

INSPECTION REPORT

Tattershall Curzon CE Primary School

Tattershall

LEA area: Lincolnshire

Unique reference number: 120586

Headteacher: Mr. Jim Cork

Reporting inspector: Mr. Derek Smith
3732

Dates of inspection: 31st January – 3rd February 2000

Inspection number: 191640

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and Junior
School category:	Voluntary Controlled
Age range of pupils:	4-11
Gender of pupils:	mixed
School address:	Curzon Estate Tattershall Lincolnshire
Postcode:	LN4 4LD
Telephone number:	01526 342349
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mr D. Eke
Date of previous inspection:	February 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
Mr Derek Smith	Registered inspector	English	How good are the curricular and other opportunities offered to pupils?
		Science	
		Art	
		Music	
		Religious education	
		Pupils with special educational needs	
		Pupils with English as an additional language	
Mr George Braddick	Lay inspector	Equal opportunities	Pupils' attitudes, values and personal development
			How well does the school care for its pupils ?
			How well does the school work in partnership with parents ?
Mrs Marion Hirst	Team inspector	Children under five	The school's results and achievements
		Mathematics	How well are pupils taught ?
		Information technology	How well is the school led and managed ?
		Design and technology	
		Geography	
		History	
		Physical education	

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Tattershall Curzon Church of England Primary School is situated on a small housing estate in the village of Tattershall, which is very close to RAF Coningsby in Lincolnshire. It is smaller than the average primary school and at the time of the inspection there were 116 pupils on roll. Approximately 90 per cent of pupils are from service families and as a result many pupils move in and out of the school each year. For example during the 1998 school year the annual admissions number was 18, but 24 pupils joined the school at other points in the school year than the usual time of first admission, and 32 pupils left during the school year. This means that 45 per cent of the roll is likely to leave or join the school within any school year. Only two pupils currently in Year 6 started school in reception.

HOW GOOD THE SCHOOL IS

This is a good school which serves its particular community well. In the short time that most pupils attend the school they learn and make good progress. The quality of teaching, and the leadership and management of the school make a positive contribution to pupils' achievements. The school gives good value for money.

What the school does well

- The quality of teaching is good. Almost seven out of ten lessons are good or better
- Relationships within the school and with its community are excellent
- Attitudes, behaviour and personal development are very good
- Pupils spiritual, moral, social and cultural development is very good
- The school's partnership with parents is very effective
- The leadership and management of the school are good
- The provision for pupils with special educational needs and with English as an additional language is good

What could be improved

- Standards in information technology are unsatisfactory
- The monitoring of teaching and learning is insufficiently developed
- The school does not have sufficiently formal day-to-day systems for assessing pupils' standards

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

The strengths of the school significantly outweigh its weaknesses. However, if the school is to improve, the weaknesses will need to be addressed in the governors' action plan. There are many positive aspects of the school's performance, which are highlighted in the text in addition to some minor areas for improvement.

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has appropriately addressed most of the key issues of the previous inspection. However, the procedures for monitoring and assessment are still under-developed. The quality of teaching has improved since the previous inspection and the school has made significant improvement in the spiritual, moral, social and cultural development of its pupils. Attitudes, behaviour, personal development and relationships have continued to improve and these are now strengths of the school.

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	Year
English	C	D	B	C
mathematics	C	B	B	B
science	C	B	B	B

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

In the limited time most pupils attend the school they learn and make good progress. Although there are fluctuations from year to year, pupils' attainment is broadly average when viewed over a period of time.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	All pupils have very good attitudes towards school and learning
Behaviour, in and out of classrooms	Pupils are consistently very well behaved in lessons and at play
Personal development and relationships	Personal development and relationships are excellent. They are strengths of the school
Attendance	Pupils' rate of attendance is better than the national average

These aspects of the school are particularly strong and are a source of pride for both the school and the governing body. The relationships with parents and the community contribute significantly to pupils' positive views of the school and the quality of their education.

TEACHING AND LEARNING

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

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

The quality of teaching and learning is good throughout Key Stage 1 and satisfactory in Key Stage 2. In the week of the inspection, a supply teacher who had very little notice for preparation taught the Year 5 and 6 class. Nevertheless two thirds of the lessons overall were good or better and three out of ten lessons were satisfactory. Teachers teach literacy and numeracy well. Children under five, pupils with special educational needs and those with English as an additional language are well taught and as a result they make good progress towards their personal targets.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum is satisfactory and the school has established effective strategies for literacy and numeracy. Information technology is relatively low profile and contributes little to pupils' learning in other subjects
Provision for pupils with special educational needs	Provision for pupils with special educational needs is good. Teachers know their pupils well and where they require individual education plans, targets are clear and manageable
Provision for pupils with English as an additional language	Many of the pupils at the school are well travelled and as a result the school is tolerant and accepting of pupils with English as an additional language. Provision for these pupils is good
Provision for pupils' personal, including spiritual, moral, social and cultural development	The school's provision for pupils' spiritual, moral, social and cultural development is very good. The school has close links with the Church and has good contacts with schools and organisations overseas
How well the school cares for its pupils	This is an accepting community school which cares for its pupils well

Relationships with parents are very good and are one of the school's strengths. This has a beneficial effect on pupils' attainment and progress. The school's Christian ethos is very much in evidence and this helps pupils to develop positive attitudes and values which enable them to make a full contribution to their own community.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The school is well managed by the headteacher and co-ordinators. It serves its particular community well
How well the governors fulfil their responsibilities	The governors view the school as a family within the community. Some governors visit or work in the school most weeks. They provide good guidance, and fulfil their responsibilities effectively.
The school's evaluation of its performance	The school's evaluation of its performance is satisfactory. Governors and the headteacher know how well pupils achieve on national tests of attainment
The strategic use of resources	The school's resources are adequate. However, the school uses the resources at its disposal well

The school promotes its aims and values effectively and these support pupils' learning. The school's accommodation is satisfactory and the resources for learning are adequate. Teachers and support staff are used well. Expenditure per pupil is slightly below average because the formula which determines annual funding is calculated at a time in the school year when fewest pupils are likely to be in attendance. Parents value the school highly. In consideration of these factors, the school provides good value for money.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

One hundred and fifteen questionnaires were sent to parents and carers, and 61, (53 per cent) were returned. Twenty-eight parents and carers attended the pre inspection meeting with the registered inspector.

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • The good leadership and management of the school • The good attitudes and behaviour which the school promotes • The school's approachability if parents have any concerns • The warm caring ethos of the school 	<ul style="list-style-type: none"> • Classrooms are small and cramped for the number of pupils • Some parents would like their children to have more challenging homework • Some parents would like the school to organise more competitive sport

At the meeting prior to the inspection parents expressed positive views about the school. The inspection team agrees that the pastoral aspect of school life is well managed. The inspection also agree that some classrooms are cramped and the lack of a water supply in the Year 5/6 classroom makes the teacher's job more difficult than it need be. The school's approach to competitive sport has been thoroughly discussed and does not differ significantly from that of other schools.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and achievements

1. The results of National Curriculum tests for 11-year-olds in 1999 show that standards of attainment in English, mathematics and science are above the national average. The percentage of pupils achieving the higher level is below the national average in English but in line with the national average in mathematics and science. Compared to similar schools, the 1999 tests showed that pupils achieved average standards in English but standards are above average in mathematics and science. Trends in pupils' test scores show that standards fluctuate from year to year due to the high mobility of pupils and the changes in cohorts from year to year but overall there is a steady improvement. Of the twelve pupils taking the tests only two had stayed at the school from reception to Year 6. There is no significant difference between the attainment of boys and girls.
2. National Curriculum tests and assessment of seven-year-olds in 1999 show that standards in reading are above the national average for all schools and the number of pupils achieving the higher level is also above the national average. When compared to similar schools standards are above average. Standards in writing are well above the national average when compared to all schools nationally and when compared to similar schools. In mathematics standards are in line with all schools nationally and when compared to similar schools. Whilst a quarter of pupils achieved the higher level a similar number achieved below the national average. This is due to a high number of pupils with special educational needs and major changes in the cohort immediately prior to the test period. Trends in pupils' test results show a slight improvement in reading, writing and mathematics with no differences in attainment between boys and girls.
3. Inspection evidence indicates that the National Curriculum tests in 1999 shows good improvements in reading and writing at Key Stage 1 and in English, mathematics and science at Key Stage 2. As a local authority school serving mainly service personnel there is a high mobility of pupils. The average length of stay at the school for all pupils is two years. In this time teachers are aware that they have to provide suitable work to ensure that pupils achieve high standards by the end of Key Stage 2. In this they are effective. The school sets careful targets for English and mathematics and over the past two years has met the target that it set for itself. Recently the school has readjusted the targets for 2000 and 2001 to match the achievements and abilities of the pupils, taking account of the changes in cohort. Overall, it manages pupils' continuity in learning effectively and they achieve the standards expected for their age.
4. Children enter the reception class with average levels of attainment, by the age of five all achieve the recommended learning goals, and some exceed them. Children's attainment in personal and social development is very good. They share, talk and work together in harmony ensuring very good relationships and a warm caring environment in which to learn. A good range of practical activities enables these children to achieve the standards expected for their age.
5. Standards in, science and English are above average at the end of Key Stage 1. In English there is strength in pupils' skills in speaking and in listening and improving standards in reading and in writing. Implementation of the literacy hour is having a positive impact on standards. The school makes good use of literacy to support other areas of the curriculum such as history where pupils wrote about the main events leading to the 'The Fire of London'. Standards in mathematics are overall average but there is evidence to indicate that in this year's cohort at least half of the pupils are achieving

above the level expected for their age. This is due to implementation of the numeracy hour, good mental recall of numbers and differences in the abilities of pupils. Pupils know and can use their knowledge of times tables to double numbers, find the correct answer and use this to solve problems.

6. In Key Stage 2 standards in English, mathematics and science are in line with those expected by pupils aged 11 years. This is a small cohort with a high number of pupils with special educational needs. Pupils speak confidently and they listen well to instructions. In reading pupils show good understanding of the information and stories they read but they lack skills in inference and deduction. In writing pupils achieve well when writing stories and descriptive accounts but their use of punctuation and spelling is generally satisfactory. In science pupils make satisfactory gains in knowledge and understanding of all aspects of the curriculum and they show satisfactory achievements in carrying out a fair test.
7. In information technology standards are unsatisfactory at the end of both key stages. Data handling, control and modelling technology is currently under-emphasised and pupils' experience of using information technology across the curriculum is too limited. Whereas standards in English, mathematics and science have improved since the last inspection standards in information technology have not kept pace with national improvements.
8. Overall, the school has maintained the standards of the previous inspection in all subjects except history and geography. In these two subjects, standards have fallen and now match the achievements normally expected for pupils aged 11 because the school has given more attention to literacy and numeracy. Standards are satisfactory in art, design technology, history, geography, music and physical education. In religious education pupils meet the expectations of the locally agreed syllabus by the end of both key stages.
9. Throughout the school the progress made by pupils with special educational needs is good. When pupils receive additional teaching support from well-trained non-teaching assistants their progress is good. Teachers and non-teaching assistants assess and record these pupils' achievements regularly in order to adjust work programmes to meet their needs more accurately. Whilst work for the majority of pupils is suitable the provision for higher attaining pupils is less rigorous and challenging in Key Stage 2. However, the work provided for pupils with English as a second language is good, and they achieve well.

Pupils' attitudes, values and personal development

10. Good teaching promotes keen attitudes towards learning of all the pupils. This was a positive feature in the last inspection report. Personal development and relationships are excellent and behaviour very good. These attributes are among the school's strengths.
11. Pupils exhibit good levels of interest in their work and apply themselves well to the task in hand. They listen with care to their teachers and take a pride in their work. They show enjoyment in learning and are able to sustain their concentration. They readily involve themselves in lessons. They show this by their willingness to answer questions, make good use of classroom resources and persevere with new challenges. Pupils work well independently and collaboratively, and they demonstrated this during physical education lessons.
12. Since the last inspection the school has maintained the very good behaviour of pupils, of all ages, in classrooms and around the school. During the current inspection the older

children showed a caring disposition towards the younger ones at all times. Pupils played sensibly together at break times. They respond very well to the school's good procedures for monitoring behaviour, which it reinforces with praise, stickers, and acknowledgement at assemblies. A good example of the children's good behaviour outside school is a written comment made by the Lincoln Museum, which complimented the pupils on their behaviour.

13. Pupils know right from wrong and respond positively to the school's expectations. There was no inappropriate behaviour during the inspection and bullying is very rare. Should any such incident occur there are appropriate procedures in place to deal with matters promptly and efficiently. Pupils show very good levels of self-discipline. There were no exclusions during the last academic year. Parents are very satisfied with the standards of behaviour and the way the school promotes it.
14. Pupils are courteous and trustworthy and show respect for each other and other people's property. They enjoy good relationships with adults in a caring atmosphere. During the inspection there were several examples of spontaneous courtesies, to each other and to adults. For example, pupils move aside to let one another pass, and if pupils are near to a door they hold it open to let others pass through.
15. Pupils show good levels of responsibility when carrying out tasks around the school. They take out and put away materials in classrooms, return registers to the secretary and help to prepare for assemblies. They show concern for those less fortunate than themselves by collecting for charities. The older pupils also develop confidence by running their own bank in school under the aegis of a local "high street" bank.
16. The local vicar comes into school regularly to take assembly and makes a positive contribution to pupils' personal development. Participating in the life of the local community further enhances pupils' personal development. Induction procedures for the reception class are very good and this allows them the time to become familiar with their new surroundings. Good provision enables pupils with special educational needs and those with English as an additional language to achieve good personal development.
17. The very good attitudes pupils have towards learning, together with their very good behaviour have a positive effect on their progress and attainment. This contributes to the quality of education in the school.
18. Since the last inspection the pupils have maintained their good level of attendance which has a beneficial effect on their progress and attainment. There is no unauthorised absence.
19. Pupils arrive punctually at school. Efficient registration enables classes to commence promptly and without any undue waste of time. Teachers mark registers correctly at each session and comply with statutory requirements. There are good follow-up procedures in place for investigating absences. If a child has not arrived by 9.30 a.m. the school telephones the parents to find out why.

HOW WELL ARE PUPILS TAUGHT?

20. Overall the quality of teaching is good. There is some good and very good teaching in both key stages and one lesson where teaching was unsatisfactory. In the lessons seen, teaching was good or better in almost seven out of ten lessons. The quality of teaching has a good effect on pupils' learning and the standards of their achievements throughout the school. The quality of teaching has improved since the previous inspection.

21. In the reception class the quality of teaching is never less than satisfactory with 60 per cent of lessons good. The teacher has high expectations and a good understanding of how young children learn. Planning is good, activities are challenging and the teacher makes effective use of a nursery nurse. Good relationships and a secure caring environment ensure that all children make good strides in their development. For example, children listen to the story of 'Goldilocks and the Three Bears', are encouraged to read and follow the text, use appropriate language such as 'middle-sized' and 'teeny-weeny' and then sequence pictures and words to retell the story. Half the group is supervised by the nursery nurse while the remaining group are provided with more challenging work by the teacher. This development of teaching strategies is very effective and provides a very sound basis for future learning.
22. In Key Stage 1 the quality of teaching is consistently good or very good. All lessons have good planning, organisation, and clear objectives. The teacher has very good subject knowledge in literacy and numeracy and high but achievable expectations. The pace in lessons is brisk and she plans activities to meet the needs of the pupils. The teacher has very good relationships with the pupils and uses strategies that makes learning enjoyable. For example, in a numeracy lesson, following on from a very brisk mental mathematics session the pupils stood up and used their arms and bodies to make left and right quarter turns. This practical approach enabled the pupils to understand the movement and amount of turn. They successfully used this experience to support work on direction and angles. The teacher is skilful when addressing the whole class, imparting knowledge and in questioning and answering.
23. In Key Stage 2 the quality of teaching is satisfactory. Fifty per cent of lessons observed were graded satisfactory, 47 per cent good or better and three per cent of lessons seen were unsatisfactory. Teachers have good subject knowledge in English, and literacy lessons are a strength. This good teaching is characterised by clear planning and purpose, good questioning and activities to meet the needs of all pupils. In lower Key Stage 2 the non-teaching assistant is used very effectively to support pupils with special educational needs. This ensures all pupils make good strides in their learning. Where the teaching was unsatisfactory the lesson planning was inappropriate and pupils spent too long on work they could already do. In this mathematics lesson, the teacher's expectations were low, tasks were too prescriptive and activities did not challenge pupils.
24. Across both key stages, teachers have a good range of subject knowledge. However, there are lessons in physical education, music and more generally information technology when the teachers' lack of expertise results in low expectations. Conversely, there are lessons where the teachers' good subject knowledge enables them to provide challenging tasks, for example in English. Implementation of the National Literacy Strategy is good. Teachers have a confident understanding of how to teach literacy and they provide regular opportunities for pupils to use these skills in other areas of the curriculum. Teachers are gaining confidence in teaching the strategy. They demonstrate good knowledge and understanding of its content. There is however, still some uncertainty about planning to meet the needs of all pupils in mixed age classes.
25. Procedures for assessing pupils' achievements are satisfactory and teachers record these consistently at the end of each block of work. The quality and use of teachers' daily assessment are weak. Teachers do not use assessment consistently across the school to plan work to meet the wide-ranging needs of the pupils. Where this happens, there is an adverse effect on progress, particularly of higher attaining pupils. Marking of pupils' work throughout the school is satisfactory. It provides pupils with supportive comments and is often useful in guiding them towards improvement. Regular homework very effectively supports all areas of the curriculum. For example, older pupils in Year 6 were

asked to research information about the composer Strauss. Pupils presented their findings to others in the class and were able to comment upon music such as 'The Blue Danube'. Pupils show interest in the research they had done, and this provides a positive effect on the learning in lessons.

26. The teaching of pupils with special educational needs is good in reception and at both key stages. The school provides good support to individual pupils and groups from a range of adults, including a part-time teacher, classroom assistants, nursery nurse and voluntary helpers. The adults carefully prepare lessons such as those for the Additional Literacy Strategy for these pupils. This enables the pupils to master the basics in reading, writing and mathematics. The school makes regular assessments of pupils' individual targets and uses this information well to support the next stage of learning.
27. Curricular opportunities to develop pupils' spiritual, moral, social and cultural development are very good. This represents an improvement since the previous inspection. Pupils' spiritual development is very well supported by school assemblies. For example, the Vicar taught them about the meaning of Candlemas and reminded them that they were talking to God in the concluding moment of prayer and reflection. The Children's Christian Club is important to the school, and over a number of years it has made an important contribution to pupils' opportunities to reflect on their own actions. Pupils in the school develop a very strong moral sense of right and wrong. They make a point of caring for others and recognise the importance of making and keeping promises. They discuss and agree class rules such as 'picking things up off the floor'. The school community and the mobility of pupils' lives enables pupils to develop very good social skills. The headteacher uses the 'Monday moments' part of assemblies well to enable all in the school to share in the achievements of pupils who have done something special. Pupils in the school are well travelled and as a result they have developed understanding and tolerance of other cultures. This is well supported by the links with schools and other organisations overseas. For example, by sharing the work of children from Bangladesh and other links with Denmark and Italy.

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

28. At the time of the previous inspection the school provided a broad and well balanced curriculum, and this is still the case. It includes appropriate emphasis sex education, health matters and awareness of the dangers of drug misuse. The development of pupils' skills, knowledge and understanding from year to year has improved, and there is a better match of work to pupils' needs. The school continues to give good support to pupils with special educational needs and those with English as an additional language. However, there remains no consistent system for assessing children's achievements, as the school does not monitor systematically as part of daily routines and classroom practice.
29. Since the previous inspection the school has successfully adapted its curriculum to meet the requirements of the National Literacy and Numeracy Strategies, and as a result the quality of teaching and learning is good. The school provides a broad range of worthwhile opportunities that meet the needs of its pupils, including those with special needs and those with English as an additional language. Statutory requirements for the National Curriculum and religious education are in place and the school gives appropriate emphasis to the development of literacy and numeracy. It allocates sufficient time to develop these skills, and allocates further time for pupils to develop their extended writing. Suitable policies and guidance are in place for all subjects and the cross-curricular themes of health and sex education, which also form part of the pupils' experience.

Because of the school's high mobility factor teachers recognise that children need to feel sufficiently secure to settle quickly. As a consequence the school gives necessary emphasis to children's personal and social development, which results in excellent working relationships within the school.

30. The quality and range of learning opportunities for children under five are good. The teacher and nursery nurse plan thoroughly and cover all of the appropriate areas of learning including literacy, and numeracy. They prepare children well for the National Curriculum and help them become enthusiastic learners. Well organised and well managed teaching enriches the curriculum and provides children with the full range of experiences such as working with magnets to develop their knowledge and understanding of the world around them.
31. The school makes good provision for pupils with special educational needs and those with English as an additional language, and as a result all pupils have full access to the National Curriculum. Planning takes account of the need to make sure there is appropriate curricular coverage for these pupils when they are withdrawn for individual tuition and when they work in class. The school meets well the learning requirements as set out in individual education plans. When the school identified gifted pupils in the past, it made good provision for their needs by arranging for them to work with gifted pupils from other schools.
32. In Key Stages 1 and 2 the school has adopted effective strategies for the teaching of the basic skills of literacy and numeracy and these enable pupils to make good progress from the time they are admitted to school. The school provides particularly good curricular opportunities for pupils to develop their social skills and to become part of the Christian community of the school. A relative weakness of the curriculum is the limited use of information technology that does not make its full contribution to pupils' learning in other subjects.
33. The range of extra-curricular activities is good. The most notable of these is the well-established Children's Christian Club which is much valued by parents and pupils. The school also provides a recorder group, football club and a computer group. The school plans its curriculum to serve the specific needs of a very mobile population and characterises itself as a community with a family atmosphere. This promotes very good links with parents which in turn have a marked effect on pupils' learning.
34. Although there are limited opportunities to link up with local businesses, effective contacts have been made with local entrepreneurs who generously provide certain services and materials free of charge. The school makes good use of the local area for educational purposes. It makes visits to Germany, an activity centre, youth hostels, local country parks, castles, nature parks and local cities. Year 6 pupils participate annually in the Church Schools Festival at Lincoln Cathedral. A variety of visitors come into school to work with the pupils, which enriches the curriculum and supports pupils' personal and social development.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

35. The school's provision for the support, guidance and welfare of its pupils is satisfactory and teachers record assessments consistently at the end of each block of work. However, the quality and use of teacher's daily assessment is unsatisfactory. Teachers do not use assessment consistently across the school to plan work to meet the needs of the pupils. Procedures for monitoring and supporting pupils' academic progress are also

under-developed.

36. The governing body, head teacher and staff are very conscious of their collective obligations for the protection, health, safety and well being of the pupils. Teaching and non-teaching staff know the pupils very well and relationships between them are excellent.
37. Children under five receive good support to ensure they settle confidently into school during their first days. This involves the parents, who receive sufficient information to help them to prepare their children for school. For the older pupils the school has established good procedures for the smooth transfer of its pupils to the high school. Reciprocal visits between the two schools familiarise pupils with their future teachers and environment. They benefit from a well planned induction programme.
38. The school has established very good procedures for monitoring and promoting high standards of discipline and behaviour. The staff follow the school's policy on behaviour, and implement it uniformly across the school. They use praise well to promote good behaviour and as an aspiration to care for others. The school acknowledges pupils' success by celebrating it at special assemblies. Pupils know right from wrong and respond positively to the school's system of rewards and sanctions. Bullying is extremely rare. However, if an incident should occur there are well-established procedures in place to deal with it promptly and efficiently. The parents agree that the standard of behaviour is very good.
39. The school has satisfactory procedures for ensuring pupils' welfare and these are carried out by the staff conscientiously. The school has satisfactory procedures in place for child protection, based on the local education authority guidelines. The school has nominated a designated person to oversee child protection and the staff are well aware of the methods of identifying and reporting those who may be at risk.
40. There are satisfactory arrangements for monitoring attendance and following up any absences. Teachers mark registers correctly at the start of each session and comply with statutory requirements. The school has access to the support of the education welfare officer whenever the need arises.
41. The school has effective measures to ensure the early identification of pupils with special educational needs. The teachers and support assistants provide good levels of support, which have a positive effect on pupils' progress towards achieving the targets set out in their individual educational plans. The school fully meets recommendations in the Code of Practice regarding monitoring and periodic reviews. It keeps the parents and all relevant supporting agencies fully informed and involves them in the decision-making process. The school maintains satisfactory contact with all the relevant external agencies. It makes sure all pupils have equal opportunities.
42. The school has a satisfactory health and safety policy. Members of the governing body and the staff regularly carry out risk assessments of the premises, equipment and working practices. The school carries out fire drills each term. There is a qualified person trained in first aid. The rest of the staff have had Red Cross training. First-aid boxes are strategically placed about the school and are accessible. They are suitably stocked and checked regularly. The school logs accidents and has satisfactory routines in place for informing parents of any injury to their children. The very able school secretary supports pupils' welfare well. Parents are very pleased with the way the school looks after their children when they are ill. The satisfactory level of support and guidance provided by the school significantly adds to pupils' wellbeing and contributes to a happy and safe environment.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

43. Relationships with parents are very good and are one of the school's strengths. This has a beneficial effect on pupils' attainment and progress. The majority of parents feel they are well informed about school life and their children's progress. The strategies used for exchanging information between the school and the home work well. Pupils' annual reports are good and make clear what pupils need to do to improve. Other methods of communication consist of newsletters, school brochures, governors' annual reports, parents' evenings, policies and notice boards. The school also makes good use of pupils' homework books, which the parents value. It is introducing home-school agreements. The school operates an 'open door' policy for parents and is always ready to make an appointment for them to discuss their children's progress in greater detail. Parents are very satisfied with the information provided by the school and its good quality, range and frequency. The school has a good relationship with those parents whose children have special educational needs and involves them, and all other relevant outside agencies, in the formal reviews and assessments.
44. The school welcomes parents and encourages them to become involved in the life of the school. Those who have the time respond enthusiastically and give help in many ways. For example, they help with swimming, baking, sewing, sporting events, educational visits, general classroom duties and at lunchtimes. The very active parent teacher association organises social events and raises substantial sums of money for the school. The nearby RAF station supports the school practically and financially. There are strong links with the local parish church. The vicar and RAF padre, when available, regularly come into school to take assemblies. The school has a very successful Children's Christian Club that meets weekly in addition to a good association with the local elderly residents who are entertained once a month in school. The Brownies use the school's premises and there are clubs for netball, football and recorders. Parents are very pleased with the standard of education provided by the school and with their children's personal development. A number parents feel that there is a lack of competitive sport.

HOW WELL IS THE SCHOOL LED AND MANAGED?

45. The headteacher and governing body provide good leadership and management of the school. Since the last inspection the school has implemented almost all aspects for improvement. It has developed schemes of work for most subjects, improved the presentation and range of pupils' written work, reduced the level of unsatisfactory teaching and gone some way to implementing a process for assessment and monitoring of the curriculum and teaching. However, the school has not linked assessment routinely to daily planning and it has no formal process for monitoring the quality of the curriculum and teaching.
46. The headteacher gives clear educational direction for the work of the school. He has been particularly effective in establishing an orderly, safe, caring school with a strong Christian ethos and a sense of community. Parents have confidence in the school and appreciate the close links and regular communications with parents which the school works hard to maintain. The school's mission statement has clear and appropriate aims that are largely achieved. There is a positive ethos and the school has a strong commitment to all its pupils. It reflects very effectively in all aspects of its work the school's aim to "develop self-confidence, motivation, discipline and esteem and to respect the views of others". The relationship between the school and the community are a strength and this enables pupils arriving at the school from different parts of the world to settle quickly and make progress.

47. The governing body is supportive, meets regularly and fulfils its statutory duties effectively. Governors are frequent visitors and participate closely in the life of the school. Apart from the oversight of the school's finances there are few committees. All governors are involved in the decision making process and provide effective oversight of the school's improvement. However, they have not yet established a process for monitoring the quality of teaching and learning.
48. The school has curriculum leaders for all subjects and they have developed suitable policies and programmes of study, although a number are in draft form. They support their colleagues with information, training and resources. The school does not emphasise sufficiently their role in raising and monitoring standards of achievement in their job descriptions or in practice. Whilst the co-ordinators for literacy and numeracy have monitored their subjects there has been no opportunity to monitor and support colleagues in other curriculum areas. This failure to monitor teaching and learning results in little information being available to staff about areas they could target for improvement. There is effective leadership and management for the education and wellbeing of pupils with special educational needs. A named governor for special educational needs has a good overview of provision and feeds back all information to the full governing body. The school works hard to support pupils' attitudes and personal development and to raise their self-esteem.
49. The school development plan covers a three-year period and details the budget and staffing implications for each target. Suitable aims and targets have been set following full consultation between headteacher, staff and governors. These are continually under review and discussed at each governing body meeting. All governors have taken part in setting targets for literacy and numeracy. Governors confidently use the analysis of the school's test results to monitor standards. They show good knowledge and understanding of the factors that impact on pupils' attainment. For example, they have recently adjusted the school's targets to take account of the higher than normal mobility of pupils.
50. The number, qualifications and experience of the teaching staff in the school match the demands of the curriculum and are enhanced by the provision of a part-time teacher for special educational needs. The teachers are well supported by a higher than average number of classroom assistants and they make a significant impact on the quality of teaching and learning in the school. An efficient secretary ably supports the headteacher in his administrative duties.
51. The curriculum co-ordinators are all appropriately qualified to carry out their roles effectively and all have appropriate job descriptions. There is a policy for the induction into the school for newly qualified and visiting teachers which recently proved successful in support of a long-term supply teacher. The school has a suitable system of appraisal in place and uses it effectively to set targets for teachers. It links professional development well to the appraisal process and to the needs of the school as identified in the school development plan. For example, information technology is identified as requiring special attention and all teachers are attending training using the grants allocated for this purpose. All teaching staff and classroom assistants have received in-service training in the development of the literacy and numeracy. This is having a positive impact on the standards achieved in these areas.
52. The accommodation for all pupils except those in Key Stage 2 is good and contributes positively to the learning environment. However, a mobile classroom for Year 5 and Year 6 is cramped and has no immediate access to water. This limits the curricular opportunities offered to the pupils. A classroom occupied by 37 Year 3 and Year 4 pupils

is also cramped. Whilst this does not prevent the full curriculum being taught it does inhibit activities which require pupils to move around. Parents are very supportive and have helped to create a small library and special needs area. They also volunteer to refurbish the building internally. The building is used regularly in the evening by the community and is always very clean and well maintained.

53. This is a very happy school where relationships are outstanding. All those involved with the school have a shared commitment and this has a very positive impact on the way pupils quickly settle into school and make progress.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

54. The school enables pupils to settle quickly when they are admitted to school and develop confidence and positive attitudes. In order to improve, the headteacher, governors and teachers should:

- (1) raise pupils' standards in the use of information technology by
 - planning more opportunities for pupils to use information technology in other subjects
 - providing targeted support for teachers to develop their confidence and competence in the use of computers
paragraphs 7, 24, 31, 80, 102, 104
- (2) establish clear systems to ensure the ongoing monitoring of teaching and learning by;
 - developing a monitoring programme which provides subject co-ordinators with both guidance and opportunity to monitor their subjects and take a positive lead in implementing improvements
paragraphs 33, 48, 49,79
- (3) improve the quality of day-to-day assessment to ensure that there is consistency in planning to meet the needs of all pupils.
paragraphs 25, 61, 70.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	36
Number of discussions with staff, governors, other adults and pupils	12

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	11.1	55.6	30.6	2.8	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	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)		116
Number of full-time pupils eligible for free school meals		2

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs		3
Number of pupils on the school's special educational needs register		27

English as an additional language	No of pupils
Number of pupils with English as an additional language	3

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	24
Pupils who left the school other than at the usual time of leaving	32

Attendance

Authorised absence	%
School data	5.0
National comparative data	5.4

Unauthorised absence	%
School data	0.4
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	12	18	30

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	9	11	9
	Girls	17	18	8
	Total	26	29	27
Percentage of pupils at NC level 2 or above	School	87n/a	97 (78)	90 (83)
	National	82 (80)	83 (81)	87 (84)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	9	8	9
	Girls	18	18	18
	Total	27	26	27
Percentage of pupils at NC level 2 or above	School	86 (78)	90 (83)	86 (78)
	National	82 (81)	86 (85)	87 (86)

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

Attainment at the end of Key Stage 2

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 2 for the latest reporting year	1999	7	5	12

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	5	5	6
	Girls	4	3	3
	Total	9	8	9
Percentage of pupils at NC level 4 or above	School	75 (57)	67 (71)	75 (71)
	National	70 (65)	69 (59)	78 (69)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	5	5	6
	Girls	5	3	3
	Total	10	8	9
Percentage of pupils at NC level 4 or above	School	84 (85)	67 (69)	75 (85)
	National	68 (65)	69 (65)	75 (71)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	
Black – African heritage	
Black – other	
Indian	
Pakistani	
Bangladeshi	
Chinese	1
White	115
Any other minority ethnic group	

This table refers to pupils of compulsory school age only.

Teachers and classes

Qualified teachers and classes: Y[] – Y[]

Total number of qualified teachers (FTE)	4.6
Number of pupils per qualified teacher	25.2
Average class size	28.25

Education support staff: YR – Y6

Total number of education support staff	7
Total aggregate hours worked per week	89

Exclusions in the last school year

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

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

Financial information

Financial year	1998
	£
Total income	196,521
Total expenditure	190,440
Expenditure per pupil	1,524
Balance brought forward from previous year	6,081
Balance carried forward to next year	4,500

Results of the survey of parents and carers

Questionnaire return rate

53%

Number of questionnaires sent out

115

Number of questionnaires returned

61

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	61	39	0	0	0
My child is making good progress in school.	52	44	0	0	4
Behaviour in the school is good.	51	48	0	0	1
My child gets the right amount of work to do at home.	28	48	16	7	1
The teaching is good.	54	41	3	0	2
I am kept well informed about how my child is getting on.	51	28	13	3	5
I would feel comfortable about approaching the school with questions or a problem.	62	34	0	3	1
The school expects my child to work hard and achieve his or her best.	57	34	3	0	5
The school works closely with parents.	44	43	7	3	3
The school is well led and managed.	57	26	8	0	9
The school is helping my child become mature and responsible.	49	41	5	0	5
The school provides an interesting range of activities outside lessons.	20	46	21	7	6

Other issues raised by parents

A number of parents would like their children to be involved in more competitive sport.
The meeting for parents was overwhelmingly positive.

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

55. The standards achieved by children under five are broadly average for their age. A third of the children attain standards that are above those expected for their age. This reflects the findings of the last inspection. The provision they receive in the reception class is of good quality. This is due to good teaching, based on a secure knowledge of the learning goals expected for these children and a curriculum that is taught within a supportive caring environment.
56. On entry into the reception class children's attainments are average for their age in all the six recommended areas of learning. Assessments made prior to entry into compulsory education confirms that all children maintain these standards and many achieve above the level expected for their age. Children work and play together in harmony, are interested and excited to learn and demonstrate good levels of independence and self-confidence.
57. Children recognise and write their names, listen attentively and join in with stories such as 'Goldilocks and the Three Bears' and sequence pictures and words into sentences to retell the story to the class. They are encouraged to recognise that print is used to carry meaning and they enjoy and share books. For example, children use headphones to listen to and follow the story 'Dear Zoo' and read short sentences from early reading books. They begin to form letter shapes, understand initial letter sounds and develop early writing skills in a variety of ways, such as writing their names and recording what they see through a window.
58. The beginnings of good mathematical understanding are developing as children recognise and put shapes such as squares and triangles into groups using their knowledge of the properties of shapes. Children count to 20, and confidently join in number games and rhymes. They have good opportunities to examine similarities and differences, make sensible propositions and talk about what they see. Children talk about magnets as they investigate the reasons why some materials are attracted and some are not and enjoy catching fish using magnetic fishing rods.
59. Throughout the day children use a range of materials and equipment when making animals, birds and dragon flies for a collage to illustrate 'How God made the beautiful World' and use tools and equipment confidently. They stick sequins, sew fabrics, paint pictures of Goldilocks, use water to fill and empty containers and mould wet sand to create square and rectangular shapes. Children use computers to reinforce letter shapes and sounds and to support work covered in mathematics. They use good physical skills to manipulate the keyboard. In the hall children work well as they explore movement in physical education. They run skip and balance showing good awareness of space such as the activity sung to the tune of 'Looby Loo'. All children enjoy music, use a range of percussion instruments with enthusiasm and sing a variety of songs and rhymes from memory.
60. The quality of teaching is good. This reflects a continuation of the standards found during the previous inspection. The children's learning is good, they are keen to talk, listen and try out new experiences. Children's participation in class activities results in the growth of a sense of self-esteem and has a positive impact on learning. The teacher has good knowledge of the areas of learning for children under five and high expectations of attainment and good behaviour. Planning is detailed and the activities provided meet the

needs of children of different abilities. A good use of language enables all children including those with English as an additional language, to respond effectively to questioning and discussion. The teacher and nursery nurse work well together as a team ensuring all children receive effective support in all areas of learning. This teamwork coupled with the excellent relationships between children, staff and parents enables children to achieve the standards of which they are capable. However, there is not yet a system for assessing children's achievements as part of daily routines in order to ensure accurate up-to-date records for all children.

ENGLISH

61. The 1999 National Curriculum reading tests for seven-year-olds showed that pupils' attainment in reading was above average. When compared with similar schools their attainment was above average and the percentage of pupils reaching the higher level of attainment was above the national average. The results were higher in writing where pupils' attainment was well above average when compared with the national figure and when compared with similar schools. The percentage of pupils reaching the higher level of attainment in writing was well above average. This was largely due to the increased emphasis that the school has given to reading. Over the previous three years pupils' attainment has improved in reading and writing. However, results must be treated with caution because the school has a very high level of pupil mobility. Inspection findings confirm that the profile of pupils currently in Year 2 is broadly average in reading and writing, as they were at the time of the last inspection.
62. By the end of Key Stage 1, however, pupils' speaking and listening skills are above average. Pupils are confident and secure and this gives them the confidence to express themselves during literacy, other lessons and in their day to day communication at play. They learn to listen attentively, respond well to questions, and their answers show good understanding. This is particularly evident in English lessons where pupils demonstrate their developing vocabulary by for example finding alternative words to the word 'shocked'.
63. Pupils learn to read and begin to predict the end of stories such as Goldilocks and the Three Bears. They use different strategies to work out the meaning of text and understand for example that words in bold type are particularly important. They make good use of picture cues and other strategies to understand their stories. By the end of the key stage most pupils are good at reading different character parts of their stories with understanding and appropriate emphasis. The higher attaining pupils show good development of reading skills and understand the subtleties of language by explaining the difference between words such as commanded and pleaded.
64. Pupils learn to write well from their time in reception. They hold their pencils correctly and make good progress in writing their names and other words. Later in Key Stage 1 pupils write confidently in sentences. The use of Billy Bear supports them well. He is invited to accompany pupils on their holidays so long as they write about his adventures. By the time they are seven most pupils write in clear sentences with handwriting which is neatly formed and of a uniform size. Pupils with special educational needs and those with English as an additional language receive good support and make good progress.
65. The 1999 National Curriculum tests in English for eleven-year-olds also show that attainment was above the national average, and a third of pupils reached the higher level of attainment. When compared with similar schools their attainment was average overall. Over the previous three years pupils' performance in English has been slightly above average. However, these results must be treated with caution because a small number

of pupils are tested and there are few schools that are genuinely similar with such a high level of pupil mobility. Inspection findings confirm that the attainment of pupils currently in Year 6 is broadly average. This is a similar picture to pupils' results at the time of the previous inspection.

66. By the end of Key Stage 2, pupils learn to read well and communicate clearly. Pupils learn to speak with confidence and express themselves in their writing. They use their writing skills to write in the style of famous authors such as Roald Dahl, by writing mummies' plays, and legends such as The Dragon of Spindlestone Heugh. They use their literacy skills confidently in other subjects by writing in religious education on topics such as right and wrong. Pupils' spelling is generally accurate and this has a positive impact on the quality of their writing. Their handwriting is normally neat and well formed. They use punctuation appropriately and standards of presentation are generally good.
67. Pupils with special educational needs and those with English as an additional language receive good support, and as a consequence their rate of learning and progress does not differ from the progress of all other pupils. The school's Additional Literacy Project is proving effective by providing the additional support required to raise the standards of pupils who are just below average. Pupils use literacy skills appropriately in other subjects such as science, history and geography.
68. Pupils' attitudes to English are very good and this contributes positively to their learning. They are well motivated and demonstrate their interest by asking relevant questions and eagerly taking part in discussions. For example they participated keenly in a story about a child whose father lost his job. Pupils work well together when undertaking collaborative tasks such as identifying all the pronouns in a piece of writing. Behaviour and pupils' personal development in lessons are very good, and their relationships within the school are excellent.
69. The quality of teaching is good overall with most teaching being good in Key Stage 1 and satisfactory in Key Stage 2. Teachers relate very well to their pupils and they are knowledgeable and confident. Pupils, including those with special educational needs and English as an additional language, are well taught. For example, a younger pupil responded to the story of Goldilocks and the Three Bears by commenting that she called her father daddy rather than papa. The teacher used the opportunity well to include a pupil from another cultural background who *did* call his father papa. Teachers plan lessons appropriately and match them to the needs of pupils. Lessons begin and end well and include challenging activities that interest pupils. Teachers get to know their pupils well soon after their arrival in school. Although teachers' assessments are generally accurate they are mainly informal so there is no real measure of how pupils have progressed during the brief time that most spend at the school.
70. The family atmosphere of the school encourages parents to contribute to pupils' learning. Teachers make good use of this support to enhance the school's literacy strategy by for example, using skilled parents to work with pupils on the school's additional literacy programme. The school's scheme of work closely follows the National Literacy Strategy and this supports teachers' planning. For example, the school has introduced additional time for pupils to do extended writing because they were completing too little during English lessons. The enthusiastic co-ordinator gives very good leadership in the subject. Although there has been some monitoring of the literacy hour, classroom practice is not systematically monitored and as a result teachers are not made aware of successful teaching strategies used in other classes.
71. The provision and deployment of resources is satisfactory for the teaching of English. The school has purchased new materials to support the National Literacy Strategy but the

library still contains many books which are old and out of date.

MATHEMATICS

72. Pupils' attainment in the national tests at the end of Key Stage 1 in 1999 was in line with the national averages. The number of pupils achieving the expected level or better was average. Of these a quarter achieved the higher level, and a quarter achieved the lower level. When compared to similar schools these results are average. The results in 1999 are similar to those gained in the previous year. Evidence from scrutiny of pupils' work and classroom observations show that the attainment of half of this year's Year 2 pupils is above the national average and half in line with national expectations. However, the cohort of pupils is likely to change considerably before National Curriculum tests are taken and this will have a profound effect on the overall standard achieved. As a school for children of service families there is a constant mobility of pupils' from week to week and planning for the continuity of skills, knowledge and understanding is difficult. By the end of Year 2 pupils count confidently to 100, carry out simple mental additions and subtraction, recognise odd and even numbers, name and describe two dimensional and three dimensional shapes, identifying their properties and place simple number sets in Venn diagrams.
73. Pupils' attainment at the end of Key Stage 2 in the national tests of 1999 was above the national averages and above average when compared with similar schools. In this year group half of the pupils achieved the expected level and half achieved the higher level. Observations of lessons and scrutiny of pupils' work indicate that this year's Year 6 pupils' overall attainment is almost in line with national expectations. Out of the eleven pupils in the year group, only two pupils have been at the school from reception and several have experienced up to three different schools. This places a responsibility on teachers to assess rigorously in order to plan work that will fill in any gaps that appear apparent in pupils' learning. Most pupils can carry out mental calculations to multiply numbers by ten and 100, and devise and describe efficient strategies to multiply two digit numbers. They use a protractor skilfully to measure acute, obtuse and reflex angles and can classify triangles and describe their properties. Pupils find difficulty using their knowledge of number operations to solve problems but can apply their mathematical skills in geography to locate landmarks using co-ordinates.
74. The quality of teaching and learning is consistently good in reception and Key Stage 1. Teachers' planning is detailed, lessons are well prepared and pupils are clear about the purpose of lessons. In these lessons the pace is brisk and a variety of practical meaningful activities keep pupils interested and focused. Pupils respond enthusiastically to challenge and enjoy the opportunities to develop their knowledge and understanding. For example, in a mental mathematics session pupils in Year 2 quickly look for numbers to make 36, including a double. Questioning is used effectively to extend pupils' thinking such as 'How did you get the answer?' In reception, pupils use number cards beyond ten to form a number line. They leap into the line with excitement when they recognise the number they are holding comes next. Teachers have good subject knowledge, high expectations of pupils' learning and use strategies that make mathematics fun.
75. The quality of teaching and learning in Key Stage 2 is satisfactory overall, although there was some unsatisfactory teaching and learning in a small number of lessons. In these lessons teachers' planning did not sufficiently challenge the wide range of pupils' abilities

in mixed age classes. The pace of lessons is slow, and as a consequence pupils' interest and enthusiasm for mathematics is affected and their achievements deteriorate. However, pupils' attitudes to learning are consistently good. They respond positively to questions and almost always give of their best. Although the school has implemented the National Numeracy Strategy, a small number of teachers lack knowledge and understanding to carry out the full hour with confidence. Daily tests are a routine activity. These are useful and enjoyed by higher attaining pupils. The remainder of the pupils view them less enthusiastically. There is no structure to support pupils who fail to understand aspects of these tests and this leads to confusion. Self marking by pupils creates some inconsistencies in scores and detracts from their value as a tool for learning and for assessment.

76. The use and implementation of the National Numeracy Strategy support the mathematics curriculum well. Teachers assess pupils' work regularly, but do not link this process sufficiently to subsequent planning. All teachers use homework effectively to support and extend the work carried out in lessons. Pupils enjoy homework. This is reflected in the way they request and complete activities regularly. They confidently discuss homework showing good knowledge and understanding of the concepts.
77. The mathematics co-ordinator has monitored teaching in both key stages and has offered valuable feedback to colleagues. However, monitoring is not a regular activity and is used insufficiently to ensure quality teaching and learning. There is a little use of information technology to support the curriculum and aspects of control and modelling are used too infrequently to help pupils develop mathematical thinking.

SCIENCE

78. In the 1999 National Curriculum teacher assessments at the end of Key Stage 1 show that pupils were below average overall. However, the percentage of pupils reaching the higher level three was above average. Inspection evidence confirms pupils' attainment to be above average although there are fluctuations from year to year due to the continually changing school population. In the 1999 National Curriculum tests for pupils at the end of Key Stage 2 attainment was above average and also above average when compared with similar schools. Analysis of the trend over the previous three years shows that standards have been above average. Pupils currently in Year 6 are broadly average but the judgement must be treated with caution as these pupils may not be the same pupils which are tested at the end of the school year because of the school's unusually high mobility factor. These results do not differ significantly from those at the time of the last inspection.
79. By the end of Key Stage 1, pupils demonstrate good knowledge and understanding of materials and know that some materials are man made and others occur naturally. They make sensible predictions before starting their work and develop good approaches to investigative science, which continue throughout the school. For example, pupils learn to ask themselves scientific questions such as 'why do elastic bands stretch?' and design their experiments accordingly. Pupils use magnets and know how to find out which materials are magnetic and which are not.
80. By the end of Key Stage 2 pupils use their skills of systematic scientific enquiry to determine their own fair test. For example in a lesson on dissolving solids in water pupils were aware that they should measure the same quantity of solid in the same quantity of water if they were to draw meaningful comparisons. They use reason well to interpret their results and some pupils deduce that the process can sometimes be reversed. Pupils develop an awareness of the process of filtration and represent their work

accurately in their books. By the end of the key stage pupils develop a sound awareness of life and living processes and are able to classify animals into vertebrates and invertebrates. They know the essential conditions for the growth of plants explain that plants will not grow if deprived of light, water or minerals.

81. The quality of learning and the progress that pupils make is good throughout the school. In both key stages pupils develop a good scientific vocabulary and a good understanding of the need for systematic enquiry including fair testing. Pupils with special educational needs and those with English as an additional language make good progress in relation to their individual targets, particularly when they receive additional support.
82. Pupils have very positive attitudes towards science. In both key stages pupils are interested in their work. They learn to pose meaningful questions and set about finding the answers systematically. Pupils get on well together and boys and girls work harmoniously whilst sharing the same resources. They learn to develop a maturity in their use of resources and have responsible attitudes towards issues of health and safety.
83. The quality of teaching is good in Key Stage 1 and satisfactory in Key Stage 2. The strengths of teaching in Key Stage 1 are characterised by good introductions followed by activities which require pupils to use their skills of scientific enquiry for the majority of lessons. Teachers plan and organise pupils' learning well and provide clear learning objectives. They use question and answer techniques effectively to establish what pupils know and can do. They use lesson introductions and conclusions sensibly to set lesson targets and to emphasise the essential learning points. In Key Stage 1 in particular teachers use their classroom support assistants very well to help pupils with special educational needs and with English as an additional language. The relative weakness in teaching is the limited use teachers make of information technology to support pupils' learning. Teachers know their pupils well and assessments of pupils are generally accurate. However teachers do not systematically record assessments and use them to monitor pupils' achievements during the short time they are likely to be at the school. As a result there is no yardstick to judge how much progress pupils make. In the main, teachers mark pupils' work well and make suggestions for improvement.
84. An enthusiastic and knowledgeable co-ordinator gives very good leadership in the subject. However, no opportunity is provided for monitoring the quality of teaching or pupils' progress. There is a draft policy for science and sufficient guidance for teachers to plan their work. Resources are generally adequate for teachers to cover the requirements of the National Curriculum. However, the demountable classroom used by pupils in Years 5 and 6 is cramped for science activities and the lack of water places an additional burden on the teacher when planning classroom activities.

ART

85. By the end of both key stages pupils reach the expected standards in art as they did at the time of the previous inspection. The school uses art effectively to enhance its environment and to stimulate pupils' interest in their work and experiences.
86. The youngest pupils make pictures with shapes and collages of teddy bears, and as they develop greater awareness they begin to use paint in different ways. For example, pupils in Year 1 learn to make paintings of beautiful things such as rainbows and fireworks by applying thick paint to different coloured paper. By the

end of Key Stage 1 pupils recognise the style of painters such as Delaunay and Kandinsky and use them in their own work. They learn how to create collage by using a range of different materials and textures such as pasta, hemp rope, lentils, hessian and wood shavings. Pupils also develop techniques of printing and making portraits.

87. In Key Stage 2, pupils produce recognisable pictures of Peruvian Arpilleras and create mythical creatures. By the time they are eleven pupils develop an awareness of composition in a painting. They talk knowledgeably about background and foreground and explain that different materials can be used to create a three dimensional effect. They are able to work from a plan and select different materials to suit their purposes.
88. Pupils are interested and involved in their work. They have good positive attitudes towards each other and their work and relationships are very good. As a result they work harmoniously together.
89. The quality of the teaching observed was satisfactory. Teachers waste little time in introducing tasks that are understood by the pupils. They create an effective learning environment in which pupils develop confidence to experiment with different materials and colours. They intervene effectively to prompt pupils to make choices of their own and to encourage them to take responsibility for getting on with their own work. This has a positive impact on their personal development in addition to learning new skills. There is a draft art and design policy that provides some guidance for teachers. However, monitoring of teaching and learning are under-developed.

DESIGN AND TECHNOLOGY

90. Standards of attainment for all pupils aged 11 years including those with special educational needs are in line with those expected. The school has maintained this standard since the previous inspection.
91. Pupils make models and artefacts using a range of construction kits and simple art materials. In the reception class pupils handle materials with growing confidence and use recycled materials to produce meaningful models such as space-men. In Key Stage 1 pupils make simple plans of puppets, create their own template, cut suitable shapes out of felt and join two pieces to material together using sewing stitches. The finished product is used effectively to support language work in literacy lessons. In Key Stage 2 pupils work from satisfactory design plans to make an 'Arpillera' or futuristic alien. They choose suitable materials to create different effects and explain clearly the reasons for their choice. Pupils are clear about the purpose of their work and link it effectively to history. Older pupils develop their work through homework; designing and making vehicles that could be a feature of the twenty first century. They consider shape, appearance and ways to make them move. Pupils handle basic equipment such as scissors, glue, card and textiles with confidence but lack sufficient experience of working with hand tools. Overall, pupils work with a narrow range of materials with few opportunities to experience modelling in resistant materials such as wood.
92. In the lessons observed, the quality of teaching was satisfactory. Pupils are enthusiastic and interested in their work. Teachers plan and organise their lessons well. They make very good use of adult help to support groups of pupils at different stages of the design and make process. The excellent relationships, which exist

between staff and pupils, have a positive impact on the way children learn. Teachers encourage pupils to appraise their own work and the work of others. This is done well in a supportive, caring environment. Whilst design and technology is taught throughout the school the use of assessment lacks detail, resulting in inconsistent development of pupils' skills. This prevents teachers planning more challenging activities that challenge pupils to achieve a higher standard.

GEOGRAPHY

93. Due to the organisation of the timetable, few geography lessons were observed during the inspection. Limited evidence was available in pupils' work; however sufficient evidence was available in teachers' planning, observation of displays and through discussion with pupils and teachers to enable judgements to be made.
94. Standards of achievement are in line with national expectations and pupils' abilities. This represents a slight decline in standards from the previous inspection. Pupils in Key Stage 1 show enormous enthusiasm in the journeys made by Billy and Bruno Bear. They develop early geographical knowledge and understanding of the British Isles and a wider knowledge of islands. Pupils demonstrate an awareness of localities beyond their immediate environment and use maps effectively to illustrate the directions taken by the Bears to reach places such as Lapland and York. They write postcards and invitations to the Bears demonstrating good use of their literacy skills. In Key Stage 2 pupils compare the features of Lincolnshire with those of Bangladesh. Pupils link effectively with their partner school in Chittagong, Bangladesh and compare the physical features and the infrastructure such as roads that can affect people's lives. Older pupils learn about the water cycle; the source and flow of rivers and how rainfall and the use of water effect daily living in different countries.
95. The quality of teaching and learning is satisfactory. Where possible teachers try to build on to pupils' previous knowledge and skills when they use maps and atlases. Pupils are well motivated and keen to talk about their own experiences of living in different countries. Throughout the school, teachers and pupils relate well to each other and teachers encourage pupils to investigate geographical matters and take some responsibility for their own learning. Less effective features of teaching include activities that are insufficiently challenging such as the completion of work sheets that demand little use of pupils' imagination. In these instances there is little improvement in pupils' learning.

HISTORY

96. Few history lessons were seen but scrutiny of teachers' planning documents, displays, pupils' work and discussions with staff indicate that pupils' attainments, including those with special educational needs are in line with national expectations by the end of Key Stage 2.
97. In reception and Key Stage 1 pupils gain a satisfactory understanding about the past in various contexts. They acquire sequencing skills leading to an appreciation of chronology. Pupils in Year 2 deduce differences between the present and the past by making observations from pictures and photographs. For example, they notice that houses in the seventeenth century were made of wood and built very close together. They know that this is one of the reasons for 'The Great Fire of London' in

1666. They show a good understanding of the work undertaken. In lower Key Stage 2 pupils learn about the Anglo-Saxons, describing clearly the role that monks played in that society. Older pupils learn about the Ancient Greeks, demonstrating a range of historical skills, including the use of sources of evidence of different kinds. Pupils write about 'The Odyssey of Homer', describe the war with the Trojans graphically and give clear explanations of the purpose of Ancient Greek schools. They enjoy history and show a good enthusiasm to learn and many research the world-wide-web using computers at home. These activities have a beneficial effect upon literacy, providing suitable opportunities for pupils to develop skills in skimming and scanning.

98. The quality of teaching is good. Teachers plan lessons well and there is a good balance between the use of pictures to tell the story and questioning. They provide opportunities for pupils to discuss observations they have made and time for pupils to enquire for themselves. The excellent relationships that exist throughout the school, between teachers and pupils, provides an environment where questions can be asked with confidence. This enables all pupils to gain a greater understanding of the past. Whilst history is taught through a balanced yearly programme, the high mobility of pupils inhibits them gaining an appropriate sequence of knowledge and skills that builds on to their previous experiences. However, teachers work hard to fill the gaps in pupils' learning ensuring they achieve standards expected for their age.

INFORMATION TECHNOLOGY

99. Standards of attainment are below national expectations at the end of both key stages. Whilst this reflects a decline in standards since the previous inspection the school is fully aware of its shortcomings. Information technology is a priority on the school development plan. Although the school is on phase 2 of the government's National Grid for Learning Scheme, it is already part way to implementation of the targets it has set itself.
100. In the reception class standards are satisfactory, pupil gain an awareness of the keyboard and are developing basic computer literacy. They thoroughly enjoy using the computer to support initial letter and sound recognition as they identify words ending in *um* and *et*. By the end of Key Stage 1 pupils use a mouse to select from a menu on screen and to use basic commands. For example, they draw shapes using a simple logo program, write stories, calculate, and insert answers to complete a mental mathematics package. A concept keyboard is used effectively to support special educational needs pupils in language and literacy. By the end of Key Stage 2 pupils make satisfactory use of word processing. They save and retrieve their work and use simple editing facilities while word processing. A small number of pupils are beginning to research and extract information from CD-Roms and use electronic mail. However, pupils lack the skills and confidence to use information technology in a sufficiently broad range of applications. Whilst many gain computer experience at home, overall they make insufficient progress in gaining capability in information technology as set out in the National Curriculum.
101. The quality of teaching and learning is unsatisfactory. Nevertheless, pupils enjoy using computers and they respond well when given the opportunity to use information technology as part of their work. Teachers are beginning to integrate planned activities involving information technology into other subjects taking place in the classroom. On these occasions pupils work independently or in pairs and they successfully achieve the objective of the lesson. Pupils' exposure to information

technology depends on the enthusiasm and expertise of individual teachers. Although teachers have received some training as part of the school's programme for improvement there is still a lack of sufficient confidence and expertise to teach all elements of the National Curriculum. For example, teachers have little experience of data handling and database programmes, and they are unfamiliar with control, modelling, and the use of spreadsheets. However, they make good use of information technology to support pupils' learning in English and in helping pupils with special educational needs.

102. The school has adopted the government's recommended scheme of work and is beginning to implement each element in stages. Although the school has bought new equipment, there are a number of existing computers that are in poor condition and the school lacks the resources to cover all aspects of the National Curriculum. There is a detailed three-year action plan which is part way towards implementation. The school has made improvements but is aware that it will not meet its targets until the Year 2001.

MUSIC

103. Pupils' achievement in music meets the national expectation by the end of Key Stage 2. All pupils including those with special educational needs sing enthusiastically and tunefully in assemblies. They know the words to 'He's got the whole world in his hands' and embellish their singing with accompanying hand movements. Pupils develop a knowledge of classical composers and recognise Tchaikovsky's Nutcracker Suite when it is played to them in assembly.
104. By the end of Key Stage 2 pupils learn some of the different styles of music from around the world. They achieve the standards expected in the listening and appraising components of the music curriculum by listening to Appalachian Folk music and commenting on the mood it evokes. When listening to orchestral music they recognise and name the different contributory instruments such as drum and various wind instruments, and the higher attaining pupils can identify 3/4 time. Pupils learn breathing techniques and this enables them to sing songs such as 'This little light of mine' with vigour and enthusiasm.
105. Pupils enjoy music and behave well. Their relationships are consistently very good and they pay attention to their teachers by providing answers to questions. For example they volunteer the information that some music is lively whilst other music is restful. Pupils with special educational needs and those with English as a second language make a notable contribution to whole school singing.
106. Whilst there is no teacher on the staff who would claim to be a musician the quality of teaching is satisfactory and frequently good. Teachers make good use of the resources at their disposal, particularly taped music, and make some use of CD-Rom for pupils who are completing research on musical topics. There is a draft music policy, but it is generic and lacks detail. There is no monitoring of music because there is no teacher with the confidence or expertise to do so.

PHYSICAL EDUCATION

107. Standards of achievement in physical education are in line with national expectations by the end of Key Stage 2. These standards have been maintained since the previous inspection. Lessons seen were in dance and gymnastics. No lessons were observed in swimming, games and ball skills.

108. In reception pupils show an awareness of body and space and they move confidently using different parts to create interesting shapes. In Key Stage 1, pupils demonstrate poise and balance while responding effectively to the beat of a tambourine. They vary their movements by shape, action and by speed and show a maturity when demonstrating their skills to others. By the end of Key Stage 2 pupils gain particular benefit from vigorous sessions of country dancing. They listen attentively to instructions and sequence a pattern of moves to complete a difficult dance called 'Luck Seven'. Through discussion with pupils it is clear that they practise throwing and catching, use the apparatus in the hall for balancing and by the end of the key stage almost all can swim 25 metres using breaststroke or front crawl.
109. The quality of teaching and learning is satisfactory. Pupils enjoy physical education lessons; they co-operate well showing enthusiasm for all aspects of the subject. Teachers generally plan lessons well and include a good range of activities. Teachers teach skills and make good use of pupils as examples. Occasionally, teachers lack the expertise to take pupils forward, for example in dance and the pace of work becomes less rigorous. There is appropriate space for physical education activities both inside and outside the school but the school does not make sufficient use of outdoor facilities.
110. Overall, the work undertaken meets the requirements of the National Curriculum, and includes an opportunity for the older pupils to take part in outdoor pursuits.

RELIGIOUS EDUCATION

111. Pupils meet the expectations of the locally agreed syllabus in religious education. This maintains the level of attainment at the time of the previous inspection. All pupils, including those with special educational needs and those with English as an additional language make good progress. Religious education is well supported in school assemblies, where pupils in Key Stage 1 for example learn Bible stories. They learn that Joseph was a carpenter and may well have made toys for Jesus. Pupils learn about the major celebrations of the Christian calendar and learn for example about Candlemas as the day of light. They know and re-tell the story of the Nativity by writing and describing the angel, the journey and the three wise men.
112. In Key Stage 2 pupils develop knowledge and understanding of world religions. They learn how different religions encourage personal responsibility and explore the contributions that they could be making as individuals. For example pupils in Year 4 discuss whose responsibility it is to ensure that they bring their kit for physical education lessons to school on the appropriate day. Class assemblies support pupils' awareness of religion by helping pupils to understand the notion of saying thank you God through prayer.
113. Pupils learn well throughout both key stages, and the Children's Christian Club supports this very well. This is an important feature of school life which is valued by pupils, parents and teachers alike. The club meets once each week and is attended by almost one third of the school. It not only supports pupils' awareness of Christianity but also supports the spiritual, moral, social and cultural development of their lives.
114. Pupils enjoy religious education and respond well to their teachers by answering questions and addressing issues of importance. They relate well to each other and

to their teachers. This was particularly evident in the class of Year 3 and 4 pupils. They behave well and learn to accept personal responsibility. In both key stages pupils pay attention to the tasks set and co-operate amicably together.

115. The quality of teaching is good throughout the school, and this is well supported by the Children's Christian Club and the Vicar. Good teaching is characterised by the telling of stories such as bible stories and in the challenging questions which teachers raise. Teachers work very effectively with support assistants and this is particularly noticeable in the Year 3 and 4 class. Teachers sometimes use artefacts to illustrate the theme of lessons. The school sensibly follows the locally agreed syllabus for religious education and uses the available resources well.