

INSPECTION REPORT

BOYNTON PRIMARY SCHOOL

Boynton, Bridlington

LEA area: East Riding of Yorkshire

Unique reference number: 117830

Headteacher: Mr J M Dodd

Reporting inspector: Mr R Fry
21073

Dates of inspection: 3 – 6 July 2000

Inspection number: 190623

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Community
Age range of pupils:	4 - 11
Gender of pupils:	Mixed
School address:	Boynton Bridlington East Riding of Yorkshire
Postcode:	YO16 4XQ
Telephone number:	01262 677880
Appropriate authority:	Governing body
Name of chair of governors:	Reverend S Cope
Date of previous inspection:	5 – 11 - 1996

Glossary

‘ Key Stage 1’ refers to pupils of infant school age, Reception to Year 2.

‘ Key Stage 2’ refers to pupils of junior school age, Year 3 to Year 6.

INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
Roger Fry	Registered inspector	Mathematics Science Information technology Geography History Physical education Equal opportunities	What sort of school is it? How high are standards? - The school's results and pupils' achievements How well are pupils taught? How well is the school led and managed? What should the school do to improve further?
John McGarry	Lay inspector		How well does the school care for its pupils? Pupils' attitudes, values and personal development How well does the school work in partnership with parents?
Christine Richardson	Team inspector	Under fives English Art Design Technology Music Religious education Special educational needs	How good are the curricular and other opportunities offered to pupils?

The inspection contractor was:

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The Registrar
Inspection Quality Division
The Office for Standards in Education
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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Boynton Primary is a very small school for boys and girls aged four to eleven years old. It has 64 pupils on roll and is over-subscribed. Children's attainment on entry to the school is broadly typical of children nationally. Twenty three per cent of pupils are known to be eligible for free school meals, which is a little above the national average. Eleven pupils have special educational needs, an average figure. A very small number of pupils come from travelling backgrounds and all pupils speak English.

HOW GOOD THE SCHOOL IS

Boynton is an effective school. It makes good provision for all pupils, including those from traveller families and pupils with special educational needs. Pupils have achieved the standards expected of them nationally and have sometimes exceeded them over the last four years. The teaching is consistently good and the work that pupils are set is usually demanding. All staff work well together to improve the school further and seek to maintain and improve standards of work. The cost to educate pupils is high because the school is very small; nevertheless the school provides satisfactory value for money.

What the school does well

- Pupils' good standards of work over the last four years in English, mathematics and science.
- The good quality of teaching and its effect on pupils' learning.
- The breadth of work in subjects, such as history and geography.
- Parental support for the school and their involvement in their children's education.
- Pupils' very good spiritual, moral, social and cultural development.
- Aspects of the leadership of the headteacher, such as forward planning.
- Pupils' very good attitudes, values and personal development.

What could be improved

- The checks made on teaching and learning by staff.
- The match of work to the capabilities of higher attaining pupils in some subjects.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in November 1996. Since then the school has made significant improvements. The teaching and attitudes of pupils have improved at Key Stage 1. During this inspection, more good teaching has been observed. Pupils now receive a more continuous education, because lessons in all classes successfully build upon pupils' previous knowledge. The Literacy and Numeracy Strategies have been well implemented. The school makes good use of schemes of work provided by the government and has improved the quantity and quality of computers for information technology. The provision for pupils with special educational needs is now good and the attainment of boys generally has also improved. The school provides two good after school clubs, for gymnastics and information technology, which it did not do before. The previous inspection report identified three areas for development. The school has been successful with two of them. Young children are now assessed when they enter the school so that their progress can be recorded as they grow older. The school has also reviewed the responsibilities of staff and has sensibly adopted a joint planning approach, where all staff members share in the planning of all subjects. However, the school has not implemented an effective system to monitor teaching and learning in the classroom.

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
	1997	1998	1999	1999
English	D	B	C	B
mathematics	B	A*	C	B
science	A	B	D	C

Key	
Very high	A*
Well above average	A
Above average	B
Average	C
Below average	D
Well below average	E

Pupils make good progress and meet the standards of which they are capable. Over the last four years, pupils' standards of work at eleven years old have been close to the national average in English, well above average in mathematics and above average in science. The table shows that standards of work over the last three years have varied considerably. This pattern is typical of very small schools, where each year the numbers of pupils who take the National Curriculum tests are very low. In 1997 pupils' standards in English were below the national average but in 1998 they were above average in English and very high in mathematics. Last year pupils' standards in English and mathematics were average when compared with all schools and below average in science. In comparison with similar schools, pupils' standards were above average in English and mathematics and average in science. Over the last four years, pupils' standards of work at the age of seven have been well above the national averages in reading and mathematics and very high in writing. Last year, however, mathematics standards were below average.

Boys and girls now achieve similar standards of work, although in the past girls achieved significantly better than boys. The targets the school set and achieved this year for eleven year olds were realistically high and took account of the exceptionally small number of pupils present in Year 6. Teachers' targets and predictions have proved accurate.

This year, most pupils achieved the standards expected of them nationally in Years 2 and 6 and they have made satisfactory progress. There is clear evidence that pupils in other years make good progress and are likely to reach standards of work above national averages. The school expects all pupils in the present Year 5 to achieve the expected standards nationally in English, mathematics and science at the end of Year 6. Standards of work observed during the inspection are above average in reading, listening and in pupils' general knowledge. Standards of work at seven and eleven years reach national expectations in all other subjects. Young children at five years old have made good progress. They reach the expected standards by the time they are five years old in all the 'Areas of Learning' and many exceed them.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils make the most of what they are offered and they show a keen interest in school life. They have very good attitudes to work and a thirst for knowledge. Higher attainers enjoy extra challenges.
Behaviour, in and out of classrooms	Very good. Pupils behave very well in lessons and at playtimes. Movement through the school is also good. Pupils are reliable and trustworthy.
Personal development and relationships	Very good. Pupils work very well together, for example, in numeracy lessons and take turns properly when using computers. Pupils from travelling families join in all activities.
Attendance	In line with the national average.

TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years	aged 7-11 years
Lessons seen overall	No lessons observed	Good	Good

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

The teaching is consistently good across the school. The teaching ranged from satisfactory to very good at Key Stage 1 and from good to very good at Key Stage 2. In forty eight per cent of lessons throughout the school the teaching was good, and in twenty eight per cent it was very good. Teachers have a wide spread of expertise. At Key Stage 2, the teacher is particularly good at dividing his time purposefully between the four years in his class. Teachers organise themselves well and technical vocabulary is well taught. Lessons are firmly based on the National Curriculum. Teachers have high expectations of all pupils' behaviour and attitudes to school. The good level of challenge in literacy and numeracy lessons, for example at Key Stage 1, has led to pupils' current standards of work. The strengths of the teaching lead to pupils' good progress. Pupils' capacity to learn is extended effectively. Teachers' planning in some subjects, however, is too brief. Targets for higher attainers are not recorded clearly and pupils are not always set a wide enough range of activities to meet their needs.

There is a purposeful atmosphere in classrooms; pupils enjoy working hard and receiving praise for what they have done. As a result of careful joint planning, young children and pupils are taught progressively more difficult ideas in a logical order. Support staff for pupils with special educational needs are deployed well and they have a positive impact on the rate at which pupils learn.

Pupils and young children acquire knowledge, skills and ideas well. They apply themselves well and work at a good and sometimes very good pace. They show much interest in their work; their powers of concentration are particularly good. Pupils with special educational needs and travellers make good progress. All pupils, for example, learn to use 'trial and error' to find answers in mathematics and learn much about fiction and non-fiction in English. They learn to transfer skills they have learnt in one subject to another effectively.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good. All aspects of the National Curriculum are taught. High priority is given to literacy and numeracy, which complement pupils' work in other subjects. There is a particularly good emphasis on local and environmental studies. The lack of facilities negatively affects physical education.
Provision for pupils with special educational needs	Good. Pupils make good progress towards the targets in their individual education plans and most reach the standards expected of them in their individual education plans by the end of Year 2. All pupils are well integrated into lessons.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good. Relationships are very good throughout the school and adults are very good role models for pupils. Co-operation is encouraged and very good moral and social behaviour is expected and reinforced in assemblies. Pupils have the opportunity to take part in everything the school does.
How well the school cares for its pupils	Good. Procedures for assessing what pupils know, understand and can do in English and mathematics are well developed. Procedures for promoting good behaviour are very successful. The procedures for ensuring the punctuality of all pupils at the start of the day are not effective enough.

The school works very effectively in partnership with parents and has their strong support.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Good. The school's aims and values are well reflected in its work. The headteacher provides good leadership and direction for the school. Many duties are effectively shared between staff.
How well the governors fulfil their responsibilities	Satisfactory. The chair of governors knows the school's strengths and weaknesses well. The governing body has only recently been elected and most governors are new to their roles. Committees do not, as yet, provide enough support and guidance for the headteacher.
The school's evaluation of its performance	Satisfactory. The school keeps good records of pupils' performances and uses information from tests effectively to identify strengths and weaknesses in the curriculum. However, there are too few checks on teaching and learning.
The strategic use of resources	Good. The school plans ahead effectively for three years. Priorities identified in the school development plan are well supported. The large under-spend has been appropriately allocated to increase staffing as numbers of pupils rise. The school makes satisfactory efforts to apply the principles of 'best value.'

The school is generously staffed and learning resources are satisfactory. The number of modern computers is good. The accommodation is presently unsatisfactory; the school has no hall and there is insufficient space or facilities for the numbers of pupils. A building programme is due to begin in the Autumn. The pond and environmental trail are very good features of the site.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none">• Children like going to school very much and make good progress with their work.• Behaviour is good.• The right amount and quality of homework is set for children of different ages.• The teaching is good and parents feel comfortable when approaching the school with a question or problem.• The school has high expectations of children and works closely with parents.• The school is well managed and led.• The school helps children to mature and become responsible.	<ul style="list-style-type: none">• The range of activities outside lessons.

The inspection team agrees with parents' positive views. The school now runs two after school clubs, which is an improvement since the last inspection and is a satisfactory provision. The school also takes older pupils on an outdoor activity based residential trip every two years.

OTHER INFORMATION

The governing body is responsible for drawing up an action plan within 40 working days of receiving the inspection report, showing how the school will tackle the improvements needed. This action plan will be circulated to all parents at the school.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and achievements

1. Despite fluctuating results over the last four years, pupils make good progress through the school and achieve well. Attainment on entry to the school is typical of young children and pupils leave the school with above average standards of attainment. Pupils with special educational needs and from travelling backgrounds make good progress towards their targets and achieve well. Inspection evidence suggests that standards are rising again. The teaching is consistently good and this is reflected in the standards achieved.
2. The lower level of attainment in 2000 is due to the small size of the year groups and the higher number of pupils with special educational needs. Results typically vary considerably from year to year when numbers in years are very low. There has been no decline in the standards of teaching. Pupils in Year 6 this year achieved the standards expected. Over the last four years, girls have performed much better than boys at both key stages. This trend is now no longer significant and boys and girls achieve similarly. Results in English, mathematics and science in 2001 for both key stages are likely to show a return to the same higher levels of past years because of the greater proportion of pupils with higher prior attainment in year groups. Challenging targets have been set for 2001 and indications from the inspection are that these will be met. Pupils are mostly well challenged by the work they are set. However, on occasions higher attaining pupils are asked to repeat work they already know or younger pupils in mixed age classes can sometimes do the work set for older pupils. This reduces their progress and some higher attainers do not make all the progress they could.
3. The attainment of pupils this year (2000) in **English** at the age of seven is broadly in line with national expectations in speaking and listening and writing, and is above average in reading. In the 1999 National Curriculum tests the performance of pupils in reading at seven was above average and their performance in writing very high, in comparison with national averages. This was similar to the school's performance over the previous four years. Attainment at the age of eleven this year in English is broadly in line with national averages, as it has been over the last four years. In comparison with similar schools last year, pupils' standards of work in English were above average. In relation to pupils' capabilities, standards are high enough at both key stages and they are improving.
4. Standards in *speaking and listening* are in line with what is expected nationally at both key stages, but are rising because of the good listening skills that pupils are developing. The youngest pupils confidently explain the purpose of fiction and non-fiction books, and Year 2 pupils enjoy thinking of ways to say the last line of a rhyme because the teacher's lively reading motivates them to think of a range of alternatives. Years 5 and 6 pupils discuss the contents of leaflets about museums as they select important words and phrases that are designed to attract them.
5. Pupils' attainment in *reading* is above that expected nationally at seven and eleven years. Pupils, including those with special educational needs, make good progress with reading skills. Most pupils enjoy reading and confidently explain how they tackle

unfamiliar words by linking the sounds of letters. They understand terms such as “index”, “glossary” and “contents.” Teachers ensure that pupils are suitably challenged. The emphasis teachers place on reading with expression, and on thinking of the person listening, is reflected well when pupils read their books. Pupils from reception upwards read enthusiastically and with expression. Pupils have a very good attitude to reading.

6. Pupils’ standards of *writing* are broadly in line with what is expected nationally at seven and eleven years and are improving. Most Year 2 pupils use capital letters and full stops appropriately and quickly progress to making confident use of other forms of punctuation, including speech and question marks. Junior age pupils write formal letters to companies requesting support for their coffee morning and receive many positive responses to their well written letters. They compose their own poems and write very imaginatively and sensitively.
7. The school is particularly effective in teaching skills that are relevant in many subjects. This has a positive effect on standards of pupils’ work. *Reading and writing* are used well in history and science. Pupils explain themselves clearly and find information successfully. For example, pupils know how to use the library to find fiction and non-fiction books. Good use is made of information technology, especially with regard to the presentation of work. Literacy skills are successfully reinforced in most lessons that involve reading and writing. Other subjects contribute successfully to pupils’ understanding of *numeracy*. Pupils count in physical education and time distances. In geography they use co-ordinates successfully to find places on maps and work out the heights of land and in information technology pupils handle data using graphs. Mathematical terms are taught throughout the curriculum. Pupils often need to read problems and understand what they mean before they can carry out the mathematical elements. Attention to this matter contributed positively to the results in the Year 2 National Tests this year.
8. Seven and eleven year olds’ work in **mathematics** this year meets national expectations. National Test results for pupils aged seven over the last four years have been well above national averages but were below average last year. Changes of staff in Year 2 lowered results in 1999. This year, however, the school has a settled staff and improvements in the way that the National Tests are now set have improved results.
9. Standards in Year 6 over the last four years in mathematics have been well above average. In 1999 standards were close to the national average and above average in comparison with similar schools. The school achieved its target this year (2000) and has set a higher target for next year (2001) of 100 per cent of pupils to achieve the benchmark Level 4 in Year 6. The Numeracy Strategy has been implemented well. In relation to pupils’ capabilities, standards are high enough at both key stages and they are improving.
10. At seven years old, higher attaining pupils work with numbers and sequences to 100 and 1000, subtract 7 from 13 in their heads and measure in centimetres accurately. Pupils successfully give change when completing money problems. Average and higher attaining pupils know the names of many regular shapes. Higher attaining eleven years olds understand common factors in sets of numbers and accurately work out long multiplication sums. They use various methods to add numbers up to 10,000. Pupils understand decimal fractions and use graphs successfully to show relationships, and understand how to construct shapes accurately using a protractor. Below average pupils successfully add numbers using hundreds, tens and units and

have an appropriate understanding of decimal multiplication sums.

11. Standards of work at seven and eleven years in **science** this year meet national expectations, a judgement lower than in the last report. However, standards of work observed in Years 1, 4, and 5 are above national expectations and pupils are on course to repeat the higher standards of previous years. Much good emphasis is placed on investigative work by teachers, which has boosted pupils' scientific understanding.
12. The results of teachers' assessments at seven years old last year (1999) showed that standards were above national expectations. Over the past four years in Year 6, pupils' performances have been above average. In 1999, pupils' performances were below the national expectation but were average in comparison with similar schools. Over the last four years, girls have performed much higher better than boys. This trend is now no longer significant and boys and girls achieve similarly.
13. At seven years old, pupils have an improving idea about what a fair test is. Pupils know how to test whether materials are waterproof and they mostly make sensible predictions about what results might show. At eleven, pupils successfully carry out fair tests. There has been an improvement in the quality of investigative work since the last inspection as a result of good teaching. Pupils devise ways to separate different types of rocks and discover how porous they are. All pupils discuss the order of doing things to achieve a result successfully. Pupils with special educational needs are well supported by adults in the classroom and with help they achieve similar results to below average pupils. Across the school the teaching is good and pupils make good progress in lessons.
14. Standards of pupils' work in **information technology** meet national expectations at seven and eleven years old. At seven years old, pupils load and save their work successfully. Teachers' plans indicate they learn to control a floor robot and to create pictures using a painting program. Pupils, in other subjects, use information they have collected from disc-based encyclopaedia to help them with their work. By the age of eleven, pupils further refine their data handling and word processing skills. Pupils record information and they make land-use graphs so that numerical information is more easily interpreted. Pupils know how to use a simple programming language to draw shapes and then move them as part of their mathematics work. Pupils were observed successfully drawing patterns with two lines of symmetry. All pupils have used the internet to find information, such as maps of where places are in the local area. The staff has the skills to teach information technology well and the subject is well co-ordinated.
15. Attainment in **religious education** is in line with the expectations of the Locally Agreed Syllabus for pupils at seven and eleven years old. Pupils at seven have an appropriate knowledge and understanding of Christianity and some other religions. For instance, they are aware of Christian and other festivals and celebrations, such as Easter and Hanukkah. Pupils at eleven reflect on the role of the church and history of the church from the days of early Christianity. They compare different beliefs and religions. Pupils develop a deeper understanding of the message given in assemblies about forgiveness and obedience.
16. Standards in all **other subjects** are in line with what is expected. Teachers give a high level of attention to all subjects, which is reflected in the standards achieved. Pupils' achievements, taking account of their prior attainment, are satisfactory. Young

children at the age of five have made good progress. Although there were too few young children to observe, it is evident from those pupils in the current Reception class that they have developed many skills.

17. The oldest pupils learn to use colour and line effectively in art and pupils learn to sing in tune. They use the 'design, make and evaluate' method of working well in design and technology. In history and geography pupils learn much about the local area and understand, for example, what contours on a map are for and about the local Church. In physical education, most pupils learn to swim and to successfully develop a sequence of movements in gymnastics.
18. At both key stages, pupils make good progress and achieve well. They effectively gain skills and develop their knowledge and understanding. Teachers mostly challenge pupils with work at an appropriate level. Pupils respond well to this and they gain in confidence. Higher attainers mostly make good progress but on occasions work of sufficient difficulty is not provided. Special needs pupils make good progress towards the targets on their individual education plans, and in the development of self-esteem and confidence, because of the good teaching they receive and the suitability of their targets. The school makes good use of assessment data for target setting on individual plans and to identify pupils who may need additional support, for example pupils who are travellers.

Pupils' attitudes, values and personal development

19. Since the last inspection the school continues to promote very good attitudes, values and personal development. Pupils' behaviour overall is very good throughout the school. Pupils enjoy coming to school and this has a positive impact on their attitudes to learning. Parents strongly support the school.
20. Pupils have very good attitudes to school. Pupils are interested in all aspects of the curriculum and respond positively to the many opportunities that the school provides. The attitudes of pupils with special educational needs are also very good, both in lessons and when they receive extra support. Pupils' positive attitudes make a strong contribution to pupils' learning and the progress they make. Pupils enjoy lessons and show a keenness to learn. For example, in a mathematics lesson they were deeply involved and listened well to the instructions given. There was awe and wonder on pupils' faces when they visited the nearby wood. Pupils' work enthusiastically, requiring minimal supervision.
21. Pupils have a very good understanding of expected behaviour and school rules and behaviour is very good. For example, when pupils are in the playground they mix well and relate to each other in a friendly way. Pupils' behaviour around the school, in the dining hall and in the playground is very good. Pupils are polite and well mannered at the lunch table and keen to talk to visitors. Lunch time is a good social and learning occasion where pupils enjoy using the playground and field. Most pupils behave very well in lessons and they are courteous to adults. There was no sign of bullying or aggressive behaviour in the playground during the inspection. The school and pupils together ensure that should bullying occur it is dealt with effectively. From the reception onwards, pupils are aware that aggressive behaviour towards each other is not tolerated.

22. Relationships between pupils and with adults are very good. The staff knows the pupils well and pupils are treated in a mature manner. Pupils collaborate well when working in-groups and increasingly learn to respect and listen to each other's views. For example, pupils from travelling backgrounds relate well to all pupils and adults. Throughout the school, pupils work well on individual tasks with increasing concentration as they grow older.
23. Pupils' personal development is very good. All pupils are keen to take on responsibilities when they are offered to them. Older pupils hold fund-raising events for charities and school projects. Visits and visitors to the school enhance pupils' personal and social development. The school and its resources are well looked after and respected by all pupils. Pupils also appreciate the general school environment and the benefits of a country site. The very good opportunities given by the school have a positive impact on their personal development. Pupils are highly motivated and reliable.
24. Attendance is satisfactory and broadly in line with national averages. Overall, pupils' attendance makes a positive contribution to the quality of pupils' learning. Although lessons commence on time, some pupils arrive a few minutes late each day. Since the last inspection pupils' punctuality has declined.

HOW WELL ARE PUPILS TAUGHT?

25. The teaching is good. The teaching has improved since the last inspection, particularly at Key Stage 1. The teaching ranged from satisfactory to very good at Key Stage 1 and from good to very good at Key Stage 2. Overall, forty eight per cent of the teaching was good and twenty eight per cent very good. There were too few children under five to allow a judgement to be made about the teaching of young children.
26. Literacy and numeracy skills are taught well across the school and the good teaching is reflected in the standards achieved by pupils over the years. Teachers plan their work carefully and imaginatively. They follow what is required in the Literacy and Numeracy Strategy documents and make good use of their own teaching materials when appropriate. The success of the implementation of the literacy and numeracy initiatives shows in pupils' capacity to explore text and number in other subjects, such as geography, history and information technology. Teachers show a good level of expertise in teaching the basic skills, such as the sounds of letters, spellings and how to see patterns in numbers. Spelling rules are taught well and teachers build successfully on pupils' previous knowledge. Correct mathematical and scientific vocabulary is well used and pupils are taught to record their work clearly. In both literacy and numeracy, lessons are concluded well, which consolidates pupils' learning effectively. Pupils acquire the necessary knowledge, skills and understanding and sustain concentration and show considerable interest. Teachers often group pupils so that work is well matched to their ages. But on occasions pupils' capabilities are not always fully recognised when younger pupils are capable of the work that older pupils are set. Their progress is then slower than it should be.
27. Teachers at both key stages have a good knowledge and understanding of all subjects. An important strength of the teaching is the way all subjects support pupils' understanding of literacy and numeracy and conversely, how pupils' reading, writing and mathematical capabilities help them to understand new ideas in other subjects. The school site is a particular strength and it is used very well to help pupils'

understand new geographical and scientific ideas. Pupils learn about British woodland animals and how to identify features of the site on a plan. Teachers explain things clearly and use many kinds of visual aid, such as computer projections, to help pupils understand ideas more easily. Teachers' and support staff's knowledge extends pupils' understanding.

28. Teachers' planning is generally good and this feature is reflected in pupils' standards of work. The targets set are clear, measurable and attainable in most lessons. Work is provided so that pupils of different levels of attainment can achieve well in most lessons. In some lessons the planning is less detailed and on occasions this results in some higher attaining pupils having work that is too easy or repetitive. In virtually all the lessons observed, the objectives for lessons were met; pupils therefore make good progress in lessons and over time. Teachers plan carefully together to ensure that the curriculum builds progressively. There is good continuity across the school and all teachers know what has been taught before through regular discussions with colleagues.
29. In lessons, pupils are expected to do their best and to extend their knowledge every day. Pupils' contributions are valued. Teachers skilfully vary methods according to the intended outcome of lessons. The lowest attaining pupils are grouped so that they can make good progress. Teachers circulate amongst groups well, prompting and helping those who have difficulty and encouraging effort and good progress. The teacher in the junior class, where there are four years, is most effective in the distribution of his time. Pupils gain confidence and achieve well because of this attention to their needs. All teachers and support staff are effective in this approach to work.
30. Behaviour is very good throughout the school. Teachers hold pupils' attention well and plan lessons so that pupils do not lose concentration. Teachers are not afraid to alter their plans so that levels of good concentration are sustained. Pupils are very well 'tuned' to what is expected of them. All teachers are very consistent in what they expect of pupils. Pupils respond very well in an atmosphere of very good relationships. Pupils' very good attitudes to work have a significant positive impact on standards of work.
31. Resources are ready for use before lessons begin and little time is wasted. Teachers often give pupils set times in which to complete activities. This leads to good pace in lessons and quickens the pace of learning. Information technology resources are used well. Good use is made of the library and pupils show how much they enjoy learning and how reliable they are. Teachers assess pupils' work well in literacy and numeracy. The assessments made are accurate and are useful for future planning and ensuring that pupils' make good progress. Pupils are encouraged to overcome difficulties identified in the marking of their work. The provision of homework is satisfactory
32. Pupils learn well and make good progress. Teachers consolidate ideas well, such as about reading and writing and also introduce new ideas effectively in each lesson. The good teaching helps pupils to understand more than they did. All pupils engage well with their work. When asked to explain what they have learned, pupils do so with ease. Pupils sustain concentration and show considerable interest in their work. Teachers' plans make good links between subjects. Pupils sustain interest from the beginning to the end of lessons well. The good quality of teaching leads to good learning and progress.

33. The provision of equal opportunities is good. Pupils with special educational needs and pupils from travelling backgrounds receive an appropriate curriculum, which allows them to make good progress. Teachers take good account of the targets for pupils with special educational needs in their planning. The targets in the individual education plans are clear and achievable so that tasks are matched well to pupils' capabilities. As well as support in most literacy and numeracy lessons in the classroom, some pupils have regular support from skilled teachers of pupils with travelling backgrounds and with special educational needs, on an individual basis. Their daily support is from very capable and skilled learning support assistants, either individually or on a small group basis in the classroom. There is good liaison between all support and teaching staff.

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

34. The school provides a good range of interesting opportunities for learning for all pupils. The curriculum for the under-fives is based on the nationally agreed "Desirable Learning Outcomes" and is planned to provide a relevant, well balanced curriculum that takes account of the needs of young children. The good range and breadth of activities offer children opportunities to develop a wide range of skills and provide a good foundation for work at Key Stage 1. The spiritual, moral, social and cultural development of the school has improved from its high standard at the previous inspection and is a significant strength of the school.
35. The school provides a good curriculum that is well planned and all subjects in the National Curriculum are taught. All pupils are taught the full range of subjects. The overall quality of the curriculum and the development of clear guidelines for the teaching of each subject have improved since the last inspection. There are particular strengths in the well-connected planning to ensure that the foundation subjects are well represented in both long term and medium term plans. The links between subjects are effective and well planned. The curriculum includes all the subjects of the National Curriculum and religious education according to the Locally Agreed Syllabus, and personal, social and health education on an informal basis. The school has a clear plan for the improvement of policies and procedures, presently not all subjects have an up to date policy.
36. It is not possible for the school to provide as much time for physical education as many schools because there no hall and the field is at times too muddy for games lessons. However, the school makes arrangements to use the hall at another school on a regular basis and has generated interest in gymnastics through extra-curricular sessions. The school makes very good use of the local area and site, with its stimulating woodland trail, to extend activities within subjects, for example geography and science, and this is strength of the provision. The school has introduced the Literacy Strategy well, with a particular emphasis on enjoying a wide range of literature. There are many activities involving numbers in other subjects through the good and effective introduction of the Numeracy Strategy.
37. Pupils of all ages and capabilities benefit from a curriculum that meets their social and personal needs well. The content and organisation of the curriculum ensure equal opportunities for learning about health and drugs awareness although there are no separate lessons for personal, health and social education. The school's policy is not to teach sex education but issues are covered as required by staff at appropriate

times and levels, and there is some additional provision in Key Stage 2 science lessons. There is no formal policy for drugs awareness but work about drugs is incorporated into science and other lessons as appropriate.

38. Provision for special educational needs is good, which is an improvement since the last inspection when it was deemed to be satisfactory. Pupils receive specific help in literacy and numeracy lessons and are well supported by carefully planned programmes. Teachers and the learning support assistants are involved in the preparation and review of individual education plans. There are currently no pupils with statements of special educational needs. There are no pupils for whom English is an additional language but there is additional effective support for travellers' children.
39. Provision for extra-curricular activities is satisfactory; the computer and gym clubs are well attended and of a high standard. The school plans to extend the range of sporting activities in the future. Pupils take home reading books and spelling diaries regularly to support their learning and the records maintained between home and school show that this time is valued.
40. There are very good links with nurseries and play groups before pupils enter the school and careful arrangements for induction over several weeks in the preceding term. This helps children to feel secure and confident about starting school. Visits are arranged for pupils transferring to secondary schools and this helps them move on with confidence to the next stage of their education. The school has good links with other schools in the area, for example, sharing artefacts to support some subjects.
41. The curriculum is greatly enriched by the school's very good links with the community. There is a good range of visits to places of local interest and the school uses the environment very well to enhance learning in for example, science and geography. Many visitors come to share their experiences and expertise, which makes a valuable contribution to pupils' learning. The school is an important part of the community and many families contribute to pupils' learning through, for example, visits to see the coast guard at work and by bringing in animals for pupils to draw. The school has very close links with the church and services are held there on special occasions, such as Christmas and the Leavers' Service. The school does not currently have any students from local colleges and training establishments but these valuable links for the learning of both students and pupils are available when appropriate.
42. Provision for pupils' spiritual, moral, social and cultural development is very good overall. The provision for pupils' spiritual development is very good. Acts of worship are positive community experiences and meet statutory requirements. They are led well and the pupils listen and answer questions enthusiastically. Assemblies are broadly Christian in character and the chosen themes encourage pupils to reflect on moral values. In one assembly, pupils reflected well on a modern version of St Paul's letter, thinking hard about different aspects of love. The planned themes provide regular opportunities to consider the significance of religious celebrations and the meaning and purpose of life, such as when the vicar talks about the sacraments of the church. Lessons are often planned to provide pupils with an understanding of the spiritual dimension of life.
43. On a very informative walk around the school, focusing particularly upon the pond, pupils consider the beauty of nature and the peace around them. Another group walks around the woodland trail. The wood is very thick and damp, a darkish place to be, with the canopy of leaves enclosing pupils as they listen to woodland sounds on their

walk. Teachers' positive approach to literature and language often generates a sense of wonder. The youngest pupils seek for appropriate words to describe the tiger. "A tiger has tawny colours," says one five-year-old. Older pupils produce other exciting visual images of creatures when they write of a puzzled dragon, "...with ruby-coloured scales with emerald stripes. What he had accomplished he didn't know." They also write sensitively of various emotions, "Love feels like snow melting through my fingers," and "Panic sounds like whispering ghosts in a haunted house."

44. The school promotes pupils' moral development very well. Pupils understand the need for rules and understand the system of rewards and sanctions within the school. They have a clear sense of right and wrong and the school works hard to promote right attitudes, good relationships and self-discipline. In stories, religious education lessons and daily conversation teachers build pupils' understanding of the principles that separate right from wrong, truthfulness, fairness and honesty. Very good relationships allow teachers to guide pupils' moral development positively. Friday assemblies are opportunities to celebrate good behaviour and work in class throughout the week. Pupils value the team point system and look forward to the celebration assemblies and the award for the winning team. Those who play a musical instrument look forward to the opportunity to share their skills with others when they perform in an assembly or for a special service.
45. Provision for social development is very good. There is a strong sense of community in the school and the very good relationships between staff and pupils encourage pupils to listen to others and value their work and contributions. Pupils are encouraged to work well together in lessons and to share equipment. They use initiative to clear away after lessons and have learned to work without direct supervision in literacy and numeracy lessons. Pupils accept responsibilities around the school, for example, collecting dinner numbers. They make, and organise, their own games for the coffee morning, playing an important part in this social occasion that helps to raise funds for the school. Lunch times are pleasant social occasions and pupils play well together at break and lunch times. The residential trips are valuable opportunities for pupils to extend their physical, social and emotional development when they learn to live with others in a different environment. Gymnastics and computer clubs are other valuable opportunities for pupils to work with others and learn skills in taking turns. The occasional competitive games with other schools are additional opportunities for physical, social and moral development. There are frequent visitors to the school who come to speak to pupils and these events greatly enhance pupils' learning and social development.
46. Provision for pupils' cultural development is good. A wide range of activities in and out of school provides pupils with an appreciation of their own cultural traditions. Visits from a theatre team and musicians enhance learning in lessons. Pupils visit the theatre regularly and study an extensive range of literature, including Shakespeare and Tolkien. They learn about a number of famous artists and composers. Teachers make particular efforts to use the local environment as well as places further afield and this has a significant positive impact on pupils' learning. Pupils celebrate festivals from other faiths during the year and value others' beliefs and customs, but pupils' satisfactory understanding of the cultural diversity and richness of society is less well developed. Pupils, for example, have few opportunities to meet members of other ethnic groups or share experiences with a school in an inner-city area.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

47. The school is a caring community and it has maintained the positive provision found at the last inspection. All teachers know their pupils well and have very good relationships with them. Very good relationships help pupils make the progress they do. Good procedures are in place for child protection. The policy follows the Local Education Authority's guidelines and the staff knows who to call on for advice. The named person has received appropriate training and this process is ongoing. Changes in procedures are communicated to all staff and they are aware of their duties if they feel a child is at risk.
48. The moral development policy is based on the "3Cs", denoting care, courtesy and consideration of others. It is well appreciated by parents and its successful operation is seen in the overall positive response to the school's high expectations of pupils, their capacity to distinguish between right and wrong and the respect shown to themselves, others, property and the environment. A pleasant environment has been created within the school, in which pupils and staff effectively learn and teach.
49. The school makes satisfactory provision for the health and safety of its pupils and staff. The lunch time break is well supervised and accidents or illnesses are dealt with appropriately in a very caring and supportive way. Health and safety matters are not monitored regularly enough by governors, so that appropriate and prompt action is taken when something needs doing. The school was given a list of concerns by the inspection team. Relationships with parents are very good and there is a high degree of trust.
50. There are good systems for the assessment and monitoring of pupils' work and these are used consistently throughout the school. There are also good procedures to support pupils' academic and personal development. The school mostly makes good use of any information gained from formal and informal assessments from pupils' entry into reception to the end of Key Stage 2. Assessments are used to identify future needs and the curriculum is adjusted accordingly. For example, the school uses the information from assessments to target particular groups for additional support. This has been effective in raising standards, particularly in reading. However, assessments are not always used successfully. Higher attainers are not always well challenged by the work they are set in lessons.
51. Assessments of pupils with special educational needs are carried out efficiently and teachers are well aware of their targets and programmes. Staff work well together to monitor and assess pupils' work and learning and share the information gained well. The school complies fully with the government's Code of Practice for pupils with special educational needs and liaises well with external agencies, such as those provided by the local education authority. The special needs policy is to be updated as policies are reviewed.
52. All unexplained absences are followed up in a conscientious way. This attention to detail supports the good level of care the school provides for its pupils. The school encourages attendance by ensuring that pupils enjoy coming to school. The interesting lessons, good teaching, good relationships and caring ethos have a positive impact on pupils' attendance. However, procedures for ensuring that all pupils arrive punctually each day are not effective enough. Some pupils are frequently late.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

53. The partnership between school and parents is a major strength. The response to the questionnaires indicates a high level of support for the school and demonstrates parents' overall satisfaction with the way children are taught. The school has continued to build upon its strong and purposeful relationship with parents since the last inspection. They are welcome at school and respond well to encouragement. Parents are involved in their children's learning and many attended the successful 'Numeracy Strategy' evening. Parents make a valuable contribution to their children's learning by, for example, supporting their children at home with the work set by school and regularly assisting in classrooms. The confidence that parents have in the school in turn gives pupils confidence in the school. This leads, for example, to their very good attitudes to work.
54. Parents receive regular and informative newsletters about school activities. They are clear and well presented. Formal evenings for parents to meet their children's teachers are held each term and continue to be well attended. Parents often talk informally to teachers at the end of school days. Pupils' individual reports are satisfactory. Parents have the opportunity to explore these in greater depth during informal discussions with teachers and parents can examine their child's personal assessment record. Parents are closely involved with the school if their child has special educational needs.
55. The parent - teacher association continues to thrive and it organises fund raising events for the school. These are well attended and supported by parents and pupils. They are not only a welcome contribution to the school's financial resources but they also enable strong social contacts between school staff and parents.

HOW WELL IS THE SCHOOL LED AND MANAGED?

56. When the school was last inspected, Boynton provided satisfactory value for money. Since then it has improved in many areas of its work and in particular, the quality of teaching at Key Stage 1. Most of the points for action from the last inspection have been tackled effectively.
57. The governing body has only recently been elected. It has made a satisfactory start to the fulfilment of its statutory responsibilities. The chair of governors has a clear view of the school's strengths and weaknesses. He provides good support and direction for the school and knows it well. Some governors provide informal support for the school and regularly work with groups of pupils in classes. However, the work of the governing committees is not satisfactory. The headteacher receives too little support in areas such as health and safety and seeking 'best value' when making financial decisions. It is likely that the school will have a new classroom built in the autumn term. The governing body has not yet considered how it might support this development when the headteacher has such a large teaching commitment. The governing body also is well aware that the previous key issue about monitoring of teaching and learning in lessons has not been achieved. The content of the school's prospectus and annual report to parents do not meet statutory requirements.
58. The school is well led by the committed headteacher, who with the staff provide the drive, vision and good ideas to improve the school. The headteacher promotes a supportive ethos, based on good relationships and team-work. The school is keen to

improve further. The staff shares the vision for the school. Delegation of responsibilities is now good. Many jobs are shared, for example, planning of all kinds. There is a strong commitment in the school towards realistically high targets for standards in English, mathematics and science. The school's aims are well reflected in its work. The main impact of the good management is the maintenance of good standards in pupils' work and in pupils' attitudes to school.

59. Strengths and weaknesses in the school's results and in teachers' assessments are evaluated and effective plans are put in place to further improve standards. The lower performance of boys in comparison with girls has been a feature in National Test results in the past. It is now no longer an issue; boys achieve similar standards to girls. Teaching is not regularly monitored and teachers do not receive information about the strengths and weaknesses of their teaching regularly. Although the teaching and learning are good, the school is not in a position to know whether it can make further improvements because there are few arrangements for watching practice in classrooms. For example, higher attainers are not always well challenged by their work. Teachers' planning, on occasions, does not refer to higher starting points for the most capable pupils and they tend to repeat what they already know.
60. There is a special needs governor who is well informed and fully involved in the life of the school. Special needs matters are discussed at governing body meetings and any additional funding for special needs is spent well. The school uses money from the general budget to ensure that there are sufficient resources for pupils with special educational needs.
61. The school has a clear view about what it needs to do to improve further. There are many good examples of clear thinking in the school's documents. The school's long-term financial planning over three years and the plans to improve the building are two examples. The school development plan is good. It takes the form of a series of objectives, which include who is responsible for what, costs for the year and how the school will know when it has achieved particular goals. Presently the school is not a provider of initial teacher training, but it is certainly suitable.
62. Educational priorities are well supported through the school's financial planning and there is an appropriate focus on raising standards further. The school has a large under-spend. However, all funds are appropriately allocated to ensure that the school maintains its good provision by increasing the number of teachers to support the continuing rise in numbers of pupils. The school is fully aware of its likely future costs and any implications that might require action. The strategic use of resources, including money for school improvement, is effective. The school follows the principles of 'best value' appropriately. The headteacher, for example, checks the value for money that contracts provide. Pupils benefit from the care and attention given to financial efficiency. For example, there are sufficient small resources for all pupils in all subjects. The school office is efficiently administered by the secretary. She has a limited number of hours and makes proper use of new technology to save time.
63. The accommodation is presently unsatisfactory. For example, there is little space for Year 2 pupils and the school does not have a hall. Resources are satisfactory and the library is easily accessible. The match of teachers and support staff to the demands of the curriculum is good. There are sufficient well qualified and well inducted teachers to meet the demands of the National Curriculum. The school conducts its business with a good level of effectiveness. Taking into account the high cost to educate each pupil and the school's context, it continues to provide satisfactory value for money.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

64. In conjunction with plans already in place, the governing body, headteacher and staff should now:

- increase the checks made on teaching and learning by allowing the headteacher and staff more time to carry them out. (Paragraphs 57, 59, 87, 93)
- improve the match of work to the capabilities of higher attaining pupils by routinely planning and setting pupils different tasks. (Paragraphs 2, 26, 59, 84, 93,113)

The school should consider the following minor issues for inclusion in the action plan:

- improve the written guidance for staff by bringing policy statements up to date. (Paragraphs 35, 113)
- improve the support and guidance for the headteacher by extending the work of the governing body's committees. (Paragraph 57)
- improve the punctuality of some pupils at the start of the day by devising an appropriate policy and informing parents. (Paragraphs 24, 52)
- improve the annual report to parents and school prospectus so that they meet statutory requirements. (Paragraph 57)
- carry out the safety matters indicated during the inspection. (Paragraph 49)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	21
Number of discussions with staff, governors, other adults and pupils	23

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	28	48	24	0	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)	64
Number of full-time pupils eligible for free school meals	15
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	11
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	4
Pupils who left the school other than at the usual time of leaving	1

Attendance

Authorised absence

	%
School data	5.3
National comparative data	5.4

Unauthorised absence

	%
School data	0
National comparative data	0.5

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

Attainment at the end of Key Stage 1

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 1 for the latest reporting year	1999	6	4	10

Attainment at the end of Key Stage 2

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 2 for the latest reporting year	1999	5	4	9

Last year, numbers of pupils in Years 2 and 6 were low; to avoid the identification of individual pupils, their scores have not been included in the report.

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	55
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)	3.2
Number of pupils per qualified teacher	20
Average class size	21.3

Education support staff: YR – Y6

Total number of education support staff	2
Total aggregate hours worked per week	27

Financial information

Financial year	1999 / 2000
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	£
Total income	141438
Total expenditure	128054
Expenditure per pupil	2208
Balance brought forward from previous year	13449
Balance carried forward to next year	26833

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	64
Number of questionnaires returned	33

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	73	24	3	0	0
My child is making good progress in school.	67	27	0	0	6
Behaviour in the school is good.	48	48	0	0	4
My child gets the right amount of work to do at home.	42	52	6	0	0
The teaching is good.	76	24	0	0	0
I am kept well informed about how my child is getting on.	48	43	9	0	0
I would feel comfortable about approaching the school with questions or a problem.	73	21	6	0	0
The school expects my child to work hard and achieve his or her best.	76	24	0	0	0
The school works closely with parents.	61	30	9	0	0
The school is well led and managed.	64	30	6	0	0
The school is helping my child become mature and responsible.	67	27	6	0	0
The school provides an interesting range of activities outside lessons.	45	21	21	3	10

Summary of parents' and carers' responses

Parents strongly support the work of the school. They commented how pleased they are with the way the school has ensured that good standards of work are maintained, even though the school has become considerably larger. Parents raised two issues: whether the time given to physical education is sufficient and about the numbers of pupils who arrive late in the morning for school.

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

65. The school makes good provision for children under the age of five. Children enter the school at the beginning of the term in which they are five. Many children have had nursery or play group experience before entering the school. A formal assessment of what children know, understand and can do is made during the first term and this information is used effectively to monitor their progress. This is an improvement since the previous inspection. Standards of pupils' attainment on entry to the school are typical of children nationally.
66. At the time of the inspection the school currently had only one child under the age of five. There is an appropriate curriculum, linked to the 'Areas of Learning.'^{*} However, there are limited opportunities for purposeful play and child initiated activities for children who might need them. By the end of the term children are working for most of the time within the National Curriculum. The good progress made by the youngest pupils currently working in Key Stage 1 demonstrates the effectiveness of the provision. They reach the expected standards by the time they are five years old in all the 'Areas of Learning' and many exceed them. The teaching is good.
67. Young children are well supported by the provision of a teacher and nursery nurse. There is ample small equipment for pupils to use, such as counting apparatus. The classroom is lively and contains many good displays of children's work. There is no separate outdoor area for young children, which limits some aspects of their physical development.

* Language and literacy, mathematical development, knowledge and understanding of the world, physical development, personal and social development, creative development.

ENGLISH

68. The attainment of pupils this year at the age of seven is in line with national expectations in speaking and listening and writing, and is above average in reading. In the 1999 National Curriculum tests the performance of pupils in reading at seven was above average and their performance in writing very high, in comparison with national averages. This was similar to the school's performance over the previous four years. Attainment at the age of eleven this year is in line with national averages this year, as it has been over the last four years. In comparison with similar schools last year, pupils' standards of work in English were above average. In relation to pupils' capabilities, standards are high enough at both key stages and they are improving.
69. The lower level of attainment this year is due to the small size of the year groups and the higher number of pupils with special educational needs. Results typically vary considerably from year to year when numbers in years are very low. Results in 2001 for both key stages are likely to show a return to the same higher levels of past years because of the greater proportion of pupils with higher prior attainment in year groups. Challenging targets have been set for 2001 and indications from the inspection are that these will be met.

70. Standards in speaking and listening are in line with what is expected nationally at both key stages, but are rising because of the good listening skills that pupils develop. All pupils, including those with special educational needs, make good progress. The youngest pupils confidently explain the purpose of fiction and non-fiction books, and throughout the school, pupils volunteer contributions in discussions of texts they are sharing. These skills have a positive effect on learning in all subjects as pupils listen attentively in lessons and actively contribute to lively discussions. For example, Year 2 pupils enjoy thinking of ways to say the last line of a rhyme because the teacher's lively reading motivates them to think of a range of alternatives. Year 5 and 6 pupils discuss the contents of leaflets about museums as they select important words and phrases that are designed to attract them. In response to perceptive questions by the teacher, they express their opinion of attractions they have visited and found to be not as good as the advertisement indicates. Regular workshops with members of a theatre and drama group have a positive impact on pupils' capacity to speak confidently in front of an audience.
71. Pupils' attainment in reading is above that expected nationally at seven and eleven years. This is an improvement since the previous inspection. Pupils, including those with special educational needs, make good progress with reading skills. Most pupils enjoy reading and confidently explain how they tackle unfamiliar words by linking the sounds of letters. They understand terms such as "index", "glossary" and "contents." Teachers ensure that pupils are suitably challenged in any written work or book so that they are able to read and understand their task.
72. Pupils enjoy listening to the expressive reading of the teachers and, by listening intently, they learn that literature is fun. The emphasis that teachers place on reading with expression, and on thinking of the person listening, is reflected well when pupils read their books. Pupils from reception upwards read enthusiastically and with expression. These qualities help them to understand what they are reading. Pupils discuss their preference for certain favourite authors coherently, explaining the characteristics of some writers articulately. For example, one pupil explains, "In the books nothing happens for a while then suddenly you are in the middle of an adventure, and the characters are interesting. This makes them exciting." Pupils with special educational needs enjoy amusing books they are given for group reading. They follow each other's reading well and are ready to continue when their turn comes. One pupil is afraid the lesson will end before it is his turn to read and is very relieved that there is enough time for him to read. At the end of the book they express their opinions of the story and find their favourite pages to add to their views. Pupils have a very good attitude to reading.
73. In writing pupils' standards are in line with what is expected nationally at seven and eleven years and are improving. Pupils write for a wide range of purposes and audiences. Most Year 2 pupils use capital letters and full stops appropriately in their writing and quickly progress to making confident use of other forms of punctuation, including speech and question marks. Two-thirds of the Year 1 group have made a confident start to joined writing. They work assiduously on their writing pages as soon as they arrive in school and are making good progress in this area. Pupils know the rules for setting out their work, which are reinforced well by teachers in their marking. Work is therefore well presented and pupils make good use of opportunities for drafting work. Pupils' work benefits from the careful learning of spelling patterns and rules. Pupils' spelling logs are a very useful and effective way of learning to spell consistently and correctly. They learn grammar rules and additional vocabulary through consistent and thoughtful teaching.

74. Junior age pupils write formal letters to companies requesting support for their coffee morning and receive many positive responses to their well written letters. They compose their own poems and write very imaginatively and sensitively about fear, hope, love and happiness. Pupils produce interesting reports of the story of “Macbeth” and make useful notes from their research.
75. Pupils’ attitudes, behaviour and personal development in English are very good. They take great care over the presentation of their work and concentrate on their individual reading and writing tasks well. Pupils progress from reading simple texts confidently to reading selectively and with good understanding of what they have read. They think deeply in discussions and work hard in their groups. Pupils help each other and are interested in what others have done. As they grow older they begin to make an appraisal of their efforts.
76. The teaching and learning is good at both key stages, which is an improvement since the previous inspection. Pupils make good gains in learning in all lessons and good progress over time. Pupils with special educational needs make good progress because of the quality of the additional support they receive from teachers and learning support assistants. Teachers have a good knowledge and understanding of children’s literature and this ensures that pupils learn to select books that are at an appropriate reading and interest level. Teachers make good use of the guidelines for the Literacy Strategy and their planning is thorough. Teachers plan ahead very carefully to ensure that opportunities will not be missed during the lesson. They make sure that pupils are clear about what they are expected to learn in the lesson and this helps pupils to learn to assess their own learning and how well they have done. Teachers expect high levels of work and concentration, which leads to the formation of good work habits. They involve pupils well in demonstrations and discussions. Learning support assistants and volunteer helpers give valuable support when pupils work in groups. Lessons proceed at a good pace and teachers prepare good quality lessons, which aid their progress. The very good relationships result in high standards of management and productive learning.
77. The school has effectively implemented the Literacy Strategy and the teaching is having a clear positive impact on learning. Care is taken to ensure that pupils are given tasks that are matched well to their capabilities. Literacy skills are extended well in other subjects. For example, reading and writing are used well in history and science. Pupils explain themselves clearly and find information successfully. Pupils know how to use the library to find fiction and non-fiction books. Good use is made of information technology, especially with regard to the presentation of work. Literacy skills are successfully reinforced in most lessons that involve reading and writing.
78. Leadership and management of the subject are good. The school analyses and evaluates test results to correctly identify priorities for action and to improve pupils’ performances. There are good procedures for formal assessment of what pupils know, understand and can do. Resources to support the teaching and learning of English are satisfactory and are being systematically extended. The library is small but has a good number of attractive new books. The school is aware of the need to replace those books that are old and well used. Activities such as the theatre trips and visits from the drama group further enhance learning in all aspects of literacy.

MATHEMATICS

79. Seven and eleven year olds' work this year meets national expectations. This judgement is similar to standards for younger pupils in the last inspection but is lower for junior age pupils. However, standards of work observed this year in Years 1, 4, and 5 are above national expectations and pupils are on course to repeat the higher standards of previous years. Small numbers of pupils are tested each year and any trends in results need to be treated with caution. Girls over the last four years have performed much better than boys at both key stages. This trend is now no longer significant and boys and girls achieve similarly.
80. National Test results for pupils aged seven over the last four years have been well above national averages but were below average last year. Changes of staff in Year 2 lowered results in 1999. This year, however, the school has a settled staff and improvements in the way that the National Tests are now set has improved results.
81. Standards in Year 6 over the last four years have been well above average. In 1999 standards were close to the national average and above average in comparison with similar schools. The school achieved its target this year (2000) and has set a higher target for next year (2001) of 100 per cent of pupils to achieve the benchmark Level 4 in Year 6. The Numeracy Strategy has been implemented well. In relation to pupils' capabilities, standards are high enough at both key stages and they are improving.
82. At seven years old, higher attaining pupils work with numbers and sequences to 100 and 1000, subtract 7 from 13 in their heads and measure in centimetres accurately. Pupils give the correct change when completing money problems. Average and higher attaining pupils know the names of many regular shapes. Average attainers understand simple sequences of numbers, construct simple bar graphs, add 9 and 7 together and work with numbers to 100 successfully. Below average pupils complete much basic number work up to 100 and their standards of work are often similar to those of average pupils.
83. Very few pupils presently are eleven years old; hence the attainment of Year 5 pupils has been included here also. Higher attainers understand common factors in sets of numbers and accurately work out long multiplication sums. They use various methods to add numbers up to 10,000. Pupils understand decimal fractions and use graphs successfully to show relationships, and understand how to construct shapes accurately using a protractor. Average pupils know how to round off numbers to the nearest 100, answer multiplication questions and find averages. Below average pupils successfully add numbers using hundreds, tens and units and have an appropriate understanding of decimal multiplication sums. Pupils with special needs are well supported and make good progress in reaching the individual targets that are clearly stated in their individual educational plans.
84. The teaching is good across the school. The numeracy strategy has had a positive influence on what the school does and has raised teachers' expectations further. The good teaching leads to pupils' very good attitudes to work. Pupils concentrate very well and persevere with tasks. Pupils are keen to answer questions and all enjoy the well planned oral mental arithmetic activities. Teachers make effective use of mental arithmetic lessons to support subsequent work. This improves pupils' capacity to understand what they are doing. However, occasionally, higher attaining younger pupils at Key stage 2 are not challenged by the work they are set. For example, they repeat too many examples of the same sort of question. Teachers tend to group pupils by age rather than by their prior attainment.

85. In Years 3, 4, 5 and 6, good use is made of mirrors and other equipment to teach pupils about lines of symmetry. Pupils learned how to check their predictions of how reflected shapes might look using a mirror. The teacher gave very good support and attention to all and pupils learned much. The main points of lessons are reinforced well throughout the school. This process leads to better learning. In a Year 2 lesson, the teacher brings about good learning because she is interesting and gives pupils good advice about how to do their work successfully. For example, pupils' understanding of what numbers mean was improved when some pupils had the opportunity to use counters as they worked on problems. In the Reception and Year 1 class, pupils receive good demonstrations such as about addition and subtraction, which enhance their capacity to work successfully with numbers. Mixed age classes are taught well. Teachers are expert and direct questions in the whole-class sessions so that all can answer and make progress and feel they are taking an active part. Work is usually well matched to pupils with special educational needs. Good progress was evident in the lessons seen.
86. Other subjects contribute successfully to pupils' understanding of numeracy. Pupils count in physical education and time distances; in geography they use co-ordinates to find places on maps and work out the heights of land and in information technology pupils handle data using graphs. Mathematical terms are taught throughout the curriculum. Pupils often need to read problems and understand what they mean before they can carry out the mathematical elements. Attention to this matter contributed positively to the results in the Year 2 National Tests this year.
87. The subject is well co-ordinated between the three teachers. Good attention is given to the analysis of National Curriculum test results to evaluate how pupils are progressing. Appropriate good records are kept. An impact of this work is that teachers know pupils well and set challenging work for pupils, in most cases, which is neither too hard nor too easy. The school is enthusiastic about mathematics and is keen to improve further. Good use is made of information technology to help pupils understand, for example, numerical information in the form of graphs. Teaching and learning is not regularly checked, hence the school is not in a position to identify weaknesses, for example in planning, as they arise.

SCIENCE

88. Standards of work at seven and eleven years this year, (2000) meet national expectations, which is lower than they were in the last report. However, standards of work observed in Years 1, 4, and 5 are above national expectations and pupils are on course to repeat the higher standards of previous years. Small numbers of pupils are tested each year and any trends in results need to be treated with caution.
89. The results of teachers' assessments at seven years old last year (1999) showed that standards were above national expectations. Over the past four years in Year 6, pupils' performances have been above average. In 1999, pupils' performances were below the national expectation but were average in comparison with similar schools. Over the last four years, girls have performed much higher better than boys. This trend is no longer significant and boys and girls now achieve similarly.
90. At seven years old, pupils have an improving idea about what a fair test is. Higher attainers know that re-testing investigations makes results more reliable. Pupils know

how to test whether materials are waterproof and they mostly make sensible predictions about what results might show. Pupils keep weather charts and learn to draw clear diagrams. In the Reception and Year 1 class, pupils with adult help, successfully make windmills and learn that moving air has the power to turn the blades. The faster you run, the faster the blades move!

91. At eleven, pupils successfully carry out fair tests. There has been an improvement in the quality of investigative work since the last inspection. Pupils devise ways to separate different types of rocks and discover how porous they are. All pupils discuss the order of doing things to achieve a result successfully. Below average pupils need some adult help to get started but they record their findings in appropriate ways. Pupils with special educational needs are well supported by adults in the classroom and with help they achieve similar results to below average pupils.
92. Across the school the teaching is good and pupils make good progress in lessons. The present Years 2 and 6 have made satisfactory progress over time. The good teaching has a positive effect on pupils' very good attitudes to work. Relationships are very good and pupils' very good listening skills help them learn faster. The teaching encourages these qualities. Older pupils persevere with their work very well.
93. Teachers have good subject knowledge, which has a positive impact on pupils' learning. Teachers emphasise the skills of proper experimentation well and use as many practical situations as they can. Pupils' learning is consolidated by good end of lesson discussions. Pupils are usually well challenged across the school, particularly when tasks allow pupils to develop their thinking. However, the scrutiny of work did not show wide differences in standards of knowledge and understanding. This weakness has not been identified because teaching and learning in lessons is not checked regularly enough. Teachers' planning tends to group pupils by age rather than by capability, which means that higher attainers are not always well extended.
94. Pupils' standards of literacy and numeracy allow them to measure and record information successfully. Some good displays in classrooms enhance pupils' knowledge and understanding of, for example, the properties of materials and where they have come from. Teachers' joint planning ensures that there is a good, broad and balanced curriculum that reflects the school's long term plans. The library contains sufficient books about scientific ideas. Good use is made of information technology to help pupils understand, for example, the results of surveys.

ART

95. Pupils, including those with special educational needs, make satisfactory progress throughout the school and achieve appropriately. Standards have been maintained since the last inspection. Pupils' skills in the use of water colours and use of perspective in observational drawings are of a high standard.
96. Pupils use a good range of tools, materials and techniques to record their observations and express their ideas and feelings. Pupils sketch a fox and an owl, benefiting greatly from the opportunity to draw and observe very good stuffed animals borrowed for the lesson. The teacher shows them how to look, check and draw in pencil, charcoal or chalk, and some of pupils' shading successfully shows feathers or fur. The youngest pupils benefit from the use of stuffed or real animals when sketching their creatures. Observational drawings of a cockerel, and one modelled in

plasticene, are of a very high standard because of the direct teaching of skills and techniques. Pupils' drawings and painting of a larger animal, such as a tiger, this time from good quality pictures, are very carefully executed. Pupils paint deliberately, using broad-brush strokes for the orange and black stripes. They work under careful adult supervision and guidance, but are encouraged to work independently and to explore the mixing of red and yellow to make orange. Pupils discover how much paint is needed on their brush. Pupils draw the pond, with water lilies and grasses when on their walk around the school, and use their pencil skills to draw good maps of treasure islands and plans of the classroom.

97. Teachers provide a wide range of experiences for pupils, for example, making lively collages, printing with shapes and sponges, and painting still life views of bowls of fruit, all with bold, bright colours. When painting in water colours, pupils show subtlety in the colouring of landscapes. These are well observed, as are the drawings of the local church by junior age pupils. These show good use of perspective and detail of brickwork, whilst work in the style of Monet shows very careful matching and blending of colour to give an impressionistic effect.
98. Pupils are used to seeing art as an integral part of other subjects as they move through the school. Good quality observational drawings of plants and creatures reinforce their studies of these in science. The art of the church forms part of the history and religious education topic for older pupils, who produce informative and well-written books about the church. Effective computer-made symmetrical pictures of flowers and patterns in the style of William Morris add to pupils' understanding in mathematics.
99. The teaching and learning in lessons observed are good. Pupils respond well to adults' suggestions and because the topics are interesting they have high levels of concentration and creative effort. The direct teaching of skills enables pupils to learn new techniques and improve those they already know. The collaborative management of the subject is good. The use of consistent guidelines to ensure that pupils have a wide range of experiences and build consistently on skills and knowledge as they move through the school is effective. There are sufficient resources for the subject, and displays of pupils' work enhance the classrooms and demonstrate to pupils that their work is appreciated and valued.

DESIGN AND TECHNOLOGY

100. Pupils, including those with special educational needs, make satisfactory progress throughout the school and achieve appropriately. Standards have been maintained since the last inspection. Pupils at seven years old are enthusiastic about the subject and enjoy using correct terminology and experimenting with new techniques. They design and plan how to make a vehicle, using axles and wheels, labelling the items they need clearly. They know that at some stage triangular card corners will be needed to hold axles and that this will require the use of a glue-gun. Pupils organise their work by collecting the materials needed and cut out windows and doors from the boxes they are using successfully. They find cellophane a suitable material for the windows because they can see through it. Pupils relish the use of the word "transparent" learned in their science lessons and confidently discuss the fact that the film is made from oil and is not a natural material. The teacher wastes no opportunity to use learning gained in other lessons. Pupils show a clear understanding of the step-by-step design process, evaluate what they are doing and show how it is an

improvement on their first design. They measure, mark, cut, shape, join, fix and fasten their components efficiently, learning the new skill of measuring and sawing in the lesson. Pupils also sew Victorian samplers using a range of stitches in other lessons.

101. Reception and Year 1 pupils learn how to make legs and tails move on a tiger, drawn in art. With adult support to open the split-pins, they insert them successfully into the limbs. They make windmills in science, using a similar technique. They show considerable knowledge and skills in the use of an appropriate range of construction equipment.
102. Junior age pupils make very detailed and well-labelled plans for their wheeled vehicles and sew small textured cushions very neatly. The work on display indicates that pupils build well on previous work and have sufficient opportunities to improve their learning in design technology. Work is linked well to other subjects. For example, in work in literacy on persuasive writing, pupils have designed advertisements for chocolate bars.
103. Teaching in the lesson seen was good and the teacher's high expectations lead pupils to producing a good quality finished product. An emphasis on working together and helping each other encourages pupils to support each other sensitively and to share tools and equipment well. Pupils develop good self-organisational skills because the teacher gives them an opportunity to work independently. They enjoy the lesson and work well in a busy atmosphere, acquiring new knowledge and building on the skills they have already learned.

GEOGRAPHY and HISTORY

104. Standards of work in **geography** meet national expectations at both key stages and pupils make good progress in lessons. Standards have been maintained since the last inspection. Geography has a high profile in the school, which is reflected in pupils' work and in the depth that it is taught. Teachers are resourceful and good use is made of the local area and of visitors. The environmental trail is a particular strength.
105. At seven years old, pupils know the four countries of the United Kingdom, the capitals and main rivers. Pupils use simple keys to explain plans of the school. Pupils have written good accounts of which animals they would have in their farm. Geography is used successfully to develop pupils' writing skills. They know some ways the environment changes. Most pupils understand their relative position on maps and higher attainers use the compass rose accurately on the environmental trail. Pupils' listening skills are particularly good. Pupils make good progress with map reading. Most Reception and Year 1 pupils know where they are on a school plan.
106. At eleven years old, pupils last year have studied the water cycle and rivers of Great Britain. They have carried out a shopping survey and drawn plans to scale. This year, pupils have mapped the land use of the Boynton area and discovered that it is different from an urban area. Pupils show that they know what height contours are using Ordnance Survey maps and they use six figure grid references with understanding.
107. Two lessons were observed at Key Stage I. The teaching is good. In a successful lesson in reception and Year 1, the teacher took the class out around the site and introduced pupils to objects in real life, such as the road, and showed pupils how they are represented on the plan. Pupils made much effort and most completed the activity

successfully. Good purposeful teaching led to good progress and pupils learned how to orientate their plans. In a very successful lesson using the environmental trail, Year 2 pupils learned much about the wildlife of the area and showed just how good their general knowledge is. Work, such as handling survey information about the frequency of physical features in different local areas, is also taught well.

108. At both key stages teachers have good subject knowledge. Both lessons observed were effective and purposeful. Younger pupils have learned the names of the capital cities of the United Kingdom. Pupils have clearly made good progress with geographical knowledge. Pupils have very good attitudes to work across the school and they are keen to learn and to behave well. Pupils' very good attitudes lead to good learning and teachers insist on high standards of behaviour. Teachers and support staff work tirelessly to check on pupils' progress and to give them help where it is needed. Pupils concentrate very well and their standards of reading allow them to engage successfully with work sheets or other written sources.
109. The subject is well co-ordinated and the joint planning between teachers provides a coherent curriculum pupils. Successful links are made with mathematics, for example, pupils study co-ordinates and compass directions. The school seeks a contrasting area abroad for a comparative study with Great Britain.
110. Judgements about **history** are largely based on a scrutiny of work and of displays and planning. Standards meet national expectations and pupils make good progress with their understanding of local history. Standards have been maintained since the last inspection.
111. By seven years old, pupils study aspects of the Victorian period, the lives of rich and poor people and Florence Nightingale. The school's plans indicate that 'change over time' is an important theme. Pupils study changes in clothing, events in the school log books and methods of transport. Pupils' literacy standards at Key Stage 1 allow them to successfully engage with the tasks they are given.
112. By eleven years old, pupils study, for example, Great Britain since 1930, the Tudors and two ancient civilisations. Evidence taken from last year's work shows that pupils have studied local churches and events around the period of the Civil War. Pupils know that Boynton was listed in the Domesday Book.
113. An appropriate history curriculum is taught. Teachers' joint planning is sufficient to guide the school. Both collections of work inspected revealed that pupils are set similar tasks and that higher attainers are not always set sufficiently challenging tasks, beginning at a higher point in terms of skills and knowledge. The policies for geography and history are not up to date. However, the school makes good use of recent subject guidance from the government.

INFORMATION TECHNOLOGY

114. Too few whole class lessons were seen, therefore judgements are based on a scrutiny of pupils' work, teachers' planning, discussions with teachers and some pupils as they worked on tasks. Standards of pupils' work meet national expectations at seven and eleven years old. There have been some improvements since the last inspection. The school has a much improved range of computers, programs and other equipment. The school has wisely adopted the latest government guidance as its overall plan for the curriculum.

115. At seven years old, pupils load and save their work successfully. Teachers' plans indicate they learn to control a floor robot and to create pictures using a painting program. Pupils in other subjects use information they have collected from disc based encyclopaedia to help them with their work. Pupils also successfully use word processing skills, such as changing the size and type of letters to enhance their work. The support member of staff is particularly effective in teaching pupils new skills in the Reception and Year 1 class
116. By the age of eleven, pupils further refine their data handling and word processing skills. Pupils record information and they make land-use graphs so that numerical information is more easily interpreted. Many pupils know how to use a large number of features on the word processor's 'tool bar.' Information technology is used to support work in science. Pupils have drawn graphs that show how quickly water cools. Pupils know how to use a simple programming language to draw shapes and then move them as part of their mathematics work. Pupils were observed successfully drawing patterns with two lines of symmetry. All pupils have used the internet to find information, such as maps of where places are in the local area.
117. The staff has the skills to teach information technology well and the subject is well co-ordinated. The junior class teacher successfully used a projected computer image to teach skills. All pupils could see what was happening much more clearly. The use of computers for supporting work in other subjects is good and pupils' progress is enhanced. Pupils' work in English, such as drafting and editing using some of the many features of word processing programs also supports the development of pupils' information technology skills.
118. Pupils have very good attitudes to work and thoroughly enjoy their studies. Their attitudes to work have encouraged a good rate of progress in many aspects of information technology. Many join the successful computer club each week after school. They have access to a wide range of programs, such as simulation games and skill practices for understanding number.

MUSIC

119. Standards in music are in line with national expectations at the end of both key stages, and are similar to those at the time the previous inspection. All pupils, including those with special educational needs, make satisfactory progress and achieve appropriately. Listening skills are of a particularly high standard.
120. Pupils sing a wide range of songs well. They sing tunefully with clear diction, and they learn words and melodies quickly. Older pupils in the junior class lead the singing in assemblies well. They work hard to produce a very good rhythmic speaking of the "Mary and Joseph Rap" for the Christmas production and take good account of the background accompaniment for entry and change of character. They combine well to produce work of a good standard.
121. The youngest pupils are delighted to welcome a visitor with a cello into their room. Smiles of wonder and recognition appear on their faces as they realise that she is playing tunes they know well. Pupils quickly determine that "The Meditation" played on the cello is sad music and hands shoot up to respond when the music finishes. Pupils know that the teacher gives them opportunities to listen to music and expects them to answer her well directed questions about it afterwards. When the teacher says that

she trusts them not to play the shakers when they are given out, they realise that expectation well. Pupils play the shakers, which they have made in design technology, very enthusiastically, coming in at the right time, shaking to the beat well. Older pupils play the recorder competently, having been taught fingering skills and the reading of notation well. They look forward to playing at the Leavers' Service in church. Pupils produce thoughtful and imaginative compositions about the sea, using voices and instruments well as they follow the written music.

122. Pupils enjoy music. They are eager to sing and follow the words in the hymnbooks closely in assembly. They appreciate the musical skills of the teachers, or any visitors, and do not want lessons to end. Pupils behave well and think about the music they hear. They work very well in groups together on their compositions. Teachers use their musical knowledge and skills well to provide a wide range of interesting and stimulating musical experiences so that pupils learn that music is to be shared and enjoyed. Pupils learn how to listen and reflect upon the music they hear in school because the teachers' questions help them focus on the music played.
123. The co-ordinator uses her expertise to develop and accompany the good singing and music making of the school for group contributions and performances during the year. There are sufficient resources for the subject and visits by musicians and groups are much enjoyed and enhance learning in music further.

PHYSICAL EDUCATION

124. No lessons were observed, therefore judgements about standards or pupils' progress cannot be made. However, a scrutiny of teachers' planning reveals that all parts of the curriculum are taught. However, the school does not have a hall, which means the provision for physical education, particularly in winter, is limited. The school does have a satisfactory outdoor play area and field and the school makes good use of these as often as possible. The school also has an arrangement to use a nearby school's hall every other week, which to a limited degree offsets the lack of a hall at Boynton.
125. The planning shows that pupils receive an appropriate gymnastics and dance curriculum at Key Stage 1. The school uses taped broadcasts of dance programmes and pupils, for example, learn to put sequences of movements together and to develop an awareness of space. Junior pupils develop games skills appropriately in small team games of football, hockey and net ball. In summer, pupils learn orienteering, rounders, cricket and athletics skills. The local education authority provides a comprehensive swimming programme. The school is doing all it reasonably can to provide a good curriculum for physical education. Parents' concern's about insufficient time for the subject are justified, however. A considerable amount of time is spent on buses, travelling to the swimming pool and to the nearby school's hall.
126. In a small school context, the range of extra-curricular activities is satisfactory and includes a popular gymnastics club. During club activities, pupils perform complex sequences of movements to music smoothly and quickly. Pupils were observed performing handstands, cartwheels and forward and backward rolls. A strength of the provision is the two yearly residential visit to an outward centre. Pupils learn to abseil down steep slopes and to trust one another when blindfolded. They become more self-reliant and learn archery and pot-holing skills.

RELIGIOUS EDUCATION

127. During the inspection it was not possible to observe any lessons. However, from observation of assemblies, scrutiny of work and teachers' planning, and discussion with the co-ordinator, it is judged that attainment in religious education is in line with the expectations of the Locally Agreed Syllabus for pupils at seven and eleven years old. Standards of work have been maintained since the last inspection. Pupils, including those with special educational needs, make satisfactory progress at both key stages.
128. Pupils at seven have an appropriate knowledge and understanding of Christianity and some other religions. For instance, they are aware of Christian and other festivals and celebrations, such as Easter, Christmas and Hanukkah. They refer to Bible stories and know there is an Old and New Testament. Pupils have an awareness of other religions, and know some of the practices and beliefs of Judaism and Hinduism. They look at plans of a synagogue, a Hindu temple and a Christian church and begin to understand the links between faith and symbols, such as the font and the Menorah. Pupils have an understanding of special books and special people who have different faiths and beliefs. They learn about what groups of people believe and the meaning of some of the parables.
129. Pupils at eleven consolidate their earlier learning and develop a knowledge and understanding of religious education further. They reflect on the role of the church and examine the history of the church from the days of early Christianity. They look carefully at the church as a building and why it is built as it is. Pupils use this knowledge well when writing guidebooks about the local church in history. Pupils find references in the Bible for the stories they are told and use their research skills well to find out further information. They compare different beliefs and religions. Pupils develop a deeper understanding of the message given in assemblies about forgiveness and obedience. They learn the meaning and purpose of prayer and join in prayers reverently and thoughtfully.
130. The staff makes good use of the recently revised Agreed Syllabus for religious education and, with the thoughtful assistance of the co-ordinator, have based their planning on this well. There are good books and materials to support teaching and the school makes good use of local resource centres. Assemblies and services, which are taken regularly by the vicar, make a good contribution to religious education because current themes are continued in lessons.