

INSPECTION REPORT

**Sutterton Fourfields Church of England
School**

Boston, Lincolnshire

LEA area: Lincolnshire

Unique reference number: 120559

Headteacher: Mrs Anne Grief

Reporting inspector: Monica Conley
002627

Dates of inspection: 20/3/2001 – 22/03/2001

Inspection number: 194135

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: Voluntary Controlled
Age range of pupils: 4 – 11 years
Gender of pupils: Mixed

School address: Park Avenue
Sutterton
Boston
Lincolnshire
Postcode: PE20 2JN

Telephone number: 01205 460547

Fax number: 01205 460906

Appropriate authority: Lincolnshire

Name of chair of governors: Mrs V Atkinson

Date of previous inspection: 25/01/1999

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
002627	Monica Conley	Registered inspector	Maths Geography History Foundation Stage	What sort of school is it? The school's results and pupils' achievements What should the school do to improve further?
009590	Roy Kitson	Lay inspector		How well does the school care for its pupils? How well does the school work in partnership with parents?
019237	Bill Russell	Team inspector	Science Art & Design Music Religious Education Equal Opportunities Special Educational Needs	How well are the pupils taught? How well is the school led and managed?
030813	David Elliott	Team inspector	English Information & Communication Technology Design & Technology Physical Education	Pupils' attitudes, values and personal development How good are the curricular and other opportunities offered to pupils?

The inspection contractor was:

Norfolk LEA

Norfolk Education Advisory Service
Norwich Professional Development Centre
Woodside Road
Norwich
Norfolk
NR7 9QL

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33 Kingsway
London WC2B 6SE

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Fourfields Primary School is Church of England Voluntary Controlled school situated in the village of Sutterton, which is near Boston, Lincolnshire. The school serves four villages including Sutterton and, therefore, a significant number of the pupils travel to school by coach. The villages are made up of both private and housing association housing. At the time of the inspection there were 111 pupils on roll, of whom 24 were entitled to free school meals, which is above the average nationally. Roughly ten per cent of pupils leave or enter the school at some point, other than the usual entry or leaving ages, as a result of families moving homes. Few of the pupils have had any pre-school experience and many of the pupils have low levels of attainment on entry to the school. Five pupils have Statements of Special Educational Need which is above the proportion found in similar schools. No pupils have English as an additional language. The school enjoys some favourable accommodation because it is also used as a meeting place for community groups. These include the Family Learning programme run by the school for the parents of the younger pupils.

HOW GOOD THE SCHOOL IS

Sutterton Primary School is a school which has continued to improve since it was first inspected. It is now a school where standards are rising, even though they still fall below the national average and are below those achieved by similar schools. Previous difficulties with behaviour have been very successfully overcome and good relationships exist throughout the school. Pupils' achievements over a broad range of activities are recognised and celebrated and this promotes the positive attitudes the pupils have towards their school life.

What the school does well

- Behaviour is good throughout the school;
- Most of the teaching is good or very good and this is having a positive impact on the pupils' progress, particularly in the Foundation Stage and Key Stage 1;
- The headteacher offers effective leadership and has established a strong sense of teamwork and shared commitment to continuous improvement;
- Relationships between adults and between adults and pupils are very good and these contribute well to the pupils' attitudes to school;
- Teaching assistants make a very positive contribution to the life and work of the school and support the work of pupils sensitively and effectively;
- The school provides a wide and interesting range of extra-curricular activities for the older pupils, which extends their opportunity to achieve success and develop self-esteem.

What could be improved

- Standards in writing are well below average and this depresses the pupils' performance in English and in other subjects of the curriculum;
- Standards in information and communication technology are well below average and the school does not provide enough opportunities for the pupils to learn information and communication technology skills or to use them across the curriculum as they are expected to;
- The balance of time is too heavily weighted towards English and mathematics so that there is too little time available for teaching other subjects. This leads to some gaps in the pupils' knowledge in subjects such as science, history and geography;
- Although the staff collect a great deal of information about what the pupils know and can

- do, this information is not used effectively to plan what the pupils need to learn next;
- The school development plan does not set out with sufficient clarity what specific action the governors and staff intend to take in order to achieve their improvement targets, nor how or when they will evaluate how successful they have been in achieving their targets.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was inspected in 1997, when it was deemed to be failing to provide an acceptable education for its pupils. It was inspected again by Her Majesty's Inspectors (HMI) in 1999 when it was found to be providing an acceptable standard. The school has continued to improve, although its progress suffered a loss of momentum during the absence of the headteacher for two terms during 2000. It now has strengths which outweigh its weaknesses and the governors and staff are taking suitable steps to deal with the weaknesses.

STANDARDS

The table shows the standards achieved by eleven-year-olds based on average point scores in National Curriculum tests.

Performance in:	compared with				Key
	all schools			similar schools	
	1998	1999	2000	2000	
English	C	E*	E	D	well above A average above B average C below average D well below E average
mathematics	B	E*	E	E	
science	C	E*	E	E	

The school's results are well below those achieved in other schools both nationally and in similar circumstances. However, there has been a slow but steady improvement in results over four years. Younger pupils' results have improved the most, and they now compare well in reading and mathematics with those achieved in similar schools. The school has set itself the target for 2001 of 64 per cent of pupils achieving the national average in English, and 71 per cent achieving the national average in mathematics. Standards in work seen during the inspection are lower than they might be. A major cause of this is the low standard of writing. In discussion, pupils show that they know and understand much more than their written work indicates. Attainment of pupils on entry to the school is below average. The pupils make good progress in the light of their starting points as a result of good teaching and therefore their achievement is satisfactory overall.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	The pupils have positive attitudes. They enjoy coming to school and are keen to contribute in lessons.
Behaviour, in and out of classrooms	Behaviour is good throughout the school. There are very occasional incidents of unacceptable behaviour, which are always dealt with effectively.
Personal development and relationships	Pupils personal development is sound. They share resources well in lessons, listen to one another in most discussion groups, and co-operate with one another when working in small groups.
Attendance	Attendance has improved and is now satisfactory. Punctuality is generally satisfactory although there are a small number of pupils who arrive late.

The school has worked hard to improve behaviour and this is now a positive feature of the school. Pupils attitudes are positive and because relationships and behaviour are good the school functions smoothly.

TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years	aged 7-11 years
Lessons seen overall	good	good	satisfactory

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

The major strengths of the teaching lie in the effective management of behaviour, careful planning and preparation of lessons and the choice of topics which will interest the pupils. Teachers do not expect enough of what the pupils can achieve in writing. They do not always tailor their teaching sufficiently precisely to what the pupils have recently learned so that they make the appropriate next steps. The national strategies for teaching literacy and numeracy skills have been introduced in all classes and are slowly beginning to result in higher achievement. This is more apparent in the Foundation Stage and Key Stage 1 than Key Stage 2 at present. Teaching of pupils with special educational needs is effective so they make good progress. Teaching of the more able pupils is less successful in meeting their needs. Consequently few pupils achieve at the higher levels in English, mathematics or science. Of the 26 lessons observed, teaching was very good in five lessons, good in 15 lessons, satisfactory in four lessons and unsatisfactory in two. Pupils learn well how to co-operate with each other and respect the views of others. They do not learn successfully how to study and work independently.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	All subjects of the curriculum are taught, but too much time is given to English and mathematics so that there is not enough time for some of the other subjects to be taught in sufficient depth.
Provision for pupils with special educational needs	Pupils with special educational needs are well supported and they make good progress as a result.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Provision for pupils' personal development is sound. There is satisfactory provision for pupils' spiritual and cultural development. Provision for moral and social development is good throughout the school.
How well the school cares for its pupils	The school takes seriously its duty of care for pupils. Careful records are kept of pupils' progress. Health and safety arrangements are well observed. The headteacher is the designated Child Protection Officer and all staff are familiar with Child Protection procedures.

The school works well in partnership with its parents. The school provides good, regular information about what the pupils are learning and how they are doing. Parents are welcomed into the school, both formally and informally, and their support is highly valued. The school has established a very successful Family Learning programme which is greatly valued as an example of parental partnership with the school.

The way the school cares for its pupils is a particular strength. All of the pupils are well known to all of the adults, and the school is a safe and well-ordered community where all pupils are valued as individuals. The school offers a range of interesting extra-curricular activities which extend and enrich the pupils' experiences. Their achievements outside school are recognised and celebrated. However, there are weaknesses in the curriculum in that too much time is given to English and mathematics and, as a result, other subjects do not receive sufficient time. The information and communication technology curriculum does not meet the statutory requirements in full, nor is it given enough attention.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher provides effective leadership and manages the school well. Subject leaders have developed their management roles efficiently.
How well the governors fulfil their responsibilities	The governors have become increasingly involved in the strategic management of the school but are still too reliant upon the headteacher for information about how well the school is doing.

The school's evaluation of its performance	The school has engaged in self-evaluation and has correctly identified what they need to improve but have not yet clearly planned the specific action they intend to take to effect the improvements they have identified.
The strategic use of resources	The funds available to the school are used appropriately for their intended purpose. The available information and communication technology equipment is not used sufficiently and this is inefficient.

There are sufficient suitably qualified staff and the school has the learning resources needed to teach the curriculum. The accommodation is good and very well maintained. The leadership of the headteacher is quiet and effective. Governors discharge their responsibilities well and apply the principles of Best Value when making decisions about what particular action is needed in order to accelerate the school's improvement.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Their children like school. • The range of extra-curricular activities offered by the school. • The way the school values individuals and celebrates all their achievements. • Parents appreciated how hard the staff of the school work. 	<ul style="list-style-type: none"> • There were no suggestions for improvement made by the parents.

The inspection team endorses the parents' positive views.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. By the time pupils' leave at the age of eleven, their results in National Curriculum tests remain below those achieved nationally and in similar schools. Because the numbers of pupils involved is small, comparison of percentages is unreliable. However, the written work produced by the oldest pupils in the school confirms that standards are still well below average. When pupils enter the school at the age of four, many of them have poorly developed skills in speaking and listening. Additionally, because very few of them have enjoyed any pre-school provision and live in relatively isolated communities, many have some difficulties in relating easily to adults or to one another. Because the teaching is good they make good progress but the low base from which they start means that they have a good deal of catching up to do in order to achieve the nationally expected early learning goals. By the age of seven, a satisfactory proportion achieve average results in the National Curriculum Tests when compared to similar schools. Very few achieve higher than average results in reading, and none do so in writing. Results in mathematics at the age of seven are better than in English at all levels. Overall, from the age of five to seven the pupils continue to make the steady progress begun in the Foundation Stage.
2. In lessons the work that pupils do reflects this improving pattern. The standards achieved by seven-year-olds in reading are about average; pupils read with reasonable fluency familiar books from the reading schemes. They have a growing ability to apply what they know about letter sounds to work out what a word is and this stands them in good stead in work across the curriculum when they have to read instructions in, for example, mathematics lessons. Their writing remains below average. The pupils write fairly short pieces which have a logical sequence but their choice of vocabulary is limited and unimaginative. Although in handwriting exercises the pupils demonstrate that they can produce well-formed letters of a consistent size, this standard is not reflected in their everyday work.
3. In mathematics seven-year-old pupils have a satisfactory understanding of numbers to 100 and count on accurately in odd and even numbers. They are less certain when counting back from two-digit numbers. They add numbers together using a variety of appropriate strategies and explain how they have arrived at the answer. For example, they know that beginning with the largest number is easier, but that addition can be done in any order. They know the standard units for measuring length, and can make a reasonable estimate of the length of a table or a book. They apply their mathematical skills with reasonable accuracy and confidence when, for example, they work on a timeline in history, or measure materials when making model miniature furniture in design and technology.
4. As they move up through the school, the pupils make satisfactory progress, and the results of optional tests carried out at the end of 2000 in Years 3, 4 and 5 show that results are continuing to improve. However, this improvement has not yet been fully reflected in the standards achieved by the oldest pupils.
5. Results in National Curriculum Tests taken by eleven-year-olds over the last four

years have shown an overall improvement but they remain well below those achieved in schools nationally and in similar schools in English, mathematics and science. There are no significant differences in the performance of boys and girls.

6. By the age of eleven pupils read with growing fluency and standards in reading are average. Their capacity to work out unfamiliar words is satisfactory, since they use both the sounds in the words and the meaning of the sentence. When they read a word incorrectly they correct themselves without prompting. They know how to get information from non-fiction books but some are not clear what the difference is between the contents and the index, so they do not always use the books efficiently.
7. The greatest weakness in standards lies in the writing. Written work is too frequently carelessly presented, with a very high level of error in the spelling of commonly used words such as "which" or "quick". They produce very few pieces of written work of any length; this adversely affects their capacity to structure well a complete story, description, letter or poem. As a result, their written work in most subjects does not reflect their knowledge or understanding since they are able to talk about aspects of science, history or geography, for example, in a manner which indicates a greater depth of understanding than is seen in their written work.
8. The school has attempted to deal with this issue by providing more time for pupils to write, and by breaking the class up into smaller groups to focus on specific writing skills but, as yet, there has been little improvement in the work of the oldest pupils, some of whom have developed bad habits. For example, a Year 6 pupil was able to spot several mistakes in his work when asked, but did not regard them as important and would not have altered them without firm encouragement. Some of the younger pupils in Key Stage 2 produce work which is of a better standard than that of the oldest pupils and they are keener to do better. This is an encouraging sign that improvements will be sustained over time.
9. Pupils with special educational needs make satisfactory progress and achieve appropriate standards. The register reveals that almost half of the pupils entered are at the early stages (e.g. stage 1 and 2). Approximately twenty per cent of pupils in the school have significant special educational needs (stages 3 to 5) which is about average. These facts do not match the school's perception that there is an over large group of pupils in the school who have substantial difficulties with their learning.
10. Overall, standards have been maintained rather than improved since the HMI inspection in 1999 but they have improved since the last full inspection in 1997. Since the pupils attainment on entry is low, and they make steady progress, achievement is satisfactory and the school adds value to what the pupils achieve.

Pupils' attitudes, values and personal development

11. The pupils have good attitudes to school. They enjoy coming to school and are keen and willing to talk about and share their work. They try hard in lessons and respond well to their teachers and the wide range of appropriate activities offered to them in and out of their lessons. This has been maintained since the last inspection. Good teaching, very good relationships between staff and staff and pupils, and the good example set by all the adults in the school, contribute to the overall positive attitudes seen during the inspection. Pupils, however, do not take enough pride in their standards of presentation and much of the work is untidy. Not enough attention is given, by teachers and pupils, to this aspect of their work.
12. The overwhelming majority of pupils readily carry out their teachers' instructions. They

concentrate well and respond positively, especially when lessons are stimulating and pupils are engaged in interesting activities. This was best demonstrated during a Year 3 and 4 English lesson when there were genuine moans of complaint when their use of catalogues to find synonyms for the colour blue had to finish. This attitude extends beyond the classroom. A Year 2 display was supported by information that was well researched and carefully printed out by one of the pupils at home.

13. Pupils arrive punctually at school and are clearly happy to be there. School is opened 15 minutes before lessons start and during that time many pupils are in the classroom, purposefully engaged in a variety of appropriate activities set out by the teachers. The attendance rate is slightly below the national average and the unauthorised absence rate is below the national average. The school has good strategies to promote pupils' attendance and parents are aware of, and readily comply with, the procedures for reporting pupils' absence.
14. Pupils' behaviour, both in and out of the classroom, is good and this has a positive effect on their learning. Teachers consistently reinforce the school's behaviour policy, emphasising the positive contribution that pupils make. This helps pupils to behave well and feel safe. Support staff and dinner staff comment positively on pupils' behaviour. However, in lessons when the teacher addresses the pupils for too long, their attention wanders and they become restless.
15. Pupils form very good relationships with one another and their teachers. They work well together, learning the skills of collaboration as a result of encouragement from their teachers. For example, in an English lesson pairs of pupils worked well together to construct an ending for a story. When given the opportunity to exercise responsibility, such as the setting out of equipment for a physical education lesson by Year 6 pupils, they carry out their duties diligently.
16. Pupils use resources carefully and responsibly. There are, however, few opportunities for pupils to show independence or show initiative during lessons and this aspect of their personal development is not emphasised sufficiently.

HOW WELL ARE PUPILS OR STUDENTS TAUGHT?

17. The quality of teaching in the school overall is good. It is a key strength of the school, and is slowly helping to accelerate the rate of progress made by pupils. Teaching in the Foundation Stage is good; in two of the four sessions observed it was very good. At Key Stage 1 the teaching is generally good and in two of the ten lessons seen it was very good. In 12 lessons seen at Key Stage 2, teaching in one lesson was very good and in five it was good. In two lessons at Key Stage 2 teaching was unsatisfactory. The mainly good teaching represents an improvement since the last inspection when the quality of teaching was judged to be satisfactory.
18. The teaching of English is mainly good. Lessons are well planned and clearly identify what pupils of different abilities will learn during the session. In the best lessons the teachers' lively delivery, combined with their good knowledge of the National Literacy Strategy, enables them to engage pupils interest. For example, in one lesson the animated reading of a story brought out very well the way the author had used key words to describe the characters. This enabled a group of pupils to tackle the task of making a "wanted" poster with enthusiasm and a knowledge of suitable vocabulary. The teaching of reading is more successful than the teaching of writing. This is largely because there is careful attention to systematic teaching of reading skills,

supported by a good phonics development programme, so that from an early age the pupils are taught to work out unfamiliar words.

19. The teaching of writing skills is not so well developed. There is an insufficient focus on improving writing skills, particularly spelling in Key Stage 2. The resulting below-average standards in writing slow the progress that older pupils are able to make in other subjects such as science, history and geography. Teachers do not make good use of the available information and communication technology equipment to support the teaching of reading and writing through, for example, the use of word processing or desktop publishing programmes which are available.
20. Mathematics is generally taught well throughout the school with the strongest teaching in the Foundation Stage and Key Stage 1. As a result there has been an overall improvement in mathematics standards achieved by seven-year-olds. Teachers' planning is closely matched to the requirements of the National Numeracy Strategy but, although lesson plans identify clear learning objectives, pupils do not always understand what they are.
21. From the age of six the pupils are organised into groups of broadly similar ability for mathematics lessons. This is a successful strategy for ensuring that, where pupils struggle with a particular aspect of mathematics work, they are helped to consolidate their understanding before moving on. It is less successful in serving the needs of the more able pupils, particularly the oldest ones. Teachers in the Foundation Stage, Key Stage 1 and the early part of Key Stage 2 make effective use of whole-class teaching. They also spend time in lessons working effectively with specific groups of pupils to reinforce what pupils already know and begin to extend what they understand. A particular strength of all teaching in the school is the successful management of pupils' behaviour. Teachers' clearly expect all pupils to behave well. Class and school rules are consistently applied and, where appropriate, pupils respond quickly to the teachers' directions. Teachers are very attentive to pupils' efforts and are quick to respond to their questions or concerns. Relationships between adults and amongst pupils are very good. The only exceptions are when pupils remain on the carpet for a considerable time or when lessons are over long. At such times pupils become restless, fidget and become less interested. For example, mathematics lessons are much longer than expected by the National Numeracy Strategy. In these lessons the teachers are not sufficiently alert to the cause of pupils' restlessness.
22. Some lessons are enlivened by enthusiastic teachers who inspire and encourage pupils to learn. So, for example, in one science lesson pupils worked purposefully and with sustained interest to identify a successful filter. When they applied their previously gained knowledge to make the tests fair, the teacher's praise and supportive comments successfully reinforced what they had learned.
23. Teachers make effective use of the support provided by teaching assistants. This enables lessons to proceed smoothly and the pupils have high levels of support when working on small group activities in English and mathematics lessons.
24. Teachers and teaching assistants frequently record pupils' comments and responses in lessons as part of their ongoing assessment. However, the information gained is not consistently used to adjust future activities or teaching. There are some good examples of teachers' written comments on pupils' work to identify what the pupil need to do next to improve, but these examples are few. Too frequently the comments teachers do write on pupils' work are not sufficiently followed up. This reduces their value as a way of improving pupils' progress. For example, in several pupils' mathematics books the teachers have written a comment about the need to

set the work out correctly. This comment often appears at intervals throughout the books, with no discernible effect on the pupils' work. All teachers have a secure understanding of the needs of pupils with special educational needs. Individual education plans are of good quality and outline specific, appropriate tasks and activities for pupils to undertake.

25. Teachers use homework appropriately to support the pupils learning. Pupils take home books to read, spellings and number facts to learn and topics to research. Some pupils voluntarily do more than they are required to and teachers are always ready to take an interest in work the pupils have done at home. This is another positive feature of the teaching in the school.
26. In the two lessons which were unsatisfactory, the teacher was not clear enough about what the pupils needed to learn, nor were the tasks set matched well to what the pupils already knew or could do. Consequently, the pupils made very little progress in either lesson.

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

27. The school provides a curriculum which covers all of the expected six areas of learning in the Foundation Stage and all of the required National Curriculum subjects plus religious education in Key Stages 1 and 2. The curriculum is broadly based and appropriate to the needs of the pupils. However, a disproportionate amount of time is devoted to the teaching of mathematics and English with the result that some subjects such as history, geography and design and technology receive barely sufficient time. Information and communication technology receives insufficient time. Pupils from the age of five to eleven do not, therefore, experience a well-balanced curriculum.
28. The school has worked hard and achieved success in improving the planning and implementation of the curriculum since the last inspection. Whole-school planning in all subjects draws appropriately on a combination of commercial schemes and Government guidelines. Yearly, termly, weekly and daily plans indicate how and when each subject will be taught so that teachers have clear guidance on what they should be doing. Teachers plan together and have organised the curriculum so those pupils who are in mixed age classes avoid repetition of topics. Whilst planning indicates the coverage of each subject, because of the lack of time available for some subjects, some important aspects of these subjects are not taught in sufficient depth. Pupils do not have appropriate access to the available computers to develop sufficiently the required skills.
29. The school has successfully introduced the National Strategies for Literacy and Numeracy and each class has the expected daily lesson. These lessons are longer than they are expected to be. The extra time allocation was made to enable staff and pupils to become accustomed to a change in approach to teaching. The head and staff recognise that it is now time to review this decision since it is having an adverse effect on their capacity to teach other subjects in enough depth.
30. Pupils have a number of opportunities to enrich their learning outside the classroom. The headteacher runs a successful study club every week which provides pupils with

the opportunity to complete their homework at school in a secure, supportive environment. All of the staff take a lead in running clubs such as chess, puppet making, recorders, gymnastics, knitting, the use of sign language and board games. These activities are well attended and the pupils speak enthusiastically about them. The school also takes part in a range of inter-school sporting activities, such as athletics, cross-country and swimming competitions. Older pupils attend a popular residential event every year at a local Environment Centre. All of these opportunities enrich the pupils' experience and make a very good contribution to their personal development.

31. The school provides well for pupils with special needs. The teaching assistants, parents and governors who work in the classrooms are well briefed by teachers. As a result they are well prepared for the lessons and provide good support for pupils with identified special needs.
32. Overall provision for pupils' spiritual development is satisfactory. Good relationships between adults, and between adults and pupils, establish a secure, trusting atmosphere. In assemblies the pupils have opportunities for quiet reflection, and teachers use music and pictures effectively to provide a focal point for the pupils' attention as they enter and leave the assembly. In lessons pupils occasionally have the opportunity to display wonder at the world. For example, in a science lesson they showed genuine excitement when dirty water, passing through a filter, came out clean. The school does not sufficiently enhance pupils' spiritual development by providing such opportunities in the planning.
33. The school provides well for pupils' social and moral development. The youngest pupils enjoy a clearly structured environment in which they can make some choices, share games and equipment and work together. Several are relatively unskilled socially when they enter school and they make good progress in learning to get along with one another. Older pupils are given the opportunity during lessons to share resources and work together on tasks, which they do well. Outside the classroom further opportunities are provided for pupils to develop their social skills. This was apparent when the weather was bad and the pupils had to stay indoors at lunchtime. On that occasion many pupils were purposefully engaged in a wide range of appropriate board games. The intervention required from the adults on duty was minimal because the pupils were able to get on well together, and played the games according to the rules.
34. Pupils clearly understand the behaviour that is expected of them and consistent application of the school's behaviour policy by all staff provides a clear structure for pupils. When incidents of misbehaviour do occur, pupils are encouraged to reflect on their actions and the consequences for others. This was well demonstrated when two boys were involved in a dispute and sensitive intervention by the headteacher enabled the boys to resolve their differences. The school provides a wide range of opportunities for pupils to celebrate their successes with the award of stickers, trophies and a 'Gold-Book' assembly. Adults and pupils can nominate candidates for inclusion in the Gold Book as recognition that they have done something positive, either in their work or in their relationships. This celebration of success is supported in classroom where pupils' positive contributions are highlighted as, for example, when the whole class was invited to applaud a pupil with special needs when she reached a behaviour target which was difficult to achieve.
35. Pupils learn about their own and others' cultural traditions and this aspect of pupils' development is satisfactory. Opportunities across the curriculum to appreciate

aspects of other cultures are planned. As a result the pupils have enjoyed the opportunity to construct Caribbean face-masks, study the life of Van Gogh and have visits from musicians. The use of the religious education curriculum to study different faiths contributes effectively to the development of pupils' insights into the values and beliefs of others. However, not enough is done to extend pupils' appreciation of the art, music and literature of other cultures.

36. The school has recently identified a need to improve its provision for personal, social and health education and citizenship and this is now taught in all classes. This is enabling the pupils to develop a better understanding of the impact their decisions have on others. They learn about rights and responsibilities, and reflect on appropriate rules and laws. The personal, social and health education and citizenship curriculum also contributes to the pupils' understanding of what constitutes a healthy lifestyle. So, for example, in a good link with science lessons pupils in Key Stage 1 learn about the effect that sugar has upon teeth.
37. The school has well-established links with the local community, the church and police. Senior citizens are invited to celebratory services, such as the Harvest Festival and benefit from the produce donated by the children and their parents. The school hall also acts as a village hall for the local community. Good links have been established with the local high school and pupils visit regularly for concerts and similar events. Arrangements for pupils moving to the next school are well established to ensure a smooth transition to the next stage in learning.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

38. The school takes good care of its pupils. Teachers and other adults in the school know the pupils well and are skilful at looking after their pastoral needs, which makes them feel happy and secure. There is good provision for children with special needs.
39. There are effective procedures for monitoring and improving attendance. All parents are given a copy of the school's attendance policy and aware of the importance of regular attendance by their children. Unexplained absences are promptly followed up which has resulted in the school achieving a satisfactory level of attendance when compared nationally and with similar schools.
40. The school has a clear policy on behaviour, which is consistently followed by members of staff. The behaviour of most pupils is good and there is very little oppressive conduct or bullying. If and when this does occur prompt action is taken to eradicate it. The school has a 'white card' system for recording lapses in behaviour and these are carefully monitored by the headteacher. All parents are given a copy of the school's policy on bullying as part of the home-school agreement. Positive behaviour and good work in school is acknowledged by personal praise, the awarding of certificates and public announcements at whole-school assemblies.
41. Since the last inspection some progress has been made in developing record and assessment systems as a way of raising attainment. Tracking of individual pupils has been introduced and key objectives for assessment are used in core subjects. Individual Pupil Profile books are maintained to monitor pupils' work and are successfully used at parents' evenings when children's progress is discussed and targets for improvement are agreed.
42. Despite this thorough and conscientious approach to assessing and recording pupils' progress, the school has no secure arrangements for ensuring that assessment information is used to guide planning.

43. Individual education plans are provided for pupils with special educational needs to help them overcome their difficulties. The progress pupils make is checked carefully and then the next steps are planned and agreed with parents.
44. The progress pupils make is regularly reviewed with parents and the objectives set in individual education plans are relevant and achievable. Parents and adults who work with the pupils in school understand the individual pupil's needs and are aware of the learning objectives the pupils are working towards.
45. Statutory annual reviews for pupils in receipt of a statement of special educational needs are completed within the required period. They provide an important and useful contribution to pupils' future learning. The school maintains and updates a register of pupils with special educational needs.
46. Teachers and other staff are aware of child protection and health and safety procedures. There is a published policy and the headteacher is the designated Child Protection Officer in the school. The headteacher, the reception class teacher and classroom assistant have all received training in child protection awareness and action to be taken. The procedures the school has established are effective in supporting pupils.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

47. The parents are satisfied with the education provided by the school. They report, for example, that their children like coming to school and their behaviour is good. Parents feel comfortable about approaching the school with questions or problems. Following a parental survey instigated by the school, a home-school diary has been introduced, homework arrangements have been adjusted and information about the curriculum to be studied has been sent to parents every half-term. This makes them feel that the school works closely with them and that the school helps their children to become responsible. They feel that the school is well managed and that teaching overall is good. The inspection confirmed that the school is committed to involving parents in the life of the school and in their children's learning.
48. The school has successfully introduced a Family Learning programme, which involves mothers working with their children and other families at each session. These sessions have been quite well attended and have helped parents to get to know more about the school and how they can help their children with their learning.
49. The range of information provided to parents, such as the school prospectus, governors' annual report to parents and newsletters is comprehensive and well presented. However, there are some important gaps in the school's prospectus. It does not contain the required information about the teaching of each subject. Similarly, there are some gaps in the governors annual report to parents which does not set out in sufficient detail the progress the school is making in respect of its special needs policy, nor does it give details of the amount spent on supporting pupils with special educational needs. Parents have signed the home-school agreement which makes a positive contribution to their understanding of the school and their children's learning.
50. Parents whose children have special education needs meet with teachers and teaching assistants to discuss the progress made by their children against the targets

set in the individual education plans and to agree the way ahead. Regular parent consultation evenings are held which are well attended. The end of year reports are well prepared and include targets on how the children can improve their performance.

51. The school has a Parent Teacher Association and, although the formal meetings are not well supported, the events they organise are. The Association raises money for school use, which is greatly valued by the school. A number of parents, governors and friends of the school help in school on a regular, planned basis. This support makes a positive contribution to the pupils' progress.

HOW WELL IS THE SCHOOL LED AND MANAGED?

52. The headteacher provides purposeful, calm and effective leadership. She has clear ideas about how the school should function and develop. She enjoys the confidence of teachers, pupils and parents. Since her appointment the headteacher has worked purposefully to recruit good teachers and teaching assistants and forge them into a strong and effective team. This has resulted in a significant improvement in the quality of teaching, particularly in the Foundation Stage and Key Stage I.
53. The special educational needs co-ordinator and special educational needs teacher ably assist teachers to identify, assess and teach pupils with moderate learning difficulties. Individual education plans clearly specify appropriate programmes of work.
54. The governors' report to parents on special educational needs at their annual meeting, but they only provide brief details on the way the special needs funds provided to the school are used. The school's special educational needs policy is clear and reflects the recommendations of the 1994 Code of Practice. It provides useful guidance to teachers on the early identification and assessment of pupils with special educational needs.
55. The school aims to provide opportunities for pupils to develop self-confidence and discipline, and this is evident in the life and work of the school. The quality and care taken of the school environment reflects a commitment to providing the pupils with an attractive and stimulating place in which to work. In these respects, therefore, the school meets its aims successfully.
56. The school also aims to ensure that pupils achieve well academically. It is less successful in achieving this aim. This issue is of concern to the headteacher, staff and governors, but to date there has been insufficient clarity in planning the action needed in order to raise standards. The headteachers absence from the school for two terms last year, due to a serious illness, increased excessively the management demands on full-time teachers in the school. Although they were able to maintain the improvements made since being removed from special measures, the progress the school was making lost momentum.
57. The school improvement and development plan identifies correctly the need to raise standards in information and communication technology, but the specific action needed has not been included.
58. The school has responded appropriately to the need to develop the role of the subject leader identified at the time of the last inspection. Some teachers have attended training and have begun to support their colleagues through the co-ordination of

resources and contributions to lesson planning. For some subjects, such as mathematics, subject leaders have examined pupils' books and identified where progress is satisfactory and where it is slower. They take their responsibilities seriously and the management of subjects is satisfactory. Leadership of subjects is weaker; most teachers have a full-time class commitment and have only limited opportunities to work with, and guide, their colleagues in raising standards.

59. The headteacher has begun to monitor and evaluate teaching throughout the school and reports of these visits are used to inform subject leaders and governors of progress in teaching and learning. However, there is not yet enough focus in the monitoring reports on the rate of pupils' progress in learning and how it might be accelerated.
60. The governing body has been increasingly involved in the strategic management of the school. Many governors visit regularly and a few work frequently in the school. For example, the chair of governors hears pupils read on a weekly basis and has also accompanied older pupils on a residential trip. This kind of frequent contact enables governors to stay well informed about the day-to-day life of the school.
61. The governor with an interest in special educational needs has only taken over the role recently. However, her role in the school as a teaching assistant provides her with many opportunities to consider the school's effectiveness in meeting the needs of pupils with special educational needs. The governor meets informally with the special educational needs co-ordinator and has plans to regularly report on special educational needs issues and funding to the full governing body.
62. The governors efficiently manage their work through recently established committees. They are beginning to compare performance of their school to other similar ones and have recently issued a questionnaire to all parents seeking their opinions on how the school functions. They have made some changes in response to this consultation, for example, the introduction of regular written information about what the pupils will be studying over the coming half-term. Governors meticulously scrutinise the services they receive to ensure that they get good value. All governors know what the school does well and they have increasing awareness of the main weaknesses of the school. As a result they are beginning to hold the school to account, and to ask appropriate questions about the school's results. They are not clear, however, what the school could do to improve further.
63. In recent years the school has recruited newly qualified teachers. Their induction has been well managed. The school fully complies with the latest performance management requirements. The headteacher and teaching staff have all agreed targets for their performance in the coming year. Governors have agreed targets with the headteacher, with appropriate support from an external adviser. All staff attend training which enables them to continue their professional development. For example, teaching assistants and a teacher jointly attended some courses which helped to establish a more effective role for the teaching assistants in contributing to pupils' learning. All permanent staff have received training, led by subject leaders and local education authority advisers, in the implementation of the National Literacy and Numeracy Strategies and as a result they have changed some of their previous approaches to teaching mathematics and English.
64. Day-to-day financial administration systems are efficient and effective. The headteacher and school secretary make good use of information and communication technology to track the school's spending. All priorities in the school development

plan are costed. This represents an improvement since the first inspection, when costing was unsatisfactory and indicates that the satisfactory position has been maintained since the inspection by HMI.

65. Specific grants are used effectively for their designated purposes, such as increasing staffing levels in order to provide opportunities for smaller teaching groups, as well as to fund staff attending training provided externally. Teaching assistants are deployed well to help the school meet some of its priorities, such as supporting pupils who have learning or behavioural problems. Administrative staff are friendly, courteous and conscientious. This contributes well to the feeling among parents that they are welcomed by the school.
66. The accommodation and resources available are sufficient and are used well to support teaching and learning with the notable and important exception of information and communication technology. Too little use is made of the available computers, and the school is some way short of the identified target for 2002, which expects one computer per eight pupils. The governors have rightly identified the need to improve provision for information and communication technology and have drawn up a plan to access government funding to do so. However, the improvements needed have not been pursued with sufficient vigour.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

67. In order to ensure the continuing improvement of the school the governors, headteacher and staff should take steps to:

1. Raise attainment in writing in English and across the curriculum by:

- Raising teachers' expectations of pupils achievement;
- Setting learning objectives for each piece of written work and using these more systematically as the basis for marking the work;
- Providing more guidance for pupils on what they need to do to improve their work when marking;
- Focusing more rigorously on the correct spelling of words which pupils use commonly in their writing;
- Increasing the opportunities for pupils to engage in independent study, using books and information and communication technology for research;
- Ensuring that assessment information gathered by teachers is used effectively to plan next steps in learning from lesson to lesson.
(paragraphs 7, 19, 26, 82, 83, 85, 86,)

2. Raise standards in information and communication technology by:

- Providing as a matter of urgency some training to improve teachers confidence in the use of information and communication technology in lessons;
- Developing a scheme of work to support the teaching of information and communication technology as defined in the National Curriculum Programme of Study;
- Increasing the amount of direct teaching of information and communication technology skills so that pupils are better able to use information and communication technology in all lessons;
- Increasing and improving the use made of information and communication technology to support learning across the curriculum.

(paragraphs 130, 131, 132, 133)

3. Improve the balance of the curriculum by:

- Reviewing the amount of time given to each subject;
- Ensuring that the foundation subjects are allocated sufficient time;
- Ensuring that all the required aspects of each subject are taught in sufficient depth;
- Reducing the length of daily mathematics lessons.
(paragraphs 27, 28, 29)

4. Improve the use made of the assessment information by:

- Ensuring that pupils' work is marked carefully and consistently so that pupils know what they have done well and what they need to do next to improve;
- Ensuring that teachers take account of information gained from their assessments to plan from lesson to lesson;
- Ensuring that work set matches more accurately the needs of pupils of different abilities and in particular the more able pupils.
(paragraphs 24, 26)

5. Refine further the school development plan so that:

- It identifies precisely what the school wishes to improve;
- It specifies exactly what actions they will take to secure the improvement;
- It clearly describes the arrangements for the evaluation of progress towards their targets;
- Governors are fully involved at all stages in the process.
(paragraphs 57, 62)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	26
Number of discussions with staff, governors, other adults and pupils	29

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	19%	58%	15%	4%	4%	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)		111
Number of full-time pupils known to be eligible for free school meals		24

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs		5
Number of pupils on the school's special educational needs register		33

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

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	13
Pupils who left the school other than at the usual time of leaving	10

Attendance

Authorised absence	%
School data	5.7
National comparative data	5.2

Unauthorised absence	%
School data	0.1
National comparative data	0.5

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

Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2000	6	9	15

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys			
	Girls			
	Total	11	12	13
Percentage of pupils at NC level 2 or above	School	73 (56)	80 (81)	87 (81)
	National	84 (82)	85 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys			
	Girls			
	Total	10	13	10
Percentage of pupils at NC level 2 or above	School	67 (50)	87 (75)	67 (81)
	National	84 (82)	88 (86)	88 (87)

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

Where there are less than ten boys and ten girls taking Standard Assessment tests, the Department for Education and Employment recognises that the confidentiality of individual pupils' attainments may be breached by publication of results.

Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2000	10	13	23

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys			
	Girls			
	Total	12	11	13
Percentage of pupils at NC level 4 or above	School	52 (44)	48 (38)	57 (44)
	National	75 (70)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys			
	Girls			
	Total	11	13	12

Percentage of pupils at NC level 4 or above	School	48 (33)	57 (38)	52 (38)
	National	70 (68)	72 (69)	80 (75)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	
Black – African heritage	
Black – other	
Indian	
Pakistani	
Bangladeshi	
Chinese	
White	94
Any other minority ethnic group	

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

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

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

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	6.2
Number of pupils per qualified teacher	17.5
Average class size	18.8

Education support staff: YR – Y6

Total number of education support staff	5
Total aggregate hours worked per week	106

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	N/A
Number of pupils per qualified teacher	N/A

Total number of education support staff	N/A
Total aggregate hours worked per week	N/A

Number of pupils per FTE adult	N/A
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Financial information

Financial year	99/2000
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	£
Total income	265670
Total expenditure	251278
Expenditure per pupil	2077
Balance brought forward from previous year	-470
Balance carried forward to next year	13922

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	108
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.	63	35	2	0	0
My child is making good progress in school.	47	49	0	5	0
Behaviour in the school is good.	28	65	2	5	0
My child gets the right amount of work to do at home.	16	65	19	0	0
The teaching is good.	47	47	2	5	0
I am kept well informed about how my child is getting on.	42	44	12	2	0
I would feel comfortable about approaching the school with questions or a problem.	60	33	7	0	0
The school expects my child to work hard and achieve his or her best.	51	47	2	0	0
The school works closely with parents.	47	44	7	0	0
The school is well led and managed.	44	53	0	2	0
The school is helping my child become mature and responsible.	42	49	2	5	2
The school provides an interesting range of activities outside lessons.	42	25	12	7	2

Summary of parents' and carers' responses

The parents value the fact that their children like school. They appreciate the hard work of all the staff.

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

Personal, social and emotional development

68. The pupils show a very positive attitude to school. They concentrate well and participate in classroom routines co-operatively because of the teacher's well focused praise and encouragement. This skilful management of the group also leads to the successful development of the pupils' self-confidence and self-esteem. Because they know that their contributions to large or small group discussions will be valued, they are keen to contribute and volunteer their thoughts, despite their below average speaking skills. When supported, as they are for almost all of their activities, they learn to share equipment and establish pleasant relationships with their peers. On the few occasions when the pupils do not have direct support in small groups it is apparent that the habits of sharing and co-operation are not well established. This was evident when a group of three children were set the task of playing with some number games while the teacher and other adults supported other groups; the children did not share the games easily or engage with them. The teacher successfully encourages pupils to establish high standards of behaviour and this, in turn, promotes their learning across the curriculum. The teacher sensitively enables pupils to express their feelings as, for example, when they discussed the story of "Dogger" which explores feelings of sadness and loss, but ensures that the session ends on a positive note, thus reinforcing pupils' self-esteem.
69. Teaching is carefully planned to promote the pupils' personal, social and emotional development. Because the teaching is very effective and the teaching assistants are well deployed and provide high quality support, the pupils are on target to achieve the nationally expected early learning goals in this area of learning by the time they are five.

Communication, language and literacy

70. The pupils enter the school with low levels of communication, language and literacy. Because the teaching is effective they make good progress in developing their ability to join in a story, to link a sound to a picture and a letter, and to listen carefully. In this way they are effectively prepared for learning to read. Pupils are successfully encouraged to express their responses to stories as well as to identify the features of the text. The teacher effectively capitalises on the pupils' enjoyment of the stories by reading them aloud in a lively and interesting manner, while pointing out features of the text. In this way their speaking and listening skills are developed, and their ability to recognise some of the features of written language is improved. The teacher provides the pupils with suitable opportunities to learn to form letters, to write their names and to write simple statements and she successfully introduces appropriate elements of the National Literacy Strategy to support the pupils in extending their literacy skills. Because of the effective teaching most of the pupils are on target to achieve the early learning goals expected of this age group by the time they are five years old, despite their low attainment on entry to the school.

Mathematical development

71. The pupils learn to count and recognise numbers to ten and some can count beyond this confidently. The teacher enables them to practise counting and recognise numerals, using a series of short tasks which successfully engage the pupils' interest. So, for example, in one lesson the pupils were challenged to whether they could count to 30 before the sand-timer ran out; the look of delight on one boy's face as the group reached 30 and continued to count on up to 50 was an indication of how involved he had become in the task. In practical activities the pupils are beginning to use the vocabulary involved in adding and subtracting with understanding. Effective questioning by the teacher, such as, "What comes after nine? Before six?", enables the pupils to show what they have learned. The pupils are encouraged to learn and use words like 'above', 'behind', 'below', to describe the position of objects and to use the right words to describe solid and flat shapes. Because several of the pupils have under-developed language patterns when they enter school some of them find this difficult to get right, but most of them are acquiring an appropriate mathematical vocabulary. Teaching assistants and volunteer helpers are well deployed to support the work of small groups of pupils, and this enables them to proceed at an appropriate pace. At times, when the pupils are asked to work independently for a short while, the games they are asked to use are not matched well enough to their level of learning and do not contribute to their mathematical development successfully. This apart, the pupils make good progress in developing their mathematical knowledge and skills and most of them are likely to achieve the nationally expected early learning goals by the time they are five.

Knowledge and understanding of the world

72. The pupils are provided with a rich and varied set of experiences to develop their early scientific and technological understandings and help them to learn about the world around them. Thus they learn about how to care for animals, what sort of homes pet animals need and how animals have been used by people in the past. They learn about the weather and make simple weather charts to record what they observe. As part of a task to build a kennel for a pet dog, the pupils developed successfully their understanding of how to construct and join materials together. The teacher plans this aspect of the pupils' work carefully to ensure a broad coverage while making sure that there is a coherent thread running through it so that the pupils can make links between the various things they do. She successfully encourages the pupils to contribute their thoughts and responses when, for example, observing the physical characteristics of different animals. By so doing she enables them to extend their thinking through talk and through hearing what the other children know about the topic. By making use of regular events, such as a visit to the pond, the pupils are helped to be aware of the change in seasons, as well as the passing of time. Because of this careful planning and effective support through suitable activities, the pupils make good progress in this area of learning and nearly all of them are likely to reach the national early learning goals by the age of five.

Physical development

73. There was no opportunity to observe the pupils engaging in any outdoor or physical development activities during the inspection. The children have regular physical education lessons but do not have frequent opportunity to explore large play apparatus. This puts some limitations on the physical development of the pupils.

Very recently a secure outdoor area has been established which may go some way to improving the opportunities for more regular and frequent physical activities. Smaller scale physical development is planned effectively into classroom activities, such as cutting, colouring and making things, such as cards for Mothering Sunday. Teachers and teaching assistants encourage pupils to tackle such tasks with care and attention. Consequently, the pupils develop increasing dexterity and control in manipulating small equipment and are likely to reach the early learning goals in relation to this aspect of their physical development. There was no opportunity to reach a judgement on their progress towards other aspects of physical development.

Creative development

74. The pupils are provided with opportunities to paint and use printing, drawing and modelling materials. They also take part in imaginative play and making music. However, the arrangement of the timetable means that most of the morning is taken up with literacy and mathematics activities and there are fewer opportunities than are desirable for the pupils to engage in broader creative activities. The creative work they do is of a satisfactory quality and they make sound progress towards the early learning goals in this area of learning.
75. Teaching in the Foundation Stage is good. There is a very good knowledge of the expected curriculum for pupils under five and consequently lessons are well planned and focus appropriately on what the pupils need to learn. Teaching of basic skills of phonics and numeracy is secure and lessons are organised so that the pupils are kept interested throughout. A particular feature of lessons for these young children is the calm but purposeful 'buzz' of activity, with the pupils working hard at their tasks but with a sense of pleasure in what they are doing. They are very keen to talk about what they have learned and what they might do next. Teaching assistants and volunteer helpers make a good contribution to the pupils' learning; they are skilled in working with children and are very well briefed by the teacher so that they know what the pupils are expected to learn from what they are doing.

ENGLISH

76. Overall, the standards achieved in English at seven and eleven years of age are below average. Results in the 2000 National Curriculum tests for seven-years-old pupils show standards are below average in writing but only slightly below average in reading and spelling. For eleven-year-old pupils the results are significantly below average in all aspects. Standards seen in work during the inspection are below average. Overall these standards are similar to those found at the last inspection.
77. The headteacher and the subject leader have a good understanding of pupils' achievements through a detailed analysis of internal and external test results. Since the last inspection the following steps have been taken to improve standards:
- The National Literacy framework is being used to support teachers planning in English.
 - A detailed scheme of work produced after the last inspection provides a useful resource for activities.
 - Internal reading and spelling tests are administered, and their results analysed.
 - Pupils identified as making insufficient progress, as defined by their test scores, receive extra help in small groups. This is having a positive effect in raising standards as measured by the tests.

78. Pupils in each key stage listen well and respond readily to their teachers. Most pupils answer questions willingly and can clearly explain their work. However, insufficient opportunity is provided for pupils to develop all aspects of their speaking skills. For example, in a Year 5/6 mathematics lesson, pupils are aware of the technical vocabulary but are unable to use the terms to explain their ideas. More planned opportunities are needed for pupils to develop speaking skills within a broad range of contexts.
79. Pupils throughout the school make satisfactory progress in reading. By the age of seven they recognise many words and make good use of phonic knowledge to tackle unfamiliar words. They talk confidently about the plot and the characters in their reading books. Pupils' reading diaries show that most pupils read regularly to adults in school and at home. There is little opportunity for pupils to write their own comments in these diaries and this opportunity for pupils to become more involved in their own learning is lost. Pupils clearly describe the procedures for changing their books, chosen from within the range determined by their teacher so that the books are well matched to their reading abilities.
80. Throughout Key Stage 2 satisfactory progress in reading is maintained. Pupils in Years 3 and 4 use a range of appropriate strategies effectively to tackle unfamiliar words. Older pupils in Key Stage 2 continue to develop their reading skills. For example, they use clues from the beginning of a story to decide on an appropriate ending to a ghost story. Most pupils at Key Stage 2 are able to allocate information confidently using the Dewey Classification Index, the contents and the index page in a non-fiction book. However, pupils are given too few opportunities to develop their research skills and the library is under-used in this respect. Pupils enjoy the stories they read. This was well demonstrated when a Year 5 pupil expressed genuine delight when he realised the trick Anansi had played on a swarm of bees in the story he was reading.
81. There is an adequate stock of reading material for all pupils. All pupils are expected to read all stages of the reading scheme before they are allowed to choose non-scheme material for practising their reading on a regular basis. This slows the progress of the more fluent readers.
82. Currently there are insufficient planned opportunities for pupils to use the Library to further develop their research skills. The governor with responsibility for English visits the school weekly and some of her time is used to teach Library skills to small groups of pupils. However, this is having a limited impact on pupils' development in this aspect.
83. Pupils' writing skills across the school are below average. Teachers do not expect enough of the pupils' written work and, as a result, pupils pay insufficient attention to the quality and presentation of their work.
84. In Year 2 pupils' handwriting shows accurately formed, consistently sized letters when they are practising their handwriting, but this is not sustained in all of their written work. Sentences are correctly demarcated with full stops and capital letters and spellings, and in unsupported pieces of writing, are usually correct. The pupils rarely achieve higher than average standards in writing. They do not use vocabulary in an imaginative way without strenuous efforts by their teachers to broaden their use of language. However, there are some signs that writing is improving as a result of the good teaching and pupils are beginning to write pieces which have a logical structure and use a variety of styles. So, for example, in a Year 2 lesson, some of the

pupils were able to use a variety of words to describe the giant in a story they had just heard.

85. By the age of eleven pupils generally produce grammatically correct sentences showing accurate use of capital letters, full stops and speech marks, but too often they are careless and do not pay enough attention to applying what they know about punctuation and spelling as they write. The pupils produce few sustained pieces of writing which are at the level expected of eleven-year-olds, despite the amount of time spent on English lessons. They are provided with an appropriate range of writing tasks, such as story-writing, poetry, newspaper articles and grammatical exercises involving the selection of suitable words to complete sentences and the use of prefixes and suffixes. However, work is not always completed, or has the appearance of being rushed, and in lessons there is little sense of purpose in the pupils' approach to their writing. The oldest pupils have yet to overcome some of the poor habits they have learned in previous years, and teachers accept careless work too readily.
86. The quality of teaching seen was good. Planning, knowledge of the subject matter, management of pupils and effective use of time and support staff are all strengths of the teaching. However, when marking pupils' work teachers miss the opportunity to address basic errors which occur frequently in some pupils' books. Whilst all work seen is marked there is insufficient detail in comments written in pupils' books to indicate to pupils the level of their success in the lesson and what they need to do to improve further.
87. The subject leader has good knowledge of this subject and is aware of the pupils' achievements through the analysis of test and monitoring data. She has attended appropriate training, which she then relayed to the staff, teaching and non-teaching, and governors. Some time is available for her to monitor other teachers' planning but there is no opportunity for her to assess the quality of teaching and learning herself by looking at pupils' work in order to gauge their progress.
88. A Family Learning project, now in its second year, is proving a success at the school. This enables parents and children to develop their literacy skills together. Two parents who joined the project last year are now working successfully as volunteer helpers in classrooms.

MATHEMATICS

89. By the age of seven pupils' standards in numeracy and all areas of mathematics (number, algebra, shape, space and measures) are just below average and this is reflected in the results of National Curriculum Tests in 2000. The standards are comparable to those achieved in similar schools and the overall trend in mathematics results in the last four years is one of improvement.
90. Standards achieved in numeracy and all areas of mathematics (number, algebra, shape, space, measures and data handling) by the age of eleven remain below average when compared with schools nationally and with similar schools. The trend in results over the past four years is an uneven one, with a peak in 1998 followed by a dip, then another rise, but the overall trend is upwards. However, standards could still be higher, and more could be expected of pupils, particularly the older, potentially higher achievers. Boys and girls achieve similar standards. Pupils with special educational needs make steady progress because they are well supported.

91. Teaching of mathematics overall is good, but there is some unsatisfactory teaching of the oldest pupils.
92. By the age of seven most pupils count, read and order correctly whole numbers to 100 and about a third of them can count beyond 100. They add and subtract two and three digit numbers with reasonable accuracy because they know what the value of each digit is. Because the teaching focuses on establishing good understanding of how larger numbers are made up, the pupils learn how to add numbers to 100 confidently. For example, when asked to add 31 and 18, a pupil said “well, I would make the 31 into 30 and one and the 18 into ten and eight. Then I would add the 30 and the ten to get 40, then the one and the eight to get nine, so then I would have 49”. They understand that subtraction is the inverse of addition, and so another pupil was then able to describe in a similar way how she would subtract 18 from 30, for example. They know that addition can be done in any order and have learned to do this efficiently by starting with the larger number. They are familiar with the process of doubling and halving numbers and counting on and back in twos, fives and tens from a variety of starting points. About half of the pupils in Year 2 are not completely secure about counting back from 30 or 40 independently and this causes them to struggle with some of the tasks they are set.
93. The pupils recognise and can use accurately the mathematical names for such shapes as the circle, square, pentagon, sphere and cube; they describe some of their features confidently.
94. The pupils have positive attitudes to mathematics lessons and are keen to contribute answers to the questions they are posed or to describe how they have arrived at an answer. However, because some parts of the mathematics lessons are too long, they become restless and lose interest and concentration and the pace of the lesson slows. As this occurs, teachers have to increase their attention to managing the behaviour of the restless pupils, sometimes at the expense of the mathematical discussions. The pupils do not take enough pride in their work and, despite frequent reminders from teachers and teaching assistants, much of their written work is untidily set out. This in turn leads to some errors in recording answers to sums.
95. Teaching in Key Stage 1 is effective. Lessons are carefully planned and resources are well prepared. The activities the pupils are asked to do, in the main, build well upon what they have learned previously. Teachers ask well focused questions in order to consolidate and extend the pupils’ mathematical knowledge and understanding. They reflect on lessons and identify correctly which pupils have achieved the intended learning objectives and which have not. They then adjust planning for future lessons to take account of that. These positive features have led to the steady improvement in mathematics at Key Stage 1, which is reflected in the National Test results. During parts of lessons teaching assistants are deployed well to support either pupils’ specific needs or general group activities. In the first part of the lesson, when the whole class is being taught, teaching assistants are sometimes asked to observe and record the contribution or response of groups of pupils, but this good practice is not consistently applied.
96. By the age of eleven pupils know the value of each digit within numbers up to 100,000. They calculate with reasonable accuracy using addition, subtraction, multiplication and division. They understand and use appropriately standard units of measurement relating to time, length, mass and volume. They are familiar with simple fractions and can order them correctly. In discussion they can describe how they would establish the perimeter of a room, and how they would construct and interpret simple line

graphs. The mathematical knowledge and understanding that they demonstrate in discussion is of an average standard and, in the case of some pupils, it is above the average standard. They show positive attitudes towards mathematics, saying that it is a subject they enjoy, some claiming they enjoy it because it is easy. However, the written mathematics work they produce is of a lower standard, and it is marred in many cases by carelessness and poor presentation. Teaching of mathematics in Key Stage 2 is good in respect of the average and least able groups. Teaching of the more able pupils in Key Stage 2 is unsatisfactory. Successful mathematics teaching in Key Stage 2 is well planned and follows the guidance offered by the National Numeracy Strategy's framework for teaching mathematics. The teacher manages the pupils well and ensures that all of them contribute to the oral and mental session at the start of the lesson. There is a good balance between the teacher's questioning and explanations and this keeps the interest of the pupils alive although, as the lessons are long, some pupils do not sustain their concentration throughout the lesson. In a lesson on fractions, tasks provided were at different levels of challenge, which enabled some pupils to consolidate their understanding of equivalent fractions while others reinforced their understanding of the order of fractions such as $\frac{1}{2}$, $\frac{1}{3}$, $\frac{1}{4}$, $\frac{3}{4}$.

97. Throughout the key stage teachers do not expect high enough standards, either of mathematics work or the way it is presented. In Years 5 and 6 the teaching does not challenge the pupils, the pace of lessons is pedestrian and this causes many of the pupils to lose interest. Lessons are not well structured and as a result the pupils do not pursue any coherent mathematical theme throughout the lesson. There is too heavy a reliance on the use of textbooks, which the pupils work through individually. This practice does not offer the pupils the opportunity to learn from one another. The management of pupils' behaviour is calm and effective, and the teacher provides satisfactory support for individual pupils when monitoring their work in progress. However, the opportunity to engage in efficient, direct teaching of a mathematical skill or concept is lost because the pupils are not effectively grouped according to what they have mastered previously. Pupils do not display a sense of purpose, but rather comply with the requirement to proceed through the textbook until the lesson finishes. This approach does not promote good progress.
98. Despite shortcomings in some of the teaching, the school has made some improvements since the last inspection. The role of the subject leader has been strengthened and she now provides good support for colleagues planning, particularly in Key Stage 1. However, she has had limited opportunities to evaluate teaching and learning directly, and the weaknesses in teaching in Years 5 and 6 have not been identified and rectified through appropriate training.

SCIENCE

99. Results from the latest National Curriculum assessments of eleven-year-olds show that standards are well below average in science. When the school's results are compared to those achieved in schools which take pupils from similar backgrounds, they are also well below average. Even so the school has improved on the results achieved last year.
100. The evidence gained during the inspection also confirms that standards in science at the end of Key Stage 2 are below average. For younger pupils at the end of Key Stage 1 (seven-year-olds) standards in science are about average.

101. Pupils in the five to seven age group are beginning to explore and find out how humans, animals and plants live and grow. Many pupils recognised and correctly named the parts of the body and plants. They enthusiastically described how living things grow and thrive. Younger pupils reflected on the impact that sugary drinks have on their teeth. They successfully made use of their numeracy skills when interpreting a graph of favourite drinks. Pupils in the five to seven age group were able to make simple electrical circuits incorporating a light and simple switch. Some were able to use the knowledge gained to provide lights in models they had designed and made.
102. Older pupils in the seven to eleven age group considered temporary and irreversible changes that occurred when heat was applied to a number of different materials. One pupil, after careful observation, noted that although the plastic had melted in the flame and changed shape, it was still plastic. Eleven-year-old pupils understand some scientific terms but have a weak grasp of scientific concepts, such as the fair testing and predicting the outcomes of experiments. Younger pupils in this age group devised effective filters. Some explained in detail that tests had to be fair if they were judging the success of one filter against another. For example, one pupil insisted to the others in his group that the exact amount of soil had to be added to the water before it was filtered in order to make the test fair.
103. Younger pupils recorded what they saw on worksheets and in their books. Most older pupils used scientific labels and terms to catalogue their findings. For example, they detailed their predictions, identified the apparatus and methods they used and summarised what they found out. However, a significant number of pupils took little care with the presentation of their work. Their below average standards in writing resulted in incomplete and inaccurate sentences and poor spelling. This slowed the progress older pupils made in science.
104. For all pupils throughout the school there are still too few planned opportunities for them to scientifically explore, investigate and use first hand experiences to answer questions and solve problems. This was a weakness at the time of the last inspection and continues to be so, although there has been some improvement in this regard.
105. The teaching of science observed was satisfactory with an example of good teaching of younger pupils in the seven to eleven age group. Most teachers demonstrate a good scientific knowledge in the questions that they ask pupils and the knowledgeable way they respond to their questions. For example, one teacher of the younger pupils in Key Stage 2 patiently explained the nature of porous materials and reinforced pupils' understanding and then encouraged them to contribute by naming other porous material they knew. In one lesson, however, pupils' comments and observations were not acted upon and opportunities to consolidate or extend pupils' understanding were missed. Some informal assessments are made during and at the end of lessons but the information gained is not always used effectively to plan what pupils need to learn next.
106. Teachers made insufficient use of information and communication technology, for example the Internet, for pupils to find out more about the subject they are studying or to record and analyse what they have found out.
107. All pupils enjoyed their science lessons. They discussed their ideas with their friends, offered suggestions to one another and worked what they were going to do. At the end of lessons the teachers sometimes prompt pupils to reflect on what they have learned but generally assessments are not used effectively to plan the next stage of learning.
108. Resources for science are good and the subject is well managed. Opportunities for

the subject leader to improve standards in science are developing. However, limited time is available for her to monitor and influence the teaching of the subject.

ART AND DESIGN

109. Only one observation of art and design took place during the inspection. Discussion with pupils and the teachers, scrutiny of teachers' planning documents and observations of pupils work in their sketch books and around the school suggest that by the time pupils are seven their standards in art and design are about average for pupils of their age. When pupils are eleven they have also made satisfactory progress and their standards are also about the same as one would expect for pupils of that age.
110. Vibrant and colourful displays of printing, rubbings, drawings and paintings are on display around the school and in classrooms. They clearly reflect the skills and techniques pupils acquire in their art and design lessons, and the opportunities they have to explore and develop their ideas.
111. Pupils worked purposefully at their drawings, reflecting carefully on their drawings. One pupil, when successfully capturing in his drawing the intricate pattern of ivy on a tree, mused "This is like putting a jigsaw together."
112. Pupils talk enthusiastically about the work they have undertaken in art and design. Pupils at Key Stage 2 are keen to describe the intricacies of, for instance, building a design from a simple block print or two step or the demands of using Word Art tools when designing a business card on the computer for a fantasy baker's shop. However, there are too few opportunities for pupils to use information and communication technology to develop their creative abilities. Younger pupils reveal knowledge of well-known, famous artists. One seven-year-old pupil excitedly discussed the colours in the self-portrait of Van Gogh. Pupils also demonstrate a good knowledge of colour mixing and shared how they practised with different brush techniques in their paintings.
113. Resources for art and design work are well organised, accessible by pupils and of good quality. Because of the school's commitment of additional time to the teaching of literacy and numeracy, limited time is available for teaching art and design. The subject is efficiently and effectively managed.

DESIGN AND TECHNOLOGY

114. There was no opportunity to observe any teaching in design and technology. Judgements are based on evidence gleaned from discussion with pupils and teachers, scrutiny of pupils' sketchbooks and examination of photographs and displays of pupils' work.
115. Standards of attainment for seven and eleven-year-olds are average. This is an improvement from the previous inspection. By the age of seven pupils achieve average standards in design and construction. They can communicate their own ideas using simple drawings and successfully assemble and join a range of materials. These skills were clearly demonstrated by successfully completed wheeled vehicles which matched closely pupils' original designs. The quality of these models was enhanced by the addition of simple electric circuits to provide working lights. In discussion of the models, pupils revealed appropriate evaluation skills. For

example, one Year 2 pupil explained “it (the design) worked because that is what it should look like”.

116. Years 3 and 4 pupils further develop the skills of evaluation through the use of, for instance, salt dough to investigate which shape of loaf would be most effective. Years 5 and 6 pupils clearly explain their ideas using accurately labelled diagrams and clearly defined stages of construction. They describe amendments made during the construction process that improved the finished product and relate the level of success they achieved by assessing how well the finished article met its intended purpose. This was demonstrated when Year 6 pupils clearly explained the process of designing and making Caribbean face- masks. Pupils’ comments indicated positive attitudes to the subject.
117. A commercial scheme drawing upon government guidelines effectively supports teachers’ planning to meet the requirements of the National Curriculum. The subject leader has attended recent and relevant training and informally offers support to teachers and monitors the quality of pupils’ finished products. She has a clear understanding of what is needed in the future to improve provision and so raise standards in this subject, particularly in the development of pupils’ ability to use a wider range of tools effectively.
118. There are sufficient resources to meet the needs of the planned activities. Work seen indicates that pupils use these resources appropriately. Barely sufficient time is allocated, throughout the term, to this subject.

GEOGRAPHY

119. No geography lessons were taught during the inspection. Judgements are therefore based upon discussion with Year 6 pupils, scrutiny of teachers’ plans and pupils’ work in books and displayed in classrooms.
120. At the time of the last inspection standards in geography were above average at Key Stage 1 and average overall by the end of Key Stage 2, although this masked some variation from unsatisfactory to good. Largely because of the good planning by teachers and the provision of interesting first-hand experiences, standards of knowledge and understanding are now more consistently satisfactory throughout the school. Teachers make very good use of visits and field study trips to consolidate the pupils’ learning and consequently by the end of Key Stage 1 the pupils have an awareness of localities, such as Lincoln, and compare some of its features with those of their immediate locality. In a useful cross-curricular link with design and technology, the pupils made a large scale, three-dimensional model of the features of Lincoln that they would like to incorporate into Sutterton to improve their environment.
121. In discussion a group of Year 6 pupils showed that they understood and could use accurately maps, plans and atlases. They know where their village and nearest town are located in relation to a map of the country, and the location of England in the world. They describe with reasonable understanding physical processes such as erosion and how rivers form. Similarly, they talk about the differences between features of life in England and the Caribbean Islands, showing an understanding of the effect of climate and topography. Overall, when talking, they demonstrate an average level of knowledge of localities and themes and their learning indicates that teaching is satisfactory. Their written work is very sketchy and reflects their weak writing skills. It is not of good quality and it is limited in range. The time given to teaching geography is insufficient and is curtailed by the school’s timetable.

122. The pupils have very positive attitudes to that aspect of their geography work which has arisen during field study trips, and talk with interest about the importance of environmental protection and the damage caused by pollution.
123. The management of the subject is satisfactory overall but leadership is not. The geography curriculum is planned according to the Qualifications and Curriculum Authority guidance and there are sufficient suitable resources. Geography is not a priority for development in the school at present. Consequently, the subject leader has limited opportunity to provide effective leadership through having first-hand evidence of teaching and learning. There is insufficient use made of information and communication technology to promote and extend the pupils geographical knowledge and understanding, and the cross-curricular links suggested in the National Curriculum Programme of Study are not systematically developed.

HISTORY

124. Standards of work in history are better now than they were at the time of the last full inspection in 1997 when they were below average.
125. Teaching in Key Stage 1 is good. Consequently, by the end of Key Stage 1, the pupils develop an increasing sense of how things change over time and identify successfully the differences between, for example, old and modern story books and toys. Their understanding is reinforced by the way the teachers' plan lessons which will interest them and enable them to have first-hand experiences. So, for example, the pupils were introduced to an elderly man and woman who talked simply and clearly about the games they played as children. The pupils hung on their every word and displayed astonishment at the idea that playing in the street was the usual thing, or that many of the games they showed were home-made. This prompted several questions from the pupils, who were keen to know whether there were any toys to be bought or whether they had had a garden to play in. Good support from the teacher enabled the pupils to find out more about some of the way things have changed during four generations. The pupils demonstrated a good understanding of chronology when they were asked to put some very old, more recent and some modern toys into the correct order on a timeline. Effective planning and careful preparation of suitable resources by the Key Stage 1 teachers enables the pupils to make good progress in perceiving similarities and differences between the past and present.
126. Written history work remains below average at the end of Key Stage 2 because of the pupils' weak writing skills, and there was little written history work available for inspection. However, the pupils have a good understanding of the features of life in the period they are studying and can talk confidently about, for example, the impact of evacuation and rationing during the Second World War. They know how we can gain information about the past by drawing on a range of evidence. For example, they understand that the work of archaeologists helps us to know about the Vikings. They understand that written accounts of the past are influenced by the views of the writers and that there are therefore several versions of events. Their reading of history texts makes a satisfactory contribution to the development of their reading skills.
127. Teachers support the development of pupils' historical understanding by providing interesting artefacts such as gas masks, newspaper accounts and books and teaching in history lessons is satisfactory. However, the amount of time spent teaching history is limited because all classes spend all morning on literacy and

numeracy, which reduces the time available for other subjects. Also, because history is taught in blocks alternating with geography, there are relatively long periods when no history is taught at all. As a result, the Year 6 pupils have a sketchy knowledge of some of the significant periods they are expected to have studied, and few can recall the important facts about the Romans, Greeks or Egyptians, for example. Teaching of chronological understanding, historical interpretation and historical enquiry is stronger than teaching of knowledge about European or world history. There are weaknesses in the way pupils are taught to organise and communicate historical information; the pupils do not learn how to make use effectively of dates and historical vocabulary when recording their work, nor do they use information and communication technology to support their learning in history lessons.

128. Overall management of the subject is satisfactory. The scheme of work is being revised to take account of Qualifications and Curriculum Authority guidance, and this provides a good structure for teachers' planning. The subject leader has ensured that there are sufficient resources for teaching history, making good use of the local library and museums service to augment the school's resources. History is not a priority for development in the school at present and consequently history teaching and learning are not directly monitored or evaluated. As a result the paucity and lack of quality in the pupils' written work has been overlooked.

INFORMATION AND COMMUNICATION TECHNOLOGY

129. There was no opportunity to see any direct teaching of information and communication technology skills. Judgements are based on scrutiny of work and displays and discussion with teachers and pupils.
130. By the age of seven and eleven standards of attainment are below those expected of pupils at these ages. This is a consequence of a shortage of computers and a lack of planned access for pupils to such computers as the school possesses. This situation was identified by the previous inspection. The lack of teaching and infrequent access to computers results in unsatisfactory progress being made across the school by all pupils.
131. Very few opportunities were seen for pupils to use information and communication technology in other subjects of the curriculum. This further curtails pupils' development in the subject. Pupils at Key Stage 1 word process examples of their writing. At Key Stage 2 pupils are able to word process to a similar degree. Year 3 and 4 pupils produce effective product labels using a publishing programme. Year 5 and 6 pupils use a painting programme to produce exciting faces but pupils' fluency in the use of these programmes could not be assessed.
132. Pupils speak positively about the use of computers and enjoy working on them. Year 2 pupils confidently describe their experiences of computers at home and a Year 2 pupil had researched and carefully printed out information that was used to enhance a display in the classroom. Year 6 pupils clearly explained how they accessed information from the Internet at home to support their study of World War 2 in history. There was no evidence of this ability being further developed at school. When pupils were seen to work at the computer they were usually alone and teaching opportunities are missed. An overall lack of teachers' knowledge and expertise means there are no appropriately planned information and communication technology opportunities for pupils. An example of effective use of support staff was seen. Two Year 4 pupils were supported well when using a mathematics programme to further develop their understanding of the relationship between multiplication and division.

133. Whilst the information and communication technology subject leader has an enthusiasm and expertise in the subject she has no opportunity to improve the quality of provision offered to pupils. The present scheme of work does not match the requirements of the National Curriculum and there is a lack of guidance for teachers. The recently submitted plan to access government funding has been accepted by the local authority. A realistic and detailed action plan is now available to improve provision in this subject.
134. The governor with responsibility for information and communication technology has recently taken over this post. He brings an enthusiasm and expertise to this subject and has carried out an audit of existing provision and is keen to work closely with the school to improve the provision offered to pupils.

MUSIC

135. The teaching of music was not observed during the inspection, therefore it is not possible to make a secure judgement about the progress pupils make. There is a satisfactory scheme of work to guide the teaching and the school employs a specialist instructor one day a week to provide additional support for the music curriculum. After-school clubs make a useful contribution to pupils' musical skills. For example, in a weekly recorder club the pupils' practice reading basic standard notation. They refine and improve their playing of simple tunes. Their growing success gives them great pleasure and enhances their self-esteem. The school has a satisfactory range of resources for music, and these are well looked after.

PHYSICAL EDUCATION

136. During the inspection there was only opportunity to see two lessons, one dance and one games. Judgements were made based on these observations, examination of planning, discussion with staff and pupils and observation of pupils' work in the out-of-school gymnastics club.
137. By the age of seven pupils are achieving the standards expected of pupils at this age in dance. These standards have been maintained since the last inspection. Most pupils are able to control their bodies well, varying height and speed. They effectively match their movement to the different moods created by well chosen music. Good planning, good knowledge of the subject matter and good management of pupils maintains the pupils' focus on the quality of their work. Pupils clearly explain their work and what made it so successful. They understand the need to warm up before exercise.
138. By the age of eleven, pupils' skills in gymnastics are well developed. From the small amount of work seen, pupils develop well controlled movements and show refinement in their actions. Pupils' games skills are less well developed and standards in this area are below average. This reflects the findings of the previous inspection.
139. A scheme of work that reflects a commercial scheme supports teachers in their planning to successfully meet the requirements of the National Curriculum. The subject leader has considerable knowledge and expertise in this subject and has attended relevant further training to develop her knowledge and skills. She has no planned opportunity to monitor the quality of teaching and learning in this subject. Discussion with pupils indicates a positive attitude towards this subject.

140. There are sufficient resources to meet the needs of teachers' planning and from work seen these resources are used appropriately by pupils. A wide range of extra-curricular opportunities are provided by the school for pupils to extend learning and include football, short tennis, badminton, rounders, netball and orienteering. Pupils also have the opportunity to take part in inter-school competitions in athletics, cross-country running and swimming.

RELIGIOUS EDUCATION

141. No teaching of religious education was seen during the inspection but examination of the schools documents, and examples of pupils work, suggest that the school is meeting the expectations of the locally agreed syllabus for religious education by the end of each key stage.
142. Pupils work is evident in displays around the school and in classrooms. Teachers' planning is detailed and closely matches the recommendations in the newly amended locally agreed syllabus.
143. Pupils at Key Stage 1 can retell parables that they have been told and talk with interest and understanding about stories and also the "messages" they give. They know about Easter and Christmas and Harvest Festival but are less sure about celebrations in other faiths. Older pupils confidently discuss the recent work they have undertaken on influential leaders, such as Mother Theresa and Martin Luther King.
144. Following the retelling of a well-known story the very youngest pupils were skilfully guided by the teacher to reflect on their own feelings and emotions. They listened carefully to the comments of others and talked about losing a favourite toy and how they had felt. The subject is enthusiastically managed. Resources have recently been updated as a result of the new locally agreed syllabus.