

# INSPECTION REPORT

## **NOCTON COMMUNITY PRIMARY SCHOOL**

Nocton, near Lincoln

LEA area: Lincolnshire

Unique reference number: 120383

Headteacher: Mr. N. Dowler

Reporting inspector: Mr. M. H. Cole  
3369

Dates of inspection: 29<sup>th</sup> October - 1<sup>st</sup> November 2001

Inspection number: 193157

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

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## INFORMATION ABOUT THE SCHOOL

Type of school: Infant and junior

School category: Community

Age range of pupils: 4 - 11

Gender of pupils: Mixed

School address: School Lane  
Nocton  
Lincoln

Postcode: LN4 2BJ

Telephone number: 01526 320234

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Appropriate authority: The Governing Body

Name of chair of governors: Mr. A. Kelly

Date of previous inspection: 17<sup>th</sup> March 1997

## INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
3369	Mr. M. H. Cole	Registered inspector	Equal opportunities English Geography History Music	What sort of school is it? How high are standards? The school's results and pupils' achievements How well are pupils taught? How well is the school led and managed? What should the school do to improve further?
19361	Mr. K. Ross	Lay inspector		How well does the school care for its pupils? How well does the school work in partnership with parents?
27899	Mrs. G. Beasley	Team inspector	Areas of learning for children in the Foundation Stage Science Information and communication technology Physical education	Pupils' attitudes, values and personal development How good are the curricular and other opportunities offered to pupils?
20326	Mr. P. Clark	Team inspector	Mathematics Art and design Design and technology Religious education Special educational needs.	

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

### **INFORMATION ABOUT THE SCHOOL**

This is a small rural infant and junior school serving 78 boys and girls aged four to eleven. Numbers have risen by about 10 per cent since the previous inspection. Many pupils join the school later than the normal starting age. This is seen in the fact that half of the pupils leaving the school at age eleven this year received only part of their primary education at the school. All pupils have English as their first language and none are of minority ethnic origin, although a very small number are not of British origin. The social and economic circumstances from which pupils come are varied but judged by inspectors to be broadly average overall. Few parents apply for free school meals but as there is no hot meal provision it is thought that some who are eligible do not apply. Nine pupils, at 12 per cent a small proportion by national standards, are currently identified as having special educational needs. None of these have statements of special needs though three such pupils have attended the school in recent years with some resulting impact on the school's test results. The school's own assessments and inspectors' observations show that pupils start at the school with broadly average attainment.

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

Pupils achieve satisfactory standards of work and very good standards of attitudes and behaviour. These are the results of satisfactory quality in the teaching and in the leadership and management of the school. Taking account of the funding provided, the school's small size in relation to its costs, pupils' achievement and the quality of their education the school provides satisfactory value for money.

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

- The oldest pupils are now achieving above-average standards in their numeracy skills.
- Pupils show very good attitudes and behaviour, make very good relationships and become very responsible.
- Teaching at the Foundation Stage<sup>1</sup> is good and teaching of mathematics in Years 3-6 is good.
- Good provision is made for pupils' spiritual, moral, social and cultural development, especially the social aspects.
- Pupils' learning opportunities are significantly enriched by activities outside lessons and by links with the wider community including schools abroad.
- Parents hold very positive views of the school and the partnership between school and parents is strong.

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

- Standards in information and communication technology, which are below the level expected nationally;
- The relative weakness in pupils' enquiry skills in mathematics, science, geography and history;
- The insufficiency of precise checks on the effectiveness of teaching and learning to identify specific strengths to build on and areas for improvement to be acted upon;
- The unsatisfactory quality of planning, support and assessment in relation to some pupils with low attainment and/or special educational needs.

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

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

Since the previous inspection in March 1997 the school has made satisfactory improvement. With small numbers of pupils changes in standards are difficult to discern, but there are signs of recent improvement in standards in mathematics. Teaching also shows some improvement in that more lessons are now of good quality and fewer are unsatisfactory. The school has maintained well its previous strengths in pupils' very good attitudes and behaviour, the good provision for spiritual, moral, social and cultural development and

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<sup>1</sup> *Foundation Stage*: education before pupils enter Year 1, i.e. in the Reception class  
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the very good partnership with parents who continue to think highly of the school. In relation to key issues for action identified at the last inspection there has been satisfactory improvement. Planning of the curriculum, which was previously unsatisfactory, has improved substantially and is now satisfactory. There has also been improvement in assessment of pupil progress and procedures for this are now satisfactory. The school is continuing to develop the effectiveness of its use of assessment information but this remains an area for still further improvement.

## STANDARDS

The table shows the standards achieved by pupils at the end of Year 6 based on average point scores in National Curriculum tests.

Performance in:	compared with			
	all schools			similar schools <sup>1</sup>
	1999	2000	2001	2001
English	#	D	D	E
mathematics	#	E	C	C
science	#	D	E	E*

Key	
well above average	A
above average	B
average	C
below average	D
well below average	E
in the lowest 5% nationally	E*

# *too few pupils to be significant* <sup>1</sup> Similar schools are defined by the proportion of pupils eligible for free school meals; this measure has been found to be significantly related to the levels of attainment normally found in schools nationally.

Care is necessary in interpreting these results. The number of pupils taking the tests each year is small, and in some years too small to be significant. Small numbers make results for a single year of limited value and mean considerable fluctuations from year to year. The 2001 results were below what the school expected and two pupils fell short of the school's targets for them; one of these was reportedly unwell at the time of the tests. The profile of ability amongst pupils in this year group was lower than normal. A more reliable general picture of standards emerges when the results of the last four years' tests are put together - a total of 42 pupils' results. This shows that the proportion of pupils reaching at least the level of attainment (level four of the National Curriculum) expected at their age was close to the national proportion in all three subjects. The standards of the work in these three subjects seen during the inspection was broadly in line with this overall picture from the last four years' test results. Present Year 6 pupils are likely to end the year with above-average attainment in mathematics and overall average attainment in English and science. In mathematics, basic numeracy skills are especially good. Within English, pupils' writing, speaking and listening are of average standard but reading of a good standard is a relative strength. In science pupils have good factual knowledge but their skills of scientific enquiry are weak.

Work seen during the inspection was also in line with the attainment expected nationally in art and design, design and technology, geography, history, music, and physical education. Attainment in religious education is in line with the expectations of the locally agreed syllabus. In information and communication technology attainment is below the expected level. This reflects the fact that the school has only recently acquired nationally funded new equipment, and begun related staff training as part of its current school development plan.

Year 2 pupils' results in the 2001 National Curriculum tests for seven-year-olds were well above average in reading and above average in writing and mathematics. The school acknowledges that the overall profile of ability in this year-group was higher than usual. The general picture from recent previous years is of average results being achieved. This is consistent with inspectors' judgements of the work of present Year 2 pupils which shows average attainment in reading, writing and mathematics. In science and other subjects of the curriculum, the work of Year 2



pupils seen during the inspection was broadly in line with the level of attainment expected, except in information and communication technology where it was below.

Children make good progress at the Foundation Stage. All are likely, by the end of the reception year, to attain the nationally defined “early learning goals” in all areas of learning, and some will do better. Pupils’ achievement in Years 1-6 is satisfactory. This is evident from their sound response to appropriate teaching and from the fact that they almost all reach the standards to be expected in view of their earlier attainments. Most pupils with special educational needs make satisfactory progress but in the Year 5-6 class their progress is unsatisfactory.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils are enthusiastic about school and show interest in their work.
Behaviour, in and out of classrooms	Very good, both in lessons and around the school. Pupils show self-discipline.
Personal development and relationships	Pupils make very good relationships and are very responsible. They show good levels of independence and initiative.
Attendance	Satisfactory

## TEACHING AND LEARNING

Teaching of pupils in:	Reception	Years 1 – 2	Years 3 – 6
Quality of teaching	Good	Satisfactory	Satisfactory

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

A good feature of most lessons is teachers' effective management of pupils' attitudes and behaviour which results in pupils taking interest in and paying attention to their work. Teaching in reception is consistently good and sometimes very good. Teaching of English is satisfactory and teaching of basic skills of reading, spelling, punctuation and handwriting is good and soundly supported by work across the curriculum. Mathematics and basic numeracy skills are taught satisfactorily in Years 1-2 and well in Years 3-6. Teaching of information and communication technology is unsatisfactory and teaching across the curriculum makes too little use of the new technology. This reflects the lack of past development of staff expertise which is now being remedied through training. Teaching provides for the range of pupils' abilities and needs satisfactorily in most cases but the needs of a small number of low-attaining pupils in Years 5-6 are not satisfactorily met, restricting their progress.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Satisfactory overall. Very good opportunities arise from activities outside lessons and from community links. Insufficient attention to enquiry skills, and to use of new technology across the curriculum, are weaknesses.
Provision for pupils with special educational needs	Unsatisfactory. Pupils' individual education plans, and the assessment of their progress within them, are not precise enough. Planning of staff support for pupils does not provide for the needs of some pupils.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good overall, and very good in the case of social development. The school provides pupils with clear models and encouragement in their personal development.
How well the school cares for its pupils	Most procedures are satisfactory and the school knows its pupils well. Pupils benefit from a climate of caring and supportive

	relationships.
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The school participates in the European Union's Comenius Project. The resulting links with schools in Germany and Italy, and the opportunities for pupils to learn some basic French and German, valuably extend pupils' learning and give a European dimension to their cultural awareness.

Care for pupils is much enhanced by the close partnership between school and parents.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Satisfactory. The headteacher gives good leadership to achievement of school aims for pupils' personal and social development, and for parent and community links. Oversight of provision for special educational needs and subject co-ordinators' management of improvement in most subjects are weaknesses.
How well the governors fulfil their responsibilities	Satisfactorily. Almost all governors are new to the role but they have undertaken training and are developing their knowledge of and participation in the management of the school.
The school's evaluation of its performance	Processes for checking the school's performance, especially in teaching and learning, are not rigorous enough. Consequently the school does not have a clear enough picture of how it could improve.
The strategic use of resources	Resources are efficiently used. Planning and management of school finances are satisfactory and take account of principles of achieving "best value".

The school has sufficient staff and learning resources. Accommodation is planned to increase shortly with a new classroom, providing adequate space. However, the lack of a school hall hinders physical education.

## PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<p>That their children</p> <ul style="list-style-type: none"> <li>• like school</li> <li>• make good progress</li> <li>• behave well at school</li> <li>• become more mature and responsible</li> </ul> <p>That the school</p> <ul style="list-style-type: none"> <li>• is well led and managed</li> <li>• provides good teaching</li> <li>• expects pupils to work hard</li> <li>• keeps parents well informed about children's progress</li> <li>• is approachable with questions or problems</li> <li>• provides good activities outside lessons</li> </ul>	<p>A small minority of parents</p> <ul style="list-style-type: none"> <li>• would like a different amount of homework</li> </ul>

Inspectors support most of parents' positive views. However, they judge the teaching provided and the pupils' progress make to be satisfactory rather than good. Inspectors judge the homework arrangements to be good and note that the level of parental satisfaction on this matter is higher than in the great majority of schools.

## **PART B: COMMENTARY**

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

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

##### *Attainment of pupils at age eleven as they leave the school*

1. In the summer of 2001 pupils aged eleven in Year 6<sup>2</sup> took standard National Curriculum tests in English, mathematics and science. Compared with the national picture, their results were average in mathematics, below average in English and well below average in science. However, the results of a single year are of limited value as a guide to standards in the school. The number of pupils taking the tests is small (and in some years too small to be significant). Because numbers are small results are also likely to fluctuate considerably from year to year and trends in results cannot be reliably determined. A more reliable general picture of standards emerges when the results of the last four years' tests are put together - a total of 42 pupils' results. This shows that the proportion of pupils reaching at least the level of attainment (level four of the National Curriculum) expected at their age was close to the national proportion in all three subjects. The proportion of pupils achieving the higher level five was close to the national average in English, above it in mathematics but below it in science.
2. The standards of the work in these three subjects seen during the inspection was broadly in line with the picture from the last four years' test results. Present Year 6 pupils are likely to end the year with overall average attainment in English and science, and above-average attainment in mathematics. In mathematics a relative strength is pupils' basic knowledge and skills with numbers, while in English pupils' good reading standards are a feature. Writing, speaking and listening are of average standard. The school's effective implementation of the national literacy and numeracy strategies is benefiting pupils' achievement, especially in mathematics. However, skills of investigation and problem-solving are a relative weakness in mathematics, as they are also in science. Factual knowledge in science is good, though.
3. Work seen during the inspection was also in line with the attainment expected nationally in art and design, design and technology, geography, history, music, and physical education. In geography and history, however, knowledge is again good but pupils' enquiry skills are a relative weakness. Attainment in religious education is in line with the expectations of the locally agreed syllabus. In information and communication technology attainment is below the expected level. This reflects the fact that the school has only recently received its allocation of national funds for new equipment, and begun related staff training, where most other schools have already had these benefits.

##### *Attainment of pupils at age seven*

4. When seven-year-olds towards the end of Year 2 took the 2001 standard National Curriculum tests their results were well above average in reading and above average in

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<sup>2</sup> Terms used in this report:

**Foundation Stage:** education before pupils enter Year 1, ie in the reception class

**Years 1 and 2:** pupils at 'Key Stage One' of the National Curriculum, formerly referred to as 'infants'; the school has one class for these pupils

**Years 3 - 6:** pupils at 'Key Stage Two' of the National Curriculum, formerly referred to as 'juniors'; there is one class for Years 3 and 4 and one for Years 5 and 6.

writing and mathematics. The school acknowledges that the overall profile of ability in this year-group was higher than usual. Again, the numbers taking tests each year is small and trends are unclear. However, the general picture from recent previous years is of average results being achieved. This is consistent with inspectors' judgements of the work of present Year 2 pupils at or approaching age seven. Work seen during the inspection suggests pupils will end the year with average attainment in reading, writing and mathematics.

5. In science, teachers' own formal assessments of pupils completing Year 2 in the summer of 2001 showed pupils' overall attainment to be below the national standard. Inspection findings, however, are that the school's assessments are over-cautious and work seen points to average standards. As with the older pupils, though, enquiry skills in science are relatively weak.
6. In the other subjects of the curriculum, the work of Year 2 pupils seen during the inspection was broadly in line with the level of attainment expected, except in information and communication technology where it was below.

### ***Attainment of pupils in the reception class (the 'Foundation Stage')***

7. On entry to the reception class most pupils show broadly average attainment. By the end of the reception year all children attain the nationally defined "early learning goals" in all areas of learning. Some children exceed these goals and are already achieving beginning levels within the National Curriculum in their communication, language and literacy and early numeracy skills.

### ***Achievement throughout the school***

8. When pupils' test results are compared with those in similar schools, as defined by the proportion of pupils eligible for free school meals, the school's 2001 results for eleven-year-olds were well below average in English, average in mathematics and very low in science. This reflected the fact that the profile of ability was lower than normal in that particular year-group. Results for seven-year-olds, compared with those in similar schools, were very high in reading and above average in writing and mathematics.
9. A better guide to the oldest pupils' achievement in this school is to compare pupils' attainment at the beginning of each stage of their education with their attainment at its end. Using this yardstick, pupils achieve well in the Foundation Stage, and satisfactorily in Years 1-6. Pupils' test results in English and mathematics at the end of Year 6 compare well with those gained four years earlier, at the end of Year 2. The great majority of pupils achieves the expected result at age eleven, with a small number doing better than expected.
10. These observations are consistent with inspectors' observations of the quality of the teaching and learning in the different parts of the school. In the Foundation Stage the good teaching sets high expectations, provides challenging work, and manages children very well so that they try hard and concentrate well on their activities. In Years 1-6 satisfactory teaching sets challenges that are appropriate but not always as high as they might be. Pupils here progress steadily.
11. Taking several years' test results and inspectors' observations into account, there are no clear and consistent differences in achievement between boys and girls, or between pupils from different social backgrounds. Most of the time pupils of differing abilities make similar progress in relation to their previous attainment. However, some pupils in Years 5 and 6 attaining at lower levels make relatively less progress than others because they are not sufficiently supported by the teaching.

### ***Progress of pupils with special educational needs***

12. Most of this small number of pupils make satisfactory progress towards their individual targets. Pupils with special educational needs receive sound support in the Year 1-2 and

Year 3-4 classes and most make satisfactory progress in developing their literacy and numeracy skills. However support is less well targeted in the Year 5-6 class on developing the specific literacy needs which are the main focus of their individual education plans. Consequently these pupils' progress is unsatisfactory.

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

13. Pupils have very good attitudes and enjoy coming to school. As a result of this attendance is currently average as pupils take time off only when necessary. Pupils are motivated and interested in lessons and concentrate well. All pupils are very aware of classroom rules and the clear expectations of behaviour. Pupils usually raise their hand when they want to make a contribution to discussions or to answer questions. Attendance at after-school clubs is very high and reflects pupils' commitment to support the school especially when taking part in local competitions. Pupils are proud of their achievements and justly so.
14. Behaviour in lessons and around the school is very good. Older pupils are polite and make visitors feel welcome to the school. Pupils move sensibly around the school and the youngest children in the reception class go to assembly with a minimum of supervision, feeling proud to be trusted to take responsibility for their own behaviour. All pupils play well together at playtimes whether they are playing football in their chosen teams or acting out imaginary games with their friends. Playtimes are free from incidents and the pupils know exactly what to do if they have a problem. Lunchtime play is a particularly sociable occasion when older pupils care for their younger friends during playtime activities. Parents are rightly very positive about these aspects of school life.
15. Pupils are developing good levels of independence and use their initiative with confidence knowing that all members of staff in the school will accept and encourage this. All pupils accept willingly any responsibility they are given and carry out tasks conscientiously. Older pupils help younger pupils at lunchtimes, opening drinks containers or helping with yoghurt pot lids and younger pupils enjoy reading to Year 6 pupils every day and this enjoyment is reciprocated. Preparations for assemblies are quickly and efficiently carried out and pupils in the Year 5 and 6 class are well organised and proficient in getting their classroom ready for work afterwards. Monitors are identified in all classes and the youngest children in the reception class are already able to care for their own needs, getting their own pencils, paper and glue sticks ready for work. Although some insensitive responses were noted during the inspection when pupils giggle and laugh at other's contributions, these were few in number. Relationships with adults and with each other are very good and pupils are confident to approach any adult on the very few occasions when they need help and support.
16. Special educational needs pupils enjoy coming to school. They have similar attitudes and behaviour to their peers. Most listen well and try to answer questions that have been set to meet their individual needs. Pupils' confidence is good when their contributions to lessons are sought and valued, and when teachers and peers celebrate their successes.

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

17. The quality of the teaching provided by the school is satisfactory. This was also the judgement at the previous inspection. Inspectors were able to observe 31 lessons or part



lessons<sup>3</sup>. All but one of these were of at least satisfactory standard. Good quality teaching was seen in a little under half of the lessons. Four very good lessons were observed. The overall profile of the quality of lessons is better than at the previous inspection: there are fewer unsatisfactory lessons and more good ones. The school is keeping pace with rising national expectations of the quality of teaching.

18. The quality of the **teaching at the Foundation Stage** is good. Almost all lessons seen here were good, and a third were very good. The teacher knows the children very well and this linked to very good assessment of their progress ensures that activities are well matched to the learning needs of individual children. Higher attaining children are challenged through suitable activities and they are already able to work independently on self-directed tasks. The teacher relates very well to the children and this has ensured that they feel secure in the classroom. The small space is organised very well and used to very good effect to allow the children to choose their own task from a range on offer. The pace of lessons is very good.
19. **Teaching for pupils in Years 1 - 6** was mostly satisfactory and sometimes good. There is a good deal of consistency between the various aspects of teaching but some features stand out. The management of pupils is a strength in the Year 1-2 and Year 3-4 classes. Here teachers set high expectations of pupils' behaviour in a clear, calm way and use encouragement and rewards sensitively. As a result pupils show positive attitudes and behave consistently well with little intervention by the teacher needed so that lessons proceed in a calm, relaxed but purposeful way. In the Year 5-6 class pupils also behave well for the great majority of the time but teaching occasionally does not provide sufficiently appropriate tasks or incentives so that some pupils' concentration lapses for a while and somewhat abrasive intervention by the teacher leads to some tension.
20. Teaching of mathematics lessons in the Year 3-4 and Year 5-6 classes is also a strength; it is challenging and stimulating. The teaching of mathematics in the Year 1-2 class, and the teaching of English in all of these classes, are satisfactory. Teaching of the basic skills of reading, spelling, punctuation and handwriting is good: it is thorough and systematic. A good feature is that the work teachers plan in Years 3-6 in science, geography, history and religious education provides some effective opportunities for pupils to practise and consolidate their writing skills. However, few opportunities are provided beyond mathematics lessons for pupils to practise their numeracy skills. An overall relative weakness in the teaching of mathematics, science, geography and history is the insufficient attention paid to teaching enquiry skills.
21. Planning of lessons is almost always satisfactory, and sometimes good. It has improved since the previous inspection in relating more precisely to the requirements of the National Curriculum. A further improvement is that some previous weaknesses in teachers' subject knowledge are no longer apparent. However, there is a new weakness in teachers' knowledge of information and communication technology which has been overtaken by higher national expectations for the subject. Training to address this has only recently begun. Consequently, opportunities to support teaching across the curriculum by exploiting the new technology are rarely taken. Teaching of basic German in Year 3-4 and French in Year 5-6 benefits from the good skills of the teachers concerned.
22. In the best lessons the tasks planned for pupils ensured that all of them were challenged by work well matched to their previous attainment. Teachers generally keep a sound check

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<sup>3</sup> During the inspection the teacher who normally teaches the Year 3-4 class for half of the week was absent through illness and this teaching was undertaken by a temporary teacher.

on their pupils' progress so that they know their individual strengths and weaknesses. In other lessons the work was generally appropriate but not as challenging as it might have been for a few pupils, or, in a few lessons, for a good many of them. Teachers use a satisfactory range of teaching methods which are appropriate to their objectives for learning.

23. Overall the quality of teaching for the small number of pupils with special educational needs is satisfactory. In the best lessons seen all pupils were given tasks that were specific to their needs. For example, in a literacy lesson in the Year 3-4 class, a pupil with significant special needs was given good support to enable him to join in the lesson and make good progress. Both class teacher, classroom assistant and even some pupils encouraged this pupils' full participation in whole-class discussion. The classroom assistant then gave him full and sensitive individual support as the class tackled individual reading and writing tasks. In most lessons planning showed a sound awareness of pupils' special needs. Additional teaching and learning support staff play an important part in ensuring these pupils benefit from a range of appropriate activities in mathematics and most make sound progress in their learning. However, in some other lessons observed during the inspection, such as the initial session in a religious education lesson, pupils with special educational needs completed the same work as other pupils rather than attempting an easier task on the same theme to promote better understanding and learning. In a significant number of lessons in the Year 5-6 class the planned teaching showed insufficient awareness of the range of strategies that might be adopted to help these pupils with their specific learning difficulties. Work in several lessons observed was planned without sufficient reference to individual targets in individual education plans.
24. Most lessons proceed at a sound pace. Several otherwise good lessons seen started with a lively pace while the teacher lead discussion with the whole class. Many pupils showed enthusiasm to join in such discussion. However, when the teacher set the pupils to their own written work the pace slackened. On these occasions teachers' expectations of how much pupils could achieve were not high enough and/or were not made clear enough to pupils. Consequently pupils progressed steadily but without urgency or enthusiasm.
25. There are a number of examples of good practice which are found in some but not all lessons and classes. Sometimes teachers begin lessons by explaining to pupils what they are intended to learn so that they are encouraged to show responsibility toward their own learning. In the best examples this is followed up clearly when the teacher reviews with pupils at the end of the lesson how successfully objectives were met, but this does not always happen. A useful start has been made in the Year 5-6 class on giving pupils specific individual targets, such as "remembering to use capital letters", for their work over a period of time. The school plans to extend this practice to other classes. In a few instances targets are effectively followed up by the teachers' comments when work is marked. Although there is a published policy on the marking of pupils' work, marking is generally uneven in quality. At its best it gives pupils clear pointers on how to improve and gives pupils encouraging and rewarding feedback. But this is not the common practice. The teaching in the school shows a number of inconsistencies of this sort because procedures for checking the effectiveness of teaching and learning are not rigorous enough to identify effective practice that can be adopted more widely, or areas where improvement is desirable.
26. Teachers make good use of homework as an opportunity for pupils to extend their learning. There is a clear and systematic approach to setting regular homework which is well understood and valued by parents, the great majority of whom are content with arrangements. There are structured tasks to encourage pupils to practise and develop their basic skills in literacy and numeracy and also occasional tasks which encourage them

to develop independence through researching information in connection with topics they are studying in lessons.

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

27. The curriculum is broad and balanced and meets statutory requirements. While satisfactory overall, a strength is the very good links across a number of subjects which help pupils see the relevance of their work. The chosen themes provide interest and encourage pupils' very good attitudes to learning. A further good feature is the range of opportunities across the curriculum for pupils to practise their writing skills. However, a weakness is that few opportunities are taken across the range of subjects for pupils to use and consolidate their skills in numeracy or in information and communication technology.
28. The quality of the curriculum for children in the reception class is good. Activities are suitably planned in practical play activities and this sustains their interest and encourages the children to concentrate for longer periods of the time than usual for children of this age. Planning is very thorough and detailed and covers all areas of learning. This ensures a broad and well-balanced curriculum. Good links are established between the areas of learning so that children's learning is consistent and continuous.
29. The previous inspection noted a weakness in the organisation of the curriculum and the many subjects that did not have a suitable scheme of work. This weakness has now been remedied and there is a scheme of work for all subjects. Some of these are still new and their impact has not yet been reflected fully in higher standards in some subjects. The content of the curriculum is often focused too much on pupils acquiring factual knowledge. While this helps pupils develop subject-specific understanding, skills are not always developed sufficiently, except in English and physical education where pupils' skill levels are satisfactory. In mathematics, science, geography and history, in particular, pupils are given too few opportunities to ask their own questions, make predictions, find out information for themselves, analyse and evaluate information or draw conclusions.
30. There is a good programme of personal, social and health education through which children learn how to take care of themselves. The governing body has agreed not to teach formal sex education but a new policy has been adopted and new procedures are planned to be introduced in January. Pupils learn about drugs and their effects during science lessons and teachers handle this issue sensitively. The pupils' good understanding of the effects of exercise on their bodies is suitably reinforced in physical education lessons. The first two weeks in September are designated for Healthy Living projects and all pupils have good opportunities to consider their eating habits as well as learning how to care for teeth, bones and their health generally.
31. The school is socially inclusive ensuring pupils with special educational needs are successfully integrated into groups within the classroom and are appropriately included in any additional activities provided by the school. Work for pupils with special educational needs is defined in individual education plans, written by class teachers. These lack clearly defined targets and are imprecise about teaching strategies to be employed. In the Year 5-6 class the plans do not build on the guidance provided by the local authority's visiting "learning support" personnel. As a consequence pupils in this class with special educational needs in relation to literacy do not receive the support they need and have less opportunity than other pupils to make appropriate progress.

32. Learning opportunities for pupils are much enriched by the very good links with partner institutions and the wider community. The school's links were reported as a significant strength in the previous report and remain so. The school's links with schools abroad, one in Germany and one in Italy, are very good and provide meaningful opportunities for the pupils to learn about the cultures of other European countries. The three-year Comenius Project<sup>4</sup> enables pupils to talk to other children of the same age about their hobbies and interests. Some pupils attend extra curricular clubs to learn Italian and German. German and French are taught in school time and many pupils are able to hold simple conversations in these languages as a result. Sporting links with other schools are strong and the cluster group of local primary schools discusses issues and new initiatives affecting the school. The school's choir is active within the community and the school raises considerable sums for charitable organisations. These and other links make a very good contribution to pupils' learning.
33. The quality and range of activities outside lessons are very good and for a school of this size are excellent. The clubs are very well attended and pupils gain significant personal and social skills from their experiences. The participation in the local sporting competitions is particularly strong and the school is right to be proud of its successes. The cross-country teams have been particularly successful in winning the local schools' competitions for the last five years. The schools other sporting teams are equally successful and the choir is known for the quality of its singing. Pupils enjoy all clubs and their various interests are well catered for by the wide range on offer.
34. There is good provision for the spiritual, moral and cultural development of pupils. Within this pupils' social development is very good. It is firmly rooted in the school's aims and values that permeate its daily life.
35. The provision for pupils' spiritual development is good. Religious education makes a sound contribution to pupils' spiritual development to learn about world religions. Assemblies play an effective part in promoting spiritual development. Pupils assemble to a background of peaceful music and share the celebration of being part of the school community. Opportunities are provided for pupils to pray linked to assembly themes and how they relate to their own lives, and prayers said at the end of the school day provide periods of calm. Nevertheless opportunities for reflection and moments of spirituality within other subjects are not always exploited. Clergy from the local church visit school termly, making a positive contribution by leading assemblies, and pupils visit the local parish church which is in close proximity to the school. Pupils' self-esteem is promoted well and they are encouraged to reflect on the care given to all living things through work in geography on the effects of environmental change on habitats.
36. The school makes good provision for pupils' moral development and the results are evident in pupils' attitudes and understanding of appropriate behaviour and their good levels of self-discipline. Parents appreciate the school's consistent approach of clear values and good attitudes. Most staff set good examples by stressing the difference between right and wrong and the impact of individual's behaviour on others in their high expectations of pupil behaviour and in their care and concern for pupils. Pupils work together with teachers to write their own class targets for behaviour and these are prominently displayed in classrooms. In their personal and social education lessons they are presented with issues that involve choices and that help them to understand some of the difficulties experienced in making them. "Circle time" allows each pupil to take turn in

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<sup>4</sup> The Comenius Project is a European Union scheme which funds schools to establish links with other European schools in order to increase cultural awareness.

airing personal views and concerns in a setting of mutual respect. Pupils are proud to have their work and behaviour recognised in the weekly achievement assembly. A sense of fair play is fostered effectively in the playground and during games lessons.

37. There is very good provision for the development of pupils' social skills. In the Foundation Stage the teacher positively incorporates social development into all activities for children under five. Their positive attitudes to learning are directly attributable to the good quality of teaching they receive. In most lessons throughout the school teachers expect pupils to work amicably in small groups and pairs to support each other's learning. They provide older pupils with well-planned opportunities to assist with a wide range of tasks that contribute to the smooth running of the school, including caring for younger pupils at lunchtimes. They carry out these tasks conscientiously, taking pride in their contribution. Pupils have good opportunities in their work to undertake some independent studies. Extra-curricular activities and visits to places of educational interest, for example Lincoln cathedral, provide very good opportunities for pupils to develop positive social attitudes and get on well together in a variety of situations. Sporting activities help promote social awareness and develop a competitive spirit.
38. The school's approach to cultural development is good. Pupils have very good opportunities through the teaching of German and French and the school's links with European schools to learn about different cultures and traditions. Additional opportunities are soundly provided in art, history, geography and religious education to learn about civilisation from past and present times. The art curriculum introduces pupils to work by a range of European artists from a variety of periods. The school makes good use of educational visits and visitors to enrich pupils' awareness of their own culture. The religious education programme gives pupils some knowledge and understanding of other cultures through their study of different faiths. In other subjects there are missed opportunities to help pupils appreciate the cultural diversity of the world in which they are growing up, or to respect those whose culture differs from their own. Displays, resources, and references to art and literature rarely help pupils to come into contact with cultural and artistic influences other than those of Western Europe.

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

39. The school is open, friendly and welcoming. This, together with the school's caring ethos, promotes an environment where pupils feel secure. As at the previous inspection, the school continues to provide positive pastoral support and guidance. Teachers know pupils well and monitor their personal and social development effectively. Monitoring of pupils' academic progress is satisfactory overall.
40. Formal arrangements for child protection are generally satisfactory. There is a detailed policy and information leaflet that provides good guidance for staff and there is a suitable level of awareness. However, the headteacher who is the designated responsible person has not yet received appropriate training. The headteacher is aware of this concern and is awaiting confirmation of a date when training can be given.
41. Regular safety checks of equipment are completed and fire drills are held each term and correctly recorded. However, risk assessment, which is a statutory responsibility of the governing body, is only partially carried out. The current documentation does not show a full and accurate awareness of all potential risks to pupils' safety. Evacuation procedures in the event of an emergency are displayed prominently around the school. This was a minor issue at the previous inspection which the school has put right.

42. A designated member of staff carries out regular reviews of the condition of the premises and any issues arising are dealt with promptly and effectively. The governors' building committee carries out an annual check of the premises and any concerns are dealt with immediately. Procedures for helping children to settle in school are effective and ensure that children settle quickly and enjoy coming to school. An appropriate programme is in place to ease pupils' transfer to the secondary phase of their education.
43. First aid procedures are well implemented and the majority of staff have attended emergency first aid training in school. There are appropriate procedures in place for recording accidents and informing parents where necessary. A good safety initiative, in collaboration with parents, has been the establishment of the "Walking Bus" scheme which provides for groups of pupils to walk to school under parental supervision.
44. The school has good arrangements for overseeing and promoting regular attendance. Class teachers take initial responsibility for checking absences and monitoring punctuality. The school administrator checks registers for attendance patterns and completes a monthly return. Full annual attendance is appropriately rewarded but there are no rewards that are realistically attainable by the majority of pupils.
45. Procedures for monitoring and promoting good behaviour and eliminating oppressive behaviour are very good. The school's behaviour and discipline policy is clear, detailed and effective. There is a series of reward systems and badges which can be awarded by all staff. Older pupils have contributed to the formulation of a set of behaviour rules which are displayed in classrooms. The very good behaviour seen during the inspection reflects the effectiveness of the school's approach to behaviour management.
46. The previous inspection identified weaknesses in assessment procedures. There has been sufficient improvement to make present assessment procedures satisfactory overall. Assessments in English, mathematics and science are suitably focused on the National Curriculum learning outcomes. Assessments at the end of each unit of work in science do not yet focus closely enough on pupils' scientific enquiry skills and this is something that the school plans to develop when assessment procedures are evaluated by all teachers early next term. Teachers make regular assessments of pupils' attainment and the information is collated so that pupils' attainment and progress can be monitored closely. Assessment procedures in the Foundation Stage are good. Careful assessments are made when the children start school and used effectively by teachers to ensure that a suitable curriculum is planned.
47. Assessment of the progress of pupils with special educational needs is unsatisfactory. The individual education plans, written by class teachers, lack clearly defined targets against which measurable success can be identified and supported. The school at present lacks a coherent well planned system for collecting, storing and adding information gathered from many sources. Involvement of pupils in reviewing their own progress is at present unsatisfactory. Most teachers keep records of what has been taught, but these do not sufficiently indicate what special educational needs pupils have learnt or where there might have been weaknesses. As a result, the work set does not always meet the needs of pupils with special educational needs.
48. Although assessment data provides suitable information for teachers to monitor how much progress individual pupils make in English, mathematics and science the information is not used well enough to guide curriculum planning, to set challenging targets and to match work to pupils' abilities closely enough. Results of assessment information are not

analysed rigorously enough to set priorities for school improvement or note any potential differences in achievement of different groups of pupils. However, the school is continuing to develop the procedures and is aware that more careful analysis and use of the information is needed to better inform management of the teaching and curriculum.

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

49. An outstanding feature of the school is the strength of the partnership the school has developed with parents. They hold the school in very high regard. This was confirmed by the high response to the parents' questionnaires, parents attending the pre-school meeting and those parents who expressed opinions during the inspection. The school has continued to build effectively on its very positive partnership with parents since the previous inspection.
50. The quality of information to parents is good overall. The prospectus provides parents with a practical insight into many aspects of the school's work. The governors' annual report contains much useful information about the work of the school and of the governing body. Both these important documents meet statutory requirements. Frequent correspondence keeps parents well informed about school matters such as key dates and events, areas of topic study and homework guidelines. The school also provides parents with several helpful pamphlets including a guide to helping children get ready for school, one on helping with children's mathematics and one on reading. Induction procedures are very good. Parents of new pupils, and their children, are given many opportunities to visit the classroom before they start school and to talk to teachers and other staff. These close links with parents of new pupils are developed further through formal weekly meetings offered to parents who wish to talk about any concerns or positive matters.
51. Good information allows parents to become more involved in their children's learning and have a secure understanding of the school's work. This is true, too, of the clear policy and system for homework which is well understood, valued and supported by parents. Pupils' annual written reports are satisfactory overall and meet statutory requirements. The school provides parents with monthly opportunities for in-depth progress discussions and more formal discussions twice yearly. The partnership which the good communication fosters gives good support to pupils' achievements.
52. Individual education plans for pupils with special educational needs are shared with parents at regular planned interviews. However, not all parents receive copies of plans that clearly indicate action for their support. Most parents are promptly informed if their child is identified as having special educational needs and most parents attend the annual reviews to discuss their child's progress. The quality and amount of information regarding special educational needs in the Governors' Annual Report to Parents is satisfactory, though it does not mention the support provided by outside agencies, how the special educational needs budget is spent and the level of success of its special education needs policy.
53. The impact of parents' involvement in the work of the school and their contribution to their children's learning, both at school and at home, is good overall. A number of parents help in school with reading, art and maths support. They also help out with transporting children to activities involving other schools and outings by coach.
54. Additionally, the school values the support provided by the Friends of Nocton Society which organises and publicises an extensive programme of social and fund raising events for families, friends and the village community. The substantial monies raised make a

valuable contribution to school resources and benefit the pupils. A principal aim of the school is to foster links between home, school and the community and to create an attitude of co-operation. The school meets this aim very successfully.

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

55. The leadership and management of the school are of overall satisfactory quality. However, a clear strength of leadership is the way it promotes a supportive and stimulating environment for pupils' learning and personal development. This is seen in the very good relationships the school has with pupils and their parents and in the many ways in which activities beyond the statutory curriculum enrich pupils' learning and development. Similarly the good provision for pupils' spiritual, moral, social and cultural development is effective in promoting very good attitudes and behaviour which are an invaluable basis for learning. The school is very successful in implementing and achieving its stated aims in these aspects of school life. The headteacher personally gives strong leadership to these strengths of the school and effectively balances his management role with the responsibility for teaching one class for more than half of the week. These positive features of the school are reflected in the fact that almost all parents completing the pre-inspection questionnaire agreed that the school is well led and managed, the great majority agreeing strongly.
56. These strengths were also found at the previous inspection and the school has maintained them well. There has also been some improvement in areas identified as "key issues for action" by inspectors previously. Overall, the school has made satisfactory improvement since the previous inspection and demonstrates satisfactory commitment to, and capacity for, improvement. The school feels that improvement has been hindered, though, by shortcomings on the quantity and quality of support it receives from its local education authority. Examples quoted are lack of past support for school management, faults in the establishment of the county computer network, and slowness of response to the need to improve and repair accommodation, with frequent changes in personnel causing delays.
57. Since the previous inspection, improvement in planning of the curriculum has been considerable. The use of assessments of progress, and of monitoring and evaluation of teaching and learning, show some improvement but continues to need further development. To this end, the headteacher has recently attended training in processes of school self-evaluation and in the use of a computer program for precise recording and tracking of pupils' progress. These developments are too recent to have yet borne fruit but are a promising move. Other staff with responsibility for managing the work in subjects of the curriculum have had little training or opportunity to develop the awareness and skills to monitor and evaluate teaching and learning in their subjects. This is reflected in a sometimes imprecise appreciation of what is being achieved in their subjects and of exactly how improvements might be made.
58. Some checks on teaching and learning are made, for example, through the headteacher's occasional observations of lessons, through staff discussions about samples of pupils' work or by analysis of pupils' test results. However, these processes are not sufficiently frequent, systematic or rigorous to show clearly enough where strengths and weaknesses in teaching and learning lie. As a result the school is unable to be precise enough about how to improve these processes, about what good practices to develop further or what shortcomings to tackle. Where checks on teaching and learning have been most effective, as, appropriately, in the priority subjects of English and mathematics, the school has been



able to plan and implement some valuable improvements. This has been especially effective in mathematics as the good standards now being achieved show. In other subjects, or in aspects of teaching in general, the need for improvement has not been properly identified. In science, for example, a significant weakness in investigative work, especially in Years 1 and 2 has not been identified or tackled. This is also true of a general insufficiency of attention to enquiry skills in several subjects. A further consequence of weakness in monitoring and evaluating the effectiveness of teaching and learning is seen in some inconsistencies in the expectations of pupils that teachers set, in practices of marking pupils' work and in planning lessons to meet pupils' special educational needs.

59. Although there is a lack of precision in its evaluation of its own performance the school has accurately identified the main priorities in its current school development plan. Priority has rightly been given to raising standards in information and communication technology and in the standard of writing, which, though showing some strengths, is not as good as the standard achieved in reading.
60. The school has an appropriate policy for pupils with special educational needs and the special educational needs register is suitably up to date. The present co-ordination of the provision for special educational needs is barely satisfactory. The school is only partially successful in achieving its declared aims here. Suitable arrangements for managing, supporting, assessing and reviewing pupils' progress are in place but sometimes used with too little rigour. Additional designated funds to support specific pupils' needs in literacy are not sufficiently focused to meet their needs. The school is aware of this situation and plans to rectify this unsatisfactory arrangement. Learning support assistants have very good relationships with pupils on the special educational needs register and give good support to them where they are directed to do so.
61. Almost every member of the school's governing body is new to the role within the last year. However, governors show a good level of interest in and concern for the school, a fact reflected in the fact that all have undertaken some training in their role since appointment. They are beginning to develop the awareness of their role and the knowledge and understanding of the school that is required for them to play their part in helping the school evaluate itself and plan its future. They have not so far, though, developed systematic strategies for doing this. They have, however, shown themselves to be responsive to occasional parental concerns. Almost all governors are also parents. They have a close working relationship with the headteacher and some give practical support to the life of the school and to voluntary work or fund-raising on the school's behalf.
62. The financial efficiency of the school is sound on a one-year basis, but at present does not address long-term planning as precisely as required. The school's income and expenditure is above the national average for each pupil. This position has arisen because the school is in receipt of additional funding as part of government designated grants for, for example, to reduce infant class sizes, literacy, numeracy and information and communication technology. Most of these grants are used to fund focused educational priorities. The school completed the last financial year with a substantial surplus but planned spending in the present year is expected to reduce this considerably to a typical level. The most recent audit indicates no serious concerns. Appropriate procedures have been established for the purpose of purchasing resources. Decisions are made with sound consideration for the need to achieve the best value from available funds. The governing body's finance sub-committee meets termly and is involved with the overall management of the school budget with the headteacher. The committee is aware of the need to develop procedures by

which they can monitor more closely the impact of their spending against rising standards in literacy, numeracy and information and communication technology.

63. There is a suitable match of teachers and support staff to meet the needs of the curriculum. The school secretary and administrator gives very good support to the headteacher, staff and governing body and presents a very positive welcome to visitors and parents. The lunchtime supervisors, school caretaker and cleaning staff make positive contributions to the school's atmosphere and the emphasis placed on pupils' personal development.
64. Good induction procedures for supporting new members of staff are in place and suitable help is given. New nationally prescribed performance management procedures make sure that individual teachers have good opportunities to discuss continuing professional development and suitable training opportunities are identified. This training is often linked to school improvement and development as in the case of training to update subject knowledge in information and technology.
65. At the time of inspection the school's accommodation was barely adequate for the number of classes. The space allocated to the newly established reception class was small though efficiently used by the teacher. The school is currently negotiating acquisition of a new temporary classroom for the reception class which, if established, will make overall teaching space satisfactory. The lack of a school hall is a continuing disadvantage for the teaching of gymnastics and dance within physical education. There is also a lack of a dedicated space for outdoor learning by Foundation Stage pupils.
66. The resources of books, equipment and materials to support learning in the school are barely satisfactory. However, resources have improved since the previous inspection. The school has recently benefited from additional computers to support learning in all subjects and to support pupils' individual research. There are insufficient reference books in the classrooms and library to support subjects such as religious education, history and geography. Artefacts to support the teaching of multi-cultural education are unsatisfactory. The school is aware of the need to purchase additional large outside play equipment for reception pupils to further enhance their physical and social skills. Acquisition of computer skills in controlling programmable working models is limited due to the very limited range of software available to support such activities in the Year 5-6 class.

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

1. Raise standards in information and communication technology
  - continue to implement the action plan within the School Development Plan which has already begun
  - employ teachers' increased expertise derived from staff training without delay to
    - i) provide comprehensive teaching of the National Curriculum for the subject
    - ii) exploit effectively all opportunities to incorporate information and communication technology into the teaching of other subjects
  - monitor the development of the teaching and curriculum closely and assess pupils' progress carefully to check for raised standards  
*(Paragraphs 112-116)*
  
2. Give more time to the teaching of pupils' enquiry skills in mathematics, science, geography and history so that pupils are encouraged to
  - ask and formulate their own questions
  - plan and carry out ways of finding out information for themselves
  - predict outcomes and anticipate consequences
  - analyse and evaluate information
  - draw conclusions  
*(Paragraphs 20, 29, 86, 93, 97, 109)*
  
3. Improve rigour and precision in the monitoring and evaluation of the effectiveness of teaching and learning
  - increase the frequency of direct observations of lessons in action
  - examine samples of teachers' planning more closely
  - examine samples of the work pupils produce more thoroughly
  - analyse information from assessment of pupils' progress more closely for evidence of strengths and weaknesses in learning, to set targets for pupils collectively and individually, and to match their work to their previous attainment
  - give subject co-ordinators the necessary training, support and time to carry out these processes in relation to the subjects for which they are responsible
  - use the findings of these processes to identify and then extend effective practice throughout the school's work, and to devise relevant action to remedy ineffective practice
  - continue to monitor and evaluate teaching and learning to check whether action for improvement has been successfully implemented  
*(Paragraphs 25, 47, 48, 57, 58, 84, 98, 102, 106, 111, 116, 121, 129)*
  
4. Improve the management and provision of support for pupils with low attainment and/or special educational needs.
  - ensure lesson planning always provides for the needs of these pupils
  - produce more precise individual education plans for pupils with special needs that set exact targets for progress and detail specific teaching strategies to be employed
  - make sure that day-to-day teaching is always in line with individual education plans
  - check pupils' progress against personal targets more rigorously
  - deploy the time and skills of teaching and support staff to match these pupils' needs more closely  
*(Paragraphs 12, 23, 31, 47, 52, 60, 83 )*

## **OTHER ISSUES WHICH SHOULD BE CONSIDERED BY THE SCHOOL**

- a) Continue with the planned programme of improvement to the teaching of writing, as in the school's development plan. (Paragraph 81)

- b) Increase opportunities for pupils to apply, practise and consolidate their numeracy skills in subjects other than mathematics. (Paragraph 92 )
- c) Complete the programme of risk assessments to ensure pupils' health and safety. (Paragraph 41)
- d) Continue to develop governors' involvement in monitoring the school's performance and contributing to the planning of improvement. (Paragraph 61)
- e) Create more opportunities, and acquire better resources, to help pupils appreciate the cultural diversity of the world in which they are growing up, and to respect those whose culture and religion differs from their own. (Paragraph 38, 66)

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	31
Number of discussions with staff, governors, other adults and pupils	22

### *Summary of teaching observed during the inspection*

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	4	11	15	1	0	0
Percentage	0	13	35	49	3	0	0

*The table gives the number and percentage of lessons observed in each of the seven categories used to make judgements about teaching. Care should be taken when interpreting these percentages as each lesson represents about three percentage points.*

### *Information about the school's pupils*

<b>Pupils on the school's roll</b>	YR-Y6
Number of pupils on the school's roll (FTE for part-time pupils)	78
Number of full-time pupils known to be eligible for free school meals	5

*FTE means full-time equivalent.*

<b>Special educational needs</b>	YR-Y6
Number of pupils with statements of special educational needs	0
Number of pupils on the school's special educational needs register	9

<b>English as an additional language</b>	No of pupils
Number of pupils with English as an additional language	0

<b>Pupil mobility in the last school year</b>	No of pupils
Pupils who joined the school other than at the usual time of first admission	15
Pupils who left the school other than at the usual time of leaving	5

### *Attendance*

**Authorised absence**

**Unauthorised absence**

	%
School data	4.9
National comparative data	5.2

	%
School data	0.1
National comparative data	0.5

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

**Attainment at the end of Key Stage 1 (Year 2)**

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2001	5	6	11

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	*	*	*
	Girls	*	*	*
	Total	11	11	11
Percentage of pupils at NC level 2 or above	School	100 (*)	100 (*)	100 (*)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	*	*	*
	Girls	*	*	*
	Total	11	10	10
Percentage of pupils at NC level 2 or above	School	100 (*)	91 (*)	91 (*)
	National	85 (84)	89 (88)	89 (88)

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

\* too few pupils to be significant

**Attainment at the end of Key Stage 2 (Year 6)**

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2001	6	6	12

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	*	*	*
	Girls	*	*	*
	Total	8	8	9
Percentage of pupils at NC level 4 or above	School	67 (64)	67 (64)	75 (73)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at	Boys	*	*	*

NC level 4 and above				
	Girls	*	*	*
	Total	10	10	10
Percentage of pupils at NC level 4 or above	School	83 (73)	83 (64)	83 (73)
	National	72 (70)	74 (72)	82 (79)

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

*\* too few pupils to be significant*



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

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	78
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)	4.5
Number of pupils per qualified teacher	17.3
Average class size	19.5

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

Total number of education support staff	1
Total aggregate hours worked per week	15

*FTE means full-time equivalent.*

### ***Financial information***

Financial year	2000/2001
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	£
Total income	178560
Total expenditure	174140
Expenditure per pupil	2262
Balance brought forward from previous year	12090
Balance carried forward to next year	16510

### ***Recruitment of teachers***

Number of teachers who left the school during the last two years	1.0
Number of teachers appointed to the school during the last two years	2.2

Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0.2
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

*FTE means full-time equivalent.*

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

### **Questionnaire return rate**

Number of questionnaires sent out	78
Number of questionnaires returned	60

### **Percentage of responses in each category**

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	68	23	7	0	4
My child is making good progress in school.	62	34	0	0	4
Behaviour in the school is good.	58	34	0	0	8
My child gets the right amount of work to do at home.	58	30	12	0	0
The teaching is good.	62	34	0	0	4
I am kept well informed about how my child is getting on.	50	42	4	0	4
I would feel comfortable about approaching the school with questions or a problem.	72	20	4	0	4
The school expects my child to work hard and achieve his or her best.	58	38	0	0	4
The school works closely with parents.	50	46	0	4	0
The school is well led and managed.	78	14	4	0	4
The school is helping my child become mature and responsible.	62	34	0	0	4
The school provides an interesting range of activities outside lessons.	66	26	0	0	8

## **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**

67. Children start school in the September following their fourth birthday. They attend part time to begin with but soon settle down and this year all children started full time after two weeks. This year's group of children is very young with most having birthdays in the summer term and at the time of the inspection only one was five years old. There are currently eleven children attending full time.
68. The children start school with average attainment in all areas of learning. There is a good range of suitable activities securely based in structured play activities and these coupled with good teaching enable all children to make good progress so that by the end of the reception year all children are attaining the early learning goals in all areas of learning. Some children exceed these goals and are already achieving early levels of attainment within the National Curriculum in their communication, language and literacy and early numeracy skills. The good achievement of pupils in the reception class, which was noted at the previous inspection, is being maintained. This is the result of the teachers' high expectations, very thorough and well-considered planning and very good skills of managing pupils' attitudes and behaviour in a calm and encouraging way.
69. Good opportunities are planned for the children to develop their **personal, social and emotional development** and by the end of the reception year all children attain the early learning goals in this area of learning. The quality of teaching is good. Within a calm and very supportive environment, the children are challenged and encouraged as soon as they start to care for their own belongings and find the resources they need for a particular activity. They therefore develop good levels of independence and confidence. All children brought their favourite toy to school during the week of the inspection and all were happy to share and let their friends play with each other's toys. Good co-operation exists when the children play together on the toyshop and when sharing the crayons and pencils during the more formal learning activities. The children's self esteem is good reflected in their confidence to ask and answer questions. They are happy in and around the school and join in with all activities on offer. All of the children display a high level of curiosity and are intent when listening to their classmates talking about their favourite toys.
70. Children enter school with average **communication, language and literacy skills**. Good teaching in speaking, listening, early reading and writing skills ensures that all children attain the early learning goals in this area of learning. Some children exceed the goals and are already achieving early levels in the national curriculum. Children speak confidently when asked to talk about things with which they are familiar. They are happy to say why the toy they have brought to school is their favourite and give good reasons for this. Some are able to explain clearly why the toys have been given the names that they have. One boy talking about his binoculars was able to explain that when looking through the small end things look larger and when he looks through the large end they look smaller. He was clearly fascinated by this.
71. Early reading skills are taught well. The children are given good opportunities to share books and listen to stories. They know that words tell a story and they are beginning to use picture clues when trying to read unfamiliar print. Their knowledge and understanding of letter names and sounds are developed well through a range of interesting activities. The alphabet dance is enjoyed thoroughly by all the children and they all join in with the

actions as the alphabet is recited correctly in rhyme and song. The action rhyme acts as a very good warm-up activity and gets the children thinking about letters before being introduced to that week's new letter name and sound. By the beginning of Year 1 many children have made a good start with their reading and are confident to read to all adults when asked.

72. Early writing skills are developed well through a series of well-structured activities, which teach the children the basics of spelling and letter formation well. All the children in the present reception class make good attempts at writing their own names and are already beginning to write simple words from memory correctly. The Humpty wall contains the words that the children use most regularly and gives good support to writing activities. By the end of last year, the present Year 1 pupils were able to write simple news items, making good attempts with their spelling of unknown words and forming most letters correctly.
73. Children make good progress in their **mathematical development** and all children are likely to attain the early learning goals in this area of learning by the end of the reception year. The quality of teaching is good and due to the particular emphasis placed on counting rhymes and games, the children make particularly good progress in counting and number recognition activities. All children are able to count accurately to ten and some can recite the numbers beyond this. The majority of children understand which number is one more than any given number up to ten and some can say which number is one less. Suitable activities are planned to develop the children's understanding of shapes. The children can identify circles, squares, rectangles and triangles and have made pictures of robots using these four shapes. The children are learning appropriately about money values through well planned opportunities to play shopping in the 'Toy Shop' role-play area.
74. The curriculum to develop the children's **knowledge and understanding of the world** is good and, with good teaching, they make good progress in this area of learning so that the majority attains the early learning goals by the end of the reception year. The activities are thoroughly planned so that the children have good opportunities to develop their knowledge and understanding about familiar situations. They are able to sort their toys into sets according to the criteria they choose themselves and they can name the features of the body and face. Children are developing good control skills using a computer mouse to dress the on-screen teddy, dragging items of clothing across the screen in the correct order to dress the teddy in suitable outfits. Good opportunities are planned for the children to use construction kits to make models.
75. Children make good progress in their **physical development** and by the end of the reception year the majority attain the early learning goals in this area of learning. During physical education lessons outside, the children are learning to find their own space by taking part in a range of activities, which requires them to run, dodge and weave in and out of spaces around them. This prepares them well for coping on the playground during playtimes with the older pupils and they are consequently able to run around with suitable thought to their own and others safety. There are good opportunities for the children to develop ball control skills during these lessons and to work with a range of small apparatus. Due to the present restrictions in accommodation however they do not have enough opportunity to develop their balancing, climbing and jumping skills on a regular basis. There are also too few resources for the children to develop their imaginative play and other skills in the outdoor environment.

76. Good teaching ensures that the children make good progress so that by the end of the reception year the majority attains the early learning goals in their **creative development**. Children learn to mix paints and are beginning to know, for example, that red and yellow paint makes orange. There are good opportunities for children to develop their hand eye control and they can colour, write and cut out with suitable levels of precision. The children enjoy singing and sing a range of familiar songs in tune and with confidence. Their exploration of musical instruments show that they are beginning to find out how to play the instruments in different ways in order to change the volume and pitch of the sound.

## ENGLISH

77. Results in the standard National Curriculum tests for pupils in Year 2 and Year 6 over recent years provide an overall picture of average standards being achieved. Results fluctuate from year to year because of the small numbers taking tests. Results in 2001 were lower than usual for Year 6 pupils but higher than usual for Year 2. Examination of the work of present pupils in these year-groups confirms the broader picture that standards are similar to the national average. This was also the situation at the previous inspection. Within the overall average standard, however, the standard of reading is a particular strength.
78. Taking a long-term view, pupils' test results are broadly in line with those in similar schools. Also, the great majority of pupils leaving the school achieve at least the level of attainment to be expected in view of their earlier attainment. These factors point to pupils achieving satisfactorily. This is also apparent from observations of lessons where pupils are generally seen to progress appropriately in response to teaching that sets suitable challenges. Allowing for the impact of some boys' special educational needs there is no clear difference between boys' and girls' achievements.
79. Throughout the school pupils show average skills of speaking and listening. Teachers' good management and encouragement of pupils in the first few years of schooling makes them attentive listeners and confident speakers. They listen well enough to have a clear understanding of what is said to them and they are often keen to join in whole-class discussions. They speak without embarrassment and with sound clarity using an average vocabulary and facility for explanation and description. These skills were clearly apparent in a science lesson when Year 1 and 2 pupils listened with interest and respect to the presentation by a visiting bat expert, asked thoughtful questions and when one pupil described clearly the "feel" of the bat he stroked. Pupils of all ages also conversed clearly and confidently with inspectors.
80. From their earliest weeks in the school pupils begin to make good progress in their reading. The school publishes a helpful leaflet for parents on supporting their pupils' reading at home. Conscientious and systematic teaching of appropriate skills for remembering common words by sight and for deconstructing words by their constituent sounds aids younger pupils' good progress. The national literacy strategy is implemented well to support progress in reading. By the end of Year 2 almost all pupils are at least able to read simple text without the need for much adult help and a good number are successfully tackling text at a challenging level for their age. By Year 6 almost all are fluent, accurate and expressive readers of text appropriate to their age and some are able to read at a level significantly beyond that expected at their age. Pupils are able to talk with interest about the books they have read. Several Year 6 pupils read children's literature widely and enthusiastically and one pupil had recently chosen to read adult-level

text in the form of Frank McCourt's "Angela's Ashes", a book she had clearly understood and appreciated. In a literacy lesson seen, most Year 6 pupils, reading a play-script aloud together, showed good expression in reading aloud that captured the sense and characterisation in the text well. Although library book resources are limited pupils develop a satisfactory understanding of skills for finding out information from books.

81. In writing there is steady progress throughout the school. Systematic teaching and use of the national literacy strategy means that most pupils develop a sound competence for their age in the basic skills of handwriting, spelling, punctuation and grammar. By Year 2 pupils have begun to construct good sentences that convey meaning clearly, spell most words correctly and use capital letters and full-stops appropriately. This is followed by further progress in widening the vocabulary and grammatical forms used so they by Year 6 pupils are able to write effectively and clearly for a range of purposes, such as writing letters, reports, book reviews, giving instructions or presenting arguments. Strengths of this work are the generally good standards of spelling, punctuation and grammar. Pupils have good knowledge of the rules of spelling and punctuation. There are also occasional examples of higher attaining pupils using words and forms in interesting and imaginative ways to achieve lively effects. This was seen in a few instances of sensitively chosen vocabulary in poetry and in the use of dialogue, or the occasional deliberately short sentence, in story writing. Generally, though, this aspect of writing skills is a relative weakness. Pupils often fail to exploit the vocabulary they know. In a Year 3-4 lesson on verbs pupils showed that when asked they could think of a long list of alternatives to the word "went" in the sentence "she went to the shop". However, even pupils older than these often fail to make use of the full range of such words, or others that they know. The teaching gives too few opportunities or encouragement for pupils to extend themselves in this respect. The school has recognised this area of relative weakness in writing and appropriately made attention to it a priority in the schools' development plan.
82. The satisfactory standards pupils achieve in English reflect the quality of the teaching which is satisfactory overall but with some good features. Teachers manage pupils well in their work in the subject and pupils respond with positive attitudes, a sound level of industry and effort, and with very good behaviour. A systematic whole-school approach to the teaching of the basic formal skills of writing is a strength of the teaching, as is the effective implementation of the national literacy strategy in this aspect of the work. This is reflected in sound planning of literacy lessons with a clear focus on the specific learning intended. However, a positive feature of the school's approach to literacy is the way writing activities in other subjects such as science, geography, history and religious education are used to extend practice for pupils in their writing skills. Apart from occasional word-processing, little use is made of information and communication technology to support work in English.
83. Teachers show good knowledge of the subject and this aids clear explanations and guidance for pupils. Teachers generally set work that challenges pupils appropriately and they then support pupils satisfactorily. Occasionally, though, expectations of higher attaining pupils are not high enough. In a Year 3-4 lesson good support was seen being given to a pupil with special educational needs, by effective collaboration between teacher and classroom assistant. In the Year 5-6 class, though, support for low-attaining pupils is insufficient and these pupils' progress is unsatisfactory. In particular, pupils with significant special educational needs in relation to literacy are not given the support recommended by the local authority's visiting "learning support" personnel. The recommendations are not evident in these pupils' current individual education plans or day-to-day lesson planning. Marking of pupils work contains occasional examples of

good practice in giving encouragement and guidance on improvement or references to personal targets, but these are not the common practice throughout the school.

84. Satisfactory leadership of work in the subject is evident in the effective whole-school approach which provides for consistency and a systematic approach to the teaching of basic skills, both within English lessons and across the curriculum. There is also now a good deal of assessment of pupils' progress, an improvement since the previous inspection. The school is beginning to make some effective use of the data derived to identify strengths and weaknesses in teaching and learning. This has recently been used, for example, to adjust procedures for teaching spelling. There is little regular systematic monitoring or evaluation of teaching and learning in action and this helps to explain why some inconsistencies are found in expectations of and support for pupils, and in marking.

## **MATHEMATICS**

85. In the 2001 national tests for pupils aged eleven, the school's standards were broadly in line with the national average and when compared with similar schools. Standards at the time of the previous inspection were reported as similar to those expected nationally. Currently attainment of Year 6 pupils is above the national average, reflecting an improvement in standards in real terms. In the 2001 tests for seven year olds, the school's standards were above the national average and when compared with similar schools. This consistent with inspection findings that attainment of pupils currently in Year 3 and Year 4 is above average. Pupils in these year groups have made significant progress as a direct result of the good implementation of national guidelines to improve the quality of teachers' planning and the systematic monitoring of pupils' progress. This is underpinned by good quality teaching and reflects a good improvement in levels of attainment achieved. Present Year 2 pupils work is of average standard. No discernible difference in the attainment of boys and girls was observed during classroom observations.
86. Since the previous inspection the school has been successful in placing greater focus on numeracy linked to problem solving. Homework, given weekly to all pupils, successfully consolidates pupils' understanding and quick recall of multiplication tables. In the Year 3-4 class, higher attaining pupils are suitably challenged to give more than one way of working out addition and subtraction problems that also include negative numbers. During the inspection the quick-fire oral sessions introducing each numeracy lesson are well taught and most are appropriately paced to ensure that pupils' enthusiasm and interest are maintained at a high level. Overall, though, teaching of pupils' ability to investigate and reason with numbers is an area for further improvement.
87. In the Year 1-2 class, pupils confidently learn a combination of the numbers that, when added together, make twenty; higher attaining pupils confidently working with numbers up to thirty and developing their own strategies. Pupils in the Year 3-4 class confidently predict sequences of numbers in steps of two, three and four from a range of starting points, both forwards and backwards, recording their answers clearly. Pupils in the Year 5-6 class confidently doubled and halved a range of given three digit numbers that included the conversion of fractions into decimals. In discussion with a group of Year 6 pupils, they confidently displayed an understanding of place value when multiplying or dividing given numbers by ten, one hundred and one thousand with accurate estimation and speed.
88. Satisfactory teaching in the Year 1-2 class enabled pupils to confidently sequence a range of numbers directly related to multiplication tables. Pupils displayed very good levels of



behaviour and enjoyment. Higher attaining pupils confidently shared strategies, being aware of number patterns established, accurately predicting future formations. Teachers make good use of well-displayed learning targets and associated mathematical vocabulary. The initial oral mental warm up ensured high levels of pupil motivation however, this level of pace and challenge was not maintained. Higher attaining pupils often completed an easier task before undertaking a suitably challenging activity. Insufficient time was allowed for this additional activity to be completed at the end of the lesson, and consolidation at higher levels of learning was not therefore accomplished. Displays do not reflect a range of pupils' work, especially with the use of information and communication technology. This has already been recognised by the school as an area for improvement.

89. Teaching in Years 3-6 is good overall. In each lesson teachers displayed confident subject knowledge and good levels of enthusiasm that successfully motivated pupils' interest. During a carefully structured Year 3-4 class lesson, pupils accurately worked with a range of numbers involving addition and subtraction, the successful answer resulted in the placing of body parts on the outline of a parrot. The most successful team undertook this activity with high levels of group co-operation and fairness. Behaviour throughout this very enjoyable lesson with a high competitive spirit was very good. Main teaching activities successfully build upon previous learning and good planning is linked directly into the appropriate part of the national strategy. Pupils with special educational needs are well supported in class and by additional support that appropriately meets their individual needs enabling them to make good progress overall in numeracy.
90. In the Year 5-6 class the teachers actively encouraged pupils to predict the position of sides in relation to each other to make an open or closed cuboid. Pupils enjoyed this practical activity as they tried to find a variety of positions previously unrecorded. The use of well planned practical activities that clearly included a range of activities to support the less able and challenge higher attaining pupils enhanced good achievement. However, scrutiny of pupils' work indicates that with an overuse of commercially produced worksheets higher attaining pupils are not given sufficient opportunity to devise their own strategies and methods of recording when solving a range of problems.
91. Target setting for groups of pupils has just started and analysis of general trends in performance for boys and girls is developing. Marking gives praise to individual pupils and the best examples inform them how to improve their work, although this level of help is not always given.
92. The subject is well managed by the co-ordinator and opportunities to monitor the quality of teaching and learning for pupils in lessons to raise standards are at present undertaken in an informal manner. There has been effective improvement in teaching and standards. Insufficient use is made of information and communication technology to support pupils' learning when presenting findings of investigations undertaken in mathematics. Few opportunities are taken in subjects other than mathematics to give pupils practice in using and thereby consolidating their numeracy skills. Sound assessment procedures have been introduced, but all teachers do not effectively use this information to inform future planning.

## **SCIENCE**

93. Observations of lessons, looking at pupils' work and talking to pupils show that standards seen in science in Year 2 and Year 6 are average when compared to all schools nationally and when compared to similar schools. This is a slightly more positive picture than that

provided by National Curriculum tests results or teachers' own formal assessment in recent years. At the end of Year 2 no pupils are assessed as achieving higher than average levels and this is a weakness in assessment procedures as teachers are being too cautious in awarding the higher level 3. Talking to higher attaining pupils in the present Year 3 certainly indicates that their levels of attainment are higher than the teacher assessments suggest. The assessment information does not therefore provide accurate information to the receiving teacher in Year 3 to set more challenging work for some pupils and increase their level of achievement. Standards are similar to those found in the previous inspection. The pupils' knowledge and understanding of scientific facts is particularly good as the school gives more emphasis to this aspect of science. As a consequence the pupils' scientific enquiry skills are not as good as they should be. Too few opportunities are given to pupils to carry out scientific investigations in Years 1 and 2 and although there are more in Years 3 - 6 skill levels are still below average.

94. Pupils in the Years 1-2 class are very interested in their current topic about bats. Older pupils also recall the work on this topic due to the interesting way it is presented. The visit from the bat expert was very well organised and the slides offered very good opportunities for the pupils to ask questions about the habitats, features and feeding habits. As a result, pupils know about how the bat uses his voice to recognise when there is an obstruction in the way and this prevents it from bumping into things in the night. The tiny bats brought along for the pupils to see cause great excitement especially for those who have the opportunity to feel how soft its fur is. They are subsequently able to describe how the bat feels using suitable scientific vocabulary.
95. Pupils in Years 3-6 talk knowledgeably about how to keep themselves healthy, following a recent topic which pupils found very interesting. Good use was made of homework through the collection and discussion of pupils eating habits over a week. They were able to talk knowledgeably about which foods are healthy and which are not so healthy. Older pupils were fascinated with the work that they did about micro-organisms and their effect on the state of foodstuffs when left open to the air. Again this was a recent topic which pupils were able to recall due to the interesting investigative work that was carried out.
96. The quality of teaching is satisfactory across the school. There are particular strengths in teaching scientific knowledge and understanding of life processes and living things. Lessons are interesting and this sustains pupils' good levels of concentration and gives good encouragement to their very positive attitudes to learning. Pupils with special educational needs receive sufficient support for them to progress satisfactorily. The school makes good use of the immediate environment to provide suitable contexts through which pupils learn about animals and plants including the pond area during the summer months. There are particular strengths in the management of learning, which enable pupils to settle to their work quickly and enable them to develop very good levels of independence.
97. There is a weakness in assessment procedures. The assessment of skills is not close enough for teachers to have a clear view of what pupils need to do next to improve their scientific enquiry skills, knowledge and understanding. Planning for scientific enquiry is currently unsatisfactory and is not always included often enough in the curriculum in Years 1 and 2. Although this aspect is included regularly in lessons in Years 3-6 the level of expected attainment is too low and does not allow the pupils to attain the higher levels in scientific enquiry. Little use is made of pupils' numeracy skills to support scientific investigation. Information and communication technology is not yet identified in the curriculum and the school's plans to do this shortly are wholly appropriate.

98. The co-ordination of science is satisfactory. The new co-ordinator has successfully audited the resources and identified shortages. Therefore gaps in provision have been filled and the school has adequate resources to teach the curriculum except in information and communication technology where additional sensor equipment would enable pupils to attain higher levels than the average. Planning of the curriculum is improved since the previous inspection and there is now a well-balanced long-term plan and scheme of work which follows national guidelines. However, there is too little monitoring and evaluation of teaching currently to make sure that the scheme of work is being implemented as agreed.

## **ART AND DESIGN**

99. All pupils, including those with special educational needs, reach at least satisfactory standards in art and design. Standards identified during the previous inspection have been maintained.
100. Throughout the school pupils build soundly on their previous learning. Observational skills are extended to include a whole range of line and tone drawing that shows precise attention to detail. Pupils' presentation of work in other subjects, for example history and geography, is suitably enhanced by good quality drawings. Sketchbooks are effectively used to refine pupils' work and assist the reviewing of their own learning. Most pupils appreciate the striking effects of using a combination of primary colours and geometric designs when studying the work of Kandinsky. Pupils' work is soundly displayed around the school and indicates that teachers provide a sound range of opportunities to learn about pencil drawing, water colour painting, textures (including weaving) and to experiment with a range of media in the manufacture of mosaics. Pupils mix paint to achieve bold shades in the Year 1-2 class however, in the Year 5-6 class, the use of colour mixing to obtain the correct tone when painting fruit in the style of Cezanne is less well developed. Artwork is frequently linked to other subject areas. For instance in the Year 3-4 class, pupils design and explore patterns successfully using a range of two-dimensional shapes. Art is not used well to develop understanding of other cultures, for example African and non-European cultures.
101. Teaching is never less than satisfactory and is often good, particularly in the Year 3/4 class. In the best lessons teachers use their good subject knowledge to motivate pupils and stimulate their creativity. The skills taught are clearly identified and the use of carefully selected items found in the home to further consolidate pupils' awareness of pattern has a very positive effect on the good standards achieved. Technical language is introduced carefully, which helps to improve pupils' understanding and confidence. The lesson involving the cutting and printing of shapes to create repeating patterns was briskly paced and pupils were encouraged to evaluate their own work. Weaknesses in teaching are found when insufficient emphasis is given to developing artistic skills, activities are over directed by the class teacher and pupils have too few opportunities to make choices or evaluate their own and each other's work in order to improve standards achieved. Pupils' attitudes are very good, sharing and listening sensibly to ideas. Where the task is interesting, pupils concentrate hard and try diligently to succeed in their work. Behaviour during lessons and the tidy up period remained very good with routines generally well established.
102. There is sound leadership by the co-ordinator. The school has recently adopted the national guidelines for art and has provided a useful policy to support them. However, monitoring of teaching is insufficiently rigorous to identify areas for development and there is a weakness in not having an agreed system to track individual pupils' progress. At present assessment procedures are not used to monitor the route at which pupils develop

skills as they move through the school. These factors are restricting improvement in the subject. Pupils' art around the school makes a good contribution to the positive learning environment. For example the pencil and crayon sketches in the entrance area reflect the total school population and you are greeted by a range of happy, smiling faces. Insufficient opportunities are provided for pupils to use information and communication technology in art and design, such as manipulating digital images in Year 3-6.

## **DESIGN AND TECHNOLOGY**

103. Owing to timetable arrangements during the inspection, it was only possible to observe one lesson in design and technology. However a range of evidence indicates that pupils achieve satisfactorily and that their attainment is broadly in line with national expectations for pupils at the end of Year 2 and Year 6. This reflects standards observed during the previous inspection.
104. In the Year 1-2 class pupils confidently create a simple moving two-dimensional figure. Further skills of joining and making are enhanced by the manufacture and design of sunglasses linked to the 'sight' topic in science. In the Year 3-4 class there is sound evidence of pupils considering the design of a 'Moon Buggy' with suspension that allows it to travel safely over rocky terrain without spilling its valuable cargo of water supported from within its construction. After looking at the design, pupils confidently suggested suitable materials for important qualities such as weight and durability before deciding on final designs appropriate to carry water without spillage. Photographic evidence clearly illustrates the manufacture and testing of the finished 'Buggy'.
105. Discussions with pupils in the Year 5-6 class indicate a very good enthusiasm for the subject. All pupils are given the same opportunities and pupils of differing ability, including those with special educational needs, make satisfactory progress. However, in the less successful lessons practical activities are over directed by adults, for example in the Year 1-2 class, where pupils are given limited opportunities to create their own designs for two-dimensional shapes with moving joints as the shapes are already cut out for them.
106. The co-ordination of the subject is satisfactory overall. Teachers and adults collaborate very successfully to ensure continuous provision and support each other by collecting and storing resources. Access of materials by pupils is unsatisfactory due to the limited space available in the main teaching areas. The school is aware of the need to further enhance construction skills using gears and pulleys by the purchase of additional large building type kits. Whilst in some classes photographic evidence indicates that suitable opportunities are provided for pupils to evaluate their own work, for example in the Year 3-4 class regarding the roadworthiness of their wheeled vehicles, this is inconsistent throughout the school. Pupils work with a sufficient variety of materials, but there tends to be a focus on the initial drawings and the practical making aspect rather than carefully evaluating the finished model and then carefully modifying the design. There are no effective overall procedures for tracking individual pupils' levels of skills and, as a result, work in some lessons is not matched to the individual needs of pupils in the Year 1-2 class. This has a negative impact on the learning of certain pupils, particularly higher attainers who are not always challenged by the work set. These factors are restricting the upward trend in standards achieved. Not enough use is made of information and communication technology to help pupils with design.

## **GEOGRAPHY and HISTORY**

107. It was possible to observe only two lessons in geography and none in history during the inspection. Judgements of standards are based on these lessons, on examination of pupils' past written work and on discussions with pupils. This evidence shows that throughout the school pupils achieve overall satisfactory standards of work, maintaining the position at the previous inspection.
108. No lessons could be observed in the Year 1-2 class but discussions with a representative group of Year 2 pupils showed them to be achieving satisfactorily. In history they acquire knowledge of some famous people from history such as Florence Nightingale and they develop a satisfactory understanding of important differences between historical periods. For example, they know that a hundred years ago most people did not drive cars or have the many benefits of electricity in their homes. In geography they show a sound knowledge of the local village and the range of buildings found there. They know it is a village and can contrast it with a town. They know that Lincoln is a nearby city and can describe a good range of differences between city and countryside.
109. In Years 3-6 pupils tackle some substantial work which gives them a good factual knowledge. History topics, such as on the Tudors or the Victorians, are explored in detail and are sometimes well supported by visits, for example to a museum to explore life in Victorian times or to a Tudor mansion. These activities are effective in promoting a positive attitude of interest toward the work. Year 6 pupils are able to talk in detail about key differences between Victorian society and contemporary times and give some reasons for social change such as mechanisation and education. In geography there appropriate studies of the geography of both the local environment and of contrasting places further afield such as Kenya. Work on contrasting places is sometimes linked with the schools' partnership with a German and an Italian school, giving added relevance to pupils' geographical study. The oldest pupils can both describe important differences between places and explain them in terms, for example, of the relationship between climate, soils, crops and jobs. In both subjects the strength of pupils' achievement is in their development of factual knowledge and a relative weakness is in their enquiry skills, for example in interpreting and evaluating geographical or historical data. The oldest pupils are unclear about alternative ways to find out about the past and how to evaluate the worth of different kinds of historical evidence. In geography, there is some sound work in Years 3 and 4 on using weather data but Year 5 and 6 pupils show some uncertainty about using maps and atlases.
110. The imbalance in pupils' achievement between knowledge and skills reflects the fact that the work planned by teachers pays too little attention to developing skills. However the little direct evidence from lessons seen endorses the view from examination of pupils' past work and from discussions with them that overall the teaching of these subjects is satisfactory. A positive feature of the teaching of these subjects is the way effective links are sometimes made between them. For example, study in geography of changing land-use and jobs in the local village is effectively incorporated with historical analysis of long-term social change. A lesson on this seen was also linked on the same day with work in literacy and in information and communication technology. This was good practice giving added relevance to pupils' work and using time to maximum advantage in promoting a wide range of objectives for learning. However, the school's very recent development of computer resources and staff expertise has not so far made a significant impact on teaching in these subjects. Good opportunities are, though, provided for pupils to practise their writing skills in these subjects by writing at length about geographical or historical

topics. In the two lessons seen pupils were well managed and they responded by concentrating well on their tasks and with very good behaviour.

111. Co-ordination of the work in these subjects is satisfactory in that a whole-school structure for planning lessons exists, an improvement since the previous inspection. National guidelines on planning have been adopted bringing the work more fully into line with the National Curriculum. A weakness in co-ordination is that assessment of pupils' progress in these subjects is largely informal. This, together with a lack of systematic monitoring and evaluation of teaching and learning, means that the school is unclear about strengths and weaknesses in the work and about exactly how improvements might be made.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

112. Standards in information and communication technology (ICT) are unsatisfactory. This represents a decline in standards since the previous inspection. Over recent years the school's ICT resources and staff expertise have not kept pace with rising national expectations in the subject, but this situation is now being tackled. The school has worked hard over recent months to install six new computers linked to each other and to the Internet, which will allow them to teach the national curriculum requirements, but these are too new to have made an impact on standards. The school recognises the need to improve standards further and have identified the subject as a high priority in the school development plan. A new member of staff has recently been appointed with particular expertise and this will help to support teachers' expertise in using computers more in lessons.
113. Pupils enjoy using the computers and the older pupils are already successfully transferring their keyboard skills to the new computers so that they can send and receive e-mails to their partners in a neighbouring school independently. They have a good understanding of the need to write the e-mail address absolutely accurately or the e-mail will be undeliverable. Pupils in Years 5 and 6 are producing a newsletter with the support of a desktop publishing program, which helps them to organise the information in interesting ways to catch the eye of the reader. Unfortunately there has been insufficient time to develop other areas of computer work so although their skills are average in this aspect, they are below average overall.
114. Pupils in Years 1 and 2 have great fun giving a computer-controlled robot (a "Roamer") instructions to move along the corridor and around the classroom following their directions. They are able to direct it to move forward and turn round in a quarter turn independently. While they are familiar with the keyboard from previous work on computers, they are not able to save or print their work independently, the standard required to achieve average levels of attainment. They are, however, familiar with the function of the mouse and are able to use the correct button to select the correct programme from the menu and window.
115. The quality of teaching and learning is unsatisfactory. There are not enough opportunities for the pupils to use the computers regularly enough to achieve as well as they should. This applies to pupils of all abilities and those with special needs. Some teachers are lacking in confidence and are not yet planning the use of computers to support learning often enough. While the school is beginning to implement a well-planned training programme to develop teachers' expertise further, this is in its early days and as yet has had little impact on standards.

116. The co-ordination of the subject is satisfactory. Much hard work has been put into developing the quality and quantity of computer provision. The school, however, has received its allocation of government grant later than most schools, delaying implementation of the latest national curriculum and scheme of work and slowing improvement in provision. The school has clearly identified the next steps in development for the subject and this includes identifying where and how information and communication technology can support learning in other subjects. At present, while there are some links identified by some individual teachers, which provide good opportunities for pupils to learn new ICT skills, these are not planned across the whole curriculum. Now is there sufficiently systematic assessment of pupils' progress in skills. Therefore this is left too much to the expertise of individual teachers and consequently there are many missed opportunities to use ICT in lessons. Further resources to extend learning beyond the average levels are also required.

## MUSIC

117. Pupils achieve overall satisfactory standards in music throughout the school. A strength, though, is the good standard some older pupils show in their singing. It was possible to observe four music lessons and additional evidence was available from singing in assemblies, at the after-school choir and on a videotape recording of a Christmas performance for parents.
118. Pupils in the Year 1-2 class make appropriate progress in recognising the different qualities of sound which different percussion instruments make and they begin to make thoughtful selections of instruments to provide sounds to represent scenes in a story they have been reading. They handle instruments with control and care, responding to the teacher's high expectations and effective management of their behaviour.
119. In a Year 3-4 lesson pupils listened attentively to recorded extracts from Saint-Saens's "Carnival of the Animals" and showed appreciation of the way music can suggest the slow, heavy movement of the elephant or the smooth progress of the swan. In their discussion several pupils showed good awareness of musical instruments as they identified those the composer had used to achieve the animal effects. Even where answers were not entirely correct (as when a pupil suggested the harp rather than the highest notes on the piano) these pupils' suggestions were good ones. Both in this class and the Year 5-6 class most pupils sing well. Their singing is tuneful, expressive and shows a firm appreciation of rhythm. When required pupils vary their volume and tone effectively. The well-attended after-school choir makes a valuable contribution to pupils' opportunities to learn and some able singers gain particularly from this. Singing in assemblies is lively and pleasant although some pupils are reluctant to join in.
120. A Year 5-6 lesson observed showed pupils singing, producing percussive sounds with the voice and, in some cases, playing instruments with a good understanding of the styles they were emulating and the structure of the music. Groups of pupils performed with control and precision so that a good ensemble was achieved in a whole-class performance. Effective use of crescendo and diminuendo was made in response to the signals of a pupil conductor and pupils understood the traditional musical notation for these effects shown on the scores they used.
121. Teaching of the subject is satisfactory and sometimes good. The school benefits from a number of teachers with good knowledge and skills in the subject. This leads to generally well planned and well-led lessons which encourage a positive attitude to the subject in

pupils and good behaviour. Pupils with special needs join in as keenly and progress as well as others. The large number of pupils who normally attend the after-school choir reflects enthusiasm for music. Opportunities to exploit new technology in the teaching are currently missed, the school having only recently begun to acquire the up-to-date equipment and expertise necessary. Planning and extra-curricular activity are satisfactorily led by the co-ordinator but assessment of pupils' progress is informal and there is little systematic monitoring and evaluation of teaching and learning to indicate what is effective or what could be improved.

## **PHYSICAL EDUCATION**

122. Standards in physical education have been maintained since the previous inspection and continue to meet expected standards overall. In the specific aspect of games skills, however, pupils show above average attainment because of the very good opportunities for them to practise and use these skills in a range of games activities. The school continues to be successful in inter-schools competitions due to pupils' good levels of skills and techniques. The school reports that the great majority of pupils are able to swim and reach the expected standard well before they leave the school.
123. Pupils throughout the school enjoy physical education lessons and talk in an animated way about the various games that they are able to enjoy. They work very well together in small group games activities and give each other good encouragement to succeed. Boys and girls, pupils of all abilities and those with special educational needs are all fully involved and helped to progress at an appropriate level. In one lesson, Year 1 and 2 pupils were making concentrated efforts to pass a ball around the circle before the next pupil could run around the outside and return to the empty space. Photographs show the pleased faces as the older pupils take part in cross-country running events and school sports days. Photographic evidence shows that pupils have suitable opportunities to take part in dance and gymnastics events during the summer months but this is dependent on the weather. There was no opportunity during the inspection to judge standards and the quality of teaching and learning in these aspects of physical education.
124. The quality of teaching is satisfactory overall. The quality of games teaching is good. Lessons are structured so that pupils develop a range of skills systematically as the lessons progress. Thorough practice of throwing and catching enables younger pupils to throw accurately over greater distances that would normally be expected and the accuracy of catching skills is good. Older pupils are developing good levels of strategic thinking and are able to dodge and mark opponents due to the well-focused teaching of these particular aspects in many different types of games including rugby, football, skittle ball and cricket.
125. The co-ordination of the subject is good. Very careful organisation of the curriculum ensures that the pupils cover the required curriculum despite the difficulties of the lack of accommodation. While there are difficulties therefore in providing a balanced curriculum due to the lack of accommodation to teach gymnastics and dance throughout the year, the school compensates very well by providing a particularly rich games curriculum. Resources for learning games skills are good while those for gymnastics are adequate. After-school activities make a significant contribution to pupils' skills and attainments.

## **RELIGIOUS EDUCATION**



126. Provision for the subject was satisfactory at the time of the last inspection and the school has maintained this position. Evidence from this inspection shows there is a wide variation in standards across the school. However, the knowledge and understanding of Year 2 and Year 6 pupils, including those with special educational needs, is in line with the expectations of the Locally Agreed Syllabus for pupils of their ages. The newly introduced syllabus is inclusive of the needs of all pupils and encourages good coverage of major world faiths, especially Christianity.
127. Teaching in the Year 1-2 class is satisfactory overall and pupils understand that parables are stories with a special message and easily recall several of them, including The Good Samaritan. Teachers' planning is satisfactory, often supported by good subject knowledge. Pupils enthusiastically engage in role-play regarding feelings and the need for friendship, thereby enhancing their spiritual and moral development. Pupils are keen to learn and engage in enthusiastic discussions. Most concentrate and behave very well and, as a result, achievement is satisfactory. They enthusiastically observe photographs of a variety of Christian churches and know that Christians go to church for a number of purposes such as weddings, christenings, to pray, to sing, to listen to music and to worship. Pupils also show in discussions that they understand that respectful behaviour is expected in places of worship.
128. Teaching for Years 3-6 is satisfactory overall. In the Year 3-4 class writing is soundly developed in religious education lessons and scrutiny of pupils' work shows some good examples of pupils' own writing reflecting moral issues. Such work makes a valuable contribution to pupils' spiritual and moral development. Unsatisfactory teaching was observed in the Year 5-6 class during a lesson about the life and journeys of St. Paul. Many found interpretation of his writings difficult to understand and even more difficult to put into modern day context. Where teaching is unsatisfactory, pupils are bored and restless, class management issues arise and little learning takes place. When unfamiliar stories are read to the pupils with insufficient development through purposeful discussion of the issues surrounding them, no new learning takes place. On these occasions pupils appear bored and restless, often playing with rulers and pencils, they become disengaged from their learning and achievement is unsatisfactory. However, other evidence from pupils' books and from what they have to say shows that overall satisfactory standards are achieved.
129. The subject co-ordinator has recently introduced the new locally agreed syllabus and scheme of work and he is confident that these measures will bring about even better support for teachers with their planning. No monitoring of teaching or standards has taken place and as yet the co-ordinator is unsure of the strengths and weaknesses in the subject. Assessment of pupils learning to inform future planning is unsatisfactory. This is recognised to be a weakness and plans to incorporate assessment into the new scheme of work are in hand. Resources to support the study of major world faiths are unsatisfactory. Visits into the local community, including the local parish church, are a good feature.