curriculum generally provides equality of opportunity and access in order for pupils to make progress. The headteacher is aware of this and admits that these arrangements are in need of revision. Overall the school provides a sound range of worthwhile opportunities within the curriculum, which are relevant to the pupils needs.

20. The teachers have worked hard to develop sound strategies for the teaching of the literacy and numeracy. They are developing procedures with regard to assessment and recording progress through the National Curriculum on a new computerised system. The skills gained by the pupils in literacy and numeracy are frequently reinforced in other subject areas, particularly in developing word processing skills in ICT. Provision for pupils' personal and social education is sound. Issues are discussed in 'circle time' in all classes and topics are discussed in science and physical education lessons. A good example was seen during a physical education lesson in Key Stage 1, where the pupils confidently talked about the effect exercise had on their bodies.

21. The provision for the children in the Foundation Stage is sound and is planned according to the new national guidelines. This is an improvement since the previous inspection. However, insufficient attention is paid to the range of different ability that sometimes leads to higher attaining pupils not being sufficiently challenged.

22. Identification and assessment procedures for pupils with special educational needs are sound. The inspection team disagrees with the few parents who think that they are not. All pupils identified have individual education plans, which contain a number of targets to work on. However many of these targets are not specific and this makes the progress the pupils make difficult to measure. These plans are reviewed regularly and parents are involved in this process.

23. The school provides a good range of extra curricular activities, which enhance pupils' learning. They have maintained this good provision since the previous inspection. Pupils have the opportunity to take part in many musical activities, which involve singing and playing the recorder. Boys and girls play sporting activities against other schools, such as football and 'High-Five' matches. These make a valuable contribution to extending their learning and experiences. All older pupils have the opportunity to take part in a residential visit, which enables pupils to interact socially and develop social skills as well as developing skills and knowledge in other areas of the curriculum.

24. Mutual benefits have been developed from constructive relationships with partner institutions such as the local primary schools. For example the primary schools share their ICT technician. Pupils in Year 5 and 6 have opportunities to visit their local secondary schools before they transfer and there are well-established links between the pre-school playgroups and nursery groups. The school is well supported by the local education authority's advisory service whose staff provides advice on individual pupils, in particular those with special educational needs.

25. Good community links have been established. Pupils regularly visit their local area to sing to the senior citizens. The choir has recently sung at a 'Transport Initiative' in Horncastle, which was heard on Radio Lincoln. The school has developed strong links with the local church, which they visit regularly during and after school. For example, they attend family services, and perform at Christmas and on Education Sunday. Local bulb growers supported the school last autumn when the pupils planted 2000 snowdrop bulbs in the churchyard. All pupils have the



opportunity to take part in educational visits to places of interest such as The Dome in London. Pupils visit the theatre and travelling theatre groups attend the school. Many people are invited into school to talk to and work with the pupils. For example they learn about road safety and what it was like to be a child in Partney during the war. A local football team comes in and coaches the whole school. These planned visits enrich the curriculum in many areas such as history, geography, religious education and English.

26. The provision for the pupils' spiritual, moral, social and cultural development is good overall with particular strengths in the pupils' spiritual development. This has been maintained since the previous inspection.

27. Provision for spiritual development is very good. At the pre-inspection meeting with parents, they identified the close links with the Church and the associated Christian values as something they liked about the school. Collective worship that is of a Christian nature is very well planned and complies fully with legal requirements. Pupils are given daily opportunities to pray, sing and reflect on a range of issues. During the inspection the theme for the week was The Holy Trinity and this was well presented by the headteacher and local clergy. Other themes for the term are Heroes and Heroines, Rogation, Sportsmanship, The Holy Spirit and for the last week, Moving On. This enables pupils to consider aspects of life in and outside school and further develop and understand their own beliefs. Religious education offers opportunities to learn about and value a range of beliefs and customs of different faiths. There are also incidental moments of awe and wonder, for example, in an ICT lesson when Year 2 pupils found some of A. A. Milnes' writing on the computer or when Foundation Stage children were describing how plants grow.

28. Provision for moral development is good across the school. Parents believe that the school promotes good attitudes and values and that a strong emphasis is placed on this. Most pupils have a clear understanding of what is right and wrong and are encouraged to be truthful and honest. The strong and close relationships developed by the permanent staff with the pupils, promotes concern for others and the world in which we live. Positive relationships are encouraged and the Year 5 and 6 pupils celebrate each other through a process entitled 'You are Special'. Older pupils are responsible for setting out the school hall for collective worship and other monitorial duties. These are undertaken sensibly and in a mature manner.

29. The school's provision for social development is also good. During the inspection many examples were observed of pupils working closely together in numeracy, ICT, design and technology and science. They share resources well and are happy to help one another. At lunchtimes, the pupils play with each other sensibly and use the available equipment, for example, a cricket set, to play with each other co-operatively. The pupils are welcoming to visitors and happy to hold discussions about their work or talk proudly about their school. Year 6 pupils indicated that they will miss their school when they move on to secondary education, particularly the friendly and supportive environment. Pupils of different ages mix and work well together and Year 6 pupils are encouraged to write about what the school has done for them. The Year 5 and 6 residential visit provides opportunities to co-operate and learn to share and work well together. Sporting and musical events allows pupils to socialise with pupils from other schools and visits out of school further encourage social development.

30. The previous inspection judged cultural development to be satisfactory overall and this is still the case. Pupils have good opportunities to value and understand their own cultural traditions through a range of education visits and curriculum themes and topics. Although the pupils undertake a comparative study in

geography of India, the opportunity to recognise the contribution of a wider range of cultures is underdeveloped as it was at the time of the previous inspection. For example, the displays through the school mostly reflect a Western European culture and not the range of faiths and cultures that are now found in modern British society.

## HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

31. The care the school takes of its pupils is good and makes an effective contribution to the progress made by the pupils. The procedures for child protection and pupils' welfare are good and staff are aware of named personnel and procedures. Issues are dealt with in a supportive and confidential way as stated in the school policy that is based on the local education authority guidelines. The school has good relationships with personnel from outside agencies involved in pupils' care.

32. The school has one qualified first aider on the staff. All necessary procedures are in place for reporting and recording accident or illness. Arrangements and procedures for the conduct of educational visits comply with local authority guidelines and preliminary visits carried out in places visited by pupils both locally and further afield. The school's health and safety policy is based on local authority guidelines and contains details of responsibilities of governors, staff, headteacher and visitors. A member of staff, the caretaker and a governor are involved in the regular monitoring of health and safety issues. The school is aware of the need to provide a safe environment for the pupils and staff. The inspection team has shared concerns related to health and safety issues with the school. Road safety is an integral part of health education and older pupils are prepared for the cycling proficiency test. The school development plan contains a focus on working towards a healthy school award, beginning in September 2001.

33. Supervision during lunchtime is satisfactorily organised through a rota of three staff who are all employed by the school in other roles. There is a policy for playground supervision that has the same format and structure as the behaviour policy and lunchtime staff encourage and reward good behaviour in line with the policy. Lunchtime is an orderly occasion that contributes towards the social and personal development of pupils. Pupils treat lunchtime supervisors with politeness and courtesy.

34. The school's procedures for monitoring and promoting good behaviour are satisfactory. Pupils and parents are aware of the standards of behaviour that are expected and consistently applied by teachers and other adults working in the school. The school brochure contains a paragraph on discipline. Good behaviour is rewarded through a merit points system and certificates. The school has an effective anti-bullying policy that contains advice for parents and pupils related to helping bullies and their victims. The school's admissions procedures are clearly stated in the school prospectus. There is a range of pre-school provision with a number of opportunities for children to prepare for joining the school. During their final year most pupils take part in secondary selection procedures designed to discover what kind of secondary education is most suitable. The school development plan contains a focus on links with secondary schools. The school's procedures for monitoring and improving attendance are satisfactory. Class teachers carefully monitor absence and parents are made aware of their responsibilities through the school's attendance policy and brochure.

35. Staff know their pupils very well and monitor their personal development thoroughly in an informal way. At the time of the inspection, the school did not have a means of formally producing a written record of personal development. The school has made sound progress in developing assessment procedures since the previous inspection and has started to ensure that these procedures are used to move individuals and groups of pupils onto the next stage of learning. Pupils are all assessed on entry to the school and this information is beginning to be used to track the children's progress as they move through Key Stage 1.

36. Procedures for assessment in English, mathematics and science are satisfactory. Pupils are regularly assessed in English, mathematics and science and the school is developing a system where the results of these assessments are computerised and easily available for all teachers. This system in its early stage of development and the teachers have not sufficiently worked on using this information so that all pupils are challenged to do their best work and achieve maximum progress. Teachers' planning does not clearly indicate that assessment opportunities are identified or that assessment procedures have influenced their planning and future teaching. There is some evidence to show that teachers evaluate the learning objectives identified in their plans but little evidence of them then recording what is needed to develop learning for individuals or groups.

37. Although teachers identify higher attaining pupils and those with special educational needs, this information is not consistently recorded in planning documents. This sometimes results in them not receiving work, which is challenging for them or in the case of pupils with special educational needs, work which reinforces the targets on their individual education plans. The headteacher is aware of the need to develop these procedures and then monitor assessment practice carefully.

38. The school fully complies with the requirements to administer statutory tests at the end of the key stage and these results are beginning to be analysed. The idea of target setting for individual pupils has begun in Years 5 and 6 but there are no consistent procedures throughout the school.

## **HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?**

39. The school's partnership with parents is good as it was at the time of the last inspection. Parents' views of the school are positive and the school has an effective relationship with them. Ninety per cent of parents replying to the pre-inspection questionnaire agree or strongly agree the school works closely with them. Parents attending the pre-inspection meeting found the class teachers friendly, welcoming and approachable. The school has an 'open door' policy and parents can go into school at any time to discuss their child's education with a member of staff. Ninety seven per cent of parents replying to the pre-inspection questionnaire agree or strongly agree to feeling comfortable about approaching the school with questions or a problem.

40. There are regular letters and newsletters to parents that are good in relation to content and presentation. The termly newsletter gives curriculum and topic information, events and educational visits. Parents attending the pre-inspection meeting highlighted the school calendar giving events over the academic year as particularly helpful. Parents agreed that since the time of the last inspection communications have become more detailed and effective. The school brochure is well presented and contains useful and relevant information including that on admission procedures and starting school. Through the brochure, parents are encouraged to help in school with activities such as extending reading and language, design and technology activities and games. There is an active and supportive Parent Teacher Association made up of representatives from each of the villages served by the school. They hold a number of fund raising social events through the year and have purchased resources including climbing apparatus and computers.

41. Eighty-three per cent of parents replying to the pre-inspection questionnaire agree or strongly agree to being kept well informed about how their child is getting on. A small minority disagree with this statement. The school holds parents meeting twice a year when parents can discuss their child's progress. Parents attending the pre-inspection meeting were happy with the number of parents' meetings and the quality of reports that are personal to each pupil and contain information on personal and social development.

42. Parents attending the pre-inspection meeting agreed the amount of homework is inadequate, particularly for older pupils who, parents feel, are not well prepared for the next stage of their education. In their experience, the school is not adhering to the homework policy as set out in a letter to them. Parents agree that staffing problems may have exacerbated inconsistencies. Seventy three per cent of parents replying to the questionnaire agree or strongly agree their child get the right amount of work to do at home. Twenty per cent of parents disagree or strongly disagree with this statement. The policy explains the type of work pupils will receive to do at home and the amount of time to be spent working at home each evening. During the inspection, inspectors saw homework being set and returned and a scrutiny of pupils' books showed evidence of topic-based work being done at home by older pupils.

## **HOW WELL IS THE SCHOOL LED AND MANAGED?**

43. The newly appointed headteacher provides good leadership. She has a good understanding of the school's strengths and areas for development and provides clear educational direction. There is a clear focus in the school on improving standards and the quality of education. She provides good professional support for the teaching and non-teaching staff and is a good role model to the teachers with her classroom management and organisation and consistently good teaching. The positive features identified at the previous inspection have been maintained. The school has a very caring Christian ethos where adults and pupils are clearly valued in a close family atmosphere. Through the parents' pre-inspection questionnaire ninety-seven per cent of parents agreed that the school is well managed and at the

pre-inspection meeting for parents' leadership and management was described as having improved. Inspection evidence would support the parents' views. She knows all of the pupils well individually and has a presence around the school that the pupils respond well too. This is particularly noticeable in the school assemblies that are powerful spiritual occasions often led by the headteacher. The difficulties that have arisen out of the disruption in the Year 3 and 4 class have been managed to the best of her ability by the headteacher and she cannot be held responsible for the staffing difficulties that have occurred. However, she has suffered personal anguish at some of the poor achievement that pupils in this class have made and looks forward to the new academic year when the staffing situation will be more stable. It is the judgement of the inspection team that Partney C of E Primary School is an improving school and that amongst the permanent teaching staff there is a shared commitment to improvement and the capacity to succeed.

44. The headteacher is well supported by the teaching and non-teaching staff. The role of the subject co-ordinator is relatively new in the school and their experience of monitoring and evaluating their subjects is limited. The co-ordinators have not received any training about being a subject manager and the expectations of this role. The provision for special educational needs is satisfactory although the headteacher is aware of the need to monitor the system more rigorously. In particular with regard to making sure that all targets are specific on individual education plans and that they are then included when they plan work for these pupils.

45. By their own admission, the governors have found the last year quite demanding particularly in terms of having to appoint key staff and holding the school to account for the standards that it achieves. They were naturally disappointed with last year's Year 6 national test results and the implications of these results. However, they are determined to ensure that they are better informed about the school in the future and to be far more proactive in its management. For example, several governors have undertaken training with the local education authority in interpreting national test data so that they will be able to form their own view on the school's performance. The governors now see the school developing positively and would acknowledge the hard work that has been undertaken by the new headteacher to move things forward. They have an appropriate understanding of what needs to be done and have a range of committees in place to facilitate the smooth running of the school. Many governors visit the school regularly both on a formal and informal basis. During the inspection governors were observed helping in science and history lessons. Two governors formally visit the school per term to monitor an area of the curriculum and other aspects of the school and subject co-ordinators have given presentations to the governing body. All of these processes further develop the governors' understanding of what is happening in the school and enhance their role as a 'critical friend'. Statutory requirements are fulfilled.

46. The school development plan clearly identifies the school's educational priorities. There is a strong focus on raising standards and rectifying some of the gender differences in performance. However, the plan is a rather cumbersome document and possibly too ambitious in some areas. For example, to review all of the national schemes of work that the school is using in one year would be very

difficult to undertake effectively and would benefit from being spread over a longer, but more realistic time frame. Not all of these priorities are clearly linked to the school's financial planning. The school employs the service of an independent financial consultant to manage and monitor the school budget. This works very well and the school and governors are well informed regarding expenditure and patterns of expenditure. The school and governors have a clear understanding that the current levels of expenditure cannot be maintained forever and appreciate that there may be a need to review staffing levels. The principles of best value are applied well and all specific funding is used for its designated purposes.

47. The school's permanent teaching staff are appropriately qualified and experienced. They have clear job descriptions and are aware of their duties. Good procedures are in place for performance management and these are up to date. Staff development that is clearly linked to the school's educational priorities is identified in the school development plan. Non-teaching staff, including the school secretary, classroom assistants and lunchtime supervisors all contribute effectively to the educational experiences that the pupils receive and the calm family atmosphere around the school that is particularly noticeable at lunchtimes when the pupils play well together. The school is set in delightful surroundings and has a range of grassed and hard surface areas for the pupils to play and participate in physical education. The internal accommodation is enhanced by good quality displays in many of the classrooms. The school is kept clean and tidy by the caretaker. However, some of the school is cramped and short of space and this is particularly noticeable in the school hall where a range of other equipment is stored besides that required for physical education lessons and assemblies. The 'temporary' classroom situated in the school playground does not conform to the same condition as the rest of the school and the governors are in discussions with the local diocese to develop a new classroom block and extend the school hall. This would bring enormous benefits to the school.

48. The school's provision for resources for learning is satisfactory overall. Resources for ICT and design and technology have improved since the previous inspection and during the current inspection science lessons were well resourced. Resources are well organised in most classrooms are used well by the pupils.

49. With the above average standards currently at the end of Key Stage 2, the good leadership of the headteacher and the pupils' positive attitudes to learning, the school continues to provide satisfactory value for money.

## **WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?**

50. The inspection team recognises the school's drive to improve standards and the quality of education. In addition to the work already being undertaken, the headteacher, staff and governors should:

- (1) Raise standards at the end of Key Stage 1 and address the underachievement of pupils in the middle class by:



- Continuing to implement and develop assessment procedures through the school to ensure the monitoring of all pupils' progress and to influence future planning, including effective day-to-day assessment;  
(Paragraphs: 13, 15, 16, 36, 37, 52, 68, 69, 73, 74, 75, 81, 94, 98,103)
- Maintaining effective and diagnostic reading records;  
(Paragraph: 66)
- All teachers sharing clear learning objectives with the pupils;  
(Paragraph: 14)
- Ensuring that pupils of all abilities are given work that is appropriate to their needs and that this is reflected clearly in teachers' planning.  
(Paragraphs: 13, 14, 15, 21, 52, 63, 64, 68, 71, 73)
- Developing the school curriculum organisation so that all pupils in Year 2 are covering the same work when their year group is split for the afternoon. To also provide the same learning experiences for all pupils in Year 4.  
(Paragraphs: 4, 13, 19, 78, 83, 87, 91, 94, 95, 98)
- Improve the consistency of teaching by using good teachers as examples of best practice and providing all teachers with further opportunities to visit other schools.  
(Paragraphs: 14, 16, 62, 68, 71, 73, 80, 105)
- Raise teachers' expectations in terms of the pupils' presentational skills in all classes.  
(Paragraphs: 7, 16, 67, 79)

## PART C: SCHOOL DATA AND INDICATORS

### Summary of the sources of evidence for the inspection

Number of lessons observed	18
Number of discussions with staff, governors, other adults and pupils	25

### Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	0	50	44	6	0	0

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

### Information about the school's pupils

Pupils on the school's roll	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	89
Number of full-time pupils known to be eligible for free school meals	0

FTE means full-time equivalent.

Special educational needs	YR – Y6
Number of pupils with statements of special educational needs	0
Number of pupils on the school's special educational needs register	37

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	16
Pupils who left the school other than at the usual time of leaving	6

### Attendance

#### Authorised absence

	%
School data	3.8
National comparative data	5.2

#### Unauthorised absence

	%
School data	0.3
National comparative data	0.5

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

### Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2000	9	5	14

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys			
	Girls			
	Total	14	11	13
Percentage of pupils at NC level 2 or above	School	100 (75)	79 (83)	93 (83)
	National	83 (82)	84 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys			
	Girls			
	Total	11	13	13
Percentage of pupils at NC level 2 or above	School	79 (83)	93 (83)	93 (92)
	National	84 (82)	88 (86)	88 (87)

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

### Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2000	6	9	15

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys			
	Girls			
	Total	11	10	10
Percentage of pupils at NC level 4 or above	School	73 (80)	67 (67)	67 (73)
	National	75 (70)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys			
	Girls			
	Total	11	11	12
Percentage of pupils at NC level 4 or above	School	73 (80)	73 (80)	80 (87)
	National	70 (68)	72 (69)	79 (75)

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

Where the number of boys or girls is less than ten, individual results are not reported.

### *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	77
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 – Y6**

Total number of qualified teachers (FTE)	3.9
Number of pupils per qualified teacher	22.8
Average class size	29.6

#### **Education support staff: YR – Y6**

Total number of education support staff	3
Total aggregate hours worked per week	26

*FTE means full-time equivalent.*

### *Financial information*

Financial year	1999/2000
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	£
Total income	197 004
Total expenditure	206 165
Expenditure per pupil	2 370
Balance brought forward from previous year	20 280
Balance carried forward to next year	11 119

## *Results of the survey of parents and carers*

### Questionnaire return rate

Number of questionnaires sent out	89
Number of questionnaires returned	29

### Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	62	38	0	0	0
My child is making good progress in school.	52	41	7	0	0
Behaviour in the school is good.	41	59	0	0	0
My child gets the right amount of work to do at home.	28	45	10	10	7
The teaching is good.	56	35	3	3	3
I am kept well informed about how my child is getting on.	45	38	10	7	0
I would feel comfortable about approaching the school with questions or a problem.	73	24	3	0	0
The school expects my child to work hard and achieve his or her best.	59	38	3	0	0
The school works closely with parents.	55	35	3	0	7
The school is well led and managed.	59	38	3	0	0
The school is helping my child become mature and responsible.	45	52	3	0	0
The school provides an interesting range of activities outside lessons.	34	49	10	7	0

## **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**

51. The children under the age of five are admitted to the Reception class in September. The school continues, since the previous inspection to provide sensitive induction procedures, which enable all children to settle in quickly and happily when they enter the school. The twelve Reception children share the classroom with eight Year 1 pupils and six Year 2 pupils. A student provides valuable help for the teacher, along with additional learning support staff and volunteer help from parents. All adults who work with these young children give sound quality support. The school has maintained these standards since the inspection previous report.

52. All children are given a simple baseline test at the beginning of the year to measure their attainment. This information identifies children who may find certain aspects of the curriculum hard and alerts adults to their difficulties. The teacher uses this information to put the children into effective working groups and enables her to give the groups tasks that are closely suited to their needs. Information from this process indicates that the current Reception children's attainment on entry to the school is average. However a scrutiny of past test results indicate that sometimes attainment is below average. Teaching is satisfactory overall, and support is used well. The adults who work with the youngest children are planning to the new national guidelines; however it is not always closely related to pupils' individual needs. Sometimes tasks are too easy for some children within the group; this results in higher attaining children not being challenged sufficiently. Relationships are good and groups are usually well managed although sometimes adults speak over the noise of the children and this does not promote listening skills well. There was little evidence during the lessons of adults recording what individual children achieve in any area of learning. However, the adults know the children well, and records do show that children's progress is tracked in most areas. There is little evidence to show that this information is used to move individuals or groups onto the next stage of learning. Most pupils will achieve the nationally expected levels in all areas of learning.

#### **Personal, social and emotional development**

53. Most children respond well to opportunities to work in groups, and they interact confidently with each other and the adults who work with them. The majority of children will reach the nationally expected levels by the end of the Reception class. Relationships between the children, with the adults who help them, and with visitors around the school are good. When the adults demonstrate high expectations regarding sitting smartly and listening properly most children are able to sit still and listen, sustaining attention. Well-planned routines train the children to always be polite, and require them to tidy up after activities. Younger children benefit from the

model of the older pupils around them. They make good progress, and in assemblies they are indistinguishable from the older classes in their good behaviour. Teaching is satisfactory, and ensures that there are many opportunities for the children to develop their capacity to select activities, develop personal interests, and take responsibility.

## **Communication, language and literacy**

54. Most children will reach the expected level by the end of the Reception class. All children make sound progress and, along with the older pupils, the younger children learn how text can be written in different forms. For example, Year 1 pupils act as good role models as they work with Reception children as a group to develop a descriptive piece of writing about *Maurice the Mouse Hunter*. The children read texts together and look at books and this enables the younger children to develop a good understanding of the difference between words and pictures, and to identify familiar words in texts. All begin to develop a good understanding of basic sounds. Teaching is satisfactory. Adults support all the groups well and develop good relationships with them. The children respond well to high adult expectation regarding listening carefully and not shouting out, but sometimes the adults allow them to do this. The children begin to identify characters in the stories they read. Most children recognise familiar words and correctly match their voices to the words as they read simple texts. Less able children tell the story by looking at the pictures but have a good idea of how many words are on each page. All attempt to write their own names, and many begin to form simple sentences as they independently attempt to write about themselves. Letter formation is not always well promoted and this hinders the children's development of letters. Most begin to use writing skills in other areas of learning; for example, as they write about the flower seeds they have recently planted.

## **Mathematical development**

55. Standards are average, and all children make sound progress in preparation for the start of the National Curriculum. There are many opportunities for the children to experience practical activities. They are given the hands-on experience by playing counting games and learning number rhymes and songs. For example as they act out the song *Five currant buns in the Baker's Shop*. The children write numbers up to five with confidence and many have a sound idea of numbers from five to ten. Higher attaining children identify numbers over ten. Children improve their mathematical understanding, and basic mathematical vocabulary using words such as empty, full, more and less. Reception children work in groups during mathematical sessions and they receive good quality help from the adults who work with them. They work on different ways using 1p and 2p pieces to make amounts up to 10p. The higher-attaining children work out, with a little help that  $10p=2p+2p+2p+2p+1p+1p$ . These children confidently count in twos. The teaching is satisfactory during numeracy sessions, activities are interesting and enable all children to gain confidence when working with numbers. Skilful questioning by adults reinforces concepts previously taught.

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

56. Progress is sound in this area of learning. The children's knowledge and understanding of the world is promoted by focused teaching sessions and by a learning environment filled with objects to stimulate their curiosity and interest and reinforce learning. An example is the selection of plants, which they have recently planted. The children's level of knowledge is similar to that expected for their age.



They have opportunities to develop an understanding of how things grow as they plant seeds and watch them grow. Writing skills and observational drawing skills are carefully encouraged as children write and draw what they see. The children learn about the world, as they talk about the places they go to on holiday. They draw things that they would put in their own suitcases. The Reception children work in groups with the older pupils in the class and make three-dimensional models of houses by joining together recyclable materials together. Most children develop their understanding of the past as they look at old pictures and photographs of days gone by. There were few opportunities for the children to use the computer although the children are now timetabled each week to use the recently developed computer suite. Two boys were observed working on the computer. Although they moved the cursor around the screen showing sound control of the mouse they could not demonstrate that they knew what they were doing. They said they were looking for words, which were the same. This was not the case; the program was to find the word with the same two or three lettered initial blend! The children have opportunities to use a sound range of programs, mostly designed to reinforce basic literacy and numeracy skills. Teaching is satisfactory overall.

### **Physical development**

57. The children have regular opportunities to develop physically as they work through different activities to develop an understanding of simple games. They learn how to move in different ways such as running, jumping and hopping in physical sessions both inside and out. Teaching is satisfactory in this area of learning overall, although a good physical education lesson was observed during the inspection. The children develop skills appropriate to their age. When the weather is fine there are opportunities to develop physical skills in the outside area where there is good quality climbing equipment. Most children develop a good awareness of space and move confidently. Learning in this area is good and the children respond well to the teacher as they talk about the importance of physical exercise and the effects of it on their bodies. The children are agile and enthusiastic. Many of the classroom activities involve the precise handling skills of glue-spreaders, scissors and other small tools. Most children handle all tools safely. All enjoy using modelling materials and construction equipment as they make equipment seen in playgrounds.

### **Creative development**

58. The children's creative development is in line with that expected for their age. They make sound progress in a range of activities through satisfactory teaching. There are sound links with other areas such as Knowledge and Understanding of the World and Mathematical Development as the children are encouraged to use art and design skills in these areas of learning. They made attractive pictures of basic shapes by using printing, which they had been previously taught. As part of a science activity the children imagine being plants that are watered. They reverse the process and begin to droop. "I'm dying!" calls one child as he topples over having finally run out of nourishment! Children develop enthusiasm and confidence to explore their own ideas as they paint imaginatively. In singing sessions and during assembly they show the capacity to learn words of songs and hymns, and when they sing it is tuneful and most children show an awareness of the other children in the

group. The children's paintings and the models they have made are displayed well and show that the adults who work with them value all their artwork.

## **ENGLISH**

59. The results of national tests for the Year 2000 show that by the age of seven, pupils' attainment in reading was well above average and their attainment in writing was below average. When compared to similar schools reading was well above average and writing was below average. The number of pupils who reached the higher Level 3 was well above average in reading and writing. In this cohort of children, who are currently in Year 3, the school had identified 43% of pupils as having special educational needs. This number is well above what is expected nationally and explains why these standards are lower than those reported in the previous inspection in particular in writing. Since only a small number of pupils are tested each year, the results of national tests need to be viewed over the past three years to provide a statistically more reliable sample. This shows that in reading and writing the school exceeded the national average when compared to all schools nationally.

60. Inspection evidence indicates that this year's cohort of Year 2 pupils are likely to achieve standards that are below the national average in reading and writing. These results are similar in writing to those in 2000 and but lower in reading. A scrutiny of baseline tests on entry to the school shows that this cohort came into school with below average attainment which indicates sound progress overall.

61. By the age of eleven the Year 2000 tests results show that standards in English were average. When compared to similar schools the results were below average. The number of pupils who reached the higher Level 5 was below the national average. Inspection evidence for this particular cohort of pupils' prior attainment indicates that they made unsatisfactory progress during Key Stage 2. However a three-year sample of national test scores shows that pupils exceeded the national average. Current inspection evidence indicates that standards for the present Year 6 pupils are above average and this reflects the results during the previous inspection. In both key stages the school has correctly identified that girls do better than boys particularly in writing and they have addressed this issue on their school development plan.

62. Overall, the majority of pupils make satisfactory progress as they move through the school. Learning is good during the lessons in Year 5 and 6. In these lessons all pupils receive good quality support from their teachers and work is accurately matched to their needs. These teachers have high expectations regarding completing tasks and listening accurately. Speaking skills are well promoted and the pupils gain confidence when reading and writing and this has an impact on the progress they make over time.

63. However, in other classes, which affect pupils in Year 2, 3 and 4, higher-attaining pupils are not consistently challenged and sometimes work is not accurately matched to pupils' individual needs. This was clearly seen in a Year 2

class when average pupils were given a comprehension task, which was too difficult for them. This resulted in them making little progress during this activity. During the same lesson, three pupils with special educational needs made sound progress because they received good quality support from the teacher and the task they were given was appropriate to their individual needs. In this instance they all produced a well-presented piece of work showing sentences with capital letters at the beginning and full stops at the end.

64. The progress, which the pupils with special educational needs make, is hindered when some teachers do not address the literacy targets on pupils' individual education plans during the tasks they are given in lessons. A scrutiny of past work shows in Years 2, 3 and 4 pupils are too often given too little guidance regarding the presentation of work and the importance of forming and later joining letters correctly. These weaknesses in teaching hinder progress for pupils of all abilities.

65. By the age of seven, the levels of attainment for speaking and listening are broadly average. Most pupils talk confidently, listen well to instructions and communicate well with each other and the adults who work with them. A few pupils have difficulty listening during whole class discussions and this is because teachers do not consistently promoting the development of listening skills and are too often willing to talk over pupil's noise. As they get older pupils develop their ideas well and most articulate clearly what they are thinking. For example pupils in Year 3 and 4 speak confidently as they answer questions whilst recalling the story of The Man who sold his Shadow. By the age of eleven pupils' speaking and listening skills are good because they are given many opportunities to develop these skills in all areas of the curriculum. In Years 5 and 6 they are promoted well. A good example was seen during a history lesson where the pupils working in groups were given an hour to complete a piece of historical research. They were then expected to give a presentation to the class. The majority spoke clearly and very confidently to a wide audience of teachers, governors and parent helpers. Learning is good during lessons when teachers engage pupils of all abilities and ages in answering questions in class discussions and give them opportunities to speak individually.

66. Reading skills are steadily developed, in particular in all literacy hour sessions as pupils move through the school. All pupils work through a sound selection of reading books and have the opportunity to borrow books from the visiting mobile library each fortnight. Pupils in Year 2 demonstrate a sound understanding of the texts they read together as a class. They discuss poems and stories, which they read with confidence and enthusiasm. By the end of Key Stage 1, standards are below average in reading. However, a scrutiny of the baseline results which pupils in Year 1 and 2 attained when they first came to school, clearly show that in reading, a significant number of pupils entered school with standards that were below average. A few reach standards that are higher than average but do not always read hard enough books. Pupils of all abilities identify the title and author of the books they read. They begin to use their knowledge of sounds to help them. As they get older, pupils are given many opportunities to study a variety of texts, which are written in different ways, for example plays and poems. In Year 5 and 6, most pupils read fluently and expressively. By the end of Key Stage 2, standards are

above average. All have a good idea of how to use contents and index pages in books. Many pupils skim texts for information as they develop good research skills. Pupils of all abilities speak confidently about their favourite authors and the type of books they enjoy. Lower attaining pupils have positive attitudes to reading and generally speak confidently about the texts they read; however, sometimes they have difficulty recalling information about what they have previously read. Teachers' reading records show what books have been read and sometimes give some indication of pupils' skills when reading in groups. However, they do not consistently show what aspects of reading the pupils are having difficulty with and what they need to do in order to improve. This weakness in the teaching of reading impacts on learning within lessons and progress over time.

67. At the end of Key Stage 1, standards in writing are below average. By the age of seven, pupils begin to write in sentences and most begin to have some idea of when to use a capital letter and a full stop. Pupils learn how to join sentences together to make simple stories and poems. They spell familiar words independently and begin to develop dictionary skills to help them spell more difficult words. Most pupils begin to form letters correctly and, although teaching is satisfactory overall, in Year 1 and 2 there is too little emphasis placed on the importance of writing letters with correct letter formation and then systematically teaching the pupils to join their letters correctly. A few pupils in Year 2 begin to develop a cursive script when writing but this is not consistently well promoted. Samples of pupils' work show that written work is not well presented in all classes. It is particularly untidy in Year 2, 3 and 4 where there is evidence of unfinished work and lower ability pupils not given enough guidance regarding what they need to do in order to improve. By the age of eleven, pupils reach standards which are above average as they write in a wide range of styles. For example, they write imaginatively about ghostly experiences and about their own thoughts after a visit to The Dome. They learn how to write notes, instructions for building a snowman, diary extracts and different types of poetry such as Haiku and Cinquain. Work is consistently well presented in Year 5 and 6 and this is because the teachers who work with them have high expectations regarding the completion of tasks, presentation generally and the development of a fluent, cursive script. All pupils have the opportunity to develop word processing skills on the computer.

68. The quality of teaching in the literacy hour is satisfactory overall. It is consistently good in Year 5 and 6. Where teaching is good, pupils work on tasks that are well matched to the different abilities and ages in the group and higher attaining pupils are challenged sufficiently. The teachers skilfully question the pupils to reinforce and develop the appropriate vocabulary and their marking tells the pupils what they need to do in order to improve. All teachers have incorporated the guidance and materials of the National Literacy Strategy into their teaching. In lessons, teachers show sound subject knowledge and when available, support staff are used effectively. Where teachers do not promote basic skills, in particular in the development of listening skills and writing in Years, 2, 3 and 4, pupils' work is not always as good as it should be. All activities are soundly resourced. The quality of teachers' day-to-day assessments varies and teachers do not consistently use this valuable information to inform the next step of learning. This has an impact on standards throughout the school, the progress that individual pupils make over time

and learning during some lessons. The use of English across the curriculum is sound. Marking is generally supportive, but does not consistently inform the pupils what they need to do to improve. Displays in classrooms celebrate the work of the pupils. In the best instances these reinforce the literacy skills taught.

69. Some pupils in Years 5 and 6 have targets for attainment in English, but this practice is not consistent throughout the school. Assessment procedures for English are sound, and the headteacher has recently started to use a computerised tracking system but this is in its early stages of development. Teachers do not consistently identify assessment opportunities when planning lessons. There is some evidence of teachers evaluating what they have taught but little evidence of any evaluation showing what is needed to move individuals or groups forward. There is no consistent approach where assessment systematically informs the next step in learning in English. Resources are of satisfactory quality and are used well.

## **MATHEMATICS**

70. Pupils in Year 2 achieve standards that are below average. Standards for pupils in Year 6 are above average. This is almost the reverse of the 2000 national test results where standards were average at Key Stage 1 but well below average at the end of Key Stage 2. The school has small year groups and the effect of one pupil in terms of the school's percentages can be quite marked. Taking the three years 1998 to 2000 together, show that in both the key stages the pupils exceeded the national average for their age group. However, evidence from inspection would indicate that many of last year's Year 6 pupils made unsatisfactory progress through Key Stage 2 in relation to their prior attainment. When compared with schools in similar contexts last year's results were average in Year 2 but well below average in Year 6. At the time of the previous inspection standards were average in Year 2 and above average at Year 6. There have been significant variations in standards since then, often due the small cohorts found at the school, but there has also been some inconsistent teaching.

71. There are some differences in performance of boys and girls at Key Stage 1. Overall all pupils in Key Stage 1 make satisfactory progress, including those with special educational needs. Pupils' achievements in Year 3 and 4 have been inconsistent due to the disruption in teaching, through the academic year in this part of the school. Many pupils in this class, including those with special educational needs have made unsatisfactory progress. At the end of Key Stage 2, all pupils learn effectively and make good progress. This is a direct result of the consistently good teaching that is found in this part of the school where the needs of all pupils are fully addressed. The proportion of pupils that achieve the higher level 5 in their national tests is likely to be significantly higher than last year where the percentage was well below average. However, through the rest of the school teachers do not expect enough of more-able pupils, who can sometimes underachieve.

72. By the age of seven, average and above average pupils have a sound understanding of place value and can solve mathematical problems and puzzles. They use simple fractions, count accurately in steps of 3, 4 or 5 and measure to the

nearest centimetre. Pupils sort two and three-dimensional shapes according to their characteristics, read simple scales and sort and classify objects for data handling. Lower attaining pupils are not so confident with their mental mathematics and are only able to discuss their own work using a very limited mathematical language. By the age of eleven, the pupils are competent and confident mathematicians in numeracy and all areas of mathematics. They have completed a good range of work and have a good understanding of place value to hundredths and thousandths. Pupils work with positive, negative and square numbers, appreciate the relationships between fractions, percentages and decimals and solve simple equations. They confidently work with the area and perimeter of shapes, accurately measure angles and read and plot co-ordinates. As part of data-handling exercises they complete pie charts with percentages and understand the concepts of mode and median. The pupils solve number problems involving all four operations (addition, subtraction, multiplication and division) and manage mathematical investigations. A group of more able Year 6 pupils attended a Maths Weekend for gifted pupils and coped very well with the work and mathematical experiences they were given.

73. It comes as no surprise, that where teaching is consistently good in Years 5 and 6 the pupils' achievements are better. Lessons for these pupils are exciting and interesting and most importantly, challenging. The classteacher has high expectations so all ability groups are challenged and all pupils work hard. These lessons have pace and the pupils maintain their concentration and apply considerable effort to their work. Most of the teachers are familiar and secure with the national Numeracy Strategy but it is not always applied or used as effectively as it could be. During the inspection not all of the numeracy planning reflected the recommendations of the strategy and some lesson structures could have been more consistently applied. Some mental and oral sessions were too short and not delivered in an exciting or enthusiastic manner. When teaching is good, these sessions are dynamic and the pupils learn quickly and build effectively on their previous learning. During the main teaching activities the pupils work hard and well together. Resources are handled sensibly and they talk readily about their work. However, these activities are not always well matched to the pupils' levels of attainment and are sometimes too easy for higher attaining pupils. This raises questions about the effectiveness of teachers' day-to-day assessments or their evaluations of previous lessons.

74. Work is marked regularly with supportive comments for the pupils, but there is very little evidence of information being provided that enables pupils to move on to the next stage of learning. The Year 5 and 6 pupils are given 'aims for the week' and this good practice clarifies their understanding about what they are learning and what is expected of them. The pupils spoke very positively about this process. In some classes there is an over reliance on worksheets particularly in Year 3 and 4 where there was also little evidence of pupils taking part in mathematical investigations or studying other areas of mathematics such as space, shape and measures and data handling. Much of their work is not dated and marking is

erratic. Pupils can also spend too much time on non-mathematical activities such as colouring. This limits their learning.

75. Teaching and learning are satisfactory through the school and this is an improvement on the previous inspection where some teaching was judged to be unsatisfactory. However, as at the previous inspection all of the good teaching is at the upper end of Key Stage 2 and learning is not consistent over time. Mathematics is well supported by displays in each classroom. These enhance the subject, particularly when they include pupils' work. There is some use of ICT to support mathematics; for example Year 5 and 6 pupils used the computer to predict number patterns and the subject is used to help learning in other subjects. Key Stage 1 pupils recorded the popularity of different types of playground equipment in tally-charts as part of their research for design and technology and older Key Stage 2 pupils used data handling as part of their science investigations along with making accurate measurements. Resources for the subject are satisfactory. They are class based and this good practice makes them accessible for pupils and adults. All of the pupils have individual whiteboards for their mental and oral mathematics. The subject co-ordinator is relatively new to her position and has not experienced monitoring of teachers' planning or lessons. The school has a good range of formal assessment procedures and uses non-statutory test materials to track the pupils' progress. However, information about pupils' strengths and difficulties from one lesson to the next is not used rigorously enough. The school's statutory targets in mathematics show continued improvement.

## **SCIENCE**

76. Standards in science are average in Year 2 and above average in Year 6. The previous inspection painted a similar picture but the 2000 national test results showed standards to be well below average at the end of Key Stage 2. When compared with schools in similar contexts standards were very low and in the bottom five per cent. Teacher assessments for the Year 2 pupils last year indicated that standards were close to the national average. Although the school has small year groups and the results from one year should be treated cautiously, evidence would indicate that the pupils in last year's Year 6 did not make the progress that they should have through Key Stage 2 in relation to their prior attainment. However, when taking the performance of pupils in science over the three years 1998 to 2000 standards were in line with the national average at the end of Key Stage 2. The boys did not perform as well as the girls over the same period of time.

77. During the previous inspection teaching was judged to be satisfactory overall. This has improved with the majority teaching being good. However although teaching in the Year 3 and 4 class was satisfactory during the inspection, it would be judged to be unsatisfactory over time because of the disruption already identified.

78. Although standards are average in Year 2 the pupils' progress, including those with special educational needs, has been inconsistent. This is because the

Year 2 pupils are split into different classes for the afternoon and those that have joined the Year 3 and 4 class have been subject to a year of disruption as a result of staff absences. Consequently, the progress of the pupils in Year 3 and 4 has also been disrupted apart from the higher attaining Year 4 pupils who join the Year 5 and 6 class in the afternoons. Progress for all pupils in this class has been good and pupils of all abilities have been appropriately challenged. In last year's national test results the percentage of pupils that achieved the higher level 5 in science was very low; in the current cohort of Year 6 pupils the proportion achieving level 5 or above will be much better.



79. Standards in the current Year 2 are average overall but the pupils' understanding and experience of scientific enquiry is extremely variable and many of the lower attaining pupils are unable to use scientific language and accurately record their observations. However, many of the pupils have a sound factual knowledge from their studies during the year. Pupils understand that plants grow from seeds and need water and light to help them grow. They can simply label parts of a plant and understand why a flower will change colour when placed in coloured water. The pupils understand the dangers of electricity and appreciate the different habitats of some animals. Lower attaining pupils have studied basic human body parts and the senses. They have sorted materials into groups such as wood, plastic, metal and glass and have undertaken a simple investigation determining the strength of different types of paper. The lower attaining pupils, who have been in the Reception and Year 1 class, have made for more consistent progress than the more able pupils who have worked with the Year 3 and 4 pupils. An analysis of their work shows that the more able pupils have missed topics identified in the school's long-term curriculum plan and on many occasions the presentation of their work is poor. There are examples of unfinished work and many of these pupils could have achieved more than they have and made better progress. During the inspection these pupils showed a sound understanding of electrical circuits but still had difficulties with some of the scientific language that had been presented to them.

80. There is a far more encouraging picture at the end of Key Stage 2. These pupils have covered a good range of work that is well presented. They have experienced scientific investigations and the pupils have a good understanding of what they are doing because learning objectives are included in their science books. Their work has been marked regularly with comments to encourage further thinking. The pupils understand how sound travels and have investigated how it travels through different materials. Pupils build electrical circuits containing switches and buzzers and have extended their learning to include insulators and conductors. They investigate friction and in good links with mathematics produce bar charts that identify which materials cause the most friction on a ramp. Pupils study forces and motion, floating and sinking, measure gravity and draw graphs that identify different weights that can be held on elastic bands. The pupils' good achievements in the Year 5 and 6 class are directly related to the consistently good teaching they are receiving which was evident in the analysis of their work and from classroom observation during the inspection. In a very well organised lesson, higher attaining Year 4 pupils and Year 5 and 6 pupils undertook scientific enquiries that required them to collect and record data and then try and identify any patterns in the results that they collected. The Year 4 pupils compared the growth of plants in three different areas of the school ground whilst the Year 5 pupils put together an investigation to compare water loss from different types of trees. Year 6 pupils monitored the different types of creatures found at the top, middle or bottom of the school pond or studied the type and height of plants to be found either side of a local road. All of the pupils worked well together with the adults working with them. They considered the likely outcomes to their research and ensured that fair testing was involved. In links with literacy some of the pupils researched the names of different plants using reference materials and ICT was used to produce a database for results. This lesson was well resourced and the teacher showed good subject

knowledge. The pupils respond by showing considerable interest in what they are doing and good attitudes towards the subject.

81. The subject co-ordinator has been on long-term absence so the subject is being soundly managed by the headteacher. The school uses national guidelines for its scheme of work and appropriate formal assessment procedures are in place. These can be used to track the progress of pupils as they move through the school. However, because of the disruption in the Year 3 and 4 class there are inconsistencies in its use particularly in terms of addressing future planning. Resources for the subject are satisfactory and well organised. A local secondary school is quite happy to loan out any equipment that the school has not got. The school development plan quite rightly identifies the need to monitor the attainment of the Year 3 and 4 pupils in science but does not address the differences in performance between boys and girls at the end of Key Stage 2.

## **ART AND DESIGN**

82. Pupils' attainment in art and design is in line with national expectations at the end of both key stages; however, displays show a limited range of materials and techniques have been used. There is little evidence throughout the school to suggest that pupils have developed artwork using materials other than pencils, paints and crayons. A criticism during the previous inspection was that pupils had underdeveloped skills in collage, textiles and sculpture and that sketchbooks were to be introduced in Year 5 and 6. There was no evidence of pupils developing skills in collage, textiles and sculpture and no sketchbooks were seen during the inspection. This continues to be an issue.

83. By the age of seven, pupils develop skills necessary to make the detailed observational drawings completed by pupils in Year 1 and 2. This early attention to detail enables them to produce competent work throughout the school. They carefully draw and crayon pictures of plants, which they have planted and are now watching, grow. There are sound links with literacy as they use writing skills to simply describe what has happened, in the form of a simple diary. All pupils have the opportunity to paint imaginatively. Planning shows that they have previously looked at 'Self Portraits' in art and design lessons. There was no evidence of any artwork in the classroom for the remaining Year 2 pupils who work with Year 3 and 4 although planning indicates that their most recent piece of work was 'Investigating Pattern'. The Year 4 pupils who work with the Year 5 and 6 for art and design have studied the work of Georgia O'Keefe and Louis Comfort Tiffany. Tasks have been suitably matched to the wide age range in this class. But there is little evidence of this elsewhere in the school. These pupils have learnt that Tiffany did landscape scenes for stained glass windows. By the age of eleven, pupils produced carefully painted landscapes after looking at photographs, prints by famous artists such as Claude Monet.

84. Pupils make satisfactory progress in the skills of observation and painting, including those pupils with special educational needs. Although there was no evidence of the use of modelling materials or the use of computers in graphic

design, the school has recently adopted the national guidance as the basis of its scheme of work for art and design, and this encompasses these aspects. Displays of the pupils' art and design show sound links with other areas of the curriculum such as science and geography.

85. There is insufficient evidence to make an overall judgement on teaching, but planning has yet to encompass the full range of media and skills in two and three dimensions. This was a criticism in the previous inspection. The result is that there is not the systematic development of a wide range of experience and skills which pupils require. The policy has been recently reviewed and a coherent long-term plan of the curriculum has been developed. These guidelines will develop skills and knowledge systematically throughout the school. However, the co-ordinator has highlighted the need to develop resources, which would give the pupils a more varied diet in art and design. Art and design contributes well to pupils' spiritual and social development, although there are few opportunities for examining the art of other cultures. There are good opportunities for pupils' artwork to be displayed in the school's annual calendar and some pupils' sketches of Partney church have been made into sets of notelets.

## DESIGN AND TECHNOLOGY

86. During the last inspection the attainment and progress the pupils made in design and technology was below that which was expected nationally and was a key issue. There has been a marked improvement since then, in particular in the appointment of a knowledgeable co-ordinator for the subject, the improvement of resources to teach the subject and the development of a long-term curriculum plan, which has been in place for about one year. Owing to the way in which the timetable was arranged, only one design and technology lesson was observed during the course of the inspection. This lesson consisted of Reception children, pupils in Years 1 and a few from Year 2. Inspection evidence is drawn from this lesson, discussions with pupils and from a scrutiny of planning, photographic evidence and a small amount of work pupils have previously completed.

87. During the one lesson seen learning was good because, with the large amount of adult support, the pupils developed a good understanding of what they were doing and good questioning from the adults reinforced this knowledge. The lesson was well organised and resourced for all age groups within the class. All pupils were enthusiastic and responsive to learning about how to make 'playground equipment' and relationships within the class were good which promoted good teaching overall. Some pupils were helped too much and this did not allow them to think through the task themselves. The Year 2 pupils were seen to use tools safely but not confidently and needed a large amount of support from adults. The remaining Year 2 pupils, who work with Year 3 and Year 4 for design and technology lessons, have not followed the same programme of work. In their class there was some evidence of some pupils making money containers but no evidence of designing or evaluating their work. There is too little evidence to make a judgement on standards and the progress pupils make at the end of Key Stage 1, or on the quality of teaching overall.

88. By the end of Key Stage 2, standards are broadly in line with those expected nationally and all pupils, including those with special educational needs, make satisfactory progress. This is an improvement since the previous inspection. Eleven year-olds talk confidently about the musical instruments they have made from recycled materials and the Christmas decorations they made which lit up. All spoke very enthusiastically about the snowman whose nose glowed; they thought this was the best design! Pupils use vocabulary which is specific to the subject such as cams and axles and they know about the importance of planning and then evaluating their designs. The few examples of plans when they previously made slippers were sound but contained only basic detail. Pupils say that there is sometimes not enough time to finish; and the co-ordinator has identified the need to allocate more time for the evaluation process and for pupils to think about how they can improve their designs.

89. Teachers now use the new national guidelines to plan lessons; this is an improvement since the previous inspection. Planning and photographs show what has been previously taught. For example the Year 1 and 2 pupils in one class have worked in groups to make models of homes. Planning shows those pupils in the

class containing Year 2, 3 and 4 have made vehicles using wood, triangular corners, axles and wheels. Pupils in Year 5 and 6 recently worked on designing and making moving toys. Food Technology is included in the design and technology programme; for example, planning shows that there are opportunities for pupils in Key Stage 1 to learn about 'healthy eating' and in Key Stage 2 they develop ideas on 'sandwich snacks'.

90. Resources have been appropriately developed and are sound and this is an improvement since the previous inspection. Work in design and technology links well with work in other subjects. For instance, in the lesson seen there was reference to shapes, which the pupils had previously worked on in mathematics. When describing making the Christmas decorations, Year 6 pupils talked about the work on circuits they had learnt in science. Food technology activities help to develop pupils' understanding of the importance of personal hygiene and their scientific understanding of the changes that can occur in materials. There is little evidence of ICT supporting the subject.

## **GEOGRAPHY**

91. At the time of the previous inspection standards in geography were judged to be average at the end of both key stages. Standards are currently below national expectations at the end of Key Stage 1 and in line with those expected nationally at the end of Key Stage 2. The high percentage of pupils with special educational needs in Year 2 has contributed to the current standards. Because some of the Year 2 pupils have spent their afternoons in the Year 3 and 4 class that has been so severely disrupted, this has impacted negatively on the standards that they have achieved and their progress over time. Progress of pupils that have been in the Reception and Year 1 class and the Year 5 and 6 class has been satisfactory. This includes pupils with special educational needs. Progress for all pupils in the middle class is unsatisfactory. Teaching was sound during the previous inspection. Only one geography lesson was observed during the current inspection and this was unsatisfactory.

92. By the end of Key Stage 1, the Year 2 pupils have identified parts of the British Isles, can distinguish simple physical features such as the sea and land on maps and have looked at different destinations for holidays. They can point out the North and South Poles, have looked at where Mexico is positioned on a world map and have estimated the distance to Central America. Pupils have studied the local area and looked at the different kind of occupations found in the local village. During the unsatisfactory lesson in the middle class Year 2 pupils found their work difficult because they were undertaking the same tasks as the Year 3 and 4 pupils. Many of the Year 2 pupils are confused by the geographical vocabulary that is expected of pupils of this age and have a limited understanding about the work that they have covered.

93. By the end of Key Stage 2, the Year 6 pupils have covered a good range of work that is well presented and organised. They identify the major mountain areas of the world and the kind of weather to expect in these regions. In links with numeracy the pupils produce graphs that identify what influenced teachers in their holiday destinations and study the effects of tourism. They look at the characteristics of limestone areas, the formation and the production of coal and the geographical features of The Fens. Pupils study the Indian village of Chembakolli and examine the differences between that location and their own environment. They look at differences in climate and culture and in discussions can satisfactorily describe village life in India. The pupils talk enthusiastically about their work through the year

and identify different countries in the world and their location as part of independent research that involved the use of ICT. Many of the pupils' geography workbooks are well presented and there are good examples of the pupils' self assessment of their work as they decide whether or not they have achieved the learning objectives that are given to them at the start of a topic. This is good practice and enables the pupils to have a good understanding of the work that they are doing and to reflect thoughtfully on what they have achieved. The pupils also talked enthusiastically about the Year 5 and 6 residential visit that includes river and beach studies.

94. The headteacher is currently managing the subject because of the staffing disruption that has occurred during the year. Geography has not been a recent subject priority although there are future plans to monitor the subject once a permanent co-ordinator is in place. The school uses the national scheme of work and this should ensure that the subject develops progressively through the school. However, in reality some Year 2 and 4 pupils are covering different work to their peers. At present the pupils are assessed against the learning outcomes identified in the scheme of work but this process is not rigorous enough nor does it influence future planning sufficiently. Resources in geography need to be developed further so that all of the units of work from the scheme of work are covered.

## **HISTORY**

95. Standards in history are below national expectations at the end of Key Stage 1 and in line with those expected nationally at the end of Key Stage 2. This is a different picture to the previous inspection when standards were above those expected nationally at the end of both key stages. However, caution should be used when trying to draw any significant conclusions from these judgements because of the small cohorts in the school and the above average number of pupils with special educational needs in the current Year 2. However, a number of Year 2 pupils spend their afternoons in the middle class where there has been significant staffing disruption through the year and this has contributed to the lack of achievement of some Year 2 pupils. Progress for pupils in the Reception and Year 1 class and the Year 5 and 6 class has been at least satisfactory. This includes pupils with special educational needs.

96. No direct teaching was observed in Key Stage 1 so judgements are based on discussions with pupils and staff and scrutiny of pupils' work and teachers' planning. Discussions with pupils indicate that they do not have a developed knowledge or understanding of the lives of people in the past. Although topics such as the Great Fire of London and The Tudors have been covered, pupils' observations about the past are limited. More able pupils talked about the poor during Tudor Times and mentioned Henry the Eighth. They could explain how the Great Fire of London started and why it spread so quickly but could not recall the date. Some pupils were confused about the chronological order of the events they had studied and the amount of work produced for history in the middle class was unsatisfactory given that these are the more able pupils in the year group. Some of the lower attaining pupils have a poor sense of time. At the age of eleven, the pupils have a sound understanding of key dates and periods and events in British history. Pupils showed a good understanding between present times and the nineteen-forties when children were being evacuated because of the Second World War. They identified evacuation areas and the similarities and differences between the village of Partney and the rest of the United Kingdom during these difficult times. The pupils study the Victorian age and consider why Britain had such a large empire. They look at the lives of servants and identify major characters, such as Florence Nightingale.

97. Only one lesson was observed during the inspection and this was good. Year 4, 5 and 6 pupils researched changes in Britain since nineteen forty-five in areas



such as popular culture and technology to then give presentations to the rest of the class. Using topic packs and enthusiastic governor and parent helpers, the pupils worked well together as they prepared their feedback and added photographs to a time-line to reinforce their chronological awareness. The pupils worked hard to ensure that they had achieved the challenge of preparing their presentations in an hour. They then listened well to each other and demonstrated an appropriate factual knowledge of Britain since nineteen forty-five as they described characteristics of past periods and recognised changes within them. The pupils created organised work using relevant terms and dates and showing sound research skills.

98. The headteacher is the subject co-ordinator. As with other subjects, this is a new role and is still developing. The school follows the national scheme of work for the subject but there are weaknesses in the pupils' subject coverage when year groups are split for afternoon sessions. This will hopefully be resolved when the school's staffing is more stable and the two year rolling programme of work can be implemented more effectively. Assessment is not used effectively to monitor pupils' progress or influence teachers' future planning. At present, teachers' record what pupils have covered, rather than what they understand. However, some good examples of pupils assessing their own work were seen in the Year 5 and 6 class. Resources for history are satisfactory.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

99. Only one ICT lesson was observed during the inspection but judgements were made after a scrutiny of planning and a limited amount of work and discussions with pupils and teachers. By the end of Key Stage 1, standards are below those expected. Standards are higher at the end of Key Stage 2 where pupils reach the expected levels for their age. The situation regarding the teaching of ICT has improved significantly since the previous inspection when it was a key issue because standards were not high enough.

100. Standards are still not high enough by the end of Key Stage 1. However, teachers now follow the new national guidelines to plan their lessons; this will ensure the progressive teaching of skills, knowledge and understanding in the subject and this is a big improvement since the previous inspection. Resources have improved, the curriculum is now delivered more effectively and teachers' knowledge and understanding of the subject has improved through in-service training. A new computer suite, which has improved the quality of the resources, has been recently developed and all classes are timetabled to use it each week. An ICT technician has been appointed and comes in each week to teach pupils in groups. The school now teaches all areas of the National Curriculum and the local schools have a system where they share not only the technician but also some resources. When talking to pupils in Year 6 they say that previously they have not had many opportunities to use the computers but recently things have improved. Pupils now talk soundly about the Internet and sending e-mails. Progress overall is generally satisfactory which is an improvement since the previous inspection but lack of opportunities over time will have hindered the progress that all pupils have made in particular at Key Stage 1 where basic key board skills have not been systematically taught.

101. In the one lesson observed, where all of the Year 2 pupils worked well together, the quality of teaching was sound. Pupils were excited and showed enthusiasm as they researched information. Teachers and support staff guided them well. The activity linked well with the previous work they had done in literacy. During the lesson learning was sound. Basic skills are limited for most Year 2 pupils; for example many did not know where the return key was located on the keyboard. Standards were judged to be below those expected for their age. When asked, the pupils were not clear when they had last used this new computer suite and there was little evidence of them developing basic ICT skills in the scrutiny of work or during lesson time in the classrooms.

102. In a design and technology lesson, a student worked closely with two Year 1 pupils as they filled in information about their favourite playground equipment. In Key Stage 2, pupils demonstrate a better understanding of basic keyboard skills. Pupils have opportunities to develop their word processing skills in many areas of the curriculum; for example in English, science, and history and in religious education when they wrote prayers using the computer. A few pupils in Year 6 were observed developing skills in mathematics using a computer program; however, in a number of lessons observed, ICT did not support the curriculum. The school has a sound variety of programs to enhance other curriculum areas but the scrutiny of work and discussions with pupils indicate that teachers have not consistently used these in the past to support curriculum areas. Discussions with pupils in Years 3, 4, 5 and 6 indicates that they have recently developed fairly confident skills in saving and retrieving data and accessing programs. Year 5 and 6 pupils demonstrated sound understanding as they worked with the ICT technician putting information on a spreadsheet and enthusiastically retrieved work they had done previously. Pupils in Years 5 and 6 have a good idea of the importance of presenting their work well and confidently move information, highlight texts, change fonts and the colour of texts to do this. Photographic evidence and discussions with these pupils showed that in previous lessons they have learnt how to program information into computers and in doing so they learnt how traffic lights work. The residential visit, which all older pupils have the opportunity to go on, gives pupils extra opportunities to develop ICT skills needed to put information clearly on the computer using graphs and charts. Planning shows that these skills are reinforced in school.

103. Resources are satisfactory and the new weather station when fully in use will enhance mathematics, science and geography lessons. Teachers have become more skilled in using the computers since the previous inspection and this has resulted in standards improving by the end of Key Stage 2. However standards are still too low at the end of Key Stage 1 because the pupils have had too few opportunities to develop basic keyboard skills and what they have achieved has not been consistently recorded and developed. Assessment procedures are in the process of being developed though out the school. At present there are no consistent records, which show what individuals can do and the progress they have made over time.

## MUSIC

104. It was only possible to observe two music lessons. Additional evidence was gained through scrutinising planning, listening to pupils sing, and play recorders in assemblies and discussions with pupils. Further evidence was gained having discussions with the music specialist who teaches each class for music and leads the subject well. All evidence clearly indicates that standards are in line with those expected nationally by the end of Key Stage 2. In singing they are above those expected nationally. There was insufficient evidence to make a judgement on standards overall at the end of Key Stage 1, but during assemblies it was evident that standards in singing were above those expected nationally and that pupils made good progress in singing. The school has maintained this strength in singing and performing since the previous inspection.

105. Progress in music is sound as pupils move through Key Stage 2. Teaching is consistently good which is an improvement since the previous inspection. In both lessons seen which contained a few pupils from Year 2 and pupils from 3, 4, 5 and 6, teaching was good. The lessons were well planned and learning objectives were clearly identified. The teacher had high expectations regarding listening and behaving and the pupils responded to these high expectations. Resources were used well to develop understanding in playing percussion instruments, subject specific vocabulary such as tempo and dynamics were reinforced well and all activities were interestingly thought out. Pupils were given opportunities to work together in groups, perform to an audience and listen as an audience. These all have impact on learning, as have the pupils' enthusiasm for the subject and their ability to sustain concentration and work well together. Learning was good during these lessons.

106. By the age of eleven pupils have many opportunities to perform with percussion instruments, learn to play the recorder and sing in lessons, assemblies and in the school choir. There are opportunities for all pupils to listen to pieces of music in assemblies but these are not consistently well promoted. Pupils develop, in groups, their own sequence of sounds after studying a picture of *Dick Whittington arriving in London* After recording their ideas they show a sound idea of maintaining their own part when performing, and are very aware of how different parts fit together to get an overall effect.

107. Planning indicates that the school is beginning to use the new national guidelines for music and procedures for assessment are developing. Resources are sound but there is little evidence of ICT supporting the subject. Good links with the local community have been developed through the music extra curricular opportunities in the curriculum. Pupils have the opportunity to sing and play recorders at services at the local churches and in local retirement homes. They perform in school concerts and productions such as *Joseph and his Amazing Technicolour Dreamcoat*. In the autumn term they were invited to sing at a Rural Transport Project Launch at a local college. These all enhance the music curriculum and give all pupils many opportunities to develop a love for music and succeed when taking part in musical activities

## PHYSICAL EDUCATION

108. At the time of the previous inspection standards were average in Key Stages 1 and 2. Because of the school timetable, insufficient lesson observations were undertaken to make a judgement on the pupils' current achievements. However, scrutiny of individual class timetables indicates that only a limited amount of time is allocated to the subject during the summer term and this raises concerns about the depth of knowledge, skills and understanding that pupils are taught in some areas of physical education. Some Key Stage 2 pupils are only receiving thirty minutes a week physical education. The school has improved some of its provision since the previous inspection. Swimming activities and water safety are now undertaken and many of the pupils exceed the expectations identified in the National Curriculum. Pupils in Years 5 and 6 also have an opportunity to take part in outdoor and adventurous activities as part of a residential visit that is organised very two years. The pupils talked very positively about this experience.

109. During the previous inspection teaching ranged from poor to very good. The one lesson observed during the current inspection was good. Reception and Year 1 and 2 pupils took part in an outside games lesson. After an active warm-up session the pupils identified how their bodies had 'changed' after running around a coned area of the school field. They felt their hearts beating more quickly and noticed that they had become 'sweaty' running in the sun! There was good pace to the lesson and plenty of activity. The pupils showed obvious enjoyment as they moved through a range of activities that included running, hopping, skipping, games of chase, hopscotch and 'Dragons Treasure'. The lesson was well organised and managed and the pupils all applied good physical effort. The majority of pupils showed appropriate control and co-ordination during the activities although the lower attaining Year 2 pupils found it difficult to suggest improvements to their performance or make appropriate comments about the work of others. The Reception pupils ran, skipped and hopped enthusiastically and showed a good awareness of space and other pupils.

110. The subject is managed by the headteacher and the school uses national guidelines to ensure that the subject develops progressively and that pupils cover a range of activities. Resources for the subject are satisfactory overall, although there are some shortcomings. The school hall is small and cramped although there are plans to extend it in the future. The storage of dining tables and chairs in the hall also restricts the space available. A short and informal observation of a Year 3 and 4 dance session showed that the floor space was extremely restricted particularly as the piano and lectern used in an assembly had not been removed. These were potential hazards for the pupils. The school has a playground that is large enough to have a netball court and grassed areas marked with lanes for athletic activities. Both of these areas are appropriate for winter and summer games activities and athletics. The pupils' experiences are enhanced by after school clubs for football, high-five and dance.