

INSPECTION REPORT

UTTERBY PRIMARY SCHOOL

Utterby, Louth

LEA: Lincolnshire

Unique reference number: 120484

Headteacher: Mr Keith Price

Reporting inspector: Mr Chris Warner
01295

Dates of inspection: 19 – 21 March 2001

Inspection number: 600198

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and Junior
School category:	Community
Age range of pupils:	4 to 11 years
Gender of pupils:	Mixed
School address:	Utterby Louth Lincolnshire
Postcode:	LN11 0TN
Telephone number:	01472 840 280
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Appropriate authority:	The governing body
Name of chair of governors:	Mrs Alison Gee
Date of previous inspection:	July 1996

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
20935	Chris Warner	<i>Registered inspector</i>	Religious education; Art; Music; Physical education; The foundation stage.	How high are standards? The school's results and pupils' achievements. How well is the school led and managed? What should the school do to improve further?
1311	Barry Wood	<i>Lay inspector</i>		How high are standards? Pupils' attitudes, values and personal development. How well does the school care for its pupils? How well does the school work in partnership with parents?
25623	Ted Cox	<i>Team inspector</i>	English; Information and communication technology; Geography; History.	How good are the curricular and other opportunities offered to pupils? Special educational needs; Equal opportunities.
10204	Brian Milton	<i>Team inspector</i>	Mathematics; Science; Design and technology.	How well are pupils taught?

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REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	1
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	
PART B: COMMENTARY	
HOW HIGH ARE STANDARDS?	8
The school's results and pupils' achievements	
Pupils' attitudes, values and personal development	
HOW WELL ARE PUPILS TAUGHT?	11
HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?	13
HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?	15
HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS ?	17
HOW WELL IS THE SCHOOL LED AND MANAGED?	19
WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?	22
PART C: SCHOOL DATA AND INDICATORS	24
PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM & SUBJECTS	27

PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Utterby Primary School serves the nearby village of Utterby and other communities in the surrounding area. There are 63 pupils on roll, which is well below the average size for a primary school nationally. Pupils come from a wide range of social backgrounds. Although no parent currently claims entitlement for a free school meal, there is evidence that the actual entitlement is about average for primary schools nationally. About sixteen per cent of the pupils are on the special needs register and this is about average for schools of this size. Three pupils have a statement of special educational need. The attainment of children on entry to the school is broadly typical of that found nationally. There are two pupils for whom English is an additional language. The school has recently expanded and there are now three classes instead of two.

HOW GOOD THE SCHOOL IS

This is an effective school which gives all its pupils a good standard of education. The school is popular within the local community and children enjoy coming here. Good quality teaching contributes well to pupils' positive attitudes to learning and the good progress they make. Teaching is particularly effective in promoting high standards in Key Stage 2. Standards achieved by 11 year olds are above average in English, mathematics and science. The head is responsible for much of the school's success, and there is a very strong ethos for learning, but he does too much in too little time and responsibilities are not delegated well. More needs to be done to secure the development of the school. Although the governing body is very supportive of the school's management, it needs to be more actively involved in its work.

Staff, parents and governors share a strong will to improve the school further. The school provides satisfactory value for money.

WHAT THE SCHOOL DOES WELL

- The head makes a very strong contribution to the quality of teaching and learning and to the positive ethos in the school.
- By the end of Key Stage 2, standards in English, mathematics and science are above those typically achieved by 11 year olds.
- The overall quality of teaching is good.
- Provision for pupils with special educational needs, and the progress they make, is good.
- Pupils are keen to learn, behave very well, and enjoy very good relationships with one another and with the staff.
- The provision for pupils' moral and social development is very good.
- Teaching assistants make a significant contribution to pupils' learning.

WHAT COULD BE IMPROVED

- Standards in some aspects of information and communication technology (ICT).
- Accommodation and equipment for physical education.
- The governing body's contribution to the improvement of the school.
- The delegation of management responsibilities to teaching staff.
- Child protection awareness and procedures.
- The implementation of the school's health and safety policy.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

Since the last inspection in July 1996, the school has made a satisfactory improvement in relation to the key issues for action:

- * Assessments make a satisfactory contribution to planning for the next stage in pupils' learning.
- * Marking, although more effective in Key Stage 2, is satisfactory overall.
- * A satisfactory start has been made to monitoring the curriculum, though the process is heavily dependent on the head. This makes it difficult to evaluate what works well and what needs to be improved, and more needs to be done to make the approach manageable and fully effective.

Other areas have improved:

- * Standards in mathematics and English, judged satisfactory in the last inspection, are now above average.
- * The good standard of teaching noted in the last inspection has improved, with a far higher proportion of lessons judged very good or better.

Standards in information and communication technology are not as high as in the last inspection, and are judged unsatisfactory.

STANDARDS

Because 11 year olds in the school in the Year 2000 numbered only ten, the grades for their results in the tests and tasks have been left out. Such a small number in a year group is considered to offer unreliable evidence. For example, grades are dramatically affected by the inclusion of one higher or lower attaining pupil. The inspection found that the standards achieved by 11 year olds are above average in all aspects of English, mathematics and science. Standards in speaking and listening are particularly high. Pupils of all abilities make good progress throughout the school. Progress is particularly good in Key Stage 2. Pupils with special educational needs benefit from a good level of support. The children's good progress is reflected in the fact that nearly all of them gained the expected Level 4 in English, mathematics and science in the national tests for eleven year olds.

The inspection team accepts that the apparent zero per cent of pupils entitled to free school meals does not reflect the actual context of pupils in the school, and therefore no comparisons with similar schools can fairly be made.

The inspection found that seven year olds attain typical standards expected for their age in reading, writing, mathematics and science. This represents sound progress in relation to pupils' attainment on entry to the school. The school is particularly successful in consistently helping nearly every child to reach the expected Level 2 in English, mathematics and science by the end of the key stage. The school is aware that few pupils gain Level 3 in any subject, so a 'third' class has recently been opened, to ensure that all pupils are sufficiently challenged and supported. Some specific areas require greater attention to lift standards in Key Stage. Pupils should be helped to write in greater depth and with more expression, and more attention should be given to investigative work and to the study of living things in science.

Throughout the school, standards in information and communication technology are below those expected, either because the school does not have the equipment or does not make good use of what it has. In religious education, standards meet the expectations of the locally agreed syllabus. In foundation subjects, and where there was enough evidence to permit a judgement, standards are about the same as those seen nationally, both for seven- and eleven year olds.

The school has begun to analyse its results in English and mathematics, and has already used the information to produce realistic and sufficiently challenging targets for the end of Key Stage 2 for pupils in 2001.

The inspection found no evidence of any significant difference in the standards achieved by girls and boys.

Most of the children currently in the reception class (with Year 1 children) entered at a broadly typical stage of development in all areas of learning. By the time they start in Year 1, most are likely to achieve all the early learning goals.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very Good. Pupils like coming to school and are keen to learn. They listen well to their teachers and show a lot of respect for each other.
Behaviour, in and out of classrooms	Very good in lessons, and in and around the school. Pupils take responsibility for their own behaviour. They are friendly and polite.
Personal development and relationships	Relationships among pupils and staff are very good. Older pupils get on well with younger ones, and boys and girls play and work together well. Although pupils show a satisfactory level of initiative, opportunities could be extended for older pupils to take more responsibility around the school.
Attendance	Above average attendance. Most pupils arrive on time and lessons start promptly.

TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years	aged 7-11 years
24 lessons	good	good	very 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 overall quality of teaching in the school is good. No unsatisfactory lessons were seen during the inspection, and 77 per cent were judged good or better. Of all the lessons seen, 23 per cent were judged satisfactory, 38 per cent good, 31 per cent very good and 8 per cent excellent.

The teacher and teaching assistant in the class for foundation stage and Year 1 children work well together. Teaching in Key Stage 1 is good. The teachers who share responsibility for the new class for Year 2 and 3 pupils have established a good working relationship. Overall, teaching in Key Stage 2 is very good. Pupils respond very well to the consistently high expectations of good behaviour. They are interested in what they are doing, and work hard. Lessons are managed very effectively and pupils feel motivated. Relationships between pupils and their teachers contribute to the positive climate for learning. Pupils know what they need to do to improve their work and most of them are keen to do better. The good quality of teaching means that pupils make good progress throughout the school. The teaching of English and mathematics is good and the National Literacy and Numeracy Strategies are successfully promoting basic skills. However, homework is not consistently set and makes no more than a satisfactory impact on standards. Satisfactory teaching could be improved if work was marked in a more constructive way and if there was an injection of pace to make the lesson livelier.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Throughout the school, the curriculum meets all the statutory requirements, except in information and communication technology and physical education. Otherwise, it is broad and sufficiently balanced to meet the needs and abilities of all pupils in Key Stage 1 and 2. In the foundation stage, the well-planned curriculum gives the children in the reception class a good start to their education.
Provision for pupils with special educational needs	Good. There are effective procedures for identifying pupils' needs, and good levels of support within each classroom.
Provision for pupils' personal, including spiritual, moral, social and cultural development	The provision for all aspects of pupils' personal development is good. Provision for pupils' moral and social development is very good, and for their spiritual and cultural development it is satisfactory. Pupils' understanding of different cultures is not as strong as it could be.
How well the school cares for its pupils	Staff know the children well and take good care of them. Pupils feel secure and part of a community. The procedures for assessing pupils' achievements and progress are satisfactory. Information from tests and assessments is increasingly being used to plan the next step in pupils' learning. Procedures for health and safety and for child protection are unsatisfactory.

The partnership between parents and staff promotes and supports children's learning. Although this is a small school, there is a good range of activities outside lessons.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The leadership and management of the school are sound. The headteacher contributes very well to the positive ethos for learning. However, he does too much in too little time. Management tasks are not delegated effectively. A satisfactory start has been made in monitoring teaching and learning, though this needs to be more structured to secure further improvements.
How well the governors fulfil their responsibilities	Governors are supportive of the school and fulfil their statutory duties, except in relation to health and safety and child protection procedures. Although they are aware of the most important issues facing the school, they are not yet playing an active enough role in school development. This leaves the school too dependent on the headteacher.
The school's evaluation of its performance	Staff and governors are committed to high standards. Through informal contacts, and information passed on by the headteacher, governors know what is happening. However, the approach to monitoring needs to be more structured, so that governors can find out how well things are going in relation to clear and, whenever possible, measurable targets.
The strategic use of resources	Satisfactory use is made of the school's adequate resources, with the exception of information and communication technology (ICT), where limited resources are not used effectively in important areas. Decisions about spending are based on a sound awareness of the needs of the school. Best value is increasingly being sought in relation to important aspects of the school's expenditure.

The school has a good team of well-qualified teachers and classroom assistants. Together, they meet the needs of the range of the curriculum and of pupils, including those with special needs. The accommodation is unsatisfactory. Limited space and a poor layout contribute to a difficult and inefficient working environment for staff and learning environment for children. Physical education fails to comply with the requirements of the National Curriculum because there is no suitable indoor space and large apparatus.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases most parents	What some parents would like to see improved
<ul style="list-style-type: none"> • Their children like coming to school. • The pupils make good progress. • The quality of teaching is good. • Teachers have high expectations. • Pupils are well behaved. • Pupils are helped to become mature and responsible. • The head contributes greatly to the school's positive ethos. 	<ul style="list-style-type: none"> • Provision for homework. • The range of activities outside lessons. • Information about how children are getting on at school. • Teaching arrangements for pupils in the new class for Years 2 and 3. • The heavy workload on the head. • The extent to which the school works closely with parents.

The inspection team supports the positive views that parents have expressed. The provision for homework is inconsistent and expectations for parents and pupils are not as clear as they could be.

The inspection found that the provision for activities outside lessons is good. However, the high level of dissatisfaction indicates that the school needs to work hard to convince parents of the value of what it is offering.

Overall, the information for parents about how their child is getting on is satisfactory. However, the quality of information varies from satisfactory to very good, and the school should look to ensure greater consistency.

The inspection found that standards of teaching in the new Year 2 and 3 class are good and that there is a good working relationship between the teachers. However, communication to parents about the class is not always as effective as it could be.

The head is greatly valued, and parents are right to express concerns about his heavy workload.

The inspection found that the school makes considerable efforts to work with parents, but does not always present itself as well as it might.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. Overall, what children know, understand and can do when they start in the reception class is broadly typical for this age group. However, there are more children whose attainment is below average than above average when they enter the school. Children make sound progress in the foundation stage and in Key Stage 1, and good progress in Key Stage 2, so that by the time they are 11 year old they achieve standards above those expected for their age in English, mathematics and science. Pupils with special educational needs make good progress in the foundation stage and in Key Stages 1 and 2.

2. The school's results in national tests need to be treated with caution. Firstly, comparisons between years are difficult because of the small cohorts (never more than ten and as few as two pupils). The very different numbers of special needs pupils in each year further complicates this. Secondly, the inspectors accept the point that the school's socio-economic context is not reflected in its zero per cent of pupils entitled to free school meals. This figure closely relates to the fact that there is no county school meals service. This makes comparisons between the school's results and those achieved by 'similar' schools invalid, especially when such small numbers are involved.

3. Standards for seven year olds in the 2000 national tests were average in reading, writing and mathematics, and below average in science. A closer analysis shows that all or nearly all pupils attain the expected Level 2 in each subject. This is an achievement, given that each year group includes several pupils with below average prior attainment. The school is less successful in getting pupils to the higher, Level 3. While a good percentage reach Level 3 in speaking and listening, few do so in other core subjects. This picture broadly reflects the pattern of the last four years. Teacher assessment of attainment in the tests was accurate. The inspection shows a very similar situation among the current Year 2 group. Pupils with special needs make good progress in Key Stage 1, and other pupils satisfactory progress. Standards in speaking and listening are very high. The inspection confirms that there is scope for more able pupils to attain Level 3 in writing and in science. There has been no significant difference in the achievement of boys and girls in the past four years.

4. The school's commitment to raising standards in Key Stage 1 is seen in the recent opening of a 'third' class. The intention is to avoid overly large class sizes in Key Stage 1, and to make sure that pupils in Year 2 are sufficiently challenged and supported in their work. The inspectors found that the move is beginning to pay off. Pupils of all abilities are consistently making good progress *within lessons* in Key Stage 1. A good start has been made to getting the best out of more able pupils in Key Stage 1. This is being achieved by extending the range of opportunities for writing, and by giving greater attention to investigative skills and the study of living things in science.

5. The different numbers of pupils with special needs in each small year group makes it difficult to draw conclusions from trends over time in the core subjects of English, mathematics and science. However, the school has introduced a system for following the progress of individual pupils. This, together with teachers' knowledge of the pupils in their class, enables the school to set realistic and sufficiently challenging targets for each year group.

6. Pupils make good progress in Key Stage 2 because of the quality of consistently high standards of teaching. Results from the 2000 national tests for 11 year olds were well above average in English, above average in science, and average in mathematics. The school's results over the last four years have been consistently high. The higher results in English relate to the particularly high proportion of pupils gaining Level 5. Also, the difference in the results in the 2000 tests can be attributed to the varying achievements of pupils with special needs between the subjects. For example, three special needs pupils gained the expected Level 4 in science, but did not quite do so in English and mathematics. In 2000, the school exceeded its overall targets for 11 year olds in English and mathematics.

7. Evidence from the inspection shows that standards achieved by pupils in the current Year 6 are above those expected nationally in English, mathematics and science. Standards in speaking and listening are particularly impressive. This is because pupils are encouraged to think and talk about their work, and because teachers are skilled at asking probing questions. Standards in English and mathematics are higher than were reported in the last inspection. Since the last inspection, greater attention given to handwriting has significantly improved standards. A closer examination shows that pupils of all abilities have made good progress throughout the key stage in English, mathematics and science, and this reflects the high quality of teaching.

8. In other subjects, standards are mixed. Standards need to be improved in information and communication technology (ICT) and in physical education. Standards in ICT were judged above average in the last inspection. This is no longer the case, partly because of higher expectations nationally, and partly because there are not enough opportunities for pupils to develop and practise their skills, especially in the monitoring and control aspects of the subject. Standards in physical education are, as in the last inspection, below average because the school does not have a hall or the equipment for all activities.

9. Standards in other subjects are satisfactory. In religious education, pupils achieve standards in line with the expectations of the Locally Agreed Syllabus. In art, design and technology, history and geography, standards remain, as at the last inspection, in line with the expectations nationally. There was not enough evidence for a judgement to be made on standards in music.

10. Pupils identified as having special educational needs are very carefully assessed, and tasks are planned to match their prior attainment. An analysis of their work, and observation in class, shows that they make good progress in relation to their prior learning, particularly in literacy and numeracy.

11. The two pupils with English as an additional language have made very good progress in the acquisition of English.

Pupils' attitudes, values and personal development

12. As noted in the last inspection, most aspects of the pupils' attitudes, behaviour and relationships are very good and are a significant strength of the school. Every effort is made to overcome the consequences of being an isolated and small school serving a widely dispersed community. The result is that the personal development of pupils is good, although there is scope for pupils to be given more responsibility. Most parents are appreciative of the school's values and attitudes and the impact on the development of their children.

13. Pupils come into school in a happy and lively mood, despite often having had to travel significant distances to get here. From the point at which they are admitted to the school as four year-olds, the children have very good attitudes and are keen 'to have a go' at the different activities. As they get older, pupils become increasingly motivated. They work hard and produce good results. During lessons, pupils are attentive and responsive to their teachers and to other adults. They need little prompting to answer questions, and give well-reasoned and confident answers that gain the attention and interest of their classmates. They listen and concentrate well, and contribute to the positive and productive atmosphere in the school. Their co-operative attitudes help the school to run as an orderly and friendly community. Pupils show considerable patience when sharing resources, taking turns, and moving around their cramped classrooms.

14. The behaviour of the pupils in all classes is consistently very good. There are very few instances of restlessness. Pupils respond well to the expectations for self-discipline. They reinforce the culture of good behaviour, where rules are at a minimum but where the boundaries are recognised and accepted. This contributes to a calm and happy working atmosphere, with its productive pace. There is rarely any need for staff to exert an obvious control, and pupils are usually easily guided or corrected with a quiet word. Behaviour around the school is very good. Neither bullying nor bad language were noted during the inspection, and pupils of all ages speak confidently about their school being a 'safe' place. They feel that they can always go to an adult if they have any concerns and that they will be helped. There has been one exclusion since the last inspection.

15. Relationships between pupils, and between pupils and staff, are very good and they reflect the school's very positive ethos. Adults working in the school are very good role models and have the trust and confidence of pupils of all ages. All parts of the school family are close together, and the mutual respect underpins the effective teaching and learning environment. The quality of relationships is strengthened through assemblies which explore friendship themes. Older pupils get on well with younger ones around the school, particularly in the playground, where tricycles and football games mix together without apparent problems. In the classroom, pupils listen to each other with respect and value each other's opinions and qualities, so that speaking and listening skills are developing well. The affable way in which boys and girls get on is to be seen during the very sociable lunchtimes within their own classroom and in the playground, where they play football together. Pupils are courteous and polite, and exceptionally welcoming to visitors.

16. The personal development of the pupils is good throughout their time in school. This is a very caring place, where pupils are encouraged to look after each other, as well as gain an awareness of others in different situations, such as through charity work. They value their villages and have a good appreciation of the changes that are taking place in rural communities. The personal, health and social education curriculum is being developed to extend an awareness of healthy living, life in the

outside world, and an awareness of health and safety considerations. Pupils are set targets for their own learning, though opportunities to take the initiative for school routines are limited. The lack of a school council, and of monitors, leaves scope for older pupils to take on more responsibility and to develop a greater sense of ownership in their school. There is a residential visit for older pupils, and many other visits, both nearby and to places of interest further away.

17. Pupils display a well-developed sense of moral and social awareness, with good opportunities in lessons to explore moral dilemmas, so that they are well equipped for their next stage of education and eventually as good citizens. They look after their environment well and there is no litter, graffiti, or vandalism. However, cloakrooms are often untidy, and can be a minor health and safety problem. The school has a good range of extra-curricular activities, and pupils are competitive in inter-school competition and tournaments.

18. Attendance has improved since the last inspection and is now above the national average. Pupils enjoy coming to school and usually arrive on time. Unauthorised absence is below national levels because parents respond very well to the school's requests to explain any absences. There is no evidence of any truancy

HOW WELL ARE PUPILS TAUGHT?

19. The overall quality of teaching in the school is good. No unsatisfactory lessons were seen during the inspection, and 77 per cent were judged good or better. Of all the lessons seen, 23 per cent were judged satisfactory, 38 per cent good, 31 per cent very good and 8 per cent excellent.

20. The new arrangement for teaching groups is possible because of increased numbers of pupils on roll, and it allows pupils to be taught in smaller groups. Because of the overall strength of the teaching this new arrangement is having a beneficial effect on the pupils and their learning.

21. Teaching is predominately good in the foundation stage (before Year 1) and in Key Stage 1. Overall, teaching is very good In Key Stage 2, with some excellent lessons. At large, the quality of teaching has significantly improved since the last inspection. As then, teaching is at least satisfactory, but the good or better teaching has gone up from 55 per cent to 77 per cent, and the proportion of very good or better teaching has increased from 15 per cent to 39 per cent.

22. The overall quality of teaching of children in the foundation stage is good. The teacher and classroom assistant have a clear understanding of how young children learn. They work together well, particularly in getting the children to think and talk about their learning. Lessons are well planned, so that staff have a clear understanding of the purpose of the activities and of their role in the children's learning.

23. Teaching in English, mathematics and science is, overall, very good strengths in English include the effective way in which questioning is often used to involve pupils in learning. This strongly promotes their skills and confidence in speaking and listening. The Literacy Strategy is taught well, with a good balance between direct teaching and group work. The Numeracy Strategy is used effectively to support mathematics. Strategies for mental mathematics are particularly effective, and pupils are encouraged to explain their thinking when working out problems. The pace of teaching in mathematics is always good and this encourages pupils to develop speed of thought. Teachers' good subject knowledge helps them to respond to the need for pupils to investigate and experiment in science in order to gain the higher levels.

24. Teaching in the ten lessons observed in subjects other than English, mathematics and science was good. Excellent teaching of geography was seen in the Year 4, 5 and 6 class. The teacher skilfully used his own and the pupils' local knowledge to show how places change and to investigate environmental issues. A religious education lesson in the Year 2 and 3 class used a blend of story and writing to develop the idea of how we can make a better world.

25. All teachers have a good knowledge and understanding of the subjects of the National Curriculum, and those with particular expertise use it to good effect in supporting other classes than their own. The head takes the reception and Year 1 class for physical education, while their teacher takes the older pupils for Art. In the class in which there is a job share, the curriculum has been shared between the teachers in such a way that they are working to their strengths.

26. Basic skills are taught well, and particularly so in Key Stage 2. The teaching of basic skills in Key Stage 1 is good. In Key Stage 2, particularly good use is made of the literacy and numeracy strategies to develop skills in all aspects of the core subjects.

27. Lessons are well planned, with clear learning objectives which are shared with the pupils at the beginning of each session. Teachers know their pupils well and planning takes account of their individual needs. In Year 2 and 3 mathematics lessons, separate work was set for Year 3 pupils and for more able Year 2 pupils. Pupils with special educational needs are well catered for within lessons and, where appropriate, they are given separate work to support their individual targets. In a Key Stage 1 literacy lesson, a special needs' pupil was given additional time to complete a task and was then encouraged to join in discussions.

28. The teachers have high expectations of their pupils and make good use of a range of teaching methods. The work set is challenging, but not too difficult. In a Year 2 and 3 literacy lesson pupils were asked to write a poem with a set number of syllables. Although this was challenging, most Year 2 responded well and were pleased to complete their poems. In an art lesson in Year 4, 5 and 6, pupils enjoyed the challenge of making patterns by using moving air. Although many of them found it difficult to control their breath, the encouragement and guidance they received helped them to produce some pleasing results. Questioning is used very well to develop ideas and consolidate learning. Rapid questioning in a Year 4, 5 and 6 geography lesson kept pupils interested, and their hands shot up in response. The pace of working in good, and in the better lessons it kept pupils involved and interested throughout.

29. A real strength of the teaching is the way in which pupils are managed. This happens in a natural way and builds on the high degree of mutual respect. No time is wasted and everyone knows what they are expected to do. Even in practical situations, where there is a great deal of moving around, the teacher maintains control and brings pupils together quickly to make a teaching point; an example of this was seen in the Year 4, 5 and 6 science lesson.
30. Excellent use is made of support staff. They are involved throughout the day and all their energies go into supporting pupils' learning. Teachers make sure that pupils with statements of special educational needs receive their full entitlement of support.
31. When pupils are involved in their work, teachers use their time well to move around to extend learning and assess progress. In a Year 2 and 3 literacy lesson the teacher used the plenary session to develop ideas and encourage pupils to use a range of words instead of 'said'.
32. Where homework is set it makes a satisfactory contribution to pupils' learning. However, there is scope for improved expectations, particularly for older pupils as they prepare for secondary education.
33. The quality of pupils' learning is good at Key Stage 1 and very good at Key Stage 2. Good teaching helps the pupils to consolidate earlier learning and acquire new knowledge and understanding. Skills develop in a range of intellectual, creative and physical ways. In a Year 4, 5 and 6 science lesson, the teacher established what pupils understood about how the lungs work, before moving on to deal with the effects of smoking on the body. In a reception and Year 1 physical education lesson, the teacher built on pupils' previous knowledge in refining balance and developing a sequence of movements.
34. Pupils are consistently interested in their work. They feel motivated to concentrate and to grow into independent learners. This was aptly demonstrated when Year 6 pupils completed a mathematical crossword using a range of methods both mental and written. Most of them persevered and completed the task without the need of support.

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

35. The curriculum is sufficiently broad and balanced except in information and communication technology and physical education, where provision is unsatisfactory. Pupils' intellectual and moral development is promoted well. There is suitable provision for pupils' personal, social and health education. The curriculum for children in the foundation stage is relevant and is planned around the *early learning goals*. Planning of work for children with different needs and abilities is good in all classes. Provision for pupils' moral and social development is very good, and for their spiritual and cultural development it is satisfactory.

36. Although there is no policy for teaching about drugs, this aspect is effectively taught through the Drugs in Primary Schools Initiative. Other aspects of personal, social and health education are taught through science, religious education and other subjects. The national strategies for literacy and numeracy have been successfully introduced and there are good strategies for teaching skills in both areas. Literacy skills are used successfully in other subjects, such as history and religious education.
37. The school ensures that all pupils have equal access to the curriculum. Good provision is made for pupils with special educational needs. All pupils in Key Stage 1 and Key Stage 2 benefit from swimming lessons.
38. The school's provision for extra-curricular activities is good. Pupils take part in computer, chess and sports clubs, and the school choir has sung in the Louth Music Festival. Pupils learn orienteering, which puts to practical use the geographical and mathematical skills learned in school. They take part in tournaments, including football, netball, cricket and rounders, against other schools, performing very well at cricket. Pupils receive coaching from a local rugby club, and players from Grimsby Town Football Club run coaching sessions.
39. Good use is made of visitors to the school, and visits to places of interest to enhance pupils' learning. Visitors have included the school nurse, storytellers, a theatre group and the local fire brigade. Past pupils talk about life in school and the surrounding area in days gone by. Pupils learn about their own culture through visits to local farms and churches, Lincoln Cathedral, and the fishing museum in Grimsby. They learn about the wider world when visiting art galleries, the Film Museum at Bradford, Jorvik and the National Railway Museum in York, and the wartime experience at Eden camp, near Malton. Pupils make residential visits to adventure camps and Kingswood.
40. Despite its isolated position, the school enjoys good links with the community, and this makes a positive contribution to pupils' learning. Periodically, pupils send questionnaires to local households asking what residents think of facilities in the local area. The responses relate to geography lessons, but also help other areas of learning. Local residents are invited to the summer fair and the school sports. The sports evening is a popular event on the local calendar.
41. There are good links with partner institutions. The school shares residential visits with other small schools. The close links with local secondary schools help pupils transfer smoothly to the next stage of their education.
42. Overall, the provision for the pupils' spiritual, moral, social and cultural development is good. Spiritual and cultural development is satisfactory, and moral and social development very good. Opportunities are planned in each area to raise pupils' awareness. Overall, the provision makes a strong contribution to the ethos of the school and to the development of pupils as good citizens.
43. The spiritual development of pupils is satisfactory. The school depends on spiritual opportunities of its own making more than it did at the time of the last inspection. This is because there is less of a contact with local churches. Some features of the school site are not particularly conducive to creating a spiritual mood. Assemblies have to be held in a mobile

classroom and there is no library in which books can be shared in a quiet and relaxed way. However, there is an appropriate emphasis on spiritual issues in assemblies. Pupils respond enthusiastically to themes of friendship, bible stories and religious festivals. They are moved easily into prayer, and sing hymns with feeling. In the classroom, there are satisfactory opportunities for spiritual development through different subjects.

44. Very good moral provision features throughout the school day, both in lessons and in other situations. Although school rules are minimal, there is a clear understanding of right and wrong, and of the need for self-discipline and tolerance. Staff provide good role models and pupils feel encouraged and respected by the attitude of all the adults. There is an all-pervasive culture of good behaviour, fairness and equality of opportunity. Pupils wrestle with and discuss moral issues, such as taking the Giant's money in '*Jack (and Jill) and the Beanstalk*', and they debate the risks associated with smoking and taking drugs.

45. Relationships are a considerable strength of the school, and are fostered by the very good provision for social development. A strong sense of community pervades the school's work and play. Pupils are keen on fund raising activities for other communities, locally and in other parts of the world. They are very aware of their mutual dependence.

46. The pupils have a predominately white United Kingdom heritage, and are given a good understanding of their own culture through all aspects of the curriculum. They study their own local communities, and they undertake a village survey every four years. They enjoy a rich variety of visits, often at significant distance, and many interesting visitors also support the curriculum. The school has no multicultural policy and the resources are not sufficiently representative of different cultures. As a result, there is considerable scope for the school to develop pupils' awareness through its curriculum and resources.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

47. The overall quality of pastoral care contributes well to the good progress and development of all pupils, and to their personal happiness. As at the last inspection, the overall provision for support, guidance and welfare are satisfactory, with good arrangements for promoting attendance. However, some of the procedures for child protection and health and safety are unsatisfactory and must be addressed.

48. The staff know the pupils well. The headteacher and his colleagues take their pastoral role seriously and with quiet dedication. They display a diligence and enthusiasm that gives confidence to parents and pupils alike. Pupils feel that they are supported well as members of a secure and caring community. Most parents admire the head and staff for their pastoral interest, and value the way their children are looked after.

49. There are sound procedures for monitoring pupils' personal and social development. There are few formal and written procedures, and the school relies more on staff observations and discussions. The school's good overview of each child allows it to involve professional agencies as

required for pupils with special educational needs. The provision for special educational needs is good. Clear and useful individual educational plans include attainable

targets, which are agreed with parents each term. All pupil-based information systems are kept up to date by the school secretary, and are sufficiently focused and specific to support any need. Induction procedures for parents with children starting in the school are especially effective. There is a good liaison and relationship with the local secondary schools, so that parents and pupils receive good support before and at the time of transfer.

50. The school has a sufficient number of relevant and updated policies for support, guidance and welfare, and these guide and underpin its actions. Policies are implemented consistently across the school and with a good understanding by all staff. The school is very welcoming to outside agencies to give support to pupils on a routine basis, or if there are specific problems. The school has shown that it is very capable in supporting pupils with more complex needs, though the premises would be unsuitable for disabled pupils without specific adaptations. The school nurse supports the school well with sex education for older pupils. Parents are fully involved in the process, and feel confident about the arrangements. The dental hygienist has made a valuable contribution to the personal and social education for healthy living.

51. Child protection procedures are unsatisfactory despite the school's obvious concern and care for its pupils. The head and staff have no formal, recent training in child protection awareness and procedures. This situation must be remedied as soon as is possible.

52. There are consistently high expectations of good behaviour. The procedures for monitoring and promoting good behaviour are satisfactory, though they rely more on the practice of unwritten common-sense approaches than on an agreed policy. Rules are minimal and have the consent of all parts of the school community. They are enforced, when necessary, by fair praise and by the understood withdrawal of privileges. The trophy awarded to pupils who make special efforts in their school life is greatly valued. Some aspects of the moral provision are reinforced by pupils and staff during assemblies, or during the personal health and social education lessons. If pupils exhibit challenging behaviour they receive a tailored programme of behaviour management.

53. Attendance procedures are good, and sufficient for a small village school. Parents are aware of their statutory obligations. The head or secretary will ask parents for an explanation of absence, and the result is that unauthorised absence is practically zero. However, the incidence of parents requiring holidays within the term is high, despite the school's determined efforts.

54. Health and safety procedures are unsatisfactory. There is no named governor responsible for overseeing health and safety matters, and arrangements for risk assessments are unsatisfactory. At the time of the inspection, a number of minor health and safety problems were identified, all of which have been reported to the head for action. Although there are appropriately trained first aiders, first aid facilities are inadequate, owing to the lack of a suitable space. Pupils are well acquainted with health and safety principles in the home and at school, through the personal health and social education provision.

55. Procedures for assessing pupils' performance are good. The school tracks pupils' progress from entry into school until they leave. There are effective arrangements to assess pupils' achievements in national tests at the ages of seven and eleven and in the optional tests at the ages of eight, nine and ten. Teachers analyse the results of the national tests to identify weaknesses in pupils'

learning, and they have devised a computer program to enable them to do this. They build assessment into their planning and use questions skilfully during lessons to check how well pupils are learning. The targets which they set for pupils are based on the results of the national tests. In the reception class, the school uses a nationally recognised assessment to gauge the attainment of pupils on entry to school.

56. As a result of the small numbers in each year group, the staff soon get to know the pupils well. They make good use of their assessments of pupils' attainment to amend work so that pupils make good progress. This is reflected in the consistently high standard of results achieved by 11 year olds in recent years. Teachers now need to use their analyses of the English tests to raise standards in writing for higher attaining pupils at the age of seven. In the class which is shared by two teachers, a lot of thought has been given to ensure that each teacher's assessments are taken into account. Each records comments with evaluations of pupils' progress, which are handed on to the other teacher. The learning support assistant provides a valuable link between the two teachers.

57. Although teachers talk to pupils about their work during lessons, marking of work is inconsistent. When it is done well, teachers' marking shows pupils why their work is good and how it can be improved. Marking is less useful when pupils are congratulated on their efforts but not shown how to improve.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

58. The aims of the school indicate that the school views the education process as a partnership between the school, parents, and community and it wants to foster effective links with all its parents. There is an open door policy whereby parents are welcomed if they have a concern or wish to offer regular help. Overall, the staff's links with parents, and the parents' impact on the life of the school, are good. Parents provide valuable additional resource, by listening to readers, supporting learning in the classroom, and escorting pupils on the many school trips, or to the swimming pool. The three parent governors are increasingly making an effective contribution to the well being of the school.

59. The school is considerate of parents and their commitments, and is mindful to hold the sports day in the evening, when a full complement of parents, relatives and friends can more easily attend. The Friends of Utterby School is a dynamic group that involves most parents in fund raising through a variety of events. It is instrumental in promoting and developing the distinctive community spirit and family ethos.

60. The quality of information for parents is variable, but satisfactory overall. Both the prospectus and the annual governors' report to parents are satisfactory and contain all the points of statutory information. The school's policies and procedures are well written, though parents would benefit from greater access to them, and knowledge of their availability. Other written communications are satisfactory, sufficient, and respectful of the role of parents, and they give parents enough time to respond. Informal communications are satisfactory, to the extent that concerns are dealt with, though parents would benefit from improved notice boards. It would be helpful for parents to receive more information about the curriculum and the topics planned for their children in the current term.

61. Parents are, in the main, satisfied with what the school provides and achieves. In many aspects, a large majority parents think the school does a good job, including:

- * Leadership and management;
- * Teaching;
- * Helping children to become mature and responsible.

62. However, there are areas where some parents have concerns, including:

- * The range of activities outside lessons;
- * Homework;
- * Information about how a child is getting on;
- * The school working closely with parents.

63. This represents a view of the school which is markedly different from the very positive one noted in the last inspection. A close analysis of the questionnaire responses shows that a high proportion of dissatisfaction comes from parents with children in the recently established class for pupils in Years 2 and 3. Furthermore, some parents expressed concerns about the new class at the meeting for parents.

64. During the last year, the school has made a strategic change by creating a 'third' class for Year 2 and 3 pupils. The school recognises that it may not have explained its reasons for the change well enough to allay the anxieties of some parents. It also accepts that parents may have not have been kept sufficiently well informed and reassured about 'how things were going' in the new class. Although some parents have gained confidence in how their children are getting on in the new class, others still have doubts. The school needs to ensure that parents are kept aware of how the class operates, especially in the light of a shared teaching arrangement.

65. Parents' perceptions regarding activities outside lessons are not supported by inspection findings. Both in absolute terms, and in comparison with other primary schools, the school has a good range of activities and visits, which greatly support pupils' learning. However, the school would benefit from letting parents know about the full extent of its overall provision out of class.

66. The inspection agrees with parents' view that the provision for homework could be improved. There is no homework policy, and what homework there is, is not consistently set.

67. Parents receive an adequate level of information about their children's progress, though all aspects require review to ensure that all information is clear and useful. At present, the quality of such information varies from class to class, and there is scope to draw on the school's best practice.

68. The inspection found that the school makes considerable efforts to work with parents, but does not always present itself as well as it might. A key point here is the lack of adequate time for the head to undertake management jobs, including communicating with parents.

69. The school enjoys the confidence of the community it serves. It provides a significant focus for the local hamlets and villages, and its reputation in the locality continues to grow. Significantly, it is oversubscribed and the number on roll continues to grow.

70. Overall, the contribution of parents to pupils' learning at home and in the school is satisfactory. Parents have not signed the home-school agreement, although it has been issued for their approval. Parents respond very well to the twice-yearly opportunities to review their children's work. There is a close collaboration with the parents of pupils with special educational needs; they are involved with the teachers in producing the individual educational plans. Parents receive a lot of useful advice from the school at the time of their children's transfer to secondary school.

HOW WELL IS THE SCHOOL LED AND MANAGED?

71. The leadership and management of the school are sound. As noted in the last inspection report, the headteacher is a very good teacher and is held in the highest regard by pupils, staff and parents. His commitment to the school and ability to work with and motivate others goes a long way to explain the very positive ethos for learning. Pupils work hard, get on with each other, and make good progress. It is no surprise that the school is popular within the area.

72. However, on balance, there is too much dependency on the head to get things done. Several important aspects of leadership and management are not as effective as they need to be to ensure the school's continued development. Although most parents recognise and value the school's strengths, far more of them have concerns than was the case in the last inspection. The headteacher does not get enough time out of the classroom to attend to day-to-day issues, and to work at the things that help the school to improve. He tries to do too much in too little time, and not enough is delegated in a planned way to other members of staff.

73. While staff share the headteacher's commitment to the school's well being, their roles and responsibilities are not clearly defined. The management for subjects and aspects is either undertaken by the head or shared with him. There is an over-reliance on informal communication and on the efforts of the headteacher. Monitoring of teaching and standards does take place, but only at the expense of other things. For example, there is not enough time for the secretary and head to meet. Important procedures, such as health and safety and child protection, are lax. Roles and responsibilities need to be developed so that there is a clear way of checking on what works and what could be improved, especially in relation to pupils' achievements.

74. Since the last inspection, there have been a considerable number of changes in the make-up of the governing body. New members are finding out about their roles and responsibilities through training and by being increasingly involved in the life of the school. They are aware of the need for a review of the way in which the school is managed and of areas that could be improved. Governors need to be more proactive to ensure that this happens. They are very supportive of the school, but rely upon the head to get things done. They fulfil their statutory duties except in relation to health and safety and child protection, where policies urgently need to be reviewed, put into practice, and monitored.

75. The aims and values of the school give equal emphasis to pastoral and academic achievement. The inspection confirms the view of most parents, that the school's aims and values are strongly reflected in the work of the classrooms.

76. The school development plan has recently been reviewed and simplified to give a clear agenda for improvement. Governors are aware of the priorities in the plan and are regularly brought up to date by the head. The plan includes relevant issues facing the school, but not those to do with management. Governors have carried out effective monitoring in some areas, including special needs, numeracy and ICT. They need to come up with a clear way of knowing how the school is getting on in the most important areas for improvement. Without a more structured approach, it is difficult to plan ahead to meet the longer-term needs of the school, and for governors to monitor and evaluate its work.

77. The head undertakes nearly all monitoring of teaching and learning. With the arrival of new staff the level of monitoring has increased, and makes a satisfactory contribution to supporting their work in the classrooms. Plans to introduce a more structured approach to monitoring and evaluation have been agreed. At present, pupils' performance in assessments and tests is being monitored to a satisfactory level. It is important that monitoring of teaching and pupils' performance are more closely linked, so that it can clearly be seen what works and what needs to be done to improve.

78. Educational priorities are soundly supported through the school's financial planning. Spending is sufficiently related to priorities for development. The part-time secretary maintains satisfactory records, which provide the basis of a sufficient flow of information for the governing body. Secure administrative procedures are in place, and governors carry out appropriate financial checks and controls.

79. The school has a sound awareness of the need to get best value in important areas, for example in obtaining various quotes, or seeking guidance before making a major purchase. Seeking best value is not yet apparent in relation to spending to bring improvements in standards. This is partly because of the newness of performance data. However, the recently introduced 'third' class is being monitored in a careful way so that governors are in a position to assess its effectiveness.

80. The team of well-qualified teachers and support staff meet the needs of all aspects of the curriculum, including that for children in the foundation stage and for those with special educational needs. Classroom support staff work hard, and are very much members of the staff team. The additional training taken on by classroom assistants helps them make an effective contribution within lessons.

81. The school makes satisfactory use of new technologies to support attendance, financial management and special educational needs. It has not yet begun to use ICT to present data, for example from an analysis of pupils' performance, in a format that is easy for staff and governors to understand and to use.

82. Specific grants received by the school, such as funding for staff training, and for special educational needs, including pupils with statements, are used for the intended purpose and to good effect. Governors have appraised the work of the head and set targets. The process helped them to realise that the head has not yet taken enough advantage of opportunities for management training. In turn, this has made it difficult for him to adapt and refine his management to meet the needs of a bigger school.

83. The school buildings provide an unsatisfactory standard of accommodation that, overall, has a detrimental effect on some areas of pupils' learning. There are a number of specific shortcomings:

- * The restricted space indoors makes movement of pupils and staff in classes difficult (and particularly so if numbers in each class were to be as high as in previous years);
- * Physical education fails to meet the requirements of the National Curriculum because there is no suitable indoor space and large apparatus;
- * Children in the foundation stage have no designated outdoor area and this restricts their learning;
- * Staff toilet facilities are inadequate and inappropriately positioned;
- * The absence of a library means there is no resource for the development of personal study and research skills;
- * The school's office is in poor condition and provides a difficult and unwelcoming environment in which to work and to meet visitors.

84. Overall, there are adequate resources for learning to meet pupils' needs, including those with special educational needs. However, there are shortcomings:

- * Resources in English, art, music and religious education do not adequately reflect different cultures and traditions;
- * Resources in ICT are inadequate to teach monitoring technology;
- * Existing resources for control technology are not used enough.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

85. In order to build on the existing strengths of the school and to improve the quality of pupils' learning and the standards they reach, the governing body, head and staff should:

- Raise standards in information and communication technology (ICT) by:
(*Paragraphs: 8, 84, 149, 150, 154, 155*)
 - * clearly defining the role of the subject co-ordinator;
 - * providing opportunities for the co-ordinator to regularly monitor teaching and learning;
 - * ensuring that the control and monitoring aspects of ICT are given sufficient emphasis;
 - * providing appropriate software and hardware to ensure that the whole ICT curriculum is taught.

- Improve the quality of accommodation, particularly in relation to physical education so that the requirements of the National Curriculum are met.
(*Paragraphs: 8, 83, 164, 168*)

- Improve the contribution of the governing body to the school's development by:
(*Paragraphs: 74, 76*)
 - * ensuring that governors are clear about their role in checking how the school is performing;
 - * ensuring that governors use their insights into the work of the school to play a more active role in the school's strategic development.

- Developing the management role of the teaching staff so that there is less dependence on the headteacher, by:
(*Paragraphs: 72, 73*)
 - * ensuring that the revised management roles and responsibilities reflect the status of the teaching staff and are clearly defined in their job descriptions;
 - * drawing up clear action plans for the development of key areas, and relating these to job descriptions;
 - * ensuring appropriate training and support are provided for staff to carry out their roles;
 - * ensuring that the head has clearly defined duties and that appropriate space and time are allocated to enable him to carry out his management role.

- Ensure that effective procedures for health and safety, and child protection are in place by:
(*Paragraphs: 51, 54, 73*)
 - * ensuring that staff have appropriate training in child protection;
 - * developing a policy for child protection;
 - * ensuring that health and safety issues raised during the inspection are addressed;
 - * ensuring that procedures for risk assessments are in place.

86. In addition to the above issues, the school should consider the following points for improvement:

- * Develop a clear and consistent approach to homework;
(*Paragraphs: 32, 66*)
- * Increase the opportunities for pupils in Key Stage 1 to develop their writing in an extended form and for different purposes;
(*Paragraphs: 3, 56, 116*)
- * Improve pupils' awareness of different cultures;
(*Paragraphs: 46, 84, 121*)
- * Ensure a greater consistency in the quality of marking.
(*Paragraphs: 57, 119*)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	23
Number of discussions with staff, governors, other adults and pupils	28

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
8	31	38	23	0	0	0

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

Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	N/A	63
Number of full-time pupils known to be eligible for free school meals	N/A	0

FTE means full-time equivalent.

Special educational needs	Nursery	YR– Y6
Number of pupils with statements of special educational needs	N/A	3
Number of pupils on the school's special educational needs register	N/A	10

English as an additional language	No of pupils
Number of pupils with English as an additional language	2

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	2
Pupils who left the school other than at the usual time of leaving	1

Attendance

Authorised absence	%
School data	4.2
National comparative data	5.2

Unauthorised absence	%
School data	0.0
National comparative data	0.5

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

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	63
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	1	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:

Y R-Y6

Total number of qualified teachers (FTE)	3
Number of pupils per qualified teacher	21
Average class size	21

Education support staff:

Y R –Y6

Total number of education support staff	5
Total aggregate hours worked per week	82

Financial information

Financial year	1999/2000
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	£
Total income	137040.00
Total expenditure	133046.00
Expenditure per pupil	2016.00
Balance brought forward from previous year	0
Balance carried forward to next year	3994.00

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	63
Number of questionnaires returned	43

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	42	47	12	0	0
My child is making good progress in school.	49	35	14	0	2
Behaviour in the school is good.	14	63	16	2	5
My child gets the right amount of work to do at home.	26	47	26	2	0
The teaching is good.	44	44	5	0	7
I am kept well informed about how my child is getting on.	42	35	16	7	0
I would feel comfortable about approaching the school with questions or a problem.	58	33	7	0	2
The school expects my child to work hard and achieve his or her best.	49	47	2	2	0
The school works closely with parents.	42	37	16	5	0
The school is well led and managed.	33	60	7	0	0
The school is helping my child become mature and responsible.	40	51	7	0	2
The school provides an interesting range of activities outside lessons.	23	26	30	16	5

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

87. Children enter the foundation stage at the start of the term following their fourth birthday. The point at which they start full-time is dependent on how well they settle, and is decided by the teacher and the child's parents. At the time of the inspection, the class had ten full-time foundation stage children and seven Year 1 children.

88. The close working relationship between the teacher and learning support assistants promotes a smooth transition from the foundation stage into the National Curriculum. A secure, well-structured and encouraging learning environment helps children in the foundation stage to make at least sound progress. The well-planned curriculum, which relates to the needs and interests of the children, has begun to take account of the latest national guidance.

89. There is a considerable range of attainment on entry to the class but, overall, what the children know, understand and can do is typical of the levels expected for this age group. However, more children are below than above average. This is confirmed by initial 'baseline' assessments. Through good teaching, most of the children are likely to meet the early learning goals in all areas of learning.

90. Plans are in hand to develop the outdoor area, though at the time of the inspection there were not enough opportunities for children to learn on a larger, more active scale than is possible indoors.

Personal, social and emotional development

91. By the end of the foundation stage the children are achieving the early learning goals. The children like coming to school, settle quickly into the class and get to know the routines, such as getting changed for games. A calm, secure and friendly atmosphere prevails, so that the children feel valued as individuals.

92. The teacher and support staff take every opportunity to extend children's personal, social and emotional development as they go about their work and play, helping them to grow in independence and confidence. Consistently high expectations help the children to become aware of their own behaviour. The activities help them to share, take turns and co-operate with each other, for example when using wheeled vehicles in the playground, and they enjoy tidying up and putting things away. They listen well to stories and join in songs, action rhymes and games. They are keen to learn, because activities are interesting and have enough challenge without being too difficult. The less confident children are given time and enough attention to develop at their own pace. All of them, including those with special needs, feel included.

93. Children receive a good level of support and are encouraged to think, talk and do things for themselves. However, there is scope for greater flexibility in getting a balance between teacher-led

and child-initiated activities. There are times when the younger ones would benefit from having more opportunities to learn through well-structured play.

Communication, language and literacy

94. There are good opportunities for children to develop their communication, language and literacy skills and, by the end of the foundation stage, nearly all are likely to achieve the early learning goals. All the adults talk to good effect and are very good listeners. Children know that what they say is valued and they feel confident in expressing themselves. After hearing the story of 'Jill and the Beanstalk', the children talked about what had happened and how the characters might feel. They listen well, both in structured activities, such as talking about how vehicles moved down a slope, and in child-led activities, such as role-play.

95. As the year goes on, the regular lesson on language and literacy develops into an adapted 'literacy session' based on the structure of the National Strategy. The use of language for reading and writing is developed through stories and by sharing books. The children enjoy listening to well-known rhymes and stories. The youngest children are beginning to think of themselves as readers and writers. They learn a lot from other children. Older children like to recall the main plot of a story and describe a character. They know how a book 'works' and enjoy sharing a book with a friend in the book corner.

96. The children are beginning to understand 'writing' as a means of communication. There are good planned opportunities for writing, although there is scope for more spontaneous writing opportunities to arise from different activities, such as role-play and labelling their drawings.

97. The planned introduction of new letters helps children to build up their knowledge and understanding in a measured way. Nearly all the children are becoming confident in identifying at least some initial sounds. Most of them can name sounds in familiar words. Nearly all of them recognise and write their own names.

Mathematical development

98. Nearly all the children will achieve the early learning goals by the end of the reception year because this area of learning is well provided for in the daily numeracy session. In addition to planned activities, the staff are increasingly aware of the value of drawing on regular activities, such as sand and water play, to get children to think and talk 'mathematically'.

99. The whole class are encouraged to count, say, and use numbers and to relate number to 'everyday' situations. Many of them recognise numbers up to ten and most of the older children are familiar with higher numbers. They can match numbers of objects and sort according to a given reason.

100. Mathematical development in the class is made fun and, wherever possible, relevant. Increasingly, planning is helping the adults to know how and when to encourage mathematical thinking by intervening in children's play, though this is an area that could be further exploited.

Knowledge and understanding of the world

101. The opportunities and teaching in this area of learning are satisfactory, and the children are likely to achieve the early learning goals by the end of Reception. However, planned opportunities for learning need to be complemented by extending the opportunities, particularly for the younger children, to learn through exploration and first-hand experience and on a regular basis. The staff are aware of this need and there are plans to develop the immediate outside area to extend children's learning through activities, such as sowing seeds and observing how things grow.

102. Through planned activities, such as testing the movement of vehicles on different slopes, boys and girls of all abilities are encouraged to think and talk about not just what happened, but why. They learn about their own lives, their families and where they live. They find out about their immediate environment through visits, such as going to the local church. They develop their idea of places, direction and maps through the stories and by making plans and models of the school.

103. The children responded well to a video about the life and times of Florence Nightingale. Many of them can recall a lot of facts, and this goes a long way to helping their understanding. While this approach is particularly effective for some of the children, others would benefit from a different starting point, such as having more time to look at and talk about artefacts. By relating events to their own lives the children would gain a vocabulary and sense of time.

104. There are satisfactory opportunities for children to use the computer and other technological resources, such as a tape-recorder. Children have gained enough confidence and skills to work with simple programs to help their reading. Most of them are familiar with the mouse and space bar, and some can use the keys to make directional moves.

Physical development

105. The sound opportunities for children to develop their physical skills means that they will achieve the early learning goals in most aspects of this area. The extent of their physical development is restricted by the absence of larger, indoor apparatus and of an outdoor area for more adventurous activity. However, the small 'hall' allows regular opportunities for the children to develop some physical skills, such as dance, jumping, balancing and climbing in space and on small apparatus. Children are aware of their own space, and move with growing confidence and control. Teaching in the one observed session was of a very high standard. The teacher made good use of language, such as 'slither' and 'slide', to encourage children's responses. They were given plenty of time and encouragement to explore their movements and to think and try ways to improve their efforts.

106. The children handle scissors, brushes and other tools safely and with a good degree of control. They are encouraged to try things out and are given just the right level of guidance, often through example. They apply their skills to draw, paint and model with growing independence, expression and skill.

Creative development

107. Opportunities for the children to express themselves in creative ways are good, and it is likely that children will achieve all the early learning goals in this area.

108. There are satisfactory opportunities for the children to express themselves in role-play, though this could be given more emphasis for younger ones. Nonetheless, the good level of adult interaction in imaginative and role-play does help the children to express and communicate their ideas.

109. There are good opportunities for the children to express themselves individually and by using a variety of media. They experiment with colours and a range of materials to make a 'beanstalk' collage. They use crayons and paints, selecting and mixing colours carefully and experimenting to make lighter and darker shades. The children talk about their choices. Pencils are used to sketch their observations, learning how to create a different effect by shading. The children enjoy listening to and making music. They have a good sense of rhythm in chanting, using clapping, tapping and stamping. They sing enthusiastically in class and in their own assembly, and many children are beginning to pick up and join in the chorus of some well-known songs and hymns.

English

110. Standards achieved in English by 11 year olds in the national tests in 2000 are well above average in comparison with all schools. Recent trends show that standards have been consistently high over the past four years. A higher percentage of pupils reached higher levels than was the case nationally. The slightly better performance of girls compared with boys reflects the picture nationally.

111. Standards achieved in reading and writing by seven-year-olds in the national tests in 2000 were in line with those achieved nationally. The numbers of pupils taking the tests has been small each year, and very small in one year, making comparisons between years unreliable. Even so, over the past four years, while most pupils reached the expected Level 2 in reading and writing, few attained the higher Level 3. Boys did better than girls by the age of seven in both reading and writing, and this goes against the national picture.

112. When pupils enter school, their speaking and listening skills are what would be expected for their age. Effective teaching rapidly builds pupils' skills, and by the age of seven and eleven, standards are well above those typical for their age when compared to schools nationally.

113. Standards in speaking and listening in the national tests for seven-year-olds in 2000 were very high. These results are confirmed by inspection evidence, which also shows that the high standards are maintained throughout the school. The fact that there are small numbers in each year creates a good opportunity for pupils to take part in discussions and to become used to giving opinions. In Year 1, the teacher used questions to encourage pupils to develop their thoughts about a version of a folk tale, 'Jill and the Beanstalk'. Pupils re-told the story in their own words, related it to their own experiences and gave opinions about the rights and wrongs of Jill taking the giant's money. Speaking skills are developed well because teachers value what pupils say. They take care to include all pupils, perhaps by the re-phrasing of a question or by giving a little extra time for them to

respond. This builds pupils' confidence to talk and, by the time they are 11, leads to a high quality of discussion and debate.

114. By the age of seven, pupils' reading is in line with national expectations, though few reached the higher levels. Even so, pupils make good progress with their reading and, by the age of eleven, standards are above average. Pupils in Year 1 develop a good awareness of letter sounds and most are well supported both at home and at school. Their reading skills develop well, and by the time they are in Year 2 the above-average pupils read expressively, with interest and pleasure. When reading from 'James and the Giant Peach', one pupil read each part of the dialogue in a different voice to suit the type of character.

115. Many pupils take advantage of mobile libraries and of libraries in Louth and Grimsby. This helps them to get to know the works of several authors, and many of them can give clear reasons for choosing a favourite author. An above-average reader in Year 6 gave a concise description of the plot of 'Goodnight Mr Tom' and made critical comments about the work of Terry Pratchett. The oldest and higher ability readers in Year 2 are skilled at finding information from non-fiction books and dictionaries. They understand the use of the glossary to explain technical terms. Below-average pupils, although they know that information is set out alphabetically, do not fully understand how to search the list of words to find what they want, but are making good progress. These pupils are not helped by the fact that the school has no library for them to learn and apply their research skills.

116. By the age of eleven, standards in writing are above average and pupils have made good progress throughout the school, but especially in Key Stage 2. The most able 11 year olds write with accuracy, confidence and expression. They write in paragraphs and use punctuation accurately. Pupils maintain the reader's interest by using imaginative words and turn of phrases. They understand the use of adjectives and adverbs in setting the scene, and above-average pupils use them sparingly so that their writing is precise and well controlled. Pupils write in a wide variety of styles and contexts, and often use their skills to enliven work in other subjects. Pupils of all ages enjoy listening to poetry, and many are developing an interest in writing their own. In writing about what might be seen through an open door, a pupil contrasted the beauty of nature with mundane daily tasks:

*Twilight, sunset in the sky,
A baby bird as it tries to fly.*

117. By the age of seven, pupils' writing is in line with national expectations. Nearly all pupils use punctuation correctly and write in sentences. They write stories, which they make into booklets, having edited their first efforts. However, pupils tend to write in short sentences and their writing often lacks excitement and imagination. Words are rarely chosen for interest and expression. This is because the National Literacy Strategy is not used as flexibly as it might be, and pupils do not get enough chance to extend their writing into longer stories and in a variety of styles.

118. Pupils learn cursive handwriting when they start school. They regularly practise forming letters correctly, and most of them write legibly and with ease. By the age of 11, most pupils are writing with fluency and often with style. This represents an improvement since the previous inspection. Spelling is sound throughout the school. Pupils are taught to build words using letter sounds. By the age of seven, pupils spell most common words accurately and make recognisable attempts at longer ones. The average and above-average pupils in Year 6 spell words accurately and choose words for effect.

119. Teaching is good at both key stages, with a significant amount of very good teaching. This is an improvement since the last inspection. The quality of teaching results in pupils making good progress and has maintained the high standards in test results at Key Stage 2 in recent years. Teachers make good use of the introduction to lessons to make sure that pupils understand what they have to do. A feature of teaching is the very good way in which teachers use questions to find out what pupils know and how well they are learning. In a very good lesson with Year 1 pupils, the teacher asked challenging questions about the meaning of words such as '*bellowed*' and phrases such as '*creep, creep, creep*', which developed pupils' vocabulary skills. The teacher of the oldest pupils has very high expectations of what pupils can achieve. There is a mature level of conversation between teacher and pupils, and their contributions are valued. This gives pupils the confidence to answer, and creates a situation where they become willing learners. Teachers' planning is usually good, but, in lessons involving pupils in Key Stage 1, and the younger pupils in Key Stage 2, planning does not always take account of the need to give pupils opportunities to write at length.

120. Teachers make good use of the last few minutes of lessons to check pupils' understanding. Classroom assistants are used well, particularly to support pupils with special educational needs. Good use is made of resources. Teachers know when to introduce books, such as thesauruses to pupils in Year 2, so that by the time they are eleven the pupils know how to search for information. This reinforces work in the Year 2 and Year 3 class, where the teacher showed pupils how to use the thesaurus function on the computer to find alternative words. Imaginative use was made of a glove puppet to encourage pupils to think of adjectives. Teachers mark work regularly, although the quality can vary a lot. Marking for older pupils frequently challenges them to improve their work and tells them why their work is good. Such useful comments are less apparent in the rest of the school.

121. Pupils with special educational needs have detailed individual education plans, which teachers take into account when planning lessons. Very good use is made of classroom assistants to give them every opportunity to succeed. The quality of teaching for pupils with special educational needs is reflected at Key Stage 1 in the national test results in English in 2000, when all pupils achieved the expected level, including those with low prior attainment.

122. The management of the subject is sound. The role of the subject leader is not clearly defined, but with such a small staff there is a great deal of informal discussion about pupils' progress. The National Literacy Strategy has been successfully implemented, although there is now a need to look at how the school can raise standards of writing for higher ability pupils by the age of seven. Resources for English are adequate, though, in the absence of a library, pupils have only limited opportunities to develop their research skills, to engage in personal study and to browse through

books in a leisurely way. At the same time, there are not enough books to reflect the cultural diversity of our society.

MATHEMATICS

123. By the end of Year 6, pupils attain standards above the national average. Standards have improved since the last inspection. Although the school's results in 2000 national test results were not as high as in previous years, they were in line with the national average. The difference in results between the small year groups can be attributed to differences in the number of pupils with special educational needs. Taken together, results over the past four years show pupils to be performing above the national average.

124. Pupils in Year 2 attain the standards expected of them nationally. Results have improved in the past three years. All the pupils in the Year 2000 cohort gained the expected Level 2 in mathematics, although none attained the higher Level 3.

125. There are no marked differences between the attainment of boys and girls. Pupils with special educational needs make good progress towards their individual targets.

126. By the age of seven, pupils have a sound grasp of number. They count confidently in twos, fives and tens. They have a good understanding of working with numbers to a hundred. When faced with problems relating to addition and subtraction they use a variety of strategies, including counting on and back. They recognise the relationship between addition and subtraction, and use this knowledge to tackle problems. Most of them can complete an equation with one of the numbers missing. They solve simple problems in their head, using real life situations such as money and measurement. They can recognise an odd or even number, and the more able know that only even numbers can be divided equally into two whole numbers.

127. In other areas of the subject, pupils can identify two- and three-dimensional shapes and describe their properties, using the correct vocabulary. They can estimate length and use simple measurements to confirm their estimates. They discuss the mathematics they are doing, and this helps their understanding. They can relate numbers to everyday life, including the use of money and the telling of time.

128. By the age of eleven, pupils deal competently with number operations, working with whole numbers, fractions and decimals. They tackle number operations using mental techniques, including the recall of multiplication facts. They have a thorough knowledge of shapes and use standard measurements to calculate area and perimeters. They create graphs and use data to illustrate findings, using real life situations, such as a recent village survey.

129. The quality of teaching and learning is good. The evidence from the examination of pupils' work showed that pupils undertake a good quantity of work that builds progressively on previous knowledge and understanding. A commercial scheme is used to support the units of the National Numeracy Strategy, and work is set to suit the capabilities of individuals. Whilst the work seen gave good coverage to number and shape, the handling of data and the use of mathematics in everyday life were less well developed, particularly at Key Stage 1.

130. The lessons seen during the inspection showed that teachers have a good grasp of the requirements of the National Numeracy Strategy. In Year 4, 5 and 6, the mental part of the lesson proceeded with very good pace, and through the use of individual whiteboards all pupils were kept involved. The group work was clearly arranged for different ability levels, and work was well set whilst the teacher developed ideas with one of the groups. The plenary session was used for pupils to show their individual methods for addition and subtraction. The numeracy lesson seen in Years 2 and 3 contained some very good demonstration work on the part of the teacher, reinforcing the concept of halving and quartering. Division was skilfully related to a real-life situation of sharing things equally amongst friends. The end of the session was used well to play a bingo game, which supported pupils' growing understanding of fractions. In a well-planned lesson with pupils Year 1, numeracy and literacy skills were linked through learning about the months of the year and ordering them from one to twelve. This was all related to dealing with real-life situations, such as the children's birthdays and who was the oldest in the class.

131. Information and communication technology is sometimes, but not always, used to develop pupils' mathematical thinking. Year 4, 5 and 6 pupils used computer-generated graphs and charts to accompany the survey in geography. In general, however, this area is underdeveloped across the school. Pupils need more opportunities to develop their mathematics through the use of computer software, as well as by using computer programs to illustrate their mathematical work.

132. Teachers regularly assess pupils' understanding through a series of tests and assessments. The current development of an individual pupil tracking system is helping the school to monitor progress more closely and to set appropriate targets in mathematics. Whilst all the teachers know the pupils well, and carry a great deal of information in their heads, this knowledge is not set down in a coherent way which would support others who may teach the pupils from time to time. The teachers in the Year 2 and 3 class liaise well and share the responsibility for mathematics in a constructive way, which allows pupils to develop. The progress since the last inspection has been good. Standards at the end of Key Stage 2 were then judged to be average, but they have now risen to a point where they are above average.

133. The introduction of the National Numeracy Strategy has improved mathematics teaching. Now that this has 'bedded' down, the school needs to move forward by developing numeracy in relation to other areas of the curriculum. At the same time, recent work to develop individual tracking and targeting needs to be continued, so that the school can respond to identified strengths and needs.

SCIENCE

134. In the national tests for 11 year olds in 2000, standards were above the national average. Every pupil achieved at least a Level 4 and thirty per cent achieved Level 5. Over the past four years, results in science have remained consistently above the national average because of consistently good teaching, particularly in Key Stage 2.

135. The inspection confirms that standards in the current Year 6 are above average. In their work on healthy living, pupils have gained very good knowledge and understanding of the workings of the

body. They conduct experiments in which they discover the effects of tobacco on the human lungs. They record their findings and explain what they did and what they found out. Evidence from work and from discussions with pupils show that themes in all

areas of science have been developed well. The pupils have developed a good scientific vocabulary. They can identify the main organs of the body, and many pupils can describe their functions. They understand the properties of air pressure and the formation of shadows. In their experiments, they know that by changing one factor a fair test can be conducted.

136. In the national assessments in 2000, standards were below the national average for seven year olds. Although nearly every pupil gained Level 2, none reached the higher Level 3. The 2000 results are lower than in previous years because pupils did not achieve so well in experimental and investigative science or in life and living processes. This was in contrast to the excellent results achieved in materials and their properties, and in physical processes. The school is aware of this, and is giving greater attention to the weaker areas.

137. The standards in the current Year 2 are in line with national expectations. The work pupils are currently undertaking on healthy living is aimed at improving their overall performance in life and living processes. Work on light and colour will improve standards in experimental and investigative science and should help some pupils to achieve the higher Level 3. They have a good understanding of teeth and dental hygiene. Other areas of study have included healthy eating, refraction, shadows, and pushing and pulling.

138. Science teaching is good overall. Of the four lessons seen one was satisfactory, two were good and one was very good. Teachers plan their work well and make sure that this builds on previous knowledge and understanding. Following a visit from a dental hygienist, pupils in Years 2 and 3 could name of various parts of the tooth and describe their functions. In the Reception and Year 1 class, pupils in Year 1 are encouraged to test out vehicles on different slopes. They are beginning use and understand the correct terminology, such as 'roll', 'force', 'measurement', 'far' and 'near'. More able pupils are encouraged to predict what might happen and to explain why things happened. Pupils in Year 4, 5 and 6 are carefully and sensitively introduced to the medical dangers of smoking. They construct smoking machines and use them in carefully controlled situations to test three types of cigarettes. They use the results of their experiments to construct statements on what happens to the lungs when a person smokes.

139. In addition to practical work in the classroom and around the school, pupils gain a great deal from visits. A recent trip to the Museum of Photography in Bradford proved a stimulating experience and helped pupils to extend their knowledge and understanding of light and colour.

140. Leadership and management of the subject are satisfactory. A particular strength lies in the good standards achieved by pupils with special educational needs. All Year 6 pupils last year achieved a Level 4, including some who only achieved a Level 3 in mathematics and English. An area for future development is the increased use of ICT in all areas of science.

ART AND DESIGN

141. Only one lesson was seen during the inspection. However, through talking with pupils and staff, a scrutiny of planning, and analysis of work and displays it is possible to make judgements in some aspects of the subject.

142. Standards achieved by seven and 11 year olds are as expected for their age and similar to those noted in the previous inspection. Pupils have an opportunity to work in a variety of media, using a range of techniques. For example, pupils in Key Stage 1 experiment with a range of tools, techniques and materials to create an attractive collage. The work shows that pupils have considered different colours to make a pleasing effect. They develop their skills of mixing colours, drawing from close observation and making patterns. Their use of colour wash showed how effectively they had developed their ideas and skills by making several attempts to experiment and improve their work. Pupils talk about their work with interest and enthusiasm. They explain how they made relief panel tiles and talk about which ones they like and why; for example, 'because this one looks and feels like a funny creature.' They describe how they created their day and night pictures by mixing lighter and darker tones. There are good examples of pupils interpreting the work of major artists, such as mixing colours to form patterns in the style of Klimt.

143. Throughout Key Stage 2, pupils continue to develop their skills in a systematic way. 11 year olds employ a range of techniques in their sketching and painting. They mix paints with good effect and show thought and care in their brushwork. Some pupils use the tip of their brush to add fine details to suggest fruit and leaves in their painting. Most of them successfully create a smooth wash effect. They listen and take account of the teachers' guidance and the comments of classmates in improving their work. Pupils are keen to talk about their work and are developing a critical eye that helps them to evaluate and improve their efforts.

144. In the one lesson seen the teaching was good. The teacher built on the good skills and techniques acquired by younger pupils, and most pupils had confidence in their own ability. The teachers' subject knowledge was good. He used open-ended questions skilfully to promote observational skills and to help pupils to reflect on their work. Consequently, they developed their brush technique and tried hard to mix precise hues of paint for different effects.

145. The subject has a secure place in the curriculum. The scheme of work takes account of the latest national guidance and provides a useful structure for the development of skills. Planning gives sufficient detail to help staff plan progressively more challenging tasks. There are some good links with other subjects; Year 2 and 3 pupils made imaginative potato prints to cover their writing books. Pupils are introduced to artists and craftworkers from different times and cultures, though there is scope for this area to be developed further.

146. Classrooms are adequately organised for artwork and resources are good. The management of the subject is satisfactory.

DESIGN AND TECHNOLOGY

147. Standards at the end of each key stage are satisfactory. No teaching was seen during the inspection, so judgements have to be based on the work seen in pupils' books and on display and on discussions with teachers and pupils.

148. At Key Stage 1 pupils are encouraged to design and make models. On the basis of their work on the local environment, pupils in the reception and Year 1 class had built models of the school. They had to work out suitable materials to represent the different parts of the building. They had, for example, used wool to represent the leaves on trees. A good range of construction apparatus was available for pupils to develop their making skills. Suitable links are also made with literacy. Pupils make a toy with moving parts to illustrate a story they experience in the Literacy Hour. In the Year 2 and 3 class, pupils have designed and made paper-mache bowls and masks as part of their project on Greece, and have carefully designed and made covers for storybooks. A recent visit to a supermarket has resulted in pupils using the computer to design labels for a product based on their own name.

149. At Key Stage 2, pupils are encouraged to design and make models, and work is often linked with other areas of the curriculum. The visit to the Museum of Photography resulted in the making of a zoetrope. The designs were written up and pupils carried out an evaluation of their own and others' work. The current work in design and technology relates to the visit made to the local supermarket, where pupils have looked carefully at the part played by the wording on packaging. Pupils have also undertaken some product surveys, such as comparing the taste of different soups and designing their own fruit cocktails.

150. The main strength of the subject lies in the way in which it is well used to support work in other subject areas. Teachers have a sound awareness of the requirements of the subject. They are encouraging pupils to design and make as well as evaluate products.

Information and communication technology (ICT)

151. With the exception of work in word processing at Key Stage 2, where standards are in line with those expected nationally, pupils' attainment in information and communication technology is unsatisfactory. The requirements of the National Curriculum are not fully met. This represents a fall in standards since the previous inspection. However, expectations of what pupils should achieve have risen since the time of that inspection and depend on the provision of suitable equipment. The school is short of equipment for monitoring aspects of the subject. It is aware of the shortcomings, and is planning to do something about it as a priority.

152. The school does not have equipment to measure physical features such as heat, light and movement. Teachers do not make enough use of the equipment available to teach control technology. Pupils describe how they programmed a device to follow a set path, but could explain only simple operations and no evidence was found to show how accurate their instructions were. However, by the age of 11, pupils connect blocks fitted with printed circuits to make pressure-sensitive pads in design and technology lessons.

153. In Year 1, pupils work with the help of the teacher to produce a brochure for the school. Pupils in Year 2 and Year 3 use computers to support work in mathematics. They display information about packaging on products from a local supermarket in graph form, and use a graphics program to write their names in the styles of the printing found on the packages. Pupils produce symmetrical patterns using a drawing program.

154. The majority of the work produced by older pupils involved them in using a word processing program to copy out work in English and history. They copy out poems about Father Christmas and produce their own newspapers to report the events surrounding the capture of Helen of Troy and the appearance of the Trojan Horse. The work is neat and well presented and shows that pupils know how to import pictures to make their work more attractive. Pupils select different fonts and change the size and colour of the print. They are beginning to use the Internet to carry out research and have produced a display explaining about *The Odyssey* and the theatre in Ancient Greece. In geography, pupils are starting to copy the results of a survey about life in the village, in which they consulted people living in Utterby.

155. Many pupils have computers of their own. By the ages of seven and eleven, pupils use their computers to play games, do their homework and communicate with friends and relatives, using electronic mail. They have a good understanding of the ways in which information and communication technology is used in the home and in commerce. Pupils understand the speed and ease with which messages can be sent over the Internet. They know about the dangers faced by children when using chat rooms, and talk about the use of programs designed to filter out unwanted messages. One pupil talked enthusiastically about using Internet shopping with a local supermarket.

156. Teachers do not make enough use of information technology to support work in other lessons. Opportunities are missed to gather and present information using data collection programs: the art curriculum is not enhanced by allowing pupils to experiment by drawing pictures by using graphics programs. Teachers do not use the software the school already possesses to allow pupils to plot courses to move a pointer about the screen. Consequently, the range of opportunities open to pupils to develop their computer skills is limited.

157. The management of the subject is unsatisfactory. The co-ordinator does not have the opportunity to check teaching and learning and does not see teachers' planning. There is a reliance on making judgements about pupils' progress from work put up in displays and how well pupils get on at the weekly computer club. There is no checklist of skills to be learnt that could be used to judge pupils' attainment. Teachers are due to begin nationally recognised training in the use of computers, and this is necessary for them to raise standards in the subject.

GEOGRAPHY AND HISTORY

158. By the age of seven, pupils develop a sound knowledge of their own locality through placing local villages on a map. They name and correctly place on their maps larger towns such as Louth, Lincoln, Grimsby and Skegness. Pupils talk about differences between London and Louth and say that their own villages are in Lincolnshire. They know the countries of the United Kingdom. Imaginative teaching gives pupils an understanding of what is meant by climate. Teachers contrast 'climates' in parts of the school with those in other parts of the world. For instance, a greenhouse is compared to an equatorial region and the cold store to polar areas. Pupils learn to use colour-coded keys when they plot these areas on plans of the school. They name animals found in the different climatic regions of the world. By the age of 11, pupils develop a good understanding of the nature of the community in which they live. They make convincing and well considered arguments

for improving facilities for all residents. Pupils describe how the closure of the village shop has made residents more reliant on public transport or their own cars to shop in local towns. They make a good case for re-siting their school nearer to the village centre so that it can be more involved in village life. Pupils see both sides of an argument. In a discussion about the advantages of building a by-pass, one pupil gave the opinion that if the village were to become a more desirable place to live should the traffic be re-routed, the influx of extra people would spoil the character of the village.

159. In history, at Key Stage 1, pupils learn to use evidence to find out about the past. They look at contemporary paintings to find out what clothes people wore. Pupils learn about Florence Nightingale and her efforts to improve conditions for soldiers in hospital. Most of them recall the main points of the story and in discussing what they know begin to develop a sense of chronology by using historical terms such as '*long ago*'. When studying the Ancient Greeks, pupils learn that items found by historians, such as pottery, give an insight into life at that time. They develop an understanding of the origin of the modern Olympic games when studying how Ancient Greeks celebrated their sporting prowess. By the age of eleven, pupils carry on the study of Ancient Greece in more detail. They write newspaper reports explaining the events surrounding the imprisonment of Helen of Troy and describe how Helen felt in letters to her friends. Pupils describe the events of the reign of Henry VIII. Pupils link studies in geography and history when they take evidence from a book about Utterby in the early days of the 20th Century to draw comparisons between life then and now.

160. In a geography lesson at Key Stage 2, the pupils' high standard of discussion and insight into the needs of the local community suggest that, by the age of 11, standards in geography are above average. This represents an improvement since the previous inspection. The one lesson seen in geography was excellent. To draw ideas from pupils and to extend their learning, the teacher makes very good use of a questionnaire sent to all houses in the village about facilities for old and young. Contributions by all pupils are valued and this gives pupils of all abilities the confidence to express an opinion. The teacher challenges pupils to justify their ideas and encourages them to question what their classmates say. The result of this excellent teaching is that pupils get a very good idea of how the position of the village has affected its development and how to balance desirable with practical ideas for change.

161. In the only history lesson seen, teaching was sound. The teacher had a clear idea of what children were to learn. He used questions well to find out what pupils had learned from a video about Florence Nightingale, and encouraged pupils to ask questions of their own. However, full advantage was not taken of pupils' questions about conditions in the hospital, and pupils were encouraged to copy the teachers' writing rather than express their thoughts in their own words. Good use is made of support staff and volunteer parents to ensure that pupils with special educational needs make good progress

MUSIC

162. No music lessons were seen during the inspection, as they were timetabled for the second half of the week. Although singing was observed in assemblies, there was not enough evidence on which

to base an overall judgement on either the quality of teaching or the standards achieved by the pupils.

163. In Key Stage 1 pupils are introduced to a suitable range of percussion instruments. Because they are encouraged to use them correctly, they have become aware of the different kind of sounds they produce.

164. Pupils sing together well and with enthusiasm. Older pupils are increasingly aware of conveying a 'mood' by the way they sing. The school has its own, successful choir, which joins in many local concerts and festivals. Assemblies introduce pupils to some music from around the world. Pupils enjoy listening to music and are beginning to express preferences for different pieces.

165. A scrutiny of planning indicates that a secure curriculum is in place. The school employs a specialist teacher to work with each class each week. Resources for music are adequate, though there is scope to extend the range of recorded music so that pupils can appreciate sounds from different parts of the world.

PHYSICAL EDUCATION

166. Pupils, including those with special educational needs, make overall satisfactory progress throughout the school. However, their progress in the use of large apparatus, such as climbing frames and hanging ropes, is unsatisfactory at both key stages. Pupils in Key Stage 2 make unsatisfactory progress in gymnastics and dance. As noted in the last inspection, inadequate indoor space and the lack of large equipment leads to unsatisfactory progress in these important areas.

167. By the end of Key Stage 1, pupils perform a range of basic tasks, such as balancing and travelling in a variety of ways and directions, with suppleness, imagination and control.

168. Pupils have a good awareness of safety in their activities and when moving small equipment. They perform simple warm-up exercises and can copy their partner's shapes and movements. They develop appropriate skills for their age in games, dance and floor gymnastics. In the one gymnastics lesson observed, teaching was very good. Effective use was made of the teacher's subject knowledge to constantly challenge pupils and to help them think about what they should do next to improve. As a result, most pupils reached their full potential, worked well with one another, and enjoyed the lesson. There are good opportunities for swimming, and pupils make good progress. Pupils thoroughly enjoyed the swimming lesson and responded well to the teacher's encouragement and ideas. In both the gymnastics and the swimming lesson, pupils were helped to reflect and to offer views on their own and performance and that of others. This was achieved through questioning and by giving pupils enough time to explain their ideas.

169. In Key Stage 2 there were no physical education lessons to observe during the inspection, so judgments cannot be made about the quality of teaching. However, pupils talk about their activities in an enthusiastic way and are aware of the need to warm up before physical activity and of the effect of exercise on the body. They have a good sense of fair play and an understanding of the need for rules. They enjoy opportunities for outdoor activities, and are particularly keen on

competitive sports involving other schools. Pupils in Key Stage 2 have good opportunities for swimming, and most 11 year olds attain the expected national standards.

170. The school has developed its curriculum in the light of the latest national guidance. The clear policy and scheme of work help pupils to develop their knowledge and understanding of fitness and health and to evaluate and improve their performance. A scrutiny of planning shows that every effort is made to cover a broad a range of activities. However, in the absence of a suitable indoor space with appropriate apparatus, the curriculum fails to meet the requirements of the National Curriculum. Other physical activities in Key Stage 2 depend on the weather being fine so that the field or small playground can be used for games and athletics.

RELIGIOUS EDUCATION

171. By the end of both key stages, standards meet the expectations of the Locally Agreed Syllabus for religious education. Pupils are developing their ability to describe, understand and evaluate the beliefs and practices of different religious tradition, in particular Christianity.

172. By the end of Key Stage 1, pupils can retell some of the important stories from the Bible and from other religions. They discuss celebrations that happen in their own lives and those of others, such as christenings and Easter. By the end of Key Stage 2, pupils show a good understanding of Christian beliefs and make comparisons with other religions, including Judaism and Islam.

173. Pupils, including those with special educational needs, make satisfactory progress at both key stages. The curriculum outline developed by the head, in conjunction with the programmes of study in the agreed syllabus, gives pupils a sufficiently broad experience of religious education. For this reason, learning builds effectively on pupils' previous knowledge and understanding.

174. Opportunities for religious education are enhanced through circle time, discussions, assemblies, religious education lessons and topic-linked activities. Assemblies give everyone the chance to explore and respond to various, well-presented religious themes. Through discussion and encouragement of respectful listening, pupils develop a respect for the views and beliefs of others.

175. In the one lesson seen, teaching was satisfactory. However, this does constitute sufficient evidence upon which to make a judgement on the quality of teaching in the school.

176. Assemblies, and the one lesson observed during the inspection, met the requirements of the Local Agreed Syllabus and made a good contribution to the school's provision for pupils' social, spiritual and cultural education.