

# INSPECTION REPORT

**WRANGLE PRIMARY SCHOOL**

WRANGLE

LEA area: Lincolnshire

Unique reference number: 120685

Headteacher: Mrs S V Turl

Reporting inspector: Mrs H E Davies  
21687

Dates of inspection: 1<sup>st</sup> - 4<sup>th</sup> October 2001

Inspection number: 193458

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
School category:	Foundation
Age range of pupils:	Four to eleven
Gender of pupils:	Mixed
School address:	Main Road Wrangle Boston Lincolnshire
Postcode:	PE22 9AS
Telephone number:	01205870509
Fax number:	01205870567
Appropriate authority:	The Governing Body
Name of chair of governors:	Mr R Bence
Date of previous inspection:	14.04.97

## INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
21687	Mrs H E Davies	Registered inspector	Equal Opportunities English Art and Design Geography History Physical Education Religious Education.	What sort of school is it? How high are standards? The school's results and achievements. How well are pupils taught? How well is the school led and managed? What the school should do to improve further.
01305	Dr B Rance	Lay inspector		How well does the school care for its pupils? How well does the school work in partnership with parents?
27568	Mrs M Davidson	Team inspector	Foundation Stage Special Educational Needs Mathematics Science Design and Technology and Information and Communication Technology Music.	Pupils' attitudes, values and personal development How good are curricular and other opportunities?

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## REPORT CONTENTS

	Page
<b>PART A: SUMMARY OF THE REPORT</b>	<b>6</b>
Information about the school	
How good the school is	
What the school does well	
What could be improved	
How the school has improved since its last inspection	
Standards	
Pupils' attitudes and values	
Teaching and learning	
Other aspects of the school	
How well the school is led and managed	
Parents' and carers' views of the school	
<b>PART B: COMMENTARY</b>	
<b>HOW HIGH ARE STANDARDS?</b>	<b>10</b>
The school's results and pupils' achievements	
Pupils' attitudes, values and personal development	
<b>HOW WELL ARE PUPILS TAUGHT?</b>	<b>12</b>
<b>HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?</b>	<b>13</b>
<b>HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?</b>	<b>15</b>
<b>HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?</b>	<b>16</b>
<b>HOW WELL IS THE SCHOOL LED AND MANAGED?</b>	<b>17</b>
<b>WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?</b>	<b>19</b>
<b>PART C: SCHOOL DATA AND INDICATORS</b>	<b>20</b>
<b>PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES</b>	<b>24</b>

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

### **INFORMATION ABOUT THE SCHOOL**

Wrangle Primary School is situated in the rural village of Wrangle, about ten miles north east of Boston. Pupils attending the school come from the surrounding area. The school is much smaller than other primary schools, with 78 pupils on roll, 36 boys and 42 girls. All of the pupils are of white ethnic background. No pupils speak English as an additional language. The percentage of pupils eligible for free school meals is below the national average. The percentage of pupils with special educational needs is also below the national average. Three pupils have statements of special educational needs, which is broadly in line with the national average. Children start school in the September of the school year that they become five. At the time of the inspection there were 4 children under 6 in the mixed reception, Year 1 and 2 class. There are three mixed age classes in the school, with three full time teachers, including the headteacher and one part time teacher. The headteacher shares responsibility for the Year 5 and 6 class. Pupils transfer to secondary school at the end of Year 6. Attainment on entry to the school varies considerably from year to year, but is average overall. Significant improvements to the building have been made since the previous inspection.

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

The school provides a sound education for its pupils. Pupils achieve academic standards that are at least as good as they should be in most of their work. Pupils' personal development and their relationships are very good. Pupils behave well and they are eager to learn. The quality of teaching across the school is good. Learning is effective for virtually all pupils. The curriculum meets the needs of individual pupils appropriately and provides particularly good provision for pupils' spiritual, moral, social and cultural development. The school cares for its pupils well and has a good partnership with parents and carers. The headteacher leads and manages the school well in a caring and effective manner. The school is inclusive in its policies, outlook and practices. Funding is above average and the school provides sound value for money.

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

- The quality of teaching in all classes is good.
- Pupils' personal development and relationships are very good.
- Procedures for monitoring and promoting good behaviour are very effective.
- Provision for pupils' spiritual, moral, social and cultural development is very good.
- Provision for pupils personal, social and health education is very effective.
- Extra curricular activities well exceed what is expected for a school of this size.
- The high standard of accommodation provides flexible opportunities for pupils learning.

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

- Standards in science and information and communication technology could be improved for pupils in Years 3 to 6.
- The use of assessment data could be improved to inform planning and set targets more effectively for individuals, groups and the school.
- The role of subject co-ordinators in science and information and communication technology in particular, but all subjects in general, could be improved.
- The overall effectiveness of the whole governing body could be improved.

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

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

When the school was last inspected in April 1997, it was judged to be a good school overall. The school had gone through a difficult time with many staff changes. It is much more settled now. The school has maintained the strengths identified in that inspection and overcome most of the weaknesses. The, then, acting headteacher was subsequently appointed and she has continued to guide the development of the school effectively. Academic standards continue to fluctuate according to the composition of the small year groups. Most of the key issues from the previous

inspection have been addressed satisfactorily. The accommodation is much improved and the organisation of, and access to resources are good. Child protection procedures are in place. Staff, parents and teachers communicate well with each other and there is a real team spirit. However, the role of subject co-ordinators is still underdeveloped and the governing body as a whole are still not as effective as they could be in providing a strategic overview of the school. The school has identified assessment, standards in science and information and communication technology as priorities for action and it has the capacity to implement these improvements. The school has made satisfactory improvement since the previous inspection.

## 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
	1998	1999	2000	2000
English	C	*	B	D
Mathematics	C	*	C	D
Science	C	*	E	E

**Key**

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

\*This year group is omitted because the number of pupils in the year group was below ten.

In the National Curriculum tests of 2000 11 year olds achieved standards that, when compared to all schools, were above average in English, close to the average in mathematics and well below average in science. When compared to similar schools, using the percentage of free school meals as a guide, standards were below average in English and mathematics and well below average in science. More pupils achieved level 5 in English and mathematics than science. Seven year olds achieved standards that, when compared to all schools, were very high in reading and in writing and in the top 5 percent in mathematics. When compared with similar schools, they achieved standards that were above average in reading well above average in writing and in the top 5 percent in mathematics. Many pupils achieved the higher level 3. In science, the results of the teacher assessments in 2000 indicated that 7 year olds achieved standards that were very high compared to the average. The unpublished results for 2001 fell below these standards for both 7 and 11 year olds. Observations during the inspection indicate that, when children enter the school in the year of their fifth birthday attainment, is generally average overall. However, with small year groups, there is significant variation from year to year. This variation in attainment on entry is reflected in the uneven profile of National Curriculum test results. It is likely that the children in the present Foundation Stage will achieve the early learning goals in all areas of learning by the time they start the National Curriculum in Year 1. By the age of 7 and 11, pupils are likely to achieve standards that are similar to the national average in all subjects except in science and information and communication technology where standards are likely to be below average for 11 Year olds. In science this is because pupils are not provided with sufficient opportunities to plan and prepare their own experiments and investigate for themselves. In information and communication technology, pupils are not given sufficient opportunities to develop skills. In religious education pupils meet the requirements of the Locally Agreed Syllabus at 7 and 11. Higher attaining pupils at both key stages are likely to achieve above average standards and pupils on the school's register of special educational needs achieve standards that match their prior attainment. Trends since 1996 indicate steady improvement, but there was a dip in 1999, and evidence, not yet published, suggests another dip in 2001. Since the previous inspection, results have fluctuated widely, as each intake into the school differs markedly in its composition of the

percentages of higher and lower attaining pupils. The school knows its pupils well and is collecting appropriate assessment data, but as yet is not setting targets effectively enough for individuals, groups or the school. Observations during the inspection and consultation with the school confirm that the results in 2002 are likely to be better than in 2001. Literacy and numeracy skills are used satisfactorily across all areas of the curriculum. However in Years 3 to 6 information and communication skills are not used satisfactorily across the curriculum. There is no evidence to indicate that there are any significant differences in performance between boys and girls. Year groups are small and data, therefore, unreliable.



## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils' attitudes to school are good. They like to come to school. They participate eagerly in all activities, both in class and at playtime.
Behaviour, in and out of classrooms	Behaviour both in class and around the school is good. Pupils listen attentively to their teachers and follow instructions well. They understand the school rules and adhere to them.
Personal development and relationships	Very good. This aspect underpins the whole quality of school life. The value given to social and health education and pupils' personal development is a significant strength of the school.
Attendance	Satisfactory overall. However, many families take holidays in term time and this has an adverse affect on attendance rates.

## TEACHING AND LEARNING

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

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

The quality of observed teaching was always satisfactory most of the teaching was good. Of the twenty-six lessons observed, six were satisfactory and twenty were good. This is a similar picture to the judgement made at the previous inspection. The strength of the teaching lies in the high expectations that staff have of pupil's behaviour and the good organisation and management of a wide and varying range of attainment in each year group. Teachers develop very good relationships with pupils, and this has a positive impact on pupils' learning. Teachers work effectively together. They teach the skills of literacy and numeracy well, ensuring that the needs of all pupils are met appropriately. Support for pupils with statements is good. The school identifies higher attaining pupils appropriately and the work provided meets their needs, as is evident from the number of pupils achieving the higher levels 3 and 5, in English and mathematics at 7 and 11. However, the teaching of science for Years 3 to 6 does not always provide pupils with sufficient opportunities to develop enquiry skills. This limits the standards that they achieve. In information and communication technology, the school does not yet exploit fully the good resources that are available to pupils in Years 3 to 6. Pupils' use of literacy and numeracy skills is satisfactory across the curriculum. However, pupils in Years 3 to 6 do not use information and communication skills satisfactorily. Pupils respond to their teachers enthusiasm and work hard to do their best. They concentrate well and take care with their presentation. Pupils are proud of their achievements and are pleased when it is acknowledged. Pupils enjoy their learning and are well motivated. All of these factors have a positive impact on the standards that they achieve.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Satisfactory overall. At Key Stage 1 and 2 the curriculum is broad and generally balanced. There is an appropriate curriculum in place for the Foundation Stage. Extra curricular activities are very good for a school of this size.
Provision for pupils with special educational	Good. All pupils on the school's register of special educational needs have individual education plans, and their work is matched to

needs	their needs well. Pupils with statements of special educational need are supported effectively.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good. This is a significant strength of the school. Staff are committed to and plan very well for this area of pupils' development. The very good provision supports pupils' personal development very effectively.
How well the school cares for its pupils	Good. Pupils are looked after effectively and are safe. Staff know the pupils well and respond to their needs appropriately. Assessment data is gathered regularly but is not always used in the most effective way to set future targets.

The school works and communicates well with parents.

### HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Good. The headteacher leads the school in a caring and effective manner. She has established a hard working committed, staff who work together well to fulfil the shared aims of the school. Subject co-ordination is still underdeveloped but plans are in place to establish good practice.
How well the governors fulfil their responsibilities	The governing body has difficulty in recruiting and retaining members and has had many vacancies. There is a core of caring, knowledgeable and very supportive governors who have the best interests of the pupils in mind. However, the governing body as a whole relies too heavily on the headteacher and does not involve itself effectively in the strategic overview of the school. They have not extended their pastoral role to include a systematic review of performance therefore they are not, as a group, as effective as they could be.
The school's evaluation of its performance	Satisfactory. The school knows its many strengths and how to maintain them but is less clear about addressing its weaknesses.
The strategic use of resources	Satisfactory overall. Day to day financial management and control are good. Most grants are used effectively for specific purposes. Spending is carefully monitored. The principles of best value for money are now applied appropriately. However, the school has a larger percentage carry forward than would normally be expected for a primary school.

Staffing, accommodation and learning resources are good. The accommodation is very good and much improved since the previous inspection.

### PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> <li>• That the school expects their children to work hard and achieve their best.</li> <li>• That the teaching is good.</li> <li>• That their children make good progress.</li> <li>• That they are kept well informed.</li> </ul>	<ul style="list-style-type: none"> <li>• Some parents feel that their child does not get the right amount of homework.</li> <li>• Some parents would like to see more extra curricular activities.</li> <li>• At the meeting a few parents said that</li> </ul>

<ul style="list-style-type: none"> <li>• They feel comfortable approaching the school.</li> <li>• That the school works closely with them</li> <li>• The school is helping their children become mature.</li> </ul>	<p>they were unclear about the role of governors.</p>
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The inspection team agree with the positive comments. The inspection team judge homework to be satisfactory and extra curricular activities very good for a school of its size. The inspection team agree that there is a lack of knowledge about the role of the governing body by a few parents.

## **PART B: COMMENTARY**

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

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

1. When children enter the school in the year of their fifth birthday attainment is generally average overall. However, with small year groups there is a significant variation from year to year. This variation in attainment on entry is reflected in the uneven profile of National Curriculum test results. It is likely that the children in the present Foundation Stage will achieve the early learning goals in all areas of learning by the time they start the National Curriculum in Year 1. Their personal and social development is good and they are likely to exceed the early learning goals in this area of learning. They have a good start to their education. By the end of Year 2, pupils are likely to achieve standards that are average in English, mathematics, science, art and design, design and technology, geography, history, information and communication technology, music and physical education.
2. By the end of Year 6, pupils are likely to achieve standards that are average in English, mathematics, art and design, design and technology, geography, history, music and physical education. Standards are likely to be below average in science and lower than expected in information and communication technology. In religious education pupils aged 7 and 11 meet the requirements of the Locally Agreed Syllabus. Learning is effective for all pupils and their needs are met appropriately. Higher attaining pupils at both key stages are likely to achieve above average standards and pupils on the school's register of special educational needs achieve standards that match their prior attainment.
3. In English, the results of the National Curriculum Statutory Tests of 2000 showed that pupils aged 7 achieved standards when compared to all schools that were very high in reading and in writing. When compared with similar schools, pupils aged 7 achieved standards that were above average in reading and well above in writing. Pupils achieving the higher level 3 were well above average. At 11, pupils achieved standards compared to all schools that were above average. Pupils achieving the higher level 5 were above average. When compared to similar schools, using the percentage of free school meals as a guide, standards were below average. The unpublished results for 2001 fell below these standards at 7 and 11.
4. In mathematics the results of the National Curriculum Statutory Tests in 2000 showed that pupils aged 7 achieved standards that were in the top 5 percent of the country in comparison to all schools and similar schools. The number of pupils achieving the higher Level 3 was very high. Pupils of 11 achieved standards that were close to the national average and the number that achieved the higher level 5 was above the national average. When compared to similar schools, using the percentage of free school meals as a guide, standards were below average in mathematics. The results in 2001, unpublished as yet, fell below these high standards at 7 and 11.
5. In science the results of the teacher assessments in 2000 indicate that pupils aged 7 achieved standards that were very high compared to the national average. The results of the National Curriculum Statutory Tests in 2000 showed that the majority of pupils aged 11 achieved standards that were well below the national average. This is because pupils aged 11 are not provided with sufficient opportunities to plan and prepare their own experiments and investigate for themselves. Fewer pupils at both key stages achieved the higher levels 3 and 5.

6. At the time of the previous inspection, standards in information and communication technology at both key stages were in line with national expectations and progress was satisfactory. Since that time, there have been a number of national developments in this subject area. The school has not been able to keep pace with these developments for pupils in Years 3 to 6. As a consequence, standards achieved by pupils of 11 are likely to be lower than national expectations. Resources are good but pupils are not taught specific skills to enable them to use information and communication technology effectively across all areas of the curriculum.
7. In religious education, observations made during the inspection indicate that the majority of pupils in both key stages, including those with special educational needs, achieve standards that are as expected for pupils of their age and they meet the requirements of the Locally Agreed Syllabus.
8. Pupils identified as having special educational needs achieve standards that are appropriate to prior attainment. Suitably targeted work is set for these pupils; they are supported well in classrooms and receive substantial individual help. Pupils with statements of special educational needs are supported well. This enables them to remain fully integrated with their peers through inclusion in most class activities.
9. Trends since 1996 indicate steady improvement but a dip in 1999 and evidence suggests, but not published yet, another dip in 2001. Since the previous inspection, results have fluctuated widely as each intake into the school differs markedly in its composition of the percentages of higher and lower attaining pupils. Parents at the meeting were pleased with the progress that their children make. The school knows its pupils well and is collecting appropriate assessment data, but as yet is not setting targets effectively enough for individuals, groups or the school. Observations during the inspection and consultation with the school confirm that the results in 2002 are likely to be better than in 2001. Literacy and numeracy skills are used satisfactorily across all areas of the curriculum but not information and communication technology skills. There is no evidence to say that there are significant differences in performance between boys and girls. Year groups are small and data therefore unreliable.

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

10. Pupils' attitudes, values and personal development are good. These good attitudes to learning, good behaviour and very good personal development make a significant impact on their learning. This continues to be a strength of the school.
11. The school puts great emphasis on this area and young children in the Foundation Stage are confident in finding their way about school, getting changed unaided and dealing with their own hygiene. They learn quickly about taking turns, especially during sessions when 'pass the teddy' helps them to listen attentively while awaiting their turn to speak. They talk happily to adults and are enthusiastic about the activities in which they are involved. They answer the register clearly and know how to raise their hands to answer questions. They are beginning to understand the school behaviour policy and join in appropriately during personal, social and health education discussions. The youngest children benefit greatly from being with older pupils in this area of their development. They respond well to the regular routines and expected behaviour in class and throughout the school.
12. Pupils enjoy coming to school and are enthusiastic about all they do, in lessons, in the playground and in clubs. Pupils respond well to their teachers and work hard in lessons,

where little time is wasted. Pupils work together well, supporting each other's efforts, and compiling truly co-operative results. The school has been able to create a particularly supportive and valuing ethos, where pupils' efforts are highly valued. Pupils are proud of the work they do. Pupils achievement is celebrated regularly, in class and by the whole school. Weekly assemblies give recognition to the quality of work, effort and behaviour that pupils achieve.

13. Behaviour in class and around school is good. There have been no recent exclusions. Parents said how pleased they are with the behaviour and attitudes of their children. The parents appreciate and understand the school's Golden Rules. The positive behaviour policy and the results of the carefully thought out personal, social and health education curriculum support personal self-esteem well. Pupils' happiness in their environment is reflected in the quality of their behaviour. They play well together both in organised games and more informal groups. Paired and group activities are a feature of many lessons.
14. Pupils' personal development and the quality of relationships in the school are very good, and this underpins the whole ethos of the school. Great emphasis has been placed on personal, social and health education in the school and this effectively encompasses pupils' high sense of personal worth and respect for others. Very good relationships modelled by the adults in the school, and the opportunities given to celebrate personal achievements and respect given to feelings, support this. The highly valued weekly achievements assembly, which celebrates good work, behaviour and effort, is supported by displays in the hall and classroom records kept for pupils to recall.
15. The high quality of decision-making and action in the school council, where targets for healthy and eco-school status are set, give pupils a sense of purpose and responsibility for the development of their own school and community. Older pupils take a lead in caring for areas of the school like the library, and in being responsible for access to the playground, although opportunities for private study and independent investigations, for example in science, are less well developed. Pupils who have been identified as having special educational needs have good attitudes to school. They are supported well in classrooms and receive substantial individual help. Pupils with statements of special educational needs are supported effectively. This enables them to remain fully integrated with their peers through inclusion in all aspects of school life.
16. Pupils' attendance in 2000/2001 was satisfactory which is not as good as at the time of the previous inspection when attendance was very good. It was better than the previous year (1999/2000) when it was unsatisfactory. Both authorised and unauthorised absences are now in line with national averages. However, absences are significantly and adversely affected by a number of pupils being away from school on family holidays and these absences account for a quarter of the authorised absences. At the time of the inspection in the new academic year some 13 pupil-weeks, or 5%, of school had already been lost. The great majority of pupils arrive at school punctually and the day gets off to a prompt start.

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

17. The quality of observed teaching was always satisfactory or better. Of the twenty-six lessons observed six were satisfactory and twenty were good. This is a similar picture to the judgement made at the previous inspection. Most of the teaching is good. However, teaching over time in science and information and communication technology for pupils in Years 3 to 6 is unsatisfactory.

18. The strength of the teaching lies in the high expectations that staff have of pupils' behaviour and the good organisation and management of a wide and varying range of attainment in each year group. Teachers develop very good relationships with pupils and this has a positive impact on pupils' learning. Teachers work well together. For example, in the mixed age reception, Year 1 and Year 2 class a good literacy lesson was organised in such a way that the needs of the youngest children in the Foundation Stage to the higher attaining pupils in Year 2 were met effectively. In the mixed age Year 3 and 4 class, numeracy skills were taught well and the group activities were very effectively planned so that they provided the higher attaining pupils with work, about the number of faces on curved shapes like cylinders and cones, very well. In a good Year 6 literacy lesson, the clear exposition and good questioning skills of the teacher enabled all pupils to understand what was required of them. Lower attaining pupils were supported well and achieved the tasks set for them.
19. The quality of teaching in the Foundation Stage is good overall. Work is planned well to ensure that the children follow the stepping stones of development to achieve the early learning goals by the time they start the National Curriculum at the beginning of Year 1. Children benefit from the good accommodation that enables them to work with an adult in a spacious classroom area adjacent to the Year 1 and 2 pupils. There are many attractive areas set up to stimulate learning. However, there is scope to provide children with more opportunity to make decisions about their own learning.
20. In Year 1 and 2 the quality of teaching is good overall. Teaching is planned well and is taught in an enthusiastic and clear manner so that each pupil is clear about what they have to do. The teacher knows her pupils well and matches questions and challenges to meet the needs of all pupils in the class. Good use is made of support staff and the very good accommodation is attractively and informatively displayed. High expectations of behaviour and personal relationships ensure that the youngest and oldest pupils in the class learn in a positive, calm and supportive environment.
21. In Years 3 to 6 the quality of observed teaching is good. Teachers plan work effectively to meet the needs of all pupils. Teachers who share responsibility for a class work together well. They plan work carefully and evaluate the outcomes of their teaching effectively. Teachers' individual strengths and talents are exploited to the full. For example, in music, the enthusiasm and very good subject knowledge stimulates and extends pupils learning. Pupils enjoy performing to different audiences and their enthusiasm for the subject is evident. In religious education, the interesting and varied artefacts arouse pupils' curiosity and interest in the customs of different religions. These two subjects combine particularly well in whole school assemblies.
22. Teaching over time in science and information and communication technology is unsatisfactory in Years 3 to 6. This is because in science teaching does not always provide pupils with sufficient opportunities to develop scientific enquiry. This limits the standards that they achieve. The school has identified weaknesses in results in National Curriculum tests as a priority. In information and communication technology in Years 3 to 6 the school does not yet exploit fully the good resources that are available to pupils. There is no planned programme of skills teaching, so that pupils become proficient in the use of hardware and software to support work in all areas of the curriculum, for example, in researching information in history or gathering, producing and evaluating data in geography.

23. The school is good at identifying pupils with different needs and supports its pupils with statements well. The school identifies higher attaining pupils appropriately and the work provided meets their needs well, as is evident from the number of pupils achieving the higher level 3 and 5 in English and mathematics, at 7 and 11. Teachers' day-to-day assessments of pupils' learning are satisfactory. However, these assessments are not always used effectively to set targets for individual pupils. In annual reports targets for improvement are set but they are not always specific. Marking is supportive and diagnostic, but varies throughout the school. The use of homework is satisfactory. Teachers use their classroom assistants well to provide appropriate support for pupils learning.
24. Pupils' learning is good, and it is matched to their prior attainment. Pupils respond to their teachers' enthusiasm and work hard to do their best. They concentrate well and take care with their presentation. Pupils are proud of their achievements and are pleased when it is acknowledged. Pupils enjoy their learning and are well motivated. All these factors have a positive impact on the standards that they achieve.

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

25. Children in the Foundation Stage in the reception year have an appropriate curriculum. It is planned well around the six areas of learning. However, there are times when opportunities for learning through the free choice of directed play activities are limited. Children work with 6 and 7 year olds pupils when appropriate and make a smooth transition into Key Stage 1, especially in the areas of literacy and numeracy. They are well prepared for the next stage of their education.
26. The quality and range of learning opportunities at both key stages are satisfactory. The appropriate statutory curriculum is in place. Statutory requirements are met. There is satisfactory breadth and relevance in the curriculum but it is unbalanced because skills in information and communication technology and an area of science are under developed. In information and communication technology pupils have fewer opportunities to explore all the possibilities that the curriculum can offer pupils in Years 3 to 6. In science, there are limited opportunities for older pupils to develop their skills in framing questions in science and generating their own investigations to attempt to answer them.
27. The National Literacy and Numeracy Strategies are fully implemented. Teachers plan well for these, taking into consideration the particular demands of mixed age classes. In literacy a spiral planning scheme adapted especially for mixed age classes is used effectively. The school has adopted effectively the most recent government guidelines for the non-core subjects. Through government guidelines and the Locally Agreed Syllabus the requirements for religious education and collective worship are met successfully.
28. There is a satisfactory long-term curriculum outline that ensures coverage for all year groups. Medium term planning covers content for each term and the weekly planning formats enable class teachers to be specific about learning objectives and activities and to make evaluations of teaching sessions. In some subjects, the newly introduced procedures for curriculum review have not yet enabled co-ordinators to bring all their policies up to date. The teaching staff of the school work together well to agree and develop areas of the curriculum. This is an improvement since the previous inspection.



29. Pupils with special educational needs are supported well. Provision is good. They have clearly designed individual education plans, with specific targets for learning. There is appropriate use of local education authority expertise to support and assist teachers in writing individual education plans for the pupils. As a result, specific programmes of work are consistently planned into the daily timetable. Special needs assistants are deployed well and support their designated pupil and small groups effectively. A particularly good example was in a maths lesson where the special needs assistant supported a small group during a mental/oral session, explaining and asking similar questions to the remainder of the class, but appropriately extending these pupils' understanding of counting in tens and adding two amounts of money to make 20p.
30. Included in the personal, social and health education programme, which underpins the spiritual, moral, social and cultural provision, is a well planned series of activities which support the anti-drugs awareness programme and sex education. These are all firmly and effectively embedded in the curriculum organisation for the school.
31. The range of extra-curricular activities in the school is very good. Good use is made of visiting experts, which also addresses the need for male role models, for example in the short tennis club and after school woodwork club. Pupils have opportunities to take part in annual theatre training schemes, where they meet pupils from other schools. There is a good range of sporting clubs run by teachers and opportunities for music making. In the last year the school has entertained many visitors and made good use of a visit to Lincoln Cathedral, and the expertise of its education officer. The high quality printing and artwork resulting from the visit is on display in the school. The younger pupils meet with the local emergency services. Pupils are regularly involved with the local community, by visiting the church to sing at the Harvest Festival, joining in the village fair and local Donkey Derby and meeting the mayor. All major events in school life like this are photographed and displayed, and become the centre for discussion and reflection.
32. As reported in the previous inspection, the contribution from the community to the life of the school is good and has a positive impact on pupils' learning. The school holds services in church for major festivals such as Mothering Sunday, Harvest Festival and Christingle, and the annual carol service is enjoyed by people from the village. Pupils participate fully in the village show by joining in competitions and giving displays. At Christmas and on several other occasions through the year pupils entertain senior citizens in a local residential home. Pupils regularly participate in a local Music Festival.
33. The school has satisfactory links with the range of secondary schools to which pupils transfer. The majority go on to The Giles School. Staff from that school visit to learn about pupils both from an academic and pastoral point of view. In the summer term all pupils have a taster day in their new school. Children entering the Foundation Stage are invited to visit the school and become familiar with the routines, staff and the building.
34. Provision for spiritual, moral, social and cultural education is very good and is a significant strength of the school. Provision for spiritual development is good. It is most notably supported in assemblies. The well thought out programme and the commitment and enthusiasm of staff and visitors enable pupils to reflect in inventive and stimulating ways on their spiritual development. Stories told with active participation (The Lost Sheep) and the making of a cake give great enjoyment and make the assembly memorable. Plenty of opportunity is given for reflection, both during the main part of the assembly and also in prayer. The headteacher and staff's commitment to encouraging awe and wonder in all aspects of school life are specifically encapsulated in assembly. All the pupils will remember the ingredients of a cake and the attributes of a good person. They will look

back with amusement, remembering the sound effects they made for the story of The Lost Sheep, but carry with them the meaning behind the story. They will recall with sympathy and empathy the list of favourite and special things shared by the staff. Music also helps with the understanding of the transcendent.

35. Provision for moral development is very good. The school is committed to supporting and developing each individual. To this end, the personal, social and health education curriculum is very well thought out. Through opportunities to share and discuss feelings pupils develop a very positive understanding of their own self worth and respect for the integrity of others. Older pupils are able to carry out a discussion about how they feel when people talk about them and identify those things that are hurtful and those that are supportive. They extend this to making an analysis of a story identifying “put-downs” and “boost ups” in the day of a boy at school. Even the youngest pupils are learning to take time to speak and to sort out problems through discussion.
36. Provision for social development is very good. The quality of relationships and the positive behaviour policy also contribute to this very good provision. Golden Rules are displayed throughout the school and in the classrooms. Each class also decides on its own set of rules to support the over arching Golden Rules. Pupils have a clear understanding of these and understand clearly how they relate to rewards and sanctions. The orderliness and well established routines within school contribute towards a good understanding of social behaviour. Pupils are encouraged to play together well by the organisation of teams and areas for football and by the sensible choice of good quality play equipment for outside.
37. This strength reflects the parents’ opinion that the behaviour in the school is good and that the rules are understood well.
38. Provision for cultural development is good. The school celebrates its’ own worth very well. There are pictures of the school’s involvement with the local community, certificates, shields and records of school activities displayed for all to see in the entrance hall. Every achievement in school is celebrated and rewarded by privilege time and certificates. Moral and cultural issues are addressed effectively by studies in world faiths in Religious Education, using well-chosen books and interesting discussions. These are supported by the importance placed upon individual integrity and self-esteem in the Personal, Social and Health Education curriculum. There has been a particular emphasis on the ‘Show Racism the Red Card’ course with the oldest pupils. In art pupils work in the style of European artists such as Monet and Mondrian. In geography they learn how different climates create customs and rituals different to their own. Pupils explore the cultures and customs associated with different religions in religious education.

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

39. The school cares for its pupils well. The steps taken by the school to ensure pupils welfare, health and safety are good. They have improved since the previous inspection, with a number of issues that were raised then having been resolved. The school provides a caring environment, where the teachers and all the support staff know the pupils well. Pupil’s work and play together harmoniously in an extended family atmosphere.
40. Child protection procedures are in place. The head teacher is the designated person and all members of staff are aware of their responsibilities. Procedures for dealing with first aid, medicines and accidents, including notifying parents, are well established. The school

makes good provision for pupils with medical problems so that they can be included in all school activities. The Health and Safety policy has been updated and awaits ratification by the governors. The local education authority is due to conduct the regular audit shortly. Safety checks on potentially dangerous equipment take place annually, and practice evacuations of the premises, or chemical alert procedures, take place each term.

41. The procedures for promoting attendance and punctuality are good. The majority of pupils arrive at school in good time and are settled ready to start the day. Registration is taken promptly so that the day gets off to a good start and the pupils have the chance of a full day's learning. Most parents co-operate fully with the school by notifying them of reasons for pupils' absences. The education welfare officer from the local education authority is available to assist the school with families where difficulties arise in getting pupils to school.
42. The procedures for promoting good behaviour and eliminating oppressive behaviour are very good. These are evidenced by the absence of any bullying and the high standards of behaviour and discipline achieved. The school has a behaviour policy that reinforces the schools aims and ethos well and is applied consistently by all staff throughout the school, including the morning and midday supervisory assistants. Pupils are aware of the sanctions that may be applied when the rare misdemeanours happen.
43. Procedures for assessing pupils' attainment and progress are satisfactory. Teachers make regular assessments of pupils' work, particularly in mathematics and English, reading and writing. A baseline assessment is administered to new pupils in the first few weeks of school. Careful note is kept of national testing and yearly non-statutory tests. Reports to parents also record the progress pupils have made in each subject and perceptive comments are made about pupils' personal development. Academic targets for improvement are set but they are not always specific. The information available is not always used effectively to identify gaps in learning, and then to specify the next steps required, ensuring that appropriate progress is made by each pupil.
44. Assessment is identified in the school development plan as a priority. The school is now in a position to use the data collected more effectively and to track pupils' progress from baseline assessment to Year 6. Targets set will enable pupils, teachers and parents to know the next steps required for learning and for even higher standards to be achieved. The school will then be able to set achievable targets each year.
45. The development, support and monitoring of the progress of pupils with special educational needs is good. Individual education plans contain specific objectives and how they are to be achieved, teachers make use of accurate assessments to ensure that these pupils make similar progress to their peers. Children in the Foundation Stage are cared for well, they often work in a small group and their needs are identified clearly and met well. Higher attaining pupils have been identified and their needs are being met effectively.
46. Procedures for monitoring and supporting pupils' personal development are good. The importance given to this area of pupil development by the school ensures that teachers get to know their pupils well and can monitor their development through the carefully structured personal, social and health education programme.

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

47. Parents' views of the school are positive. Parents appreciate the caring family ethos of the school and the standards of behaviour and discipline that are expected from their children. Parents feel welcome and able to approach the school at any time. Parents at the meeting confirmed the improvements in communication between staff and parents. A key factor being the much more settled atmosphere within the school and the fewer changes of staff. The responses in the questionnaire showed that 100 percent of parents felt that the school expected their children to work hard and to do their best.
48. Overall the information provided by the school to parents is good and has improved since the previous inspection, when it was a key issue. The general information provided by the school through a steady stream of newsletters and other information about forthcoming events, including the curriculum topics to be covered during the term, is good. The School Brochure and the Governors Annual Report to Parents meet the Department for Education and Skills guidelines, although a few parents at the meeting said they were unclear about the role of governors. The annual reports for individual pupils are good, they contain comprehensive commentaries on what has been covered in each subject, how well their child has achieved and some discussion on what has not been done so well and requires attention in the future. All reports include targets for the next year, and although some of these targets are broad or general, others are becoming quite specific. Parents have the opportunity to respond to the report in a written questionnaire.
49. Parents' involvement in the life and work of the school is satisfactory. Parents actively support their children in learning to read and encourage them in their other homework assignments as they progress through the school. Only a very small number of parents assist in school in classrooms or on school trips. The parent teacher association organises fundraising activities such as the summer fete and quiz evenings, the money raised is used to improve the school facilities and in particular the maintenance costs of the swimming pool.

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

50. The headteacher leads the school in a caring and effective manner. She has established a hard working committed staff who work together well to fulfil the shared aims of the school. This is an improvement since the previous inspection when communication between staff and between staff and parents was a key issue. The headteacher has created a positive and supportive environment where relationships are very good. She has monitored the teaching of literacy and numeracy in all classes as part of teachers' professional development. There is a planned programme for monitoring other subjects but as yet it has not begun. Subject co-ordination is still underdeveloped and therefore teaching and learning are not being monitored in all subjects. The management of the curriculum for children in the Foundation Stage is good. Provision for pupils with special educational needs is well organised.
51. The headteacher and staff collect appropriate assessment data to monitor standards in the school. The school knows its many strengths and how to maintain them but is less clear about how to address its weaknesses. They have identified standards in science and information and communication technology as areas for development in the school development plan but have not as yet taken effective action to secure improvement. The aims and values of the school are explicit in its day-to-day working. The school is inclusive in its policies and working practices. Provision for spiritual, moral, social, cultural and personal relationships, behaviour and equal opportunities are significant

strengths of the school. All staff teaching, and non-teaching are committed to raising standards for all pupils and enabling each pupil to achieve their full potential.

52. The governing body has difficulty in recruiting and retaining members and has had many vacancies. There is a core of caring, knowledgeable and very supportive governors who have the best interests of the pupils in mind. However, the governing body as a whole do not have a strategic overview of the running of the school and not all of them understand their roles and responsibilities. For example, they rely too heavily on the headteacher, to gather information for their annual report to parents. Performance Management is at an embryonic stage, no targets have been set for the headteacher. The school development plan is organised by the headteacher and her staff and agreed by governors. There is little evidence that the priorities are monitored. They rely too heavily on the headteacher and her staff to plan, evaluate and monitor standards and take appropriate action. They do not always organise and record all their sub committee meetings effectively. They have not extended their pastoral role to include a systematic review of performance, a key issue in the previous inspection. This is unsatisfactory; therefore they are not, as a whole group, as effective as they could be.
53. Day to day financial management and control are good. Most grants are used effectively for specific purposes. However, difficulty was experienced last year in recruiting a teacher for the booster class and that grant was under spent. Spending is carefully monitored by the headteacher, school administrator and governors finance sub committee who receive monthly variance reports for checking. Governors have agreed to implement the recommendations of the most recent audit of February 2001. The principles of best value for money are now applied appropriately. However, for some time the school has had a larger percentage carry forward than would normally be expected for a primary school.
54. The school has a satisfactory level of qualified staff to teach subjects of the National Curriculum and religious education. As is normal for a school of this size, teachers have responsibility for several areas of the curriculum. These are matched appropriately either to training, expertise or enthusiasm. Where they are particularly well matched, the potential for quality curriculum development is good. New staff are effectively inducted into school life and supported well by this small and caring staff. There have been no initial teacher training students in recent years. Classroom assistants are deployed well by teachers and support pupils' learning effectively. College students are well integrated into school life and along with other classroom assistants, contribute to the planning of class activities for younger pupils. The employment of a playground supervisor in the mornings before school is an unusual but sensible approach, allowing a calm start to the day.
55. The quality of resources, which was an issue in the last inspection, is good overall, and, in most cases, used effectively. Resources are clearly labelled and easily accessible. They are very well organised. Each classroom has a group of up to four personal computers, although these are not always used to their full potential.
56. New technology is used effectively. The school administrator inputs information about pupils and undertakes all financial administration on the updated computer system. Most teachers use word-processing for planning and making classroom worksheets. There are good examples of desktop publishing used for captions and labels in displays, and teachers have received training through the Government funded scheme to improve information and communication technology skills. However, pupils, particularly older ones, are not given a sufficiently structured programme of teaching to develop information and communication technology skills.

57. The school's accommodation is very good. It provides a very positive learning environment for the staff to deliver the curriculum and for all pupils to learn. The classrooms are a good size, and the corridor areas are spacious, giving staff and pupils plenty of space to move around, and with access to water and sink facilities. The main hall is large enough to accommodate the whole school for assembly, but not large enough for all the equipment ideally needed for the PE curriculum. The premises are decorated and maintained to an exceptionally high standard, and are enhanced throughout by attractive, interesting and informative displays. The playground areas are spacious and allow the pupils plenty of room to play. The large grassed playing field is another very attractive feature, with room not only for the usual marked out pitches, but also a summerhouse and large adventure play area. The school has its own swimming pool and a quiet garden area for reflection. This very good accommodation has a positive impact on pupils' personal development, their self-esteem and social development.

## WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

Wrangle Primary School provides a sound education for its pupils with some very good features. Year groups are small and overall academic standards fluctuate from year to year. Pupils and staff work in a positive environment where relationships are very good. In order to sustain and improve even more, the headteacher, staff and governors should:

- 1        Raise standards in science for pupils in Years 3 to 6 by:
  - Providing pupils with more opportunities to develop their scientific enquiry skills. (Paragraphs 5, 22, 26.)
  - Teaching pupils to think creatively about why things happen and to test out ideas using evidence from observation and measurement. (Paragraphs 82, 83.)
  - Providing the subject co-ordinator with time to monitor standards. (Paragraph 87.)
  - Increasing staff expertise by providing additional in-service training or support where required. (Paragraphs 86.)
  
- 2        Raise standards in information and communication technology for pupils in Years 3 to 6 by:
  - Ensuring that all pupils are given more frequent and regular opportunities to develop their information and communication technology skills. (Paragraphs 6, 22, 26, 104.)
  - Providing the subject co-ordinator with time to monitor standards. (Paragraph 108.)
  - Increasing staff expertise by providing additional in-service training or support where required. (Paragraph 107.)
  - Using information and communication technology more effectively across all subject areas. (Paragraph 109.)
  
- 3        Improve the use of assessment data to inform planning and set targets for individuals, groups and the school more effectively by:
  - Making better use of assessment data to identify weaknesses in pupils' achievement and progress, and using this data more effectively in teachers' planning. (Paragraph 43.)
  - Using the data collected to set achievable targets for the school. (Paragraph 44.)
  
- 4        Implement the planned programme for developing the role of subject co-ordinators in science and information and communication technology in particular but all subjects in general by:
  - Providing subject co-ordinators with an appropriate amount of time to monitor standards in their subjects as each subject is identified as a priority in the school development plan. ( Paragraph 50 )
  
- 5        Improve the overall effectiveness of the governing body by ensuring that:
  - All governors understand their roles and responsibilities. (Paragraph 52)
  - They share their work and organise all their meetings more effectively. (Paragraph 52)

- They understand the needs of the school and become active partners in shaping the overall strategic planning and evaluation of the schools' performance. (Paragraph 52)

Additional points for improvement:

- Governors to fulfil all statutory requirements in regard to Performance Management. (Paragraph 52).



## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	26
Number of discussions with staff, governors, other adults and pupils	25

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

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	0	20	6	0	0	0
Percentage	0	0	77	23	0	0	0

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

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

#### **Pupils on the school's roll**

	Nursery	YR– Y6
Number of pupils on the school's roll (FTE for part-time pupils)	0	78
Number of full-time pupils known to be eligible for free school meals	0	8

*FTE means full-time equivalent.*

#### **Special educational needs**

	Nursery	YR– Y6
Number of pupils with statements of special educational needs	0	3
Number of pupils on the school's special educational needs register	0	16

#### **English as an additional language**

	No of pupils
Number of pupils with English as an additional language	0

#### **Pupil mobility in the last school year**

	No of pupils
Pupils who joined the school other than at the usual time of first admission	8
Pupils who left the school other than at the usual time of leaving	4

### *Attendance*

**Authorised absence**

	%
School data	7.0
National comparative data	5.2

**Unauthorised absence**

	%
School data	0.2
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)**

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 1 for the latest reporting year	00/99	2 (7)	5 (4)	7 (11)

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys			
	Girls			
	Total			
Percentage of pupils at NC level 2 or above	School	(73)	(73)	(91)
	National	(82)	(83)	(87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys			
	Girls			
	Total			
Percentage of pupils at NC level 2 or above	School	(73)	(91)	(91)
	National	(82)	(86)	(87)

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

Year 2000 results are omitted because the year group was below 10. Year 1999 results show totals only because the year group was above 10 but girls and boys numbers were below 10.

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

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 2 for the latest reporting year	00/99	10 (6)	2 (3)	12 (9)

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys			
	Girls			
	Total			

Percentage of pupils at NC level 4 or above	School	75	67	83
	National	75	72	85

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys			
	Girls			
	Total			
Percentage of pupils at NC level 4 or above	School	75	83	83
	National	70	72	79

Year 1999 results are omitted because the year group was below 10. Year 2000 results show totals only because the year group was above 10 but the number of girls was below 10.

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

### *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)	3.5
Number of pupils per qualified teacher	22
Average class size	26

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

Total number of education support staff	5
Total aggregate hours worked per week	

*FTE means full-time equivalent.*

### *Financial information*

Financial year	2000/01
	£
Total income	185418
Total expenditure	179140
Expenditure per pupil	2297
Balance brought forward from previous year	27609

### *Recruitment of teachers*

Number of teachers who left the school during the last two years	2
Number of teachers appointed to the school during the last two years	2

Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0.1
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	71
Number of questionnaires returned	11

### Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	73	27	0	0	0
My child is making good progress in school.	91	9	0	0	0
Behaviour in the school is good.	54	36	9	0	0
My child gets the right amount of work to do at home.	9	64	27	0	0
The teaching is good.	91	9	0	0	0
I am kept well informed about how my child is getting on.	81	18	0	0	0
I would feel comfortable about approaching the school with questions or a problem.	81	9	9	0	0
The school expects my child to work hard and achieve his or her best.	100	0	0	0	0
The school works closely with parents.	81	9	9	0	0
The school is well led and managed.	64	27	9	0	0
The school is helping my child become mature and responsible.	81	18	0	0	0
The school provides an interesting range of activities outside lessons.	36	45	18	0	0

## **PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES**

### **AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE**

58. Foundation Stage children are taught in a class with Year 1 and 2 pupils. At the time of the inspection there were 4 children under 6 in the reception class. Not all of the children have had a pre-school experience. When children start school their levels of attainment are broadly average. The teacher responsible for the class works closely with an experienced classroom assistant and often has valuable support from a national vocational qualification student. The curriculum is planned appropriately to enable children to achieve the early learning goals by the time they start the National Curriculum in Year 1. Children work through the appropriate stepping stones to learning undertaking activities that are matched well to their individual needs.
59. Teaching is good overall. It is particularly successful when the class teacher is focused upon this group of Foundation Stage children. Planning is effective and thorough for this group and all ancillary helpers in the class contribute effectively to the planning. Children are managed well and suitably integrated with the older pupils. Although children have many varied and interesting activities, which satisfactorily support their learning, there are fewer opportunities for them to extend and consolidate their learning through the free choice of directed play activities. Standards have been maintained since the previous inspection.

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

60. The quality of teaching and learning in this area is good. By the end of the reception year most children will have exceeded the early learning goals. The school puts great emphasis on personal, social and emotional development and young children are already confident in finding their way about school, getting changed unaided and dealing with their own hygiene. They learn quickly about taking turns, especially during sessions when 'pass the teddy' helps them to listen attentively while awaiting their turn to speak. They talk happily to adults and are enthusiastic about the activities in which they are involved, particularly when it involves cooking and food. They answer the register clearly and know how to raise their hands to answer questions. They are beginning to understand the school behaviour policy and join in appropriately during personal, social and health education discussions. The youngest children benefit greatly from being with older pupils in this area of their development. They respond well to the regular routines and expected behaviour in class and throughout the school.

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

61. The quality of teaching and learning in this area of learning is good. This area of the curriculum is carefully planned and children benefit from taking part in reading the "big book" in the literacy hour. They enjoy listening to stories, especially when they can join in, for example, saying the repeated question 'how goes the work?' and making the animal noises in 'Farmer Duck' by Martin Waddell. They are beginning to distinguish text from pictures and follow the direction of script. The classroom assistant often works with small groups, during which time children identify characters in the reading scheme and can match names to pictures. They point out characters whilst listening to stories. They play phonics games and are beginning to recognise phonic rhymes by playing repeating games with older pupils. They learn to form letters and write their names. The quality of the adult supervision makes a significant contribution towards the quality of learning in this

area. Children are on course to reach the early learning goals for this area of the curriculum.

### **Mathematical development**

62. The quality of teaching and learning in this area is good. Young children are on course to achieve the early learning goals set for mathematical development by the end of their reception year. Pupils are involved in a variety of activities, which are specially designed to increase their mathematical development. They use an interesting cooking activity, which allows them to investigate comparisons of weight by balancing. They pour flour and sugar, balancing amounts against previously counted teddy weights. Most are able to count to 10 and the most able to 20 and beyond. These activities give the children satisfactory opportunities to use mathematical vocabulary for shape and measures during conversation. They are beginning to sequence and order instructions. They also have many opportunities to count and match using the shop.

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

63. The quality of teaching and learning in this area of learning is satisfactory. Children make satisfactory progress towards the early learning goals. They use specially chosen computer programs to improve their skills effectively. Children use the mouse to drag and drop clothes accurately in a program to dress a teddy. They identify the sounds heard in the park and select the correct picture. Children are involved in outdoor activities that help them to understand about using roads, along which vehicles and pedestrians move. They pretend to be the crossing patrol person and discuss what is happening in their village. Within their study of 'light', the youngest children use the overhead projector and guess which vehicles are making shadows on the screen. They use their senses regularly during investigations and sand is available for play in the classroom. However there is no easy access to water play for these children. Children use wheels and axles appropriately as they build vehicles from construction kits. Children develop their understanding of construction appropriately through directed play.

### **Physical development**

64. The quality of teaching and learning in this area of learning is satisfactory. Children make satisfactory progress towards the early learning goals. In dance they warm up appropriately. They make up patterns of movement, slowly moving up and down, they interpret music by responding to the sounds they hear appropriately. Many of them use space well. Children enjoy the activities and explore a variety of movements and become aware of stillness at the end of sessions. They learn effectively how movements develop by sharing lessons with older pupils. Children developed their vocabulary well, for example, using words such as twist, twirl, stretch and squash. Children have access to a safe secure playground area for running, jumping and balancing however it is not always fully exploited.

### **Creative development**

65. The quality of teaching and learning in this area of learning is satisfactory. Children make satisfactory progress towards the early learning goals. Children have opportunities to paint and they enjoy looking at their reflections in mirrors whilst painting pictures of themselves. They discuss the shapes of features and the use of suitable colours to represent these. They play in the shop and use the safe area of the playground to carry out some of their activities. They sing songs and use percussion instruments well. Children



do not have as many opportunities for creative play as might be expected in a class that has only reception children.

## ENGLISH

66. This is a small school, and the attainment of successive year groups can be variable. Inspection evidence suggests that at this stage of the school year, most pupils aged 7 and 11 are on course to achieve standards that are similar to the national average. This is an improvement since the previous inspection when standards were a little below average for 11 year olds. A group of higher attaining pupils in Year 2 have their literacy lessons with pupils in Year 3 and 4, where the work is planned well offering them good challenge, and for these pupils the opportunity exists for them to exceed national expectations at the end of Year 2. Higher attaining pupils in Year 6 are also provided with work that challenges and meets their needs and a few will achieve the higher level 5. The school is working hard to raise attainment for all groups of pupils.
67. In speaking and listening, the majority of pupils are likely to achieve standards that are similar to the national average. When pupils start the National Curriculum, in Year 1 their speaking and listening skills are generally as expected. In a good literacy lesson pupils sat in a circle and listened attentively to the teacher as she introduced work on sounds. Careful selection of resources that stimulated pupils' interests and needs ensured pupils full involvement. Pupils were keen to respond to the teachers' questions and spoke clearly and confidently. They listened to each other politely and understood the conventions of shared conversation. Many opportunities are provided to give pupils practice in speaking and listening, for example, during class discussions, Circle Time and assemblies. The very good accommodation set up to provide opportunities for imaginative role-play enhances and extends pupils speaking and listening skills appropriately.
68. In Years 3 to 6, pupils continue to develop their speaking and listening skills. There are good opportunities to participate in discussion through the personal health and social education lessons. In assemblies, and as members of the school council, pupils have good opportunities to speak to larger groups. Drama productions develop self-confidence and poise. Some lower attaining pupils are more hesitant about speaking out loud and have a limited vocabulary but teachers plan work to meet their needs well. Support staff who work with small groups of pupils encourage and model a wider range of vocabulary for pupils. During interviews, some higher attaining pupils displayed good speaking and listening skills.
69. In reading, the majority of pupils are likely to achieve standards that are similar to the national average. In Years 1 and 2 pupils have access to a wide range of good quality fiction and non - fiction. The books are displayed attractively to stimulate pupils' interest. Pupils have free choice readers, and early readers work through a reading scheme appropriately. Most enjoy reading although a few said that after school they preferred to play outside. Pupils enjoy the shared stories during the literacy hour and most read to an adult at home. In Year 2, pupils name the title, author and illustrator of books. Higher attaining pupils use the contents and index pages of reference books to gain information. Pupils develop a range of strategies to effectively understand new words. They split words up and use their knowledge of phonics to spell out unknown words. They predict what a book may be about through reference to the illustrations. Higher attaining pupils perform above the average level, using punctuation to give expression to their reading and by recognising speech marks and modulating their voices accordingly.

70. In Years 3 to 6 pupils read with accuracy, good expression, taking note of punctuation and cues in the text to modulate voice and tone accordingly. Higher attaining pupils infer and deduct information from the text, and can skim and scan for information. They have satisfactory library reference skills and retrieve both fiction and reference books from the library appropriately. Pupils have secure alphabetical knowledge to use dictionaries.
71. In writing, the majority of pupils, from Year 1 to 6 are likely to achieve standards that are similar to the national average. In Years 1 and 2 pupils learn how to write a book review effectively. They enjoy listening to Farmer Duck, and finding out who the author is. They know who the main characters are and they explain which part of the story they enjoy most. The teacher carefully explains how they can find words to help them in their writing and she makes learning a pleasure by using humour and setting tasks for the pupils that are matched well to their prior attainment. Lower attaining pupils are supported well by another adult. Pupils pay attention to sequencing their work correctly, forming letters properly and beginning to use correct punctuation. Higher attaining pupils effectively write a character description of a missing person, Cinderella. In Year 2, most pupils are beginning to use capital letters and full stops consistently. Higher attaining pupils' writing is beginning to include speech marks, question and exclamation marks. Cursive writing is taught appropriately to pupils in Year 2.
72. In Years 3 to 6 pupils continue to develop their writing skills. They learn about adjectives, their function in sentences and how to use them correctly. They develop vocabulary to describe feelings and emotions well. Suitable texts are chosen well by the teacher for pleasure and as good illustration to pupils. Lesson objectives are clearly displayed so that pupils know what they need to learn in lessons. The contrast between a novel and a film is used well with older pupils to further develop the understanding of character descriptions. Older pupils with special educational needs are supported well and helped to achieve the task set for them. Pupils' writing is generally well presented, ink pens being used effectively from Year 5. The standard achieved in writing by higher attaining pupils is above the expected average. In this writing, pupils have well-formed, neat cursive handwriting; spelling is usually accurate and presentational skills are good. Pupils have an awareness of their audience and use well-chosen words and phrases to evoke interest. Pupils enjoy their literacy lessons. This is because interesting and appropriate texts are chosen. Pupils behave well, co-operate with each other amicably, and group work is effective. This reflects the pupils' very good personal development.
73. The quality of teaching and learning is good. Each teacher meets the needs of the wide range of attainment in their mixed age class well. The use of a published scheme to assist in planning literacy lessons in mixed age classes has a positive impact on pupils' learning. The schools aims are very evident in its day-to-day working and the very good relationships make literacy lessons an enjoyable and effective experience. The good resources, plenty of attractive books in pristine condition helps teachers to stimulate pupils' interest and to value books. Teachers have good subject knowledge and planning fits appropriately into the National Literacy Strategy. Teachers know their pupils well and usually set them appropriate tasks to promote their progress. Teachers collect assessment data efficiently but do not always use it effectively enough to set targets for individual pupils, groups or for the school. Teachers deploy their support staff well and involve them in all planning issues appropriately.
74. Leadership and management of the subject are satisfactory. The co-ordinator has monitored teaching and learning appropriately throughout the school. She knows the pupils well and is clear about their standards. However, analysis of the results of statutory and other optional tests undertaken by pupils to identify areas for development in the

subject is underdeveloped. Literacy skills are developed appropriately across all areas of the curriculum and the good range of stories and poems makes a positive contribution to pupils' spiritual, moral, social and cultural development. The use of information and communication technology is underdeveloped in this subject. Resources are good in quality and quantity. They have a positive impact on raising pupils' interest levels.

75. The school library was not used to its potential during the time of the previous inspection and its position in a corridor was unsatisfactory. This is no longer the case. As a result of building work and reorganisation of the two small classes, the library is now in an attractive spacious and well organised room. However it is still not fully exploited. The library provides a good learning resource but is not used sufficiently well to develop pupils' independent personal study skills.

## **MATHEMATICS**

76. This is a small school and the attainment of successive year groups can be variable. Standards have generally been maintained since the previous inspection. Evidence suggests that at this stage of the school year, most pupils aged 7 and 11 are on course to achieve standards that are similar to the national average. The higher attaining pupils in Year 2 have their numeracy lessons with Years 3 and 4, where work is planned well offering them good challenge, and for these pupils the opportunity exists for them to exceed national expectations at the end of Year 2.
77. Pupils in Year 1 use number cards well to help them during mental/oral sessions. They count in twos and a few realise that the zero multiplier always gives a zero answer. They tell the time accurately for quarter and half past the hour. Higher attaining pupils identify clearly the properties of two-dimensional shapes they play games and record the shape where they have landed accurately. They read names like square, triangle, circle and record results within a table well.
78. In Years 3 to 6 pupils extend their knowledge of shapes to three dimensions and make good use of tabulated results to investigate edges, faces and corners of common three-dimensional shapes. They name spheres, tetrahedrons, prisms with triangular and hexagonal cross-sections correctly. Effective group work encourages discussion about whether a curved surface is a face and that corners can only exist where more than one edge meet. Pupils in Year 6 are working with percentages of numbers well. They order decimals and equivalent fractions accurately. They use timetables effectively to convert hours to minutes and they understand the term "mode" when dealing with data. Pupils calculate areas and perimeter by counting squares and they measure accurately to the nearest centimetre. Pupils enjoy their maths lessons they behave well and try to do their best. This helps them to achieve the standards that they are capable of.
79. The quality of teaching and learning is good. Good teaching is characterised by the good planning and careful preparation of materials. In these mixed age classes teachers are very aware of varying levels of attainment and plan appropriately. Lessons usually have good pace and pupils enjoy the mental/oral sessions greatly, this extends pupils' learning. In some lessons this part of the session can be slower but appropriate, because of teachers targeting questions to different groups.
80. All teachers display and share the learning objectives effectively. Teachers manage pupils well and good classroom organisation ensures that little time is wasted between the three sections of the numeracy lesson. The pattern of teaching using the National Numeracy

Strategy is a well established routine and familiar to teachers and pupils. The good deployment of classroom assistants ensures that pupils with special educational needs are supported well. For example, a classroom assistant was able to work with small group during the mental/oral session to increase their learning, answering similar questions simultaneously with the main section of the class. Teachers are very good at planning work for mixed age groups and they make good evaluations of lessons.

81. Leadership and management of the subject are underdeveloped at present. Much data is collected from statutory national testing and yearly non-statutory testing. However, at present this data is not used effectively to target the next steps for learning. The new co-ordinator is aware of this and has a clear view of development needed. Resources are good and used well by teachers, for example, individual wipe-clean boards, number flip-books, fans, number sticks and lines this has a positive impact on pupils' learning. The use of information and communication technology in mathematics is not fully exploited.

## SCIENCE

82. Year groups are small and there are significant variations in standards. Inspection evidence suggests that most pupils in Year 2 are on course to achieve standards that are similar to national averages in teacher assessments. However, standards for 11 Year olds are likely to be below average. Pupils have not had sufficient opportunity to generate scientific questions and develop their own investigations. They have not been able to engage in detailed observations, make accurate comparisons and measurements linked to predictions. The recently appointed co-ordinator is addressing this area but a deficit over time means that standards are below average at present. Pupils' knowledge of facts is appropriate but their interpretation and enquiry skills are not as good. Standards have not been maintained since the previous inspection.
83. Pupils aged 11 have not had sufficient experience of employing the skills identified in the attainment target "scientific enquiry". They have not always been given the opportunity to ask scientific questions from which they can conduct their own experiments and carry out predictions and associated measurement. It is through this area of the curriculum that pupils extend their understanding and apply their knowledge in a scientific manner. The school has already identified this as a priority for development.
84. By the age of 7 pupils identify various light sources accurately and know that the sun is the most important natural source for human beings. They effectively carry out a directed investigation that involves comparing what can be seen in their black box with and without light. They make assessment of what they see and record work appropriately using pictures and captions. Pupils compare their guesses with what they actually see using a torch well. They begin to discuss whether there is a difference between the use of torches of different powers effectively. Pupils record their work on suitably prepared sheets, and much of this work is display attractively in the classroom.
85. Pupils in Years 3 and 4 carry out investigations into the strength of a magnet. They use predictions, carry out measurements and record results in tables. They are beginning to make acceptable statements about why phenomena occur. Pupils use terms like attract and predict. They explain how they carry out investigations. Pupils record their measurements in table form and make sensible suggestions about why things happen. They are beginning to develop skills of enquiry. Higher attaining pupils linked the distance measured with the strength of the magnet. Pupils in Year 5 and 6 are involved effectively in a study of sound. They carry out accurate investigations on how sound

travels and how the properties of strings on a musical instrument affect pitch. Most pupils identified that the pitch of an instrument varied according to the thickness of the string. A few pupils explained the phenomena using physical ideas. This area of study has been successfully linked to design and technology and music studies. Pupils' knowledge of physical processes is better than their scientific enquiry skills.

86. The quality of teaching and learning is satisfactory for pupils in Years 1 and 2. However teaching and learning over time in Years 3 to 6 is unsatisfactory as the past lack of investigative work limits pupils' enquiry skills. However, there is now some good teaching from Years 1 to 6. Teaching is at its best when skills of scientific enquiry are given a high priority in the classroom. The quality of planning and preparation of materials are good. Teachers manage their pupils well, and no time is wasted during lessons. The knowledge content of lessons is well thought out however, the development of pupils' enquiry skills is less good. Pupils are encouraged to record their work neatly, using both diagrams and pictures. There is little evidence of Information and Communication Technology being used to support learning in this subject.
87. Leadership and management are underdeveloped. The recently appointed co-ordinator has already pinpointed skills of scientific enquiry as an important area for development. Consequently, pupils are beginning to be offered the chance to pose scientific questions about a topic and to suggest ways of answering them. They are being well directed towards making predictions, tabulating and measuring results, as in investigations into the strength of magnets. The co-ordinator is putting the skills of scientific enquiry into place. The school has adopted and adapted the new government guidelines. The school has an effective long term planning grid for each key stage that ensures coverage for all pupils in each mixed age class. This planning supports teacher's in their lesson plans and ensures that there is development in pupils' learning. At present the co-ordinator has no opportunity to monitor teaching and learning in the subject. Much data is collected from statutory national testing and yearly non-statutory testing. However, at present this data is not used effectively to target the next steps for learning. The new co-ordinator is aware of this and has a clear view of development needed.
88. Pupils enjoy science and like carrying out experiments and investigations. They have a good understanding of safety issues and also understand the importance of making predictions about their work. However, they are less confident about explaining why measurement in experiments will help to substantiate their predictions. They are well behaved in lessons and take care of equipment and their books. They work well together in small groups even the youngest pupils take turns and support each other.
89. Resources for this subject are plentiful and of a good quality, enabling whole classes to have sufficient equipment to carry out investigations adequately.

## **ART AND DESIGN**

90. Observations during the inspection indicate that the majority of pupils, including those with special educational needs, achieve standards that are expected nationally for their age. No overall judgement was made for pupils aged 11 at the previous inspection. Standards for 7 Year olds have generally been maintained although requirements have changed.
91. By the age of 7 pupils explore ideas and investigate and use a variety of materials and processes. They comment on differences in others' work and suggest ways of improving

- it. They have studied the work of different artists and worked in their particular style, for example, the style of Piet Mondrian using bright blocks of colour and black lines to outline the shapes effectively. Pupils enjoy their art work and are keen to talk about what they have done.
92. By the age of 11 pupils learn appropriately how different viewpoints distort the image of a familiar object. In an effective lesson pupils used different aspects of the school playground to draw sketches effectively. They used different drawing techniques to illustrate texture and form well. Older pupils evaluated and improved their work appropriately as they went along. Some pupils used a digital camera expertly to record and compare observations. Good use is made of sketchbooks to develop these skills. A visit to Lincoln Cathedral by older pupils stimulated some good artwork. They investigated patterns and ways of using a printing press. A pupil recorded his work using word processing, “We went to Lincoln Cathedral. We looked at the arches. I drew one from a photograph. I transferred my drawing onto polystyrene. I put yellow paint on the work and printed it on to my paper, and then I did the same over the top with black paint”. Good links are made to literacy with instructional writing and word processing. Pupils behave well in lessons. They co-operate with and help each other. Pupils are careful with resources and look after them well.
93. The quality of teaching and learning is good. Planning is effective. Teachers have very good relationships with pupils and they manage and organise classes well. The school has adopted and adapted the new government guidelines and by following them ensures that knowledge, skills and understanding are taught effectively. The school has developed an appropriate long term planning grid for each key stage that ensures coverage for all pupils in each mixed age class. Medium and short term planning is based on this long-term grid. This planning supports teachers in their lesson plans and ensures that there is development in pupils’ learning. However there is no current up to date policy.
94. Leadership and management of the subject are satisfactory overall. The co-ordinator does not as yet have the opportunity to monitor teaching and learning but monitors the work around the school and discusses with colleagues any issues that arise. Teachers know their pupils well however, assessment is informal. Resources are very good in quality and quantity this enhances pupils’ learning. Resources are easily accessible and very clearly labelled and maintained very well. The school has its own kiln that is used occasionally. Displays around the school are bright and attractive providing a stimulating learning environment. Pupils’ work is displayed carefully which helps to promote pupils self esteem and celebrate achievement. The work of artists from different cultures is displayed effectively throughout the school for example, Monet and Mondrian. This has a positive impact on pupils’ social and cultural development. Accommodation has been improved since the previous inspection when it limited achievement in this subject.

## **DESIGN AND TECHNOLOGY**

95. Observations during the inspection indicate that the majority of pupils, including those with special educational needs, achieve standards that are expected nationally for their age. By following the government guidelines, skills and processes are being taught effectively. By the age of 11 there is very good evidence of the whole design process being in place and good records are kept of investigations and design and make projects. Standards have generally been maintained although requirements have changed.

96. By the age of 7 pupils investigate wheeled vehicles effectively, making a collection of wheeled toys and using these and their own experience to contribute to good quality discussion. They identify and label a diagram accurately, and know the words axle, wheel and cab. They use construction kits appropriately to put their ideas into practice. Pupils discussed with a partner and refined their special 'frog carrier' as their work progressed. Evaluation takes place in a whole class discussion. Pupils develop skills of joining, sticking, stapling and sewing effectively. They make paper prototypes before the final product well. This is shown in a display called 'Joseph's amazing techni-coloured dream coat'. The whole design process is illustrated through diagrams, captions, photographs and the final coat effectively.
97. By the age of 11 pupils have appropriate opportunities to develop skills and work through the whole design and make process. They keep good records of investigations and plans which are well labelled and annotated. They review and evaluate their products well. A pupil talked in great detail about how, as a result of a visit to an art gallery, she had been able to design and make her own slab pot. Photographs enhance record keeping. Pupils are encouraged to keep their prototypes and initial paper models for their product. They have carried out an investigation into biscuits, which included making posters, itemising recipes and finally making and testing the biscuits. There is recorded evidence of making battery-powered models using switches. Pupils carry out suitable investigations into how musical instruments work before making their own. There is evidence in their good quality record books of disassembly and planning, as well as evaluation.
98. The quality of teaching and learning is good. Teachers, although following government guidelines, are able to make inventive adaptations to suit their pupils. Good classroom management, planning and the very good preparation of materials, contribute to the quality of the outcomes in this subject. There are good links with other subjects for example the study of sound in science was effectively linked to music and the making of musical instruments in design and technology. Similarly, the making of wheeled vehicles in design and technology, for younger pupils, linked to their work in geography and the opportunities the Foundation Stage children had for using a road and vehicles in the play area outside. Good deployment of classroom assistants ensures that all groups are supported well during work.
99. Leadership and management of the subject are satisfactory overall. The school has adopted and adapted the new government guidelines and by following them ensures that knowledge, skills and understanding are taught effectively. The school has developed an effective long term planning grid for each key stage that ensures coverage for all pupils in each mixed age class. Medium and short term planning is based on this long-term grid. This planning supports teacher's in their lesson plans and ensures that there is development in pupils' learning. Teachers know their pupils well, however assessment procedures are informal. The co-ordinator has no time to monitor teaching and learning as yet.

## **GEOGRAPHY and HISTORY**

100. Observations during the inspection indicate that the majority of pupils, including those with special educational needs, achieve standards that are expected nationally for their age. Standards have generally been maintained since the previous inspection although requirements have changed.

101. In geography by the age of 7 pupils show their knowledge, skills and understanding in studies of a local scale. They describe physical and human features of places, especially their own village. They recognise and make observations about the main road running through Wrangle. They place on a map accurately the shop, post office and some of their own homes. They are beginning to use geographic terms. In history they show a developing understanding for the passing of time and can place some events in order. They recognise that their lives are different from the lives of people in the past. They especially mention technology, televisions, videos and computers. They know about the Great Fire of London and recognise that there are reasons why people in the past acted as they did. Pupils talk enthusiastically about what they have learnt and have positive attitudes to the subject.
102. In geography by the age of 11 in pupils show knowledge, skills and understanding in studies of a range of places and environments in different parts of the world. They describe physical and human processes and understand why change affects the lives and activities of people. They understand how people can improve and/or damage the environment. In history pupils show factual knowledge and understanding of aspects of history of Britain and the wider world. They describe events, people and changes that have taken place. They give sensible reasons for these changes.
103. The quality of teaching and learning is satisfactory. Planning is effective and ensures coverage of the National Curriculum for pupils in mixed age classes. Teachers have very good relationships with pupils and they manage and organise classes well. Teachers know their pupils well however, assessment procedures are informal. Leadership and management of the subject are satisfactory overall. The school has adopted and adapted the new government guidelines and by following them ensures that knowledge, skills and understanding are taught effectively. The school has developed an effective long term planning grid for each key stage that ensures coverage for all pupils in each mixed age class. Medium and short term planning is based on this long-term grid. This planning supports teacher's in their lesson plans and ensures that there is development in pupils' learning. The use of information and communication technology is not fully exploited in these subjects. Geography and history are taught at alternate times in the school term.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

104. Inspection evidence suggests that the majority of pupils are likely to attain the expected standards by the age of 7. However, by the age of 11 standards are likely to be below those expected nationally. The school has only recently introduced a programme where specific lessons have been taught to improve information and communication technology skills. As a result, the pupils in Years 3 to 6 do not have sufficient skills to achieve national expectations.
105. Satisfactory progress is made in Years 1 and 2. Skills are taught in specific lessons, usually with small groups. The results of work carried out are stored carefully. By the age of 7 pupils have developed good mouse control skills and can drag and select, making a picture related to stories that they know. They are beginning to use keyboard skills, and successfully sequencing instructions to make a sandwich. In small groups they programme moveable robots well.
106. Pupils are not provided with sufficient opportunities to develop specific skills standards are therefore unsatisfactory overall for pupils in Years 3 to 6. Pupils have had experience of using word-processing during literacy activities. Some know how to save and retrieve



their work on disk. Older pupils have recently learned how to send and receive e-mail messages, using the local authority 'netline', which offers secure and filtered access to the internet. Some pupils have had opportunities to use, store and print photographs, using a digital camera. The results of this work are displayed well around school. However, there is not sufficient emphasis on pupils finding out things by searching the internet and using CD-ROMs; selecting suitable sources; classifying and checking for accuracy; interpreting information and checking relevance. Pupils do not have sufficient opportunities to use text, tables and images or sequence events. They have few opportunities to use simulations and explore models in order to ask what if?

107. The quality of teaching and learning is satisfactory for pupils in Years 1 and 2. However, it is unsatisfactory over time for pupils in Years 3 to 6. The school has only recently introduced a system for regularly teaching information and communication technology skills to pupils in Years 3 to 6. Teaching provides few opportunities for pupils to work with the control strand of information and communication technology or to regularly use the internet or CD-ROMS for planned research. Training and support for teachers would enhance these opportunities for pupils. Some opportunities have been made to use painting programmes and to process data, but a structure to ensure the progressive acquisition of skills is not in place. The acquisition of skills is not closely monitored and samples of work are not stored in such a manner that progress can be assessed.
108. Leadership and management are unsatisfactory at present. The whole school plan covers all areas of the curriculum but has only recently been implemented. There is no opportunity for the co-ordinator to monitor standards of teaching and learning. This area has been identified in the school development plan as a priority. The school is well equipped with personal computers, which are up to date and appropriately distributed between the classes. However they are under used.
109. There is a fall in standards since the previous inspection because the demands of the current National Curriculum are not fully embedded for information and communication technology skills. The use of information and communication technology skills is under developed in other curriculum areas.

## **MUSIC**

110. Observations made during the inspection indicate that the majority of pupils, including those with special educational needs, achieve standards that are expected for their age. The comprehensive scheme of work, which successfully employs commercial materials, links well to other areas of the curriculum and is used by all teachers. Singing is a particular strength of this subject. Standards have generally been maintained for 7 year olds although requirements have changed. No overall judgement was made about standards for 11 year olds.
111. Pupils in Years 1 and 2 listen carefully to a range of music at the start and end of assemblies, they sing songs well both in class and in assembly and use appropriate pitch and timing. They are beginning to learn about percussion instruments and use simple accompaniments to their songs effectively. Pupils in Years 5 and 6 work very hard on making a graphic score interpreting, words said at different tempo and pitch. Pupils work well together in pairs over this difficult task and many are prepared to perform their work. They are given good opportunities for critical listening and analysing the content of pieces of music like Peter and the Wolf.

112. Pupils in Years 3 follow accompaniments and can find their place in words by listening carefully. They improve their understanding of rhythm by using hand jives and understand time signatures as 'counts'. Pupils have opportunities to extend their interest in music through an instrumental club and by playing recorders. The whole school has opportunities to perform to an audience at the end of term productions. The response of older pupils to practice and performance of songs is good. The quality of pupils' performance in singing with tuned and untuned percussion is greatly enhanced by the fact that several of the teachers are pianists and good musicians themselves.
113. The quality of teaching and learning is good. Teachers are enthusiastic musicians and they motivate and inspire their pupils well. Their very good relationships and effective classroom organisation and management mean that lessons are enjoyable and learning objectives are achieved. Music from different countries and genres makes a positive impact on pupils' cultural development.
114. Leadership and management of the subject are satisfactory overall. The newly appointed co-ordinator has identified the need to adapt the existing scheme of work to meet the requirements of National Curriculum 2000. There is no formal assessment in place in this subject, although suitable record sheets are available, which match closely to the lessons taught. Satisfactory improvement has been made since the last inspections, by incorporating a new scheme of work, enlarging resources and the good use of musical expertise amongst the staff.

## **PHYSICAL EDUCATION**

115. Observations made during the inspection indicate that the majority of pupils, including those with special educational needs, achieve standards that are expected nationally for their age. Gymnastics, dance, games and athletic activities are taught and all pupils have opportunities for regular swimming lessons in the school's own pool in the summer term. Most pupils leaving the school at the end of Year 6 achieve the recommended standard of 25 metres. Pupils with special educational needs have equal access to physical education. Standards have generally been maintained since the previous inspection although requirements have changed.
116. By the age of 7 pupils explore different skills. They repeat simple actions with control and co-ordination. They talk about their own and others' performance and suggest what is needed to improve. They understand how to exercise safely and describe how their bodies feel during different activities. In a dance lesson pupils moved effectively to the music, matching their responses to the sounds evoked by the music.
117. By the age of 11 pupils link techniques and ideas appropriately and apply them accurately. Their performance shows precision, control and fluency. They compare and comment on skills techniques and ideas used in their own and others' work, and use this understanding to improve their performance. They describe what effects exercise has on their bodies and how it is valuable to their fitness and health. Pupils explore hand and body movements well. They show effort through facial and body tensions well. Pupils are attentive and listen to the teachers well. This has a positive impact on their learning.
118. Pupils enjoy physical education and work hard to do their best. They concentrate well and follow instructions carefully. Pupils' work together effectively in groups and pairs. They make positive verbal evaluations of each other's movements

119. The quality of teaching and learning is good. Lessons are characterised by good subject knowledge, clear exposition to pupils so that they are clear about what they have to do. Teachers' effective use of individual pupil demonstration enhances pupils' performance. Teachers ensure that pupils are aware of safety issues and work carefully.
120. Leadership and management of the subject are satisfactory overall. The school has adopted and adapted the new government guidelines to fit in with its own comprehensive scheme of work. This ensures that knowledge, skills and understanding are taught effectively. The school has developed an effective long term planning grid for each key stage that ensures coverage for all pupils in each mixed age class. Medium and short term planning is based on this long-term grid. This planning supports teachers in their lesson plans and ensures that there is development in pupils' learning. The school has its own swimming pool that is used extensively in the summer term. The outdoor hard playing facilities are good and have a positive impact on pupils learning. The hall is adequate overall, but rather small for large apparatus work for older pupils. There is plenty of well cared for space for pupils to develop physically.
121. Extra curricular provision is very good. After school clubs include short tennis, kwik cricket, athletics, netball, football and judo. The school enters many events such as cross country, five a side football, a local Donkey Derby, Boston Sports Association Kwik Cricket Tournament, Friskney Six a Side Football, Inter-school sports competitions, Lincolnshire Youth Games and Startrack at a local secondary school.

## **RELIGIOUS EDUCATION**

122. Observations during the inspection indicate that the majority of pupils, including those with special educational needs, achieve standards which are as expected for pupils of their age. They meet the requirements of the Locally Agreed Syllabus. Standards have been maintained since the previous inspection.
123. By the age of 7 pupils learn effectively about belonging to groups and how they care for one another and take account of their own and others feelings. They learn about the celebrations of Christianity and of other religions. They visit the church and look at artefacts associated with Christianity. They find out about the Bible and the Torah effectively. Pupils hear and understand stories from the Jewish and Christian faith.
124. Pupils in Years 3 and 4 learn effectively about the celebration of Divali. They talk confidently about different Gods, and some of the customs such as mendhi hand painting, rangoli patterns, and eating sweetmeats. They are all given good opportunities to make artefacts that reinforce their learning. By the age of 11 pupils know about the bodily positions used for prayer by different religious groups. They understand the need for quiet moments and special places well. Pupils drew on their own experiences to describe where they go for quiet reflection and prayer. Pupils know that Wudu and the washing rituals are important to Moslems before they pray. Pupils' attitudes to religious education are good they are interested in the subject. They behave well in lessons and are keen to contribute to discussions.
125. The quality of teaching and learning is good. Teachers plan their lessons effectively, using the locally agreed syllabus and government guidelines. Resources are interesting and stimulate pupils' curiosity. Teachers have very good relationships with their pupils and they organise and manage the pupils well.

126. Leadership and management of the subject are satisfactory overall. The school has adopted the new government guidelines and uses the Locally Agreed Syllabus. By following them the school ensures that knowledge, skills and understanding are taught effectively. The school has developed an effective long term planning that ensures coverage for all pupils in each mixed age class. Medium and short term planning is based on this long-term grid. This planning supports teachers in their lesson plans and ensures that there is development in pupils' learning. Religious education makes a positive impact on pupils' spiritual, moral, social and cultural development. It is supported well by the schools collective worship.