

# INSPECTION REPORT

**HALTON HOLEGATE C OF E PRIMARY SCHOOL**

Spilsby

LEA area: Lincolnshire

Unique reference number: 120573

Headteacher: Mrs S Jezard

Reporting inspector: Mr Keith Saltfleet  
OIN: 22291

Dates of inspection: 30 April - 2 May 2001

Inspection number: 192052

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

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## INFORMATION ABOUT THE SCHOOL

Type of school: Primary  
School category: Voluntary controlled  
Age range of pupils: 4 to 11  
Gender of pupils: Mixed

School address: Station Road  
Halton Holegate  
Spilsby  
Lincolnshire  
Postcode: PE23 5PB

Telephone number: 01790 752575

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Appropriate authority: Governing body

Name of chair of governors: Mr John White

Date of previous inspection: 3 - 6 February 1997

## INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
22291	Keith Saltfleet	Registered inspector	English Information and communication technology Art and design Geography History Foundation Stage Special educational needs Equal opportunities	The school's results and achievements How well is the school led and managed? What should the school do to improve further?
9777	David Heath	Lay inspector		Pupils' attitudes, values and personal development How well does the school care for its pupils? How well does the school work in partnership with parents?
21193	John Lea	Team inspector	Mathematics Science Design and technology Music Physical education Religious education	How well are pupils taught? How good are the curricular and other opportunities offered children?

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

### **INFORMATION ABOUT THE SCHOOL**

The school is situated two miles south of the small market town of Spilsby and within commuting distance of Skegness and Boston. Its catchment area includes the village itself with over a half of pupils who live outside this area and whose parents have chosen the school. This contributes to the significant turnover in its population, which in the last academic year was almost 30 per cent. When compared with the national picture, the proportion of children relatively advantaged in socio-economic terms is broadly average; unemployment levels in the area are below the average for the country.

The school is set within a strong local community and parents take a keen interest in the progress of their children; virtually every family is represented at parents' evenings. A substantial number of parents are in work related to agriculture in the area and a minority are professionals. With 65 pupils on roll, the school is much smaller than other primary schools, when compared with the average size nationally of 243 pupils.

The percentage of pupils eligible for free school meals (five per cent) is below the national average. The local education authority has no school meals service; there is evidence that a significant number of parents who may be eligible for this service do not seek their entitlement in this regard. This distorts the school's performance in the National Curriculum assessments when compared to similar schools. There is currently one child speaking English as an additional language and is at the early stage of fluency. Attainment on entry is broadly in line with the level of attainment generally expected of children rising five, representing the full ability range. The percentage of pupils identified as having special educational needs (nine per cent) is below the national average. There are no pupils with a Statement of Special Educational Need. Most pupils have had some experience of pre-school education. However, access to formal nursery education is lacking in the area. The school admits children to the reception class at the start of the academic year after their fourth birthday. There are currently five children in the school who are under five.

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

Halton Hologate C of E Primary School is an effective school with many good features. It is popular with parents and pupils alike. Pupils age 11 attain good standards in English, mathematics and science. The teaching and learning are consistently good throughout the school. The relationship between pupils and teachers creates a good atmosphere for learning. The headteacher leads the school very well and has a clear idea of how the school should develop. Because it is a small school, spending for each pupil is above average. However, taking into account the effectiveness of the school in areas of pupils' attainment, personal development, the good quality of teaching and the leadership of the headteacher, the school provides good value for money.

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

- It provides a safe environment in which pupils are well cared for.
- By the time pupils leave the school their attainment in English, mathematics, and science is good.
- Teaching and learning throughout the school are consistently good.
- Provision for pupils' spiritual, moral, social and cultural development is good overall.
- The encouragement of pupils to think for themselves and become independent learners.
- Attendance is very good.

## What could be improved

- Attainment for the more able pupils.
- Opportunities for pupils to write at length.
- The more equal sharing of curriculum responsibilities.
- The role of the subject co-ordinator.

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

## HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

Since the last inspection there have been many changes in staff, for example, a change of headteacher, teachers and governors. Nevertheless, the school has made satisfactory progress in its response to the key issues of the previous inspection report.

Policies and up-to-date schemes of work are in place for all subjects ensuring that pupils make progress as they move through the school. The curriculum for under-fives is based on the Early Learning Goals with improved opportunities and resources for pupils' physical development. The time allocated to science is now more appropriate. Medium-term planning is based on the schemes of work allowing teachers to plan more effectively and with more precision. Short-term planning is consistent through the school and includes clear learning objectives and opportunities to record assessments. Classes do not include cross key stage groupings and there is a greater level of classroom support. These factors combine to make teaching more effective. Systems are now in place to ensure that there are opportunities for the monitoring and evaluation of the curriculum with clearer identification of targets for improvement.

Parents also acknowledge the all round improvements made since the appointment of the present headteacher in September 1999. She has worked hard in responding to the challenges presented. The vast majority of parents feel that the school is still improving in terms of standards, ethos, quality and management whilst maintaining its good features. The headteacher visits classrooms to monitor the quality of teaching and learning. Planning for the future now involves the whole school and parents in deciding its priorities and evaluating its success.

Improvements to the school particularly the renovation of the schoolhouse have provided much needed extra space. Good examples are the computer room and the accommodation for staff. Children in the Foundation Stage now have a secure separate area with a good selection of large apparatus and wheeled toys. Resources in general are much better, for example, the number of computers, software and books to support the literacy hour.

## STANDARDS

The children in the Foundation Stage make satisfactory progress so that by the time they are five, most are achieving the Early Learning Goals. In both key stages, in English, mathematics and science the majority of pupils achieve the expected level for their age. There are some pupils, particularly at Key Stage 2, who achieve a level of attainment in these subjects above that expected of their age. The majority of pupils, including those with special educational needs, make satisfactory progress. These judgements show an improvement on standards at the time of the last inspection.

Throughout the school, pupils achieve expected standards in information and communication technology, art and design, geography, history, design and technology, physical education

and music. In religious education they achieve the expectations of the locally agreed syllabus.

### **PUPILS' ATTITUDES AND VALUES**

<b>Aspect</b>	<b>Comment</b>
Attitudes to the school	Pupils' attitudes to school are positive. They enjoy school and work hard in their lessons. A feature of all classrooms is the good relationships between most pupils themselves and their teachers.
Behaviour, in and out of classrooms	Good overall. Most pupils have respect for each other and for adults and are courteous and polite. However, there is a very small minority of pupils whose behaviour could be better.
Personal development and relationships	Pupils are encouraged to become involved in their learning.
Attendance	Very good.

### **TEACHING AND LEARNING**

<b>Teaching of pupils:</b>	<b>aged up to 5 years</b>	<b>aged 5-7 years</b>	<b>aged 7-11 years</b>
Lessons seen overall	Good	Good	Good

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

The quality of teaching throughout the school is consistently good and examples of this good teaching were seen in all classes. The skills of literacy and numeracy are taught well. Teachers' expectations are high at both key stages but very high at the end of Key Stage 2. There is a high priority placed on investigative work, so developing pupils' independent learning. Teachers receive good support in the classroom. In over 64 per cent of lessons, the teaching is good and in 14 per cent, very good. No unsatisfactory lessons were seen. This shows an improvement on the last inspection when there was a lower proportion of good teaching and a small element, which was unsatisfactory.

### **OTHER ASPECTS OF THE SCHOOL**

<b>Aspect</b>	<b>Comment</b>
The quality and range of the curriculum	Pupils are taught a wide range of subjects. There is strong emphasis on developing their literacy and numeracy skills.
Provision for pupils with special educational needs	Pupils are given extra help in the classroom and they make sound progress towards meeting the targets set in their individual education plans.



Provision for pupils' personal, including spiritual, moral, social and cultural development	Good overall. Their moral and social development are particularly good, encouraging pupils to develop a sense of responsibility and independence. Cultural development is satisfactory.
How well the school cares for its pupils	The school provides good care for all its pupils.

### HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher provides very good leadership for the school with a clear view of what needs to be done to maintain existing standards, and to improve further.
How well the governors fulfil their responsibilities	The governors know about the work of the school and fulfil their responsibilities well. They make their decisions on sound and reliable information.
The school's evaluation of its performance	The headteacher visits classrooms to evaluate the quality of teaching. Pupils' performances in tests are analysed and the results are used as a basis for setting new targets and how to achieve them. The school development plan is an effective document, giving a firm basis on which to measure the school's effectiveness.
The strategic use of resources	There is sufficient well-qualified staff. The school has a good range of resources. Accommodation, particularly for a small school, is good. The school takes care to ensure that it gets best value from its available finances.

Although the accommodation is generally good, there are some problems. Pupils in Years 5 and 6 have to arrange and rearrange their desks and chairs at least twice a day for assembly and at lunchtime. In a week this wasted time builds to approximately an hour. The lack of a school hall also limits the school's expectations and depth of coverage of some aspects of physical education.

## PARENTS' AND CARERS' VIEWS OF THE SCHOOL

Twenty one parents attended the meeting with the registered inspector prior to the inspection. Fifty four parents' questionnaires were returned out of 65 sent out.

<b>What pleases parents most</b>	<b>What parents would like to see improved</b>
<ul style="list-style-type: none"><li>• Their children like coming to school.</li><li>• The progress they make.</li><li>• Behaviour.</li><li>• The good standards of teaching throughout the school.</li><li>• How the school works closely with them and keeps them well informed.</li><li>• The school's high expectations of their children.</li><li>• The way the school is managed.</li><li>• How the school promotes good values and attitudes.</li></ul>	<ul style="list-style-type: none"><li>• The range of activities outside lessons.</li></ul>

Parents strongly support the school. The inspection agrees with their positive views. The school is reviewing its provision for activities outside lessons.

## **PART B: COMMENTARY**

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

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

1. The number of pupils who took the statutory tests at the end of both key stages in 2000 was too few to make valid comparisons with national and local figures. However, trends over time confirm that at age seven pupils' attainment in writing is consistently below that nationally and that pupils' performance in general is below that achieved at age 11. In past years, boys have out-performed girls in the national tests taken at age 11, but in the lessons observed during the inspection most boys and girls were working at very similar levels. The opposite was the case in tests at Key Stage 1 but inspection evidence again agrees there are no significant gender differences.
2. There is a need to exercise caution when comparing attainment against national benchmarks when small numbers of pupils are involved. Differences in ability between year groups can have a distorting effect. In this school there is also the additional factor of pupils leaving and starting the school during the academic year. The expectation that performance at the end of Key Stage 1 is an indicator of performance at Key Stage 2 is only valid as long as the cohort stays the same for the four intervening years – which it does not.
3. Baseline assessment shows that attainment on entry to the reception class for children under five is in line with that expected of this age. Most of these children are likely to achieve the Early Learning Goals by the time they are five. They are given many opportunities to develop their independence and positive attitudes to learning with a clear emphasis on developing their language and literacy skills. The children are becoming comfortable with numbers and shapes and are finding out about the world around them in and beyond their own environment.
4. Evidence from the inspection shows that in English, mathematics and science most pupils currently in Year 2 and Year 6 are in line to achieve the expected level for their age. There are some pupils, most significantly at age 11, who achieve a level of attainment above that expected of their age in these subjects. Progress for most pupils is satisfactory but it accelerates in Class 3. This overall satisfactory rate of progress is mirrored in the achievements of pupils with special educational needs and those who speak English as an additional language. These judgements show an improvement since the time of the last inspection and that this is set to continue. However, there is a small number of pupils in all classes, who could be stretched more and so attain higher standards in line with their abilities. For example, few seven year old pupils achieve Level 3 in writing.
5. By the end of Years 2 and 6, pupils' oracy skills are good. The youngest pupils willingly talk about things they have brought to school, their interests and to confidently read their stories and poems aloud. By the age of seven they can talk and listen in different situations and show an understanding of the main points of a discussion. The oldest pupils contribute to class discussions and assemblies. They are articulate and listen carefully to each other and their teachers.
6. In reading, the youngest pupils develop a working phonic knowledge and a relatively extensive sight vocabulary. Most pupils are confident in recognising the high frequency words lists appropriate to their age. By the end of Year 2, they can read

these easily in and out of context and are well launched into reading. Those pupils reading at a higher level are well on the way to becoming fluent and confident readers.

7. By the time they reach Year 6, most pupils are independent readers who read with interest, fluency and pace. They are beginning to understand that what they are reading is not always straightforward and they have to read between the lines. In their reading they are aware of different authors and have their favourites and understand the importance of plot and characters. There is a significant proportion of pupils who are accurate, fluent and well motivated readers and reach a higher level. By the age of 11, most pupils' are developing good research skills.
8. In writing most seven year olds achieve the expected level for their age, but few exceed this. They can write stories in the correct sequence with properly organised sentences. Correct spelling is generally limited to the most commonly used words. However, their writing often lacks the vitality and style to make it really interesting. Few older pupils have a legible joined style, useful to enhance their achievement at a higher level.
9. Similar standards are seen at Key Stage 2, although inspection evidence shows that a small number of pupils in Year 6 are on line to achieve a higher level. They recognise the need to write for different purposes with a particular audience in mind. By the age of 11, fluency, accuracy and flexibility are seen in most pupils' written work. Spelling of commonly used words is generally accurate; most pupils are developing a legible joined style of handwriting.
10. The school recognises that pupils' written work is the weakest element in English and that for a number of pupils in all classes it could be better. Pupils need more opportunities to write at length in order to improve the quality of their writing, although priorities and strategies differ through the school.
11. In mathematics, pupils in Year 1 confidently use coin combinations to £2 and number combinations to 20. Pupils in Year 2 have a sound knowledge of two and three-dimensional shapes including triangular prisms and can name their properties. By the age of seven the majority of pupils are developing effective mental strategies. They have quick recall of addition and subtraction facts to ten and 20, and understand concepts of simple fractions such as a quarter and a half.
12. At Key Stage 2, pupils' mental strategies continue to develop well and younger pupils are beginning to use mathematics in real life situations. Their understanding of shape, space and measurement is very sound. They are building up a good working knowledge of multiplication tables and by the time they leave the school these are well developed. Pupils carry out relatively complex calculations accurately. Higher attainers quickly identify the correct way to solve a given problem and apply themselves well when working on probability. By age 11, pupils' are fast becoming independent learners whose mathematical skills in number processes and problem solving are well established.
13. The youngest pupils are developing their scientific investigation skills through first hand experience and can recognise the main parts of flowers and plants. Older pupils identify common materials and know they have uses according to their properties. All pupils can carry out a fair test and record their findings in different ways. By age seven, pupils have a sound understanding of living things and what is required to sustain life and understand the importance of a healthy diet. Most pupils

have a good knowledge of the five senses, and are beginning to understand the functions of the larger organs of the body.

14. The youngest pupils in Key Stage 2 can identify a wide range of materials and have a good understanding of how they change under certain conditions. Older pupils devise a fair test to determine the air resistance of large and small parachutes and paper spinners and organise data to plot a line graph and interpret and draw conclusions. Many are able to discuss and record the effect of up thrust and gravity, for example, on an object submerged in water. By age 11, most pupils use and apply science practically in real life situations.
15. Both seven and 11 year olds attain standards in information and communication technology that are average and appropriate for their ages. Pupils' skills and knowledge build gradually and by Year 6 most are able to competently use their word-processing skills to combine words and pictures and produce interesting pieces of work. However, there is a need for pupils in Key Stage 2 to have more opportunities in the use of control and monitoring so those standards may rise further. Standards in religious education are in line with expectations of the locally agreed syllabus and by the end of Year 6 pupils reach the expected standards. Most 11 year olds have a secure knowledge of the Christian faith, and can make comparisons with other major religions. Throughout the school, pupils attain the appropriate standards for their age in art, design and technology, geography, history, music and physical education.

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

16. Pupils' attitudes to work, their behaviour and personal development have been sustained since the last inspection and remain a good feature of the school. A large majority of parents agree that their child likes school and that behaviour is good.
17. Pupils have good attitudes to their work. They are well motivated, enjoy learning and are keen to respond to the challenges offered. This was clearly evident during the Wednesday morning assembly, when questioned by the teacher, they showed good interest and awareness of topical events. In the playground, pupils show that they are good at taking turns and enjoy making up games with their friends. This pattern of good response continues throughout the school and has a positive effect on the standards achieved.
18. Most pupils behave well in lessons and throughout the day the school is an orderly environment. On some occasions, a small number of younger pupils in Key Stage 2, mainly boys, show less interest in their work, and call out and interrupt the smooth flow of lessons. With this exception, relationships are good and most pupils treat adults with respect. They talk to their teachers confidently and they are keen to show visitors to the school what they are doing. For example, how the tree seeds they planted as part of a science lesson have germinated and are growing well. There have been no exclusions at the school and during the inspection there were no incidents of bullying or name-calling.
19. Pupils' personal development is good. They are confident and clearly respect each other's rights, feelings and values. During lessons the older pupils show that they are growing up to be responsible citizens and by the time they leave school they have a mature attitude to learning. They show interest in their work, concentrate well and think and learn independently.

20. Pupils enjoy coming to the school; the levels of attendance are above the national average with no unauthorised absences in the year 1999/2000. Pupils arrive at the school early and lessons start on time.

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

21. The quality of teaching is consistently good throughout the school and examples of this good teaching were seen in all classes. The skills of literacy and numeracy are taught well. Teachers' expectations are high at both key stages but very high at the end of Key Stage 2. Teachers receive good support from classroom support assistants. In over 64 per cent of lessons teaching is good and in 14 per cent very good. There is no unsatisfactory teaching. This shows an improvement on the previous inspection when there was a lower proportion of good teaching and a small element, which was unsatisfactory. This is not the case now. In mathematics and science, teachers use an investigative approach to give pupils worthwhile experiences to use and apply their knowledge. In fact most teachers use this approach in other subjects to make their pupils think so that by the time they leave the school they are independent learners. The teaching of literacy and numeracy is good, but the school acknowledges that more training in both aspects would lead to further improvements. In the lessons seen there was a clear understanding of how, the strategies should be applied with planning objectives firmly focused on pupils' needs.
22. Teachers use a common format when planning their work and use assessments to help and encourage pupils to overcome their difficulties. They plan lessons, which are designed to build on pupils' knowledge and understanding, and set tasks that are matched to their individual needs. This is particularly important in a school where there is a wide age range and spread of ability in each class. This was an identified weakness at the last inspection. There are very few occasions now when pupils find the work either too difficult or too easy for them. Nevertheless, throughout the school, a small number of more able pupils are capable of more challenging work and the school might like to consider creating small express groups to address their needs. Pupils' written work is marked regularly, and teachers often give praise and suggestions on how to improve or extend a particular piece of work. Teachers introduce lessons well, recall past work and use questioning skilfully to consolidate pupils' previous learning. In the best lessons teachers outline clearly, the objectives to be achieved, so that the pupils know exactly what they are expected to do. The end of each lesson is used well to evaluate what pupils have learned. Teachers interact well with their pupils and use a variety of groupings in the classroom. The overall, management of pupils' behaviour is good. A feature of most classrooms is the productivity and pace of working. Most lessons move at a good pace to which pupils respond positively. However, when this pace is missing pupils lose concentration and interest in their learning and in some cases behaviour is not acceptable. It is important that when teachers are dealing with challenging behaviour by some pupils they follow the school's guidelines.
23. Teachers use classroom support staff well, for example, in making sure that the programmes of work set for pupils with special educational needs are fully met. Resources are good and used effectively to support teaching. Information and communication technology is used to support pupils' work in literacy and numeracy but still needs further development across the wider curriculum.
24. Teachers set homework as a matter of policy to reinforce and extend what is learned in school. This as an important aid to pupils' progress, and parents are encouraged to take an active part in the process. The homework set is useful, and consists of

reading and spelling practice, as well as longer term written projects undertaken by the older pupils.

25. Overall, pupils' acquisition of new knowledge and skills is good. Most pupils try hard and by the end of the lesson the work set by the teacher is finished. They are interested in their work and respond to the encouragement of their teachers to become involved in their learning. Older pupils in particular understand what they are doing, how well they have done and what they need to do to improve.

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

26. The school has made a good start to implementing the Early Learning Goals for children in the Foundation Stage. It provides a curriculum for all pupils, which is broad and balanced with a range of opportunities to meet their interests and aptitudes. The curriculum is supported by policies and long and medium-term plans in all subjects, which usefully provide for pupils to build on their earlier learning. This is an improvement on the last inspection when the effectiveness of plans was reduced due mainly to a lack of clear learning objectives in most subjects. All pupils have good equality of access to the curriculum. The school makes provision for pupils with special educational needs. Individual education plans are in place, linked to classroom practice and with realistic targets. The Code of Practice has been fully implemented and the school's policy is clear and informative. The school has made a conscious decision to ensure that all subjects retain their importance through a proper allocation of time. Literacy and numeracy are taught using the appropriate framework. Although schemes of work for all subjects are in place some are in need of review and the school has recognised this in its development plan.
27. The curriculum is enriched by other activities, for example, visits to museums and the active part it plays in the Spilsby Cluster. Pupils compete with their peers from other schools in sports such as football, netball and cricket and athletics. There is a popular annual visit to Snipedale and the school is currently looking to develop a programme of residential visits. The resources of the village and surrounding countryside are used to provide relevant first hand experiences, especially in history and geography. Links with the wider community include the local church and chapel, and the Milk Marketing Board.
28. The school has a programme of personal, health and social education. Health education, including the awareness of drugs is covered in the school's science curriculum. Sex education is not formally taught, except in Year 6, but incorporated mainly in science. Issues are dealt with sensitively and appropriately as they arise.
29. The school's provision for pupils' spiritual, moral, and social is good. Development of the social and moral aspects in the curriculum is particularly good. Cultural development is satisfactory. The majority of parents agree that the school promotes positive attitudes and values.
30. There are many examples of developing pupils' spiritual awareness through daily acts of collective worship and the curriculum. The school's promotion of moral education is reinforced by all staff and adults in the school. The high expectations of the teachers and the ethos of the school, provide very good guidance, for example, in fostering values such as honesty, fairness and respect. Pupils are polite, and for the most part well behaved. They are given many opportunities to discuss moral issues,

- for example, in personal, health and social education lessons, with the result that they can clearly distinguish between right and wrong.
31. Overall, relationships between pupils themselves and between pupils and adults around them are good with many opportunities for pupils to take on responsibility and use their initiative. For example, running the school bank, Kool Kats and organising fund-raising activities such as Comic Relief.
  32. Opportunities for pupils to develop their cultural awareness are taken through subjects such as art, music and geography. Pupils are taught to appreciate their own heritage and that of others, for example, through studies of their own locality and that of St Lucia. Other cultures and faiths, such as Hinduism and Judaism, are studied in religious education. Opportunities for pupils to reflect that they are living in a multi-ethnic society could be developed further.

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

33. The school has good procedures in place for the support, welfare and guidance of its pupils and all pupils are well cared for. All staff know their pupils well, meeting their individual needs and this makes an important contribution to the educational standards achieved. Class teachers and other staff provide strong informal support during the daily routines such as registration, meal and playtimes. The school's ethos of care and understanding successfully creates an environment which contributes to the personal development of pupils of all abilities, by teaching them to respect other people's feelings and to care for each other.
34. Procedures for promoting and monitoring attendance are good. The school is effective in making lessons interesting and consequently the pupils enjoy coming to school and attendance levels are above average. There is also a reward system for good attendance. The majority of pupils arrive at school in good time for the start of lessons.
35. The school has guidelines for the teachers to follow when dealing with any problems of pupils' behaviour but it may be necessary to review these regularly according to the school's needs. Procedures for assessing and monitoring pupils' attainment and progress are in place. Assessment is used effectively to guide curricular planning. Teachers know their pupils well and there is also much informal assessment of attainment and progress taking place in classrooms.
36. The school nurse makes regular visits to the school, giving pupils medical examinations. Health and safety procedures are satisfactory and pupils work in a safe environment. The headteacher is the named teacher with responsibility for child protection; the local authority guidelines are followed.

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

37. The school has established good links with parents; this is confirmed by strong support at the pre-inspection meeting and by substantial majority agreement to the statements listed in the parental survey.
38. Parents are kept well informed by regular newsletters, the annual governors' report and for new parents, the comprehensive school brochure. The annual pupil reports give details of progress in every subject and there are suggestions to help improvement. Parents are invited into school every term in order to discuss their child's progress. All parents have responded to the home/school agreement and



there are reading and homework diaries that help parents to assess their child's progress. The school keeps parents well informed about the work pupils will cover. This puts parents in a position to help their children and to make topics more interesting by lending the school artefacts, for example, gas masks as part of the study of World War II. The school arranges special events such as literacy and numeracy evenings to help parents to understand changes in the curriculum and how they will be taught.

39. The school encourages parents to be involved with the school as much as possible and parents are very supportive and help when they can with activities such as helping during swimming lessons and joining trips out of school. The parents recently established a Friends of the School organisation that has, in a short time, successfully arranged social and fund-raising events as well as taking responsibility for school uniform sales. The school recently surveyed parents to seek their views on school improvement and the ideas suggested have been included in the school development plan.

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

40. The strong, fair and open-minded leadership and management by the headteacher provide the school with clear educational direction for its future development. Since the last inspection there have been many improvements designed to raise standards and move the school forward, both in the response to the key issues and in other very obvious areas, notably resources and accommodation. It is encouraging to see the way in which parents and pupils have responded to the changes since her appointment and also the way in which the traditional caring values have been maintained.
41. The school's aims and values are clearly shown in the school's new style brochure and this commitment to continuous improvement is reflected in its every day work. It is clear through the returned parents' questionnaires that they agree the school is successful in promoting a happy and caring ethos with a commitment to high standards in a climate of teamwork, enjoyment and challenge.
42. In addition to her teaching and school management role, the headteacher co-ordinates most curriculum areas. In such a small school the sharing of responsibilities is very important, although with only three full-time teachers and a similar number of classes it must be kept in perspective. All teachers have delegated to them the co-ordination of at least one subject area. This role is currently mainly advisory and occasionally involves ordering resources and has been sufficient in the circumstances. After two years of change the school is entering a more stable period and the time is now right to allocate areas of curriculum responsibility on a whole-school basis. This will allow teachers to make a very positive contribution to the school through monitoring the quality of teaching and learning in their subjects and also to gain valuable professional development. In turn it will allow the headteacher more flexibility within her wider management role.
43. The governing body has made a significant contribution to the school by the appointment of the headteacher and continues to add to this by the way in which it supports and co-operates with her. Governors are kept well informed about the strengths, developmental needs and day-to-day workings of the school by the headteacher. They fulfil their statutory responsibilities well. An appropriate subcommittee structure and programme of meetings ensure that important decisions about the future of the school are made carefully. The governing body is now in a

position to build on this good work to help further shape the direction of the school through a deeper understanding of the school's strengths and weaknesses. In order to do this they need to put formal systems in place so that they become more 'hands on'.

44. The school is staffed by an appropriate number of teachers who are suitably qualified to teach the subjects of the National Curriculum. There is a good mix of youth and experience. Classroom support assistants make a valuable contribution to pupils' learning. The caretaker and midday staff work hard and play an important part in the smooth running of the school. The school has effective procedures in place for the induction of teachers new to the school. These have been very useful in helping a newly-qualified teacher to settle easily into school life. Staff development is firmly linked to the school improvement and development plan and is designed to enhance the school's quality of teaching and to contribute to teachers' professional development. Currently the school does not have the resources to be a provider of initial teacher training.
45. The principles of performance management are established and the school is in a good position to build upon them. School self-evaluation is playing an increasingly important role in identifying appropriate priorities for action. Procedures for monitoring pupils' attainment and progress as they move through the school are in place. Information from baseline assessments, standardised tests and statutory and non-statutory assessment tasks and tests give useful information for setting individual and group targets and tracking pupils' progress. The next step is to make sure that all teachers use this information so that targets set for pupils are reviewed on a regular basis and adjusted to ensure that they provide an appropriately high level of challenge, particularly for the most able. The headteacher carries out formal lesson observations on all teachers and classes. There are useful opportunities for feedback and to discuss professional development.
46. Educational priorities are well supported by careful financial planning. Spending is reviewed regularly by the finance committee and all governors are kept fully aware of the school's budget position. The school development plan is central to the school's work and is a useful working document. Key objectives and priorities are identified, linked to costings, to ensure that the best strategic use is made of its resources. The recommendations of the auditor's report in November 2000 have been completed and where relevant, adopted into everyday practice. After a time without a school secretary, sound internal financial procedures have been established to ensure the reliability and accuracy of spending. She frees the headteacher of routine duties, enabling her to focus on other aspects of her work. The school has successfully introduced new technology into its practices. Computers and communication systems have improved the routine work of the office, for example, giving easy access to up-to-date budget information. The information and communication technology skills, enabling teachers to take full advantage of the potential offered by computers, are improving but not yet fully developed. Grants received are used well, for example, funds made available to the school from the National Grid for Learning are used for the maximum benefit of the pupils. The principles of best value are important in this small school and are effectively applied, for example, through its tendering procedures.
47. The accommodation of the school is good, although it has some drawbacks. Internally there is a main classroom, which also acts as assembly hall and dining room. This causes problems for pupils in Years 5 and 6 who have to arrange and rearrange their desks and chairs at least twice a day. In a week, this wasted time builds to approximately an hour. There are also social repercussions as it does not

give pupils a separate environment in which to express themselves and has on occasions been a contributory factor to poor behaviour during the lunch break. Externally the school has two mobile classrooms, a hard surfaced play area and a newly acquired grassed field. There have been some good improvements to the accommodation since the last inspection. The schoolhouse and mobile classrooms have been refurbished and this has added much to the quality of the teaching and learning environment for pupils and the working conditions for staff. In the main building there is a staff room, and an office for the headteacher, and adjacent to the headteacher's classroom, a separate computer room.

48. The school now has a good range of resources in most subjects. Many are new and have been bought to support the newly organised curriculum, for example, a wide range of big books and guided reading material to support the literacy hour. Provision for information and communication technology is good with seven multimedia computers, with access to the Internet. The library, although small, has an adequate range of fiction and non-fiction material.

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

49. The governing body of the school, in conjunction with the headteacher and staff, should take the following action to further raise standards in the school by:

- (1) Providing pupils with more opportunities for extending their writing; (paragraphs 4, 8, 10, 67, 69, 70, 71 and 72)
- (2) Planning more challenging work for the more able pupils; (paragraphs 4, 22, 45, 64 and 72)
- (3) Sharing curriculum responsibilities more equally; (paragraph 42)
- (4) Developing the role of the subject co-ordinator. (paragraphs 42 and 72)

#### **Other minor issues the governors may wish to consider:**

- (1) For the governing body to build on their good work and develop a hands on approach to gain a deeper understanding of the school's strengths and weaknesses.
- (2) Plan more opportunities to allow pupils to reflect that they are living in a multi-ethnic society.

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	22
Number of discussions with staff, governors, other adults and pupils	19

### Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	14	64	22	0	0	0

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

### Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	n/a	65
Number of full-time pupils known to be eligible for free school meals	n/a	3

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	n/a	0
Number of pupils on the school's special educational needs register	n/a	6

English as an additional language	No of pupils
Number of pupils with English as an additional language	1

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	12
Pupils who left the school other than at the usual time of leaving	4

### Attendance

#### Authorised absence

	%
School data	2.7
National comparative data	5.2

#### Unauthorised absence

	%
School data	0.0
National comparative data	0.5

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

Tables of attainment are not included due to the small number of pupils taking the tests in 2000.

### ***Ethnic background of pupils***

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	1
Pakistani	0
Bangladeshi	0
Chinese	0
White	59
Any other minority ethnic group	0

*This table refers to pupils of compulsory school age only.*

### ***Exclusions in the last school year***

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

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

### ***Teachers and classes***

#### **Qualified teachers and classes: YR – Y6**

Total number of qualified teachers (FTE)	3.2
Number of pupils per qualified teacher	20
Average class size	22

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

Total number of education support staff	2
Total aggregate hours worked per week	54

### ***Financial information***

Financial year	1999/2000
	£
Total income	154,568
Total expenditure	151,538
Expenditure per pupil	2,706
Balance brought forward from previous year	38,580
Balance carried forward to next year	41,610

## Results of the survey of parents and carers

### Questionnaire return rate

Number of questionnaires sent out	65
Number of questionnaires returned	54

### Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	52	46	2	0	0
My child is making good progress in school.	54	43	4	0	0
Behaviour in the school is good.	52	44	2	0	2
My child gets the right amount of work to do at home.	33	48	13	2	4
The teaching is good.	56	35	6	0	4
I am kept well informed about how my child is getting on.	57	35	6	0	2
I would feel comfortable about approaching the school with questions or a problem.	78	19	4	0	0
The school expects my child to work hard and achieve his or her best.	69	30	2	0	0
The school works closely with parents.	57	33	9	0	0
The school is well led and managed.	72	22	0	0	6
The school is helping my child become mature and responsible.	61	30	9	0	0
The school provides an interesting range of activities outside lessons.	28	26	31	13	2

## **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**

50. Children enter the reception class at the beginning of the school year in which they become five. They settle easily into school and overall make satisfactory progress. Most are on course to achieve the Early Learning Goals by the end of the Foundation Stage. Children are moved to the National Curriculum Programmes of Study when it is judged to be appropriate.
51. There have been many good improvements in provision since the last inspection, particularly with the recent appointment of the class teacher and classroom support assistant. The classroom itself has been refurbished and is now carpeted, and has been opened up to give separate areas in which the children can work independently of pupils in Years 1 and 2. Resources have improved both in quantity and quality, for example, construction kits, large play equipment and a range of wheeled vehicles. The curriculum has been revised in line with Early Learning Goals and gives pupils more opportunities to develop their creativity and independence.

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

52. Children quickly develop positive relationships with each other and with their teacher and the classroom support assistant. All children understand the need to deal fairly with each other. They move around the classroom confidently share equipment and wait their turn patiently, for example, when using the sand tray. They are provided with many opportunities to develop self-confidence and independence. The daily classroom routines and rules are effective in developing the children's understanding of the organisation of the school, its expectations and the wider community.

#### **Communication, language and literacy**

53. The children make good progress in this area of learning. There is a clear emphasis on developing their oracy and literacy skills. Children talk confidently about the story read with the teacher in the early part of the literacy lesson. Early reading skills are taught well and children make satisfactory progress as they follow the text of a big book or a poster with the teacher. Information and communication technology is used effectively to help children recognise letters and to reinforce their sounds. Most children are building up a sound phonic base on which to develop their reading skills. They have frequent opportunities to write and all can copy write their names and most, the letters of the alphabet.

#### **Mathematical development**

54. The children are becoming comfortable with numbers and shapes. Most activities are practical giving them good opportunities to develop their understanding of mathematical concepts. A good example is the use of the play area as a fast food shop 'McHaltos' where they use money in their transactions. Children can match numbers and objects and name simple shapes and sort and classify objects by colour, shape and size. Stories and rhymes are used effectively to extend children's mathematical language. All children can count to 20 and the more able order numbers up to 20. All can confidently sort and match numbers to ten.



## **Knowledge and understanding of the World**

55. The children are finding out about the world around them in and beyond their own environment. In science they investigate the simple properties of materials and when exploring forces which car will go the furthest when it is pushed or pulled. They are developing a sense of time through comparing the differences between their own toys and those in the past. Children quickly become familiar with the keyboard of a computer. They learn about important events in the Bible and the life of Jesus, both in the classroom and during assembly. In their recent visit to St Andrew's Church they sketched the font and candles.

## **Physical development**

56. Children confidently take part in catching and throwing activities and use space well with control and co-ordination in their dance. They learn to handle a range of equipment and materials. For example, there are opportunities for constructing, cutting and printing in their art and design and technology activities. The size of the classroom means that when using big play apparatus, such as the sand and water, children have to use the playground. In the last inspection the lack of opportunities for children to develop their gross motor skills was highlighted. The school now has a good range of large equipment, which can be used safely to develop these skills in the secure area adjacent to the classroom.

## **Creative development**

57. Children have good opportunities to experiment with colour, texture and shapes in their art and design work. Most children recognise and name the primary and secondary colours. They are encouraged to listen carefully to music and join in confidently with action rhymes and songs and explore the sounds made by shakers, drums and bells. There are good opportunities for them to participate in imaginative play where they have lively conversations and take on a variety of roles.
58. The quality of teaching is consistently good. It is based on an awareness of the need for young children to develop ideas and opinions through first hand experience. Independence is encouraged and activities are planned to make pupils think and become involved in their learning. There is a secure and caring atmosphere where the contributions of all the children are valued. The good use of praise and acknowledgement of the children's good behaviour play an important part in the growth of children's self-esteem. The teacher's calm yet firm manner brings out the best in the children and when they make mistakes they are encouraged to keep trying. She is well supported by a classroom support assistant. They make an effective team with a good understanding and awareness of the needs of young children. Classroom routines are planned clearly and groups are managed effectively. There is a seamless transition from the Early Learning Goals to work at Key Stage 1 of the National Curriculum.

## **ENGLISH**

59. Overall in English, at both key stages, most pupils attain the level expected for their age. To be more specific, most pupils at age seven attain the expected Level 2 and make satisfactory progress. As they move through Key Stage 2, pupils build on their earlier solid foundations and by the time they leave the school, most pupils have attained Level 4. To complete this positive picture there are some pupils, at both key

stages, although most significantly at Year 6, who achieve a level of attainment above that expected of their age. This is higher in reading than writing, following the national trend. Progress for most pupils is satisfactory but it accelerates in Class 3. This overall satisfactory rate of progress is mirrored in the achievements of pupils with special educational needs and those who speak English as an additional language. There is no significant difference between the achievement of girls and boys.

60. This shows a distinct improvement in standards since the last inspection and reflects the priority the school has placed on implementing the literacy hour effectively. The school is a year behind most others, as it was not introduced into the school until the appointment of the headteacher in 1999. Evidence from the inspection indicates that this improvement is set to continue; targets set for the current Year 5 pupils confirm this trend.

### **Speaking and listening**

61. Pupils build on the skills they learned in the Foundation Stage and by the end of Year 2 and Year 6, their oracy skills are good. The youngest pupils listen carefully to what their classmates have to say such as when talking about the shapes they have made. They willingly talk about things they have brought to school, their interests and to confidently read their stories and poems aloud. By the age of seven, they can talk and listen in different situations and show an understanding of the main points of a discussion. The classroom support assistant works well with the lower attaining pupils in this class, encouraging them to listen carefully and to answer questions.
62. In Key Stage 2, pupils contribute to class discussions and assemblies. For example, in the literacy hour, the older pupils talk about the text 'Goodnight Mr Tom' and reasons why they find it interesting. They are articulate and listen carefully to each other and their teachers. They ask questions, think about their ideas and are confident to express their own opinions. By the time they leave the school they can talk and listen confidently in a wide range of subjects.

### **Reading**

63. From talking to pupils and listening to them read, their enjoyment and interest are evident both in reading at school and at home. Reading practice is well established, with reading diaries being maintained by many pupils, and comments added both by teachers and parents.
64. As they move through Key Stage 1, most pupils develop a working phonic knowledge and a relatively extensive sight vocabulary. However, the school does not record which sounds and blends pupils know to help them identify unknown words, useful to chart pupils' progress from the Foundation Stage and to provide good information on which to target work for those pupils having difficulties. Most pupils are confident in recognising the high frequency words lists appropriate to their age. By the end of Year 2 they can read these easily in and out of context and are well launched into reading. Those pupils reading at a higher level are well on the way to becoming fluent and confident readers. Most pupils are confident in finding words in a dictionary whilst the more able pupils know that the contents and index in a book help find information.
65. By the time they reach Year 6, most pupils are independent readers who read with interest, fluency and pace. They are beginning to understand that what they are reading is not always straightforward and they have to read between the lines. In their reading they are aware of different authors and have their favourites and understand

the importance of plot and characters. For example, a Year 6 pupil explained how she likes the imaginative style of J K Rowling where the characters are witches and wizards rather than everyday people.

66. There is a significant proportion of pupils who reach a higher level. They are accurate, fluent and well motivated readers who fully understand what they read. They appreciate the meanings of words and phrases, which are beyond the literal. They read some demanding texts, short novels, for example, a compendium of school stories by Noel Streatfield, poetry and non-fiction. The school places an important emphasis on pupils' developing good research skills. By the age of 11, they understand how to use the contents and index to find information, that a glossary can be helpful and use skimming and scanning techniques in their research.

## Writing

67. Most seven year olds achieve the level for their age, but few exceed this. They can write stories in the correct sequence with properly organised sentences. The meaning is clear and capital letters and full stops are generally used correctly and stories show a clear development. Correct spelling is generally limited to the most commonly used words. However, their writing often lacks the vitality and style to make it really interesting. Few older pupils have a legible joined style, useful to enhance their achievement at a higher level.
68. Similar standards are seen at Key Stage 2, although inspection evidence shows that a small number of pupils in Year 6 are on line to achieve a higher level. As at Key Stage 1, the literacy hour is giving pupils a good understanding of how English works; grammar, punctuation and spelling are usually accurate. They recognise the need to write for different purposes with a particular audience in mind, for example, older pupils comparing styles of journalists writing for the Yorkshire Post and the Daily Express. By the age of 11, fluency, accuracy and flexibility are seen in most pupils' written work. Spelling of commonly used words is generally accurate; most pupils are developing a legible joined style of handwriting.
69. The school has recognised through its own self-evaluation that pupils' written work is the weakest element in English and that for some pupils, at both key stages, it could be better. Inspection evidence agrees. In the work sample there were few examples of pupils' in classes lower down the school planning their work or writing at length. Pupils need more of these opportunities to improve the quality of their writing, although priorities and strategies differ through the school.
70. At Key Stage 1, pupils need time to plan and review their writing. Planning and drafting their ideas and vocabulary will greatly improve its quality and enable them to write extended texts with increasing fluency and accuracy. Pupils should discuss their planning and what they have written with others to become critical of their own work. As well as writing on paper, pupils should use information and communication technology for forming and developing their ideas. For example, preparing print outs from two different drafts of their own writing to check revisions and improvements.
71. This approach should be built on progressively as pupils move into Key Stage 2. They should use the planning, drafting and editing process to improve their writing. It should be checked for mistakes in spelling and punctuation and the content further revised to ensure accuracy. Discussions of their own and others' writing plays an important part in this process. Their writing should be presented as a neat, correct and clear final copy. As at Key Stage 1, information and communication technology can

make a positive contribution in all these elements. For example, the thesaurus, and spelling and grammar checker.

72. A start has been made, particularly with the oldest pupils. The progress made so far should be reviewed to focus precisely on pupils' needs at both key stages and to adopt a systematic approach to teaching writing skills. Marking and assessment of pupils' work by some teachers need more focus in order for them to make pupils aware of what they need to do next in order to improve. The development of these initiatives will need careful monitoring, for example, through visiting classrooms to see teachers and pupils at work. Careful tracking of pupils' progress through regular assessments of their writing will be useful in setting individual targets for improvement.
73. The quality of teaching and learning in all classes is consistently good. Lessons are well introduced ensuring that pupils know what they have to do. Work is more effectively planned now compared with the last inspection, using the framework of the literacy hour. Teachers' knowledge and understanding of the subject is generally good although there is acknowledgement that further training is needed. The good explanations from teachers in lessons, and their clear instructions, help all pupils to start work with confidence. Groups are organised well giving teachers time to work uninterrupted with a target group. Classroom support assistants make a valuable contribution in classrooms with the younger pupils. The pupils' response to English is generally good throughout the school. They work hard, concentrate well and show interest in the work.
74. The library is both classified under the Dewey system and colour coded, to enable ease of access for all pupils. Information and communication technology plays an important part in developing pupils' literacy skills, for example, in word processing and to give good phonic support to younger pupils when practising their letter sounds.

## **MATHEMATICS**

75. At both key stages, the majority of pupils attain the expected level for their age in mathematics. There are some pupils, particularly at age 11, who attain a higher level. All pupils including those with special educational needs make at least satisfactory progress, and for some, progress is good.
76. Pupils in reception can match sets of objects to given numbers and recognise and use coins up to £2. Those in Year 1 can sort and organise information and understand more fully coin combinations to £2 and number combinations to 20. They use specific language well to describe triangles, squares, rectangles and circles. By the end of Year 1, pupils confidently read and write two digit numbers. They investigate totals to 100 and spot number patterns and explain them. By the time they are ready to move into Year 2, most pupils, are relating addition and subtraction to a given task, of buying and selling. They use and apply these skills practically in role situations, for example, working in a post office and managing a seaside sweet shop. Pupils in Year 2 have a sound knowledge of two and three-dimensional shapes including triangular prisms and can name their properties, including the number of sides, edges, faces and corners. They can build up a sequence of two to six squares and discuss the properties of the new shapes. Most use repeating patterns to develop ideas of regularity and sequencing and all pupils add, subtract and multiply numbers as a matter of routine. A good example was seen when pupils used a counting stick to work out multiples of five to 100 and used their knowledge of multiplication tables, such as five and ten times, to make simple calculations. Most

pupils can sort, classify and organise information in a simple way, for example, constructing a pictogram of favourite foods. They use the computer confidently to make a bar chart of their surveys and interpret the results. By the age of seven the majority of pupils are developing effective mental strategies. They have quick recall of addition and subtraction facts to ten and 20, handle money with confidence and understand concepts of simple fractions such as a quarter and a half.

77. At Key Stage 2, pupils' mental strategies continue to develop well. For example, younger pupils can calculate money problems quickly and confidently. They are beginning to use mathematics in real life situations, for example, organising a Blue Peter bring and buy stall and selling home made cakes. Their understanding of shape, space and measurement is very sound. They investigate the mathematical relationship between objects and can accurately measure the perimeter of a variety of regular and irregular shapes. Most can discuss and evaluate what they have achieved. They are building up a good working knowledge of multiplication tables and by the time they leave the school, these are well developed. Pupils carry out relatively complex calculations accurately. A good example was seen when the oldest pupils plotted line graphs for different tables and extended a line into the third quadrant. The more able pupils considered the reflection of  $y = 3x$  and found its equation, ( $y = -3x$ ). In their investigative work, which is often science related, they compare, contrast and draw conclusions from their findings. More able pupils quickly identify relevant data to solve a given problem and apply themselves well when working on probability. They calculate the mean, mode and median when analysing averages. They confidently check the credibility of their answers, for example, when measuring time, length, and capacity. By the time they leave school, pupils' are fast becoming independent learners whose mathematical skills in number processes and problem solving are well established.
78. Pupils' enjoy mathematics. They behave well and are interested in the work set for them. They answer mental arithmetic questions confidently at the beginning of the numeracy hour and explain well the strategies they use. From an early age, pupils show good levels of concentration, both in whole-class discussion and in the many opportunities to work individually and in small groups. Pupils are co-operative and help each other in a sensible mature way.
79. The quality of teaching seen in lessons is good. Lessons are planned using the framework of the National Numeracy Strategy. Introductions to lessons are always well structured so that they keep pupils interested and remind them of previous learning. Teachers use clear learning objectives, effective questioning and imaginative individual teaching. They also give pupils good opportunities to apply their mathematical skills in practical ways. This shows an improvement since the last inspection when objectives were not always clear and short-term targets were not sufficiently identified.

## **SCIENCE**

80. Pupils throughout the school attain the levels expected nationally. A small number of pupils reach a higher level. Most pupils, including those with special educational needs make satisfactory progress.
81. The youngest pupils in Key Stage 1 are developing exploration and investigation skills through first hand experience in the garden. For example, they can recognise the main parts of flowers and plants and know that both need water and light to grow. They study mammals and mini beasts on their visits to Snipedale and make

observational drawings. Older pupils identify common materials and know they have uses according to their properties. All pupils can carry out a fair test and record their findings in pictures, tables and charts. For example, pupils carry out a test to determine the evaporation rate of ice cubes, by placing them on the classroom radiator and floor, and outside on the playground. Their understanding of the forces of push and pull is sound. They test objects to determine which has the best grip and use toy cars to measure which surfaces have the least friction. Most pupils are able to make accurate predictions of what would happen and suggest reasons for their predictions. By age seven, pupils have a sound understanding of living things and what is required to sustain life. They understand the importance of a healthy diet. They collate information to determine the most and least popular meals, in this case, burger and chips and sausage and mash respectively and discuss their merits. Most pupils have a good knowledge of the five senses, and are beginning to understand the functions of the larger organs of the body.

82. The youngest pupils in Key Stage 2 can identify a wide range of materials and have a good understanding of how they change under certain conditions. They can make good predictions of what happens to sugar, chocolate, water and clay when heated and use scientific terms, for example, evaporation and condensation to describe changes. They are beginning to understand that some changes are irreversible. Older pupils devise a fair test to determine the air resistance of large and small parachutes and paper spinners, and organise their results in a spreadsheet to plot a line graph and draw conclusions. Many are able to discuss and record the effect of upthrust and gravity, for example, on an object submerged in water. Most pupils can talk with a good degree of understanding about the rotation of the earth. By the age of 11, pupils use and apply science practically in real life situations, for example, germinating deciduous seedlings and growing saplings in a sustainable environment. They compare and contrast soils and understand that certain soils need to be adjusted to grow different crops. All pupils are developing an understanding of the main functions of the human body, for example, its main organs and the respiratory system. All have a basic understanding of electricity and are able to construct a simple circuit and discuss with understanding thermal insulators and electrical conductors.
83. Pupils enjoy science and show good levels of curiosity and interest, particularly when working on practical tasks. They get on well together when working as a whole class or in small groups and these factors contribute significantly to their social development. All are keen to learn and work with a developing degree of independence. Most pupils discuss and share ideas with others.
84. Overall the quality of teaching in science is good. Teaching is practically based and ensures that all pupils are given many imaginative experiences to learn through investigative work. They also make good links with other subjects, such as art and design and technology, which enhance the curriculum.

## **ART AND DESIGN**

85. During the inspection it was only possible to observe one lesson in Key Stage 2. Further evidence was gathered by talking to pupils and their teachers, and looking at portfolios of their completed work and displays around the school. From this it is possible to conclude that throughout the school pupils attain standards appropriate to their age and make satisfactory progress.

86. In Key Stage 1, pupils use a variety of media and use these effectively, for example, in their observational drawings of daffodils. They mix colours well to give a good visual effect, confidently use brushes in their paintings and appreciate the work of famous artists. In their three-dimensional work, pupils are taught a variety of techniques using easily managed materials.
87. At Key Stage 2, pupils continue to make satisfactory progress and further develop their skills in painting and drawing. A good example was seen in their landscape paintings when watercolours were used in a lively fashion to show how effective the tone of colour families can be, for example, when contrasting the sand of the desert with green vegetation. Pupils experiment with different media to find out their effects, such as blending colours, contrasting shades of blue to show depth and finding which hardness of pencil gives a bolder line. Pupils build effectively on their close observational skills in their charcoal drawings of shells. They continue to study the work and techniques of other artists. In their three-dimensional work pupils use string and paint to make tile patterns.
88. In the lesson seen the quality of teaching and learning was very good. The lesson was planned well with the intention of making art fun, creative and exciting whilst at the same time making pupils think hard. It often complements other subjects, for example, religious education, when pupils drew portraits as part of their answer to the question 'What did Jesus look like?'. Pupils clearly enjoy the work prepared by their teachers and work hard. Plans are very clear and provide a focus for individual lessons and ensure that pupils make progress as they move through the school.
89. All pupils confidently use information and communication technology as another medium. A good example was seen when the oldest pupils studied the work of Escher and found out more about his life and work through the Internet. Sketchbooks are used to develop pupils' ideas and as a record of their work. Art makes a useful contribution to pupils' cultural development. The co-ordinator wishes to strengthen the teaching by further developing teacher's confidence and practical skills.

## **DESIGN AND TECHNOLOGY**

90. No lessons were seen in design and technology during the week of inspection. However it is possible to judge standards in the school. Conclusions were drawn through discussions with pupils and their teachers, looking at teachers' planning and looking at samples of pupils' work. From this evidence it is clear that most pupils reach the standards appropriate to their age and make satisfactory progress.
91. The youngest pupils in Key Stage 1 develop skills in a range of activities including making models from a range of recycled materials, using construction kits and baking. For example, they design and make finger puppets and use paper plates to make big mouth hand puppets. Older pupils use a variety of materials well, for example felt, wood, salt-dough, card and disposable cartons. They can estimate, measure, mark out and cut simple shapes in a range of materials accurately. By the age of seven, most pupils use a range of techniques to successfully join materials and make judgements about the end product of their work.
92. In Key Stage 2, the youngest pupils design and construct a money container. Older pupils use Tudor recipes to cook food in connection with their work in history, and design and make musical instruments related to work in science on sound. By the age of 11, pupils can confidently investigate, evaluate and discuss individual ideas leading to a design and have a good understanding of the processes involved. For

example, pupils designed and made wish boxes and evaluated them on appearance and fitness for purpose.

93. Pupils have good attitudes towards design and technology. They talk about their designs and models with enjoyment and enthusiasm. The quality of finished products shows that pupils take a pride in their work. Resources are sufficient with a good selection of large and small commercial construction kits. There is also a good selection of tools for measuring, marking, cutting and joining.

## **GEOGRAPHY**

94. Standards in geography have been maintained since the last inspection and all pupils reach the standards appropriate their age and make satisfactory progress. At Key Stage 1, the local area is used well as an important resource to develop early geographical skills. The youngest pupils look at its main features such as the local church. They build upon this knowledge by comparing the differences in features of towns, countryside and the seaside. They know that the landscape is continually changing. By the age of seven, pupils are developing good geographical enquiry skills and vocabulary.
95. At Key Stage 2, pupils cover a range of interesting activities. Younger pupils continue to develop their knowledge of the British Isles and can identify and name physical features such as the English Channel. In their studies of the wider world they contrast their own lives with the people in an Indian village. They compare the weather and how the land is used, for example, the effect of the monsoon on farming. They develop their map skills to identify the major cities in the world and the oceans and continents. Older pupils study the island of St Lucia and evaluate why it is such a popular holiday attraction. They look closely at the landscape of the Pitons and interpret contour measurements of Petit Piton. The oldest pupils understand how the landscape is changed naturally and that water, soil and rocks are agents in this process of erosion and deposition. For example, they look at photographs to identify the action of the sea on the coastline to make arches and stacks. Pupils are given worthwhile opportunities for individual study, for example, the project on a mountain environment where pupils investigated the location, physical features, lifestyles, weather and climate of their chosen region.
96. The quality of teaching at both key stages is good. Teachers subject knowledge is good and they plan lessons with a balance of activity, work and reflection with a distinct emphasis on developing pupils' enquiry skills. Work for the oldest pupils is planned in depth. In turn pupils enjoy this freedom to develop their thinking and work hard. Most pupils are interested in geography and listen attentively to their teachers. In their individual work they concentrate and share ideas with their classmates. Visits out of school for example, to Spilsby are used to give pupils good first hand experiences to apply their skills in practical and cross-curricular situations. Links with literacy are mainly through the use of relevant texts such as the book by Mairi Hedderwick when studying an "Island Home". Pupils in the infant class explore the life of Katie Morag in her home on the fictional Isle of Struay in Scotland. The recently appointed co-ordinator has a clear understanding of the needs of the subject through a recent audit. Information and communication technology is used very effectively with the oldest pupils. There is now a need to extend this throughout the school so that its application is a regular feature of teachers' planning.

## **HISTORY**



97. Opportunities to see history taught during the inspection were limited to a single lesson at Key Stage 2. Evidence gained from a scrutiny of pupils' work, teachers' plans and talking to pupils about their work shows that attainment and progress at both key stages is appropriate to their age. Pupils in Years 1 and 2 develop an understanding of chronology and use their own lives as a starting point. For example, they compare a modern hot water bottle with its Victorian stone counterpart. They study the lives of famous people such as Florence Nightingale.
98. At Key Stage 2, timelines are used effectively to allow pupils to build up a mental 'time map' of what happened when, such the war years between 1939 and 1945. They confidently compare the similarities and differences between their own lives and those in Tudor times. Pupils know about the major events of this period, for example, the Spanish Armada and the life of Henry VIII. In their studies of Britain since the 1930s they look at the quality of housing, particularly since 1948 and compare them with their own homes. They know the key events of World War II and the impact of the first atomic bomb in bringing it to an end.
99. Based on the one lesson seen the quality of teaching and learning is satisfactory. Most pupils enjoy history and this is shown in the range of artefacts they bring from home, for example, a newspaper report about Hiroshima. There is little evidence of information and communication technology being used to support history. The co-ordinator recognises that it can make a good contribution to the quality of pupils' learning by simulating the past and bringing the subject to life.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

100. There has been a considerable improvement in the school's provision since the last inspection. Planned expenditure, including a grant from the National Grid for Learning, has allowed the school to renew its resources with good quality equipment and software. Computers are networked and linked to the Internet, with the appropriate safeguards in place. In addition, the accommodation has been improved and a good number of computers are situated separately, in a room adjacent to the Year 5 and 6 classroom. Others are still available for classroom use. Consequently, at ages seven and 11, standards are in line with those nationally and this represents satisfactory achievement for most pupils.
101. Word-processing skills are learnt successfully in Years 1 and 2. Pupils show good control of the mouse when using an art package to design wanted posters for 'Big Bad Bill'. By the end of Year 2, they are becoming confident and use the computer as part of their everyday work. When word-processing stories, pupils use shift for capitals, enter for a new line and backspace to delete words. They collect information in a simple database and with help print the results in a graph.
102. Pupils in Key Stage 2 build on their earlier work but their progress gains momentum as they reach Class 3. There are opportunities for pupils to further develop their word-processing skills. The youngest pupils use 'click and drag' to move text around the screen and highlight words to change font and style. Older pupils write their stories confidently, for example, choose the best font for the most effective presentation. By the end of Year 6 pupils use the cut, copy and paste facilities to import passages and pictures, for example, the coastal landscapes from CD-ROMs. They use the Internet confidently to look at Escher's painting, The Eye. Younger pupils use a branching database to sort the characteristics of animals. Older pupils collect climatic information in a database about St Lucia and compare it with London. Spreadsheets are used to record and print in graphic form the time it takes a spinner to drop and if the height it falls has an effect. The oldest pupils enter formulae to

calculate and compare the cost of refreshments for a party. In control, pupils rotate shapes through a right angle and control the movement of a model car.

103. Only one lesson with the older pupils at Key Stage 2 was observed and therefore a firm judgement on teaching and learning throughout the school is not possible. However, there were several opportunities to observe these pupils working independently on a range of activities. Pupils are taught to use computers carefully but also to have confidence when trying new skills. This has led to pupils being competent users of information and communication technology and from talking to them their enjoyment of working with computers is clear. There is a popular lunchtime computer club, which is very effective in many ways. The oldest pupils adopt the role of computer 'buddies' and work with Foundation Stage and Key Stage 1 pupils on an aspect of their current work, for example, linked to the work on shapes in the numeracy hour. Benefits from this approach are twofold: younger pupils are given valuable opportunities to extend their classroom work and older pupils not only benefit personally and socially but apply and refine their own skills.
104. There is good potential to further raise standards throughout the school. For this to be met there is a need to ensure coverage of the scheme of work in sufficient depth to challenge all pupils. Priorities are mainly at Key Stage 2 and include providing pupils with more experiences in control, including data logging and the use of sensors. The school has rightly chosen to develop pupils' information and communication technology skills through other subjects. This has a twofold benefit. Firstly, by bringing pupils' work in these subjects to life and so deepening their understanding and secondly, ensuring the efficient use of the time allocation, not easy in a busy curriculum. For this to be effective, the good examples seen with the older pupils have to become part of everyday practice for all teachers. The training needs of staff have been identified in line with the national initiative and are in place.

## **MUSIC**

105. Standards of attainment in music are appropriate to pupils' ages and all pupils, including those with special educational needs, make suitable progress. By the time they are seven, pupils are able to listen to music and sing, by heart, a good range of songs, confidently and tunefully. They talk fluently about sounds and understand how musical sounds are made in different ways. They appreciate the difference between loud and soft tones and how these can express character and mood. A good example of this was seen when pupils listened to Sinfonia Antarctica by Vaughan Williams. They are beginning to pick out instruments in classical pieces, for example, the piano in Chopin's Raindrop Prelude. Most pupils have a sound grasp of musical elements. They can talk about dynamics and are able to keep time and recognise rhythm. By the time they are ready to move into Key Stage 2, most pupils can compose simple percussion pieces using, for example, cymbals, bells, wood blocks, tambourines and castanets together with instruments they have made such as shakers and a didgeridoo.
106. The youngest pupils in Key Stage 2 listen to a piece of music and discuss its mood. They extend their musical vocabulary by discussing the similarities between instruments, for example, string and wind. All pupils enjoy listening to popular classical music such as Vivaldi's Four Seasons. By the age of 11, they are beginning to recognise pieces by other famous composers. Many pupils have a good knowledge of musical ideas and understand words, such as pitch and tempo. Most are beginning to understand note values and can read simple notation. Many pupils can hold and compose a rhythm, follow dynamics, perform together and practise and

perfect pieces. A good example is the appraisal of Mars in the Planet Suite followed by a composition of five beats to the bar synchronised with the original.

107. The overall quality of teaching is satisfactory. Teachers ensure that all pupils take part in music making and include the use of tuned percussion. Pupils are actively encouraged to learn to play a musical instrument, in this case the recorder, and to be self critical of their performance. Teachers provide good opportunities for pupils to sing and perform music for example, in the local chapel and the church of St Andrews. Opportunities are also provided for pupils to sing and perform during morning assembly. Throughout the school pupils have good attitudes to music. They are very enthusiastic and enjoy participating in musical activities both individually and in groups.

## **PHYSICAL EDUCATION**

108. Only one lesson was seen in physical education during the week of inspection. However, further evidence taken from a scrutiny of teachers' planning and discussions with teachers and pupils show that attainment throughout the school is in line with that expected nationally. All pupils make satisfactory progress.
109. Pupils are taught games, gymnastics, athletic activities, outdoor activities and swimming. By the time they leave the school all pupils can swim at least 25 metres. Dance takes place in the form of country dancing and music and movement. The school does not have a hall and this limits the school's expectations and depth of coverage of gymnastics.
110. The youngest pupils in Key Stage 1, travel on the floor and on apparatus using a variety of methods, for example, running, jumping, hopping, turning, balancing, swinging and climbing. By the age of seven, all pupils can find a space and perform a series of controlled movements, for example, travelling with a partner, passing a ball. All pupils are aware of each other's movements and can look and move in relation to everyone else. They work successfully with a partner and observe and comment on their performance. By the age of 11, pupils practise, improve and refine their performance through increasingly complex sequences of movements in individual activity, working in pairs and working in groups. They develop good co-operative skills in athletics and in sports such as short tennis.
111. Pupils have good attitudes to physical education. All pupils dress properly, behave well, concentrate on their work and show confidence in performances. From an early age pupils are taught to put out and tidy away items of equipment and this assists the organisation and pace of lessons. It also makes them aware of the safety rules and the need to give other members of the class due consideration.
112. The quality of teaching in the single lesson seen is good. Teachers' work hard to provide interesting opportunities for pupils, for example, games and competitive sport within the Spilsby cluster. They also make good use of the Methodist chapel for country dancing. Extra-curricular activities, for example, football, netball and cricket enhance provision.

## **RELIGIOUS EDUCATION**

113. During the week of inspection, only one lesson was observed in religious education. Judgements are therefore based on the one lesson, a scrutiny of documentation and pupils' work and discussions with pupils and staff. These show that standards of

attainment in religious education, throughout both key stages, are in line with the locally agreed syllabus and all pupils make satisfactory progress.

114. In addition to gaining knowledge from within the school's main focus on Christianity, pupils in Key Stage 1 are beginning to understand some basic aspects of customs and beliefs of other major religions. For example, they know and understand Christian and Jewish attitudes towards the Sabbath. By the age of seven, pupils understand that Jesus was not just an historical figure but a special person. They know that Jesus was a healer and storyteller and are familiar with some of His stories, for example, the Good Samaritan. They know that He performed miracles to enable the blind to see and the deaf to hear. Most are familiar with the local Methodist chapel and Saint Andrew's church and can talk with confidence about the things they have seen on their visits.
115. The youngest pupils in Key Stage 2 can talk about the Creation and compare Christian teaching with other faiths. They talk about Christian festivals of Christmas and Easter, and the Hindu Festival of Light, Diwali. They know that Hindus believe in one God who has many forms and that the symbol of Aum helps them to focus their thoughts. By the age of 11, pupils have acquired a good knowledge of Christianity and a sound understanding of the basic principles of Judaism, Hinduism and Islam. Many are able to talk about special people who gave much of their own time and energy in helping others, for example, Mother Teresa. They are familiar with terms such as font, lectern and pulpit and understand the symbolism of bread and wine at communion.
116. Pupils have good attitudes to the subject. They are quiet, well behaved and respectful when listening to stories and are usually eager to join in with discussions.
117. The quality of teaching in the lesson seen was good. The school follows the local authority's agreed syllabus, delivered as a discrete subject and also within topics. There is a good collection of books covering a range of moral issues and a variety of artefacts relating to the major faiths studied. Collective acts of worship during assembly make a good contribution to the school's teaching of religious education.