

INSPECTION REPORT

ST JOHN'S PRIMARY SCHOOL

Bracebridge Heath, Lincoln

LEA area: Lincolnshire

Unique reference number: 120372

Headteacher: Mrs S Tuck

Reporting inspector: Mr G D Timms
21038

Dates of inspection: 21-24 May 2001

Inspection number: 194615

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Community
Age range of pupils:	4 - 11
Gender of pupils:	Mixed
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mrs S Manders
Date of previous inspection:	24/02/97

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
21038	Geof Timms	Registered inspector	Art and design Design and technology English as an additional language	What sort of school is it? What should the school do to improve? The school's results and pupils' standards How well are pupils taught? How well is the school led and managed?
9399	Roger Watts	Lay inspector		Pupils' attitudes, values and personal development. How well does the school care for its pupils? How well does the school work in partnership with parents? Finance and efficiency.
29262	Nick Hardy	Team inspector	Foundation Stage Mathematics Information and communication technology	How good are the curricular and other opportunities offered to pupils?
11419	Jeannie Underwood	Team inspector	English Religious education Music Equal opportunities	
27292	Jeffery Calvert	Team inspector	Science Geography History Physical education Special educational needs	Spiritual, moral, social and cultural education

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

St John's Primary School is situated at the heart of the village of Bracebridge Heath, on the southern edge of Lincoln. The pupils enter the school from a mixture of established local authority housing and newer private housing estates. Due to the extensive building of new housing in the village, the school has grown rapidly over the last five years. In 1997, there were 204 pupils on roll. This has grown to 356 at the time of the inspection. This increase in pupil numbers has resulted in necessary changes to the buildings and has required staffing to be increased. In addition, the level of mobility is high, with 49 pupils joining the school and 22 leaving during the academic year 1999/00.

There are seven pupils with English as an additional language, although only one of them is at a very early stage of learning English. There are 63 pupils with special educational needs, three of whom have statements. The majority of those on the special needs register have moderate learning difficulties but a small proportion have emotional and behavioural difficulties or speech and language difficulties. The school's priorities for the future are to continue improving the organisation and management of the school, and to improve standards further, especially in writing.

HOW GOOD THE SCHOOL IS

St John's Primary School is a good school, where standards have improved at a faster rate than that found nationally over the last five years. The growth in the school's roll has been effectively dealt with and new pupils are made welcome and quickly become happy members of the community. The leadership and management are very good and the headteacher provides a very good educational direction to the work of the school. There is a shared commitment to succeed. The quality of teaching is good, and pupils make good progress in most subjects. The school provides good value for money.

What the school does well

- The standard of current work in English, mathematics, information and communication technology, art and design, geography, and history is above those expected.
- The quality of teaching is good, with a high proportion of very good teaching in Years 5 and 6.
- Pupils' personal development and relationships are very good.
- The leadership ensures a very good educational direction to the work of the school and the contribution of those with management responsibilities is very good.
- Assessment procedures are very good and this gives teachers a good sense of how well pupils are progressing.

What could be improved

- The standard of writing is not high enough and not enough pupils attain the higher levels.
- In a few lessons, teachers' skills in managing pupils are not very effective, resulting in a lack of pace and some inattention.

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 last inspected in February 1997. The growth in the school roll, with the accompanying expansion of staffing, means that it is difficult to assess accurately the level of improvement. However, it is the judgement of the inspection team, backed up by the test results over the last five years, that the school has improved at a better rate than that normally expected. The issues raised at the last inspection have been effectively addressed, especially the weaknesses found in the management of the school. The governing body now oversees the financial planning and monitoring effectively and the monitoring and evaluation of the curriculum, teaching, and learning is much improved. The higher attaining pupils are usually provided with appropriately challenging work, especially in Years 5 and 6, and the provision for computer studies is much improved. The governing body now meets all statutory requirements.

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	B	C	B	B	well above average A above average B average C below average D well below average E
Mathematics	C	B	D	D	
Science	C	A	D	D	

The table shows that the eleven-year-olds standards in mathematics and science dipped in 2000 when compared to schools nationally and when compared to schools with pupils from similar backgrounds. The eleven-year-olds in 2000 performed well in English, mainly because of high standards in reading. The reasons for the dip in mathematics and science include the high proportion of pupils with special educational needs in that cohort and a significant number who joined from other schools during the last three years. The extensive changes to the school's roll makes year-on-year comparisons difficult but it is clear from the inspection evidence that this year's eleven-year-olds should do better than those in 2000. The below average results in mathematics and science were largely due to not enough pupils reaching the higher levels and most pupils did, in fact, reach the expected level. Results over the past five years have improved at a faster rate than that found nationally, though this does not show clearly in the table. There are significant differences in the attainment of boys and girls, especially in mathematics and science where, contrary to the national picture, the girls do better.

Standards at the end of the infants were well above average in the 2000 national tests and indicate the firm grounding in basic skills being given. In reading, writing and mathematics standards were well above average. However, not as many pupils reached the higher level in writing and the present written work in the infant classes does not extend their descriptive and imaginative language enough. The targets for English and mathematics standards at the age of eleven are appropriate and based on extending pupils' prior attainment by more than is typical. The achievement of pupils who have been in the school for a significant length of time is good and they clearly build on the level of attainment they display on entry to the school.

Pupils with special educational needs make very good progress against their prior learning. Personal targets are outlined within individual education plans; these are well matched to pupils needs and are reviewed termly. Pupils with English as an additional language reach standards in line with their peers, and a recently joined pupil who is at an early stage of learning English is making good progress.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. Most pupils are happy at school and are keen to learn.
Behaviour, in and out of classrooms	Good. The majority of the behaviour in and around the school is conducive to good learning.
Personal development and relationships	Very good. The relationships between pupils and between pupils and adults are very good. When they are given responsibility, they take it willingly. New pupils are quickly welcomed into the school community.
Attendance	Very good. Attendance is well above the national average.

The good punctuality and very good attendance has a positive effect on learning. This is matched by the enthusiasm for their work, and the pride they take in it, that many pupils demonstrate. There are a few lessons where teachers do not deal with minor misbehaviour effectively and this results in learning being less successful.

TEACHING AND LEARNING

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

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

The teaching is good throughout the school with particular strengths in the infant classes and in Years 5 and 6. Only two lessons observed (three per cent) were unsatisfactory and this is a better picture than that found nationally. Sixty-four per cent of the teaching is good or better including 13 per cent that is very good or excellent. This is an improvement since the last inspection when there were more unsatisfactory lessons and not as many very good or better ones. The teaching of the children who are under five is good overall.

The teaching in the infant classes is good with 72 per cent of lessons good or better, which is better than is found nationally. In the junior classes, the teaching is largely satisfactory in Years 3 and 4, and good with much that is very good in Years 5 and 6. The teachers of the older pupils have very good relationships with their pupils and this creates a very effective ethos for learning in their classes. Their expectations are very high and the pupils respond to this positively.

Where the teaching is only satisfactory the management of pupils is less firm and the pace of lessons is slowed. At times, expectations of what pupils can achieve are not high enough in Years 3 and 4. Homework provision and the marking of pupils' work are inconsistent.

The school meets the needs of all pupils well. For example, extra provision for higher attaining mathematicians is provided with the help of the local secondary school. Teaching for pupils with special educational needs is good. The learning support assistant makes an integral contribution to pupils learning. Two groups of Year 3 pupils are withdrawn from lessons two and three times per week respectively for a 20-minute additional literacy session, which is well organised and is having a positive effect on their learning. The one child who is at an early stage of speaking English is being well supported and this enables him to take an active part in most lessons. The teaching of English is satisfactory in the infants and good in the juniors. The teaching of mathematics is good throughout the school.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Satisfactory. The curriculum provided is suitably broad and balanced and appropriately covers the National Curriculum and religious education.
Provision for pupils with special educational needs	Good. The provision enables pupils to make very good progress throughout the school.
Provision for pupils with English as an additional language	Good. The school works hard to enable the pupils to take a full part in school life, with the help of volunteer support from a parent.
Provision for pupils' personal, including spiritual, moral, social and cultural development	The provision for pupils' personal and social development is very good. For their moral and spiritual development provision is good, while for cultural development it is satisfactory, although more could be provided regarding other cultures, especially in music and art.
How well the school cares for its pupils	Good. The procedures for monitoring and supporting pupils' progress are very good and those for assessing their progress are satisfactory. Assessment is well used in planning.

The school's partnership with parents is largely satisfactory. Difficulties have been caused by the recent significant growth in the schools roll, and a number of parents are not happy with their pupils attending a larger school. However, the school has dealt with this well and makes all new families welcome in the school community. Volunteer parents provide a good level of help in school, working with a pupil with English as an additional language for example, and helping develop the new geological garden. A good range of extra-curricular activities is offered to the pupils.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Very good. The headteacher and senior staff provide a very clear educational direction to the work of the school. The recently introduced management structure ensures that very good use is made of staff strengths throughout the school.
How well the governors fulfil their responsibilities	Good. All statutory responsibilities are met and the governors are very supportive of and committed to the school.
The school's evaluation of its performance	Good. This has improved recently and the school has begun a detailed analysis of test results and pupils' strengths and weaknesses, enabling their progress to be tracked throughout the school.
The strategic use of resources	Good. The school has worked hard to improve its efficiency since the last inspection and it now makes every effort to ensure best value.

The arrangements for monitoring and evaluating the performance of the school are good. The use of non-statutory tests in English and mathematics is now providing sufficient data in those subjects to enable pupils' progress to be effectively monitored. A lot of monitoring of teaching and learning has been completed in English and mathematics and this has helped target extra support, such as additional literacy support, at the pupils in most need. The school has a clear rolling programme of priorities ensuring that all subjects are a focus for review and development at some point.

The staffing is appropriate for the size of the school. The accommodation is satisfactory, with aspects that have been improved effectively, such as the computer suite and the swimming pool garden. Resources are appropriate in all subjects. The major financial and management challenge facing the school over the past four years has been the rapid increase in pupil numbers because of new housing in the village. The growth has been managed well and the deficit almost eliminated.

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 and they make good progress. • The quality of teaching is good. • The school expects their children to work hard and achieve their best. • The school is helping their children to become more mature and responsible. 	<ul style="list-style-type: none"> • The school does not work closely enough with them. • Children's behaviour is not as good as it used to be. • Children do not get the right amount of homework.

The inspection shows that parents are correct in their positive views about the school's work. Inspectors also agree with parents that homework could be more consistently and effectively provided especially for the older pupils. However, the school has tried to build closer relationships with parents new to the area and the behaviour of pupils is good.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. The evidence of the inspection shows that standards currently being attained by the eleven-year-olds are good in English, mainly because of high standards in reading, good in mathematics, and satisfactory in science. That standards in reading are higher than in writing has been recognised by the teachers and they have identified the need to raise standards in writing as a priority in the latest school improvement plan. Since the previous inspection, standards have been maintained or improved but direct comparisons are difficult due to the exceptional changes to the school caused by its growth over the last few years. Standards in literacy and numeracy are good.
2. In 2000, the eleven-year-olds achieved standards above average in English but below average in mathematics and science, where standards fell from a high point achieved in 1999. In English, an above average number of pupils reached the higher levels, mainly because of high standards in reading. However, in mathematics and science, although a broadly average proportion reached the expected level, not enough pupils reached the higher levels. These results are more positive than first appears due to the higher proportion of pupils with special educational needs in that year group (almost 25 per cent). In addition, a high proportion joined the school during the junior years, some only shortly before the tests. The early indications are that this year's eleven-year-olds will improve on the 2000 results.
3. When compared to pupils from similar schools, the standards attained are above the national average in English but below average in mathematics and science. There is a similar picture when the results are compared to pupils' prior attainment. However, analysis of the pupils' prior attainment shows that those who have been in the school for a few years achieved at a better level than those who joined the school more recently. The attainment of boys and girls shows some significant differences, especially in mathematics and science where girls outperform the boys, which is different to the national picture. The school has recognised this and has begun to address it through alterations to the teaching and planning. The trends in attainment over time show that standards have risen steeply since 1996 in all three subjects and at a rate that is faster than that found nationally.
4. In 2000, the seven-year-olds achieved well above average standards in reading, writing, and mathematics. When compared to pupils from similar schools, the standards were above average in all three subjects. However, a much larger proportion of seven-year-olds reached the higher levels in reading and mathematics than did so in writing. The results over the last five years show a trend of standards well above the national average, except in 1999 when standards dipped. The girls achieved better levels in English than the boys but at a similar level to that found nationally.
5. Pupils with special educational needs make very good progress against their prior learning. Personal targets are outlined within individual education plans; these are well matched to pupils' needs and are reviewed termly. Pupils with English as an additional language reach standards in line with their peers. A pupil who recently joined the school is at an early stage of learning English and is making good progress. Year 3 pupils identified as underachieving after their performance in the Year 2 national tests are supported through special programmes of teaching in literacy and this has already had a positive effect.
6. When children enter the school, their overall standards are broadly those expected for children of that age or slightly higher, although it varies from year to year. By the time that they enter statutory schooling, they have made good progress in their mathematical development, personal, social and emotional development, and physical development. In addition, they have made at least satisfactory progress in the other areas of learning, with the majority achieving the expected level by the end of the year. The attainment of pupils who join the school at other times also varies, although analysis of a sample of such pupils shows that they have not reached the levels expected in the school.
7. The school's targets for English and mathematics at the age of eleven have been set in consultation with the governors and the local authority. The targets are appropriate and based on extending prior attainment, where this is known, by more than the expected amount. The results of tests throughout the junior years are also used in this process.
8. The evidence of the inspection clearly indicates that standards improve as pupils move through the school. For example in information and communication technology, geography, history, and art and design, standards are satisfactory at the end of the infants years and good by the time pupils leave the school. Standards in religious education, design and technology, and physical education are broadly in line with

those expected for seven and eleven-year-olds. Standards in music are average at the age of eleven; the evidence of standards at the age of seven is limited.

9. The standard of speaking and listening across the school is above average. By the age of seven, the pupils are becoming confident, articulate speakers. When given the opportunity, they readily respond to questions in literacy lessons and listen carefully to teachers giving instructions. By the age of eleven, most pupils are confident speakers, the more articulate expressing their views in some detail and using a wide range of vocabulary. By the end of the infants, attainment in reading is above average. Pupils are developing ways of reading unfamiliar words, either by sounding out the word phonetically or by using other clues such as pictures. Some pupils are beginning to recognise punctuation such as question marks and a few read expressively. By the end of the juniors, the standard of reading is also above average. All pupils are independent readers, enjoying a variety of stories, poetry, and reference books. Many are fluent and accurate. However, only a few read with expression. All pupils are beginning to develop research skills and can use a reference book as a research tool. In the infants, a well above average proportion of pupils have appropriate writing skills but not enough pupils reach the higher levels. Their stories often lack good descriptive use of vocabulary. Punctuation, especially in free writing, is often forgotten, even full stops and capital letters. This is most noticeable in the work of the lower attainers. By the end of Year 6, the current standard of attainment in writing is above average, reflecting a high proportion of pupils attaining, rather than exceeding, the expected national level. A variety of writing tasks is set for the pupils. These include aspects of language such as comprehension, grammar, considering fact and opinion in writing, story settings and characters. The pupils write for an increasing number of purposes, in different styles and formats. Accurate spelling is found mostly in the work of the higher attainers, but in that of the lower attainers there are some common inaccuracies. The pupils' learning in both key stages is good. There are improvements in the quality and quantity of writing and in presentation. By the time that they are eleven, many of the pupils' writing shows maturity in the use of language and vocabulary. Progress in reading is good with many pupils reading fluently and confidently.
10. The standard of current work in mathematics is above average throughout the school; and this is an improvement compared to the 2000 tests. By the end of the infants, pupils have a satisfactory understanding of the value of numbers up to 100 and are able to carry out calculations using money and giving change. They know the names of simple two- and three-dimensional shapes and are developing a good understanding of symmetry. Three quarters of pupils are able to use numbers confidently and apply their knowledge to solving mathematical problems. Many pupils are developing a sound mathematical vocabulary understanding words and phrases such as double and halve, more than and less than, and are becoming more confident in mental calculations. By the end of the junior phase, most pupils can explain the strategies they use when solving problems and record their work neatly and accurately. The use of mathematical skills and knowledge to solve everyday problems is a positive feature of the mathematics in Years 5 and 6. Progress is good for the majority of pupils in the Year 5 and 6 classes and those in Years 3 and 4 make steady progress. By the end of Year 4 pupils show a sound understanding of place value and many are able to multiply and divide accurately. In both key stages, pupils have the opportunity to apply their mathematical skills in other subjects. Knowledge of time is used in history and in science, older pupils use negative numbers when studying temperatures and pupils use measuring skills in design and technology. Their study of co-ordinates is put to good use in geography.
11. In science, the standard of current work is satisfactory throughout and higher than in 2000. The younger pupils in Year 2 demonstrate increasing scientific knowledge and understanding. They know about the conditions necessary and beneficial to growth of plants. Year 3 and 4 pupils recognise the importance and principle of fair tests when they set up experiments to investigate harmful and helpful micro-organisms. Older pupils are able to work well together to formulate a classification key in order to sort leaves collected from the school grounds. Throughout the school, pupils' understanding develops well because of careful questioning by teachers and the provision and organisation of appropriately resourced activities that challenge and extend the knowledge of all pupils.

Pupils' attitudes, values and personal development

12. Pupils generally have good attitudes towards school. In response to the questionnaire sent out before the inspection, most parents say that their children enjoy coming to school. However, a larger percentage than is usual disagree that their child likes school or that behaviour is good. This view is not backed up by the findings of the inspection. When they come into school, pupils move quickly to their classrooms and settle to work well. Most pupils work hard in lessons and, when stimulated by good teaching, respond with eagerness to questions. They are generally attentive and are keen to contribute ideas and take part in discussion. In a few lessons, however, there is inattention by a significant minority, which slows progress. Children who are under five listen well for their age and show good concentration on the tasks set. Pupils are keen to help around the school and take part enthusiastically in extra-curricular activities.

13. Behaviour is good. Most pupils are well behaved in lessons and around the school. They listen to the teacher and show self-discipline by not calling out in lessons. Few examples of poor behaviour were seen although in a few lessons some pupils were disobedient or misbehaved if they thought the teacher was not looking. In most assemblies, pupils were attentive, although the attention of younger pupils tended to wander when, on some occasions, the content was too difficult for them. In the playground, pupils play well together. They respond well to the supervision of lunchtime staff. No bullying was seen and pupils are satisfied that, when bullying occurs, it is dealt with in an effective way. There were no exclusions last year.
14. Pupils demonstrate very good personal development and this is exemplified by the quality of relationships. A particular characteristic of the school is its rapid expansion over the past few years. Pupils move into the school as new houses are built so that there is continual change in the make-up of social groups. Pupils have handled this very well, and newcomers are quickly integrated. Pupils of all ethnic groups get on well together in work and at play. They respond well to the school's use of 'circle time', when they can discuss their personal problems and wider issues as part of growing into socially adjusted individuals. They learn how they should behave towards others and appreciate the effect their actions can have on others' feelings. They learn to respect the different beliefs of others. As they progress through the school, their social skills grow stronger so that, by the time they leave they are ready to move to the next stage of their education. Pupils' exhibit their maturity in conversation, for example in explaining how the swimming pool garden has been developed and looked after. They have a very good rapport with adults in lessons. This encourages productive discussion, and they are polite to others as they move round the school. They eagerly accept the opportunities the school offers them to take responsibility, for example, by taking part in the school council.
15. Attendance is well above the national average and there are few unauthorised absences. Teachers take registers correctly and few pupils are late. Punctuality and very good attendance have a positive effect on learning.

HOW WELL ARE PUPILS OR STUDENTS TAUGHT?

16. The teaching is good throughout the school with particular strengths in Key Stage 1 and Years 5 and 6. Only two lessons observed (three per cent) were unsatisfactory and this is a better picture than that found nationally. Sixty-four per cent of the teaching is good or better including 13 per cent that is very good or excellent. This is an improvement since the last inspection when there were more unsatisfactory lessons and not as many very good or better ones.
17. The teaching of the children who are in the reception year is good overall. It is satisfactory in the areas of creative development and the knowledge and understanding of the world, although it is good in the information and communication technology aspect of this. The teaching is good in all other aspects, including numeracy and literacy. There is a good policy for early years education. Planning is detailed and covers all areas of learning. The activities provide a broad and balanced programme of work for all children under the age of five. Children with special educational needs are well supported, as is the pupil with English as an additional language. Assessment of children's work is used well to ensure that work is provided at the correct level to challenge and motivate children. Good records are kept and progress is tracked carefully. Displays of children's work are not used to their full potential.
18. The teaching in the infant classes is good with 72 per cent of lessons good or better, which is more than is found nationally. In the junior classes, the teaching is largely satisfactory in Years 3 and 4 and good or better in Years 5 and 6. The teachers of the older pupils have very good relationships with their pupils and this creates a very effective ethos for learning in their classes. Their expectations are very high and the pupils respond to these well.
19. Teaching for pupils with special educational needs is good. The quality of support, which usually takes place in class, is good overall. The learning support assistant makes an integral contribution to pupils' learning. Pupils are fully integrated in activities in class. The organisation, groupings, general provision, and support have a positive impact upon the pupils' learning. In addition to the special needs provision, two groups of Year 3 pupils are withdrawn from lessons two and three times per week respectively for a 20 minute additional literacy session which is well organised and structured and is having a positive effect on their learning. The one child who is at an early stage of speaking English is being well supported and this enables him to take an active part in most lessons.
20. The teaching in English is satisfactory in the infant classes and good in the juniors. The difference is largely due to lessons consisting of work set that is more closely matched to the pupils' needs and is more challenging for the higher attainers. In mathematics, science, and information and communication

technology, teaching is good throughout. The teaching of geography and physical education is good. The teaching of art and design and religious education is satisfactory. The teaching of basic skills in literacy and numeracy is good. The teaching of music in the juniors is good. Pupils are learning the skills necessary for them to increase their knowledge and understanding in all subjects. The evidence in design and technology, history, and music in the infants, is limited.

21. The main strengths in the teaching are the effective planning that teachers do in year teams, ensuring that pupils in the mixed age classes receive an appropriate curriculum. Teachers are aware of the needs of the individual pupils and the groupings, formed in classes and through setting by prior attainment, enable teachers to plan work that is largely appropriate for the pupils' prior attainment. This is less successful in the lower junior classes. The marking of pupils' work is inconsistent; it is good in a majority of classes, and often gives pupils a good idea of what they need to do to improve, but these good standards are not found in every class. Where the teaching is less successful, teachers' expectations are not always high enough, although the introduction of individual targets for pupils is helping improve this. In a very small number of lessons, teachers do not insist on good enough behaviour and pupils' attention wanders, slowing their learning. The setting of homework is satisfactory overall but not always consistently in line with national recommendations.
22. The good teaching results in pupils making good gains in their learning. They are acquiring good levels of basic skills, knowledge, and understanding. Their keen attitudes towards work are supported by staff and often result in very effective learning. For example, in a Year 4 and 5 art and design lesson, the pupils' positive attitudes and enthusiasm for the task was well matched by the teacher's provision of resources and discussion of methods of joining materials. The use of pupils' work as examples enabled good progress to be made in the creation of imaginative models of chairs.

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

23. The curriculum provided for pupils is suitably broad and covers all the required subjects of the National Curriculum and religious education. The balance of the time spent on the teaching of each subject is satisfactory and care is taken to ensure that each subject receives an appropriate amount of emphasis over the period of the school year. For example, during the inspection, no direct teaching of history was seen but evidence presented by the school in the form of pupils' books and teachers' planning clearly shows that history topics are covered during the school year. Both the head teacher and subject coordinators check on both the amount of time given to the subject and that the curriculum is appropriately covered. This is an improvement from the last inspection. Pupils are provided with a good level of challenge, particularly in English and mathematics, where they are placed in sets based on regular assessments of their prior attainment. This ensures that the curriculum provided matches the needs of pupils well.
24. The curriculum for children in the reception year is appropriately planned around the six areas of learning. The curriculum for these children is carefully planned and, although the main emphasis is correctly on the development of children's literacy and numeracy skills and knowledge, appropriate amounts of time are provided for the other areas of development. Due attention is given to the needs of all pupils in this Foundation Stage. At the time of the inspection many children were working within the early levels of the National Curriculum but the needs of other lower attaining children are still met by following the curriculum for children under the age of five.
25. The provision for pupils with special educational need is good across the school with much time and effort being spent on ensuring that these pupils can take full value from the opportunities on offer. The curriculum to improve these pupils' English and mathematics skills is based on the national strategies and delivered through the school's setting strategy. In-class support from both class teachers and the curriculum support assistants, is effective. The school has identified a group of particularly talented pupils and good quality special provision is made to cater for the needs of these pupils. The special needs policy makes positive statements and has clear definitions about provision and procedures within the framework of the National Curriculum. Pupils have full access to the curriculum and their learning is carefully planned and structured.
26. The National Literacy Strategy is implemented well and is having a positive impact on standards. A particular and appropriate focus is on the improvement of standards of writing that are currently below those seen in reading. The National Numeracy Strategy has also been successfully implemented and pupils' attainment in mental calculation and in using and applying mathematics has improved.
27. A good range of out of school activities is provided. These cover a variety of areas and cater for pupils interested in sporting, musical and other activities such as art and gardening. Inter-school sports and activities add to pupils' sporting prowess as well as their social and competitive experiences. Currently, residential educational visits are not offered. Opportunities for pupils to take advantage of the full curriculum

are good. Additional help for pupils with special educational needs is usually provided in classrooms and, when pupils receive additional musical tuition, care is taken to ensure that they do not regularly miss the same parts of the curriculum.

28. Provision for pupils' personal, social, and health education is good. Sex education is taught through the science curriculum and pupils' questions are answered honestly and sensitively. The school enlists the aid of the local health service to deliver part of this programme. A drug awareness programme is under development. Although there is currently no formal scheme, the coordinator oversees the teaching of a series of planned lessons on personal, social and health education for each year group throughout the school.
29. The work of the school is enhanced by contributions from a good range of individuals and businesses. Governors and parents provide good support for the school through their help in school and through the raising of additional funds. The curriculum is extended well by visits from an artist and benefits from the advice of an ecologist who has helped in the development of a water feature much appreciated by staff, pupils, and parents. The school also benefits from sponsorship and other help from local firms in the development of information and communication technology facilities and in the improvement of pupils' reading. Liaison between pre-school provision and the school is satisfactory, as is the link with receiving secondary schools.
30. At the time of the last inspection, the pupils' moral and social development was well promoted in the school. Teachers fostered pupils' appreciation of their cultural traditions but spiritual development at that time was judged less satisfactory. Provision is now good throughout the school for spiritual and moral development, whereas overall cultural development is satisfactory. Pupils' social development is very good.
31. Provision for spiritual development is promoted through the whole curriculum, staff, relationships, ethos, and culture of the school. For example, there is the chance for pupils to express their feelings in artwork. Acts of collective worship meet statutory requirements. Daily worship is planned to cover a range of themes with whole school, key stage or class assemblies. Pupils have the opportunity to reflect during assembly time and pupils display musical talents as they express their feelings through sounds. Uncovering planted seeds to the natural light in Year 1 and 2 science provided pupils with a genuine sense of wonder. There are other examples of spiritual development such as cross-curricular work on Hinduism and Christianity, which is displayed in school. Religious education lessons make a good contribution towards the pupils' spiritual development.
32. The understanding of right and wrong is reinforced throughout the day, as are good manners. Teachers have high expectations of their pupils and school rules are positive. Each junior class has its own representatives who are members of the school council and pupils readily accept this type of responsibility. Older pupils undertake many duties, for example groups share the responsibility for the upkeep of the oasis pond area. The school cultivates a positive climate, which actively encourages pupils to explore their feelings, their responses to situations, and the implications of their actions. There are curriculum opportunities in, for example, discussion times or in personal social and health education, for pupils to offer their opinions on the topic under discussion.
33. Pupils in Years 5 and 6 show maturity as they continually enjoy opportunities to engage in partner or group work in lessons. Their experiences are enriched when they enjoy visits as an integral part of their history and geography studies. In many lessons pupils work in partnership and, for example, in information and communication technology, history, geography and science support each other's learning. Older pupils are actively involved in the design and development of the geological garden. Pupils, particularly in the junior classes have a wide and varied selection of clubs and activities from which to choose, which take place either during lunch times or after school. Relationships in school are very good, where staff represent good role models. Pupils use initiative to raise money for good causes.
34. The provision for cultural education is satisfactory. Whilst the provision for developing pupils' understanding of their own heritage is strong, the school does not provide enough opportunities for pupils to learn about other cultures. However, the scrutiny of pupils' work and displays in school showed Year 3 and 4 pupils studied India and discussed Hindu festivals. Pupils engage in much study of their own heritage and give history a strong local perspective. Pupils benefit from visits from travelling theatre groups and listen to music in assemblies. The school has partner schools in Italy and France and some classes answer the register in French, Italian, or Spanish.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

35. The school is a harmonious community with a good standard of care for its pupils. Staff have successfully managed the rapid influx of pupils with sensitivity so that pupils feel secure and able to take advantage of the good teaching. The school has a safe environment and staff are vigilant in identifying health and safety risks. They carry out regular checks, note possible hazards and take appropriate action, although the requirement for an annual formal fire risk assessment is not met. Equipment is regularly checked for safety. Child protection procedures, which meet local guidelines, are in place. The headteacher, as designated teacher, has been appropriately trained and all staff are aware of how to use the procedures. The school receives satisfactory support from outside agencies. Teachers discuss personal health and safety with pupils as part of planned classroom activities. Staff trained in first aid look after pupils who are ill or have accidents at school appropriately.
36. The school encourages good behaviour with a system of rewards and sanctions that is well understood by all. Midday supervisory staff are an integral part of the system, and it is generally effective. However, in a few lessons, teachers do not exercise sufficient control and learning suffers as a result. The school handles instances of bullying well, backed up by the emphasis on thoughtfulness towards others. Similar procedures deal with and prevent racial incidents such as name-calling. Attendance is well monitored and is very good as a result. The school always contacts parents in the morning if a pupil does not attend and no reason is given.
37. Class teachers are responsible for ensuring work is set at the appropriate level to enable pupils with special educational needs to meet their targets. All staff receive a termly target sheet for each pupil. The special needs coordinator writes individual education plans, although the roles of the learning support assistant and class teacher are also important parts of the process. The school maintains detailed records that track a pupil's progress throughout school. The coordinator and class teacher liaise closely with outside agencies. There is an established identification procedure in which class teachers and the coordinator are involved. The school policy and practice recognise the need to identify gifted and able pupils. Parents are involved in supporting targets. In addition, pupils with English as an additional language are well supported by teachers and other staff. The school effectively addresses the high level of mobility, especially with pupils joining the school at times other than the normal start of their schooling. Staff are very aware of the pupils' needs when they change schools and care is taken to ensure pupils are quickly and effectively introduced into the school community.
38. The monitoring of pupils' academic and personal development is satisfactory at present but is undergoing a number of changes that are intended to improve provision and assist staff to have a fuller understanding of the learning and progress pupils are making. For example, the assistant headteacher has been given the role of analysing the test data in more detail than has been the case in the past. This has already resulted in consideration of ways to address the differences in attainment between boys and girls. A further, more detailed analysis of results is planned, as is the introduction of a computerised recording system. When children start in the reception year, their abilities in many different areas are assessed. The development of assessment in English, mathematics and science is secure but in other subjects, the coordinators are aware of the need to review the present provision. However, the use of the assessment information available is good and the monitoring of pupils' academic progress is very good, as is the support offered to the less able and the higher attaining pupils. For example, two pupils attend a local secondary school for extra mathematics to support and extend the mathematics taught in school. Teachers use the available information to group pupils effectively and, in most lessons, to provide pupils with appropriately challenging work.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

39. On the evidence of the views expressed at the parents' meeting and in the returned questionnaires, parents are generally satisfied with what the school provides for their children. There are, however, several areas of concern. The strongest support is given to the views that their children are expected to work hard and they make good progress, encouraged by good teaching. They are helped to become mature and responsible. Parents are generally comfortable about approaching the school with problems. However, parents are more negative than usual about behaviour, homework and extra-curricular activities, and are concerned that the school does not work well with parents. Eight per cent say that their child does not like school. The detailed results of the questionnaire are given in Part C of this report. At the parents' meeting, some expressed dissatisfaction about the change in character of the school because of its rapid increase in size. This view may well colour parental perceptions on various aspects, at least in the short term, and may be part of the reason why parental support, though satisfactory, is not as strong as is normally found in similar schools.
40. The inspection team generally agrees with the parents' positive views and none of their concerns are fully justified. It is clear that a number of parents are concerned about the growth in the school roll but this has

been dealt with effectively by the headteacher and her staff and is not having a negative effect on the pupils' quality of education. However, homework is somewhat inconsistent and there are a few cases of misbehaviour that are not adequately handled by staff.

41. The school has satisfactory links with parents and these have a satisfactory impact on pupils' learning. At the time of the previous inspection, certain elements of the prospectus, the governors' annual report to parents and annual pupil reports were missing. These faults have now been rectified. When their children start school, parents are given a satisfactory introduction into the school, including a well-presented prospectus, with some information on the curriculum. However, information on how they can support their child at home with early literacy and numeracy is not specific enough. The school tells all parents what work is currently being done in class and has attempted to keep them up to date with methods for teaching numeracy. However, sometimes such workshops are very poorly attended. Pupil reports cover all the subjects of the curriculum and give parents good information on what their children have achieved and the progress they have made in the year, particularly in mathematics and English. Each pupil is set targets that will help him or her to improve in the following year. Teachers comment perceptively on their pupils' attitudes to work and how he or she is developing personally and socially. Parents have the opportunity to meet teachers formally three times a year and the school is planning more detailed induction meetings for parents at key points in a child's school career.
42. Parents give satisfactory support in hearing their child read at home and with homework. A few parents give very valued support with lessons but this is small in comparison with similar schools. One particularly good example is the help given to a non English-speaking child by a parent who speaks Spanish. Help with other activities is also good. For example, parents play a major role in maintaining the environmental features such as the gardens. The active 'Friends of the school' association organises social events, which help cement the school as a community, and raises very substantial funds for resources.
43. Parents of pupils with special educational needs are invited formally to termly meetings and the good relationships created enable unplanned meetings to take place as and when necessary to support pupils' learning. The coordinator for pupils with special needs works closely with all outside agencies and provides a good link with parents.

HOW WELL IS THE SCHOOL LED AND MANAGED?

44. The quality of the leadership and management is very good and has improved significantly since the last inspection. The work of the headteacher, and the success of the management structure, provides a very clear educational direction for the work of the school. The school has a clear mission statement, based on a detailed set of aims which are clearly evident in the day-to-day running of the school, that provides staff, parents and pupils with a good focus on raising standards and providing a good education. In particular, the headteacher, senior staff, and governing body, have worked extremely hard to maintain the existing strengths, and improve further, during the recent major increases to the size of the school roll.
45. The governing body is very supportive of the school and committed to its future improvement. It fulfils its statutory duties effectively, and this has improved since the last inspection. The committee structure enables governors to carry out their duties effectively. The regular meetings between the chair of the governors and the headteacher provide a sound and supportive foundation for the successful management of the school. The school's priorities for improvement are appropriate and based on the governors' good knowledge and understanding of the school's strengths and weaknesses.
46. The school has created a good management structure, partly in response to the growth in the roll and numbers of staff employed. This structure includes a senior management team, a school management team representing different areas of the school and a team of 'communicators' who together ensure that communication is clear and that the timetable for the revising, updating and development of the curriculum is maintained. Although a recent development, this structure has been successful in improving the communication within the school, helping prioritise tasks and improve teamwork aimed at achieving the agreed aims.
47. The arrangements for monitoring and evaluating the performance of the school are good. One of the senior management team has begun the detailed analysis of test results and other data to enable the governors and staff to become more fully aware of the strengths and weaknesses in the school's performance. This work has already enabled teachers to analyse effectively the topics in the most recent tests where the performance of girls and boys was inconsistent. The use of non-statutory tests in English and mathematics is now providing sufficient data in those subjects to enable pupils' progress to be effectively monitored. A lot of monitoring of teaching and learning has been completed in English and mathematics and this has helped

target extra support, such as additional literacy support, at the pupils in most need. All subject coordinators are aware of the need for monitoring in their subjects and the school has a clear rolling programme of priorities ensuring that all subjects are a focus for review and development at some point.

48. The leadership of the provision for pupils with special educational needs ensures a clear direction to the work and this aspect is well managed by the special needs coordinator. The teaching assistants who mostly work with the pupils on the register of special educational needs assume positive leadership and management roles and meet with parents of those pupils receiving additional literacy support.
49. The major financial and management challenge facing the school over the past four years has been the rapid increase in pupil numbers because of new housing in the village. An added complication was the existence of a £12,000 budget deficit that the authority wished repaid. The growth has been managed well and the deficit almost eliminated, although the school has no contingency fund. This has been achieved by the careful management of staff numbers, after obtaining information from the house builders on likely new pupils, raising additional money from school lettings and using money raised by parents for teaching resources. Some development projects have been made possible by raising sponsorship for materials and using parental labour.
50. The school makes good use of the principles of best value in the way that it sets its priorities, for example in devising and financing a new management structure. The school improvement plan is put together after full involvement of all staff and governors; priorities are appropriate and careful consideration given to the school's needs. Parents have been consulted by questionnaire so that their views can also be considered. Expenditure is then planned on the basis of identified priorities that feed into the allocation of funds in the budget. Once the budget is approved, the headteacher and governors, using computer software well, effectively monitor progress. Funds allocated for specific purposes such as support staff for special educational needs and other classroom assistants are used appropriately. Financial administration is efficient and the school has acted on the few minor recommendations of the last financial audit by the local authority.
51. A lot of work to improve the school site has and is being undertaken, largely with the help of volunteers from the governors and parents. For example, an old swimming pool has been turned into a very good garden and pond area, where pupils can study plants and a variety of aquatic creatures. This garden is well looked after, partly by a group of responsible pupils. In addition, the school is developing a geological garden, which includes an old tree carved by a local sculptor, a range of plants, rocks and stone, and a section of sub-soil visible behind glass. These features of the site, together with the spacious playing fields, are effectively providing extra opportunities for developing pupils' learning. Further improvements are planned to the play area for the under fives, which will also increase their learning opportunities. The overall adequacy of staffing and resources is satisfactory.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

52. The school has raised standards at a faster rate than that found nationally, over the last five years. This has been achieved even though the school has grown at an exceptional rate to its present size. In addition, the school has successfully introduced the National Literacy and Numeracy Strategies and improved the provision for information and communication technology. To continue the improvements made and to raise standards still further, the governing body, headteacher and staff should:

- implement the planned improvements to standards in writing by raising the number of pupils reaching the higher levels through:
 - raising the quality of all teaching in English to that of the best, with particular emphasis on increasing the effectiveness with which writing is taught, especially the teaching of pupils that are more able in Years 3 and 4;
 - developing their descriptive vocabulary and providing more opportunities for sustained independent writing;
 - improving the correct use of punctuation;
 - improving the use of more complex sentences;

(Paragraphs 62-73)

- develop teachers' skills in managing the more challenging pupils by:
 - using the systems for monitoring lessons to identify and share good practice in managing pupils' behaviour rigorously;
 - raising the behaviour management skills of all teachers to that of the best and raising all teachers' expectations of what pupils can achieve to the level of the highest.

(Paragraphs 13, 21 and 36)

53. In addition, the governing body may wish to add the following less important weaknesses to their action plan:

- the provision of homework is not consistent enough to prepare pupils fully for secondary schooling (paragraphs 21 and 41);
- the marking of pupils' work is inconsistent and does not always inform them about what they have done correctly and what they need to do to improve (paragraphs 21, 71, 80 and 96).

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	75
Number of discussions with staff, governors, other adults and pupils	38

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
1	12	51	33	3	0	0

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

Information about the school's pupils

Pupils on the school's roll

YR – Y6

Number of pupils on the school's roll (FTE for part-time pupils)	356
Number of full-time pupils known to be eligible for free school meals	7

Special educational needs

YR – Y6

Number of pupils with statements of special educational needs	3
Number of pupils on the school's special educational needs register	63

English as an additional language

No of pupils

Number of pupils with English as an additional language	7
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Pupil mobility in the last school year

No of pupils

Pupils who joined the school other than at the usual time of first admission	49
Pupils who left the school other than at the usual time of leaving	22

Attendance

Authorised absence

	%
School data	3.6
National comparative data	5.2

Unauthorised absence

	%
School data	0.2
National comparative data	0.5

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

Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2000	26	17	43

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	23	25	25
	Girls	17	17	17
	Total	40	42	42
Percentage of pupils at NC level 2 or above	School	93 (95)	98 (83)	98 (90)
	National	83 (82)	84 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	24	25	24
	Girls	17	17	17
	Total	41	42	41
Percentage of pupils at NC level 2 or above	School	95 (85)	98 (90)	95 (90)
	National	84 (82)	88 (86)	88 (87)

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

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	18	25	43

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	13	12	14
	Girls	20	18	20
	Total	33	30	34
Percentage of pupils at NC level 4 or above	School	77 (86)	70 (83)	79 (92)
	National	75 (70)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	12	12	14
	Girls	21	20	21
	Total	33	32	35
Percentage of pupils at NC level 4 or above	School	77 (86)	74 (83)	81 (89)
	National	70 (68)	72 (69)	79 (75)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	2
Black – other	0
Indian	2
Pakistani	0
Bangladeshi	0
Chinese	4
White	292
Any other minority ethnic group	5

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

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

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

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	13.5
Number of pupils per qualified teacher	25.7
Average class size	28.8

Education support staff: YR – Y6

Total number of education support staff	7
Total aggregate hours worked per week	157

Financial information

Financial year	99/00
	£
Total income	455006
Total expenditure	447115
Expenditure per pupil (based on 302 on roll)	1481
Balance brought forward from previous year	-8650
Balance carried forward to next year	-759

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	346
Number of questionnaires returned	79

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	44	48	8	0	0
My child is making good progress in school.	47	43	9	0	1
Behaviour in the school is good.	28	56	14	1	1
My child gets the right amount of work to do at home.	23	62	11	3	1
The teaching is good.	46	46	4	0	4
I am kept well informed about how my child is getting on.	34	52	8	5	1
I would feel comfortable about approaching the school with questions or a problem.	49	42	4	4	1
The school expects my child to work hard and achieve his or her best.	53	42	3	0	2
The school works closely with parents.	23	52	22	3	0
The school is well led and managed.	30	53	6	6	5
The school is helping my child become mature and responsible.	33	63	1	1	2
The school provides an interesting range of activities outside lessons.	30	51	10	3	6

Other issues raised by parents

A number of parents are concerned at the rapid growth in the size of the school, and the effect this may have on their children's education.

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

54. Children under five are admitted to the reception classes in the September of the year that they become five years of age. Most children have had some previous pre-school experience and this helps them settle quickly into the reception classes. Both classes contain children from Year 1 as well as reception although there are many times when children are appropriately taught as separate year groups. At the time of the inspection, many children had made the expected and often better progress so that they had achieved the early learning goals and were working at the early stages of the National Curriculum. A minority of children who find learning more difficult have their needs met through the curriculum designed for those under five. The teachers, together with the support assistants who work in the under fives classes, form an effective team. Standards have been sustained since the previous inspection.
55. On entry to the reception classes, school records together with their performance in lessons shows that the current group of children have a very broad range of ability and that overall attainment is similar to that seen in other schools for pupils of this age. An examination of school records shows that this pattern of attainment varies from year to year dependent on the cohort of pupils but that in most years children enter at a level that is slightly above average. Children make satisfactory progress towards achieving the targets expected nationally in language and literacy, creative development and knowledge and understanding of the world. Good progress is made in mathematics, physical development and in children's personal, social and emotional development. At the time of the inspection more than half the children had completed the expected curriculum for children under five and were working at the early stages of level 1 of the National Curriculum.

Personal, social and emotional development

56. Children have good attitudes to learning with most making good progress but, for a small number, relationships prove difficult. The attainment of the majority on entry to the reception classes is average. They are made to feel welcome and quickly settle to their new routines and surroundings. Most of the children enjoy coming to school and most are happy, secure and confident learners. The relationships between the children, their teachers and other adults in the school are very good. Children clearly know what is expected of them and nearly all are well behaved. For a small minority, their inability to focus on what they are asked to do, especially when they are outside the classroom, sometimes leads to unsatisfactory behaviour. There are limited opportunities for children to choose their own activities. The curriculum is well organised and matched to the needs of all the children. The teaching and support staff work hard to create a variety of interesting learning situations where the children can express themselves. Children support each other well. Staff provide good role models. The teaching of personal, social and emotional development is good. Resources are designed to meet the needs of all children and are presented in interesting ways. Children are usually very polite and teachers are very patient and consistent with the children showing a great deal of concern for them all.

Communication, language and literacy

57. Children are usually taught in two groups for literacy every day. They enjoy listening to stories and the teachers employ a lively and interesting style when reading to children. A good example of this was a story about a little girl who was concerned about the environment and planned to improve it. This provided a good link to their topic on understanding the world around them. Children learn a good range of rhymes and counting songs designed to improve their speaking and listening skills. By the time children reach the end of the reception classes, most know their letter sounds and can read although few are yet fluent. Several children know about authors and can express opinions about what happens in the stories in their books recalling accurately the sequence of events that have taken place. The support for a child with English as an additional language is a very strong feature of the work. Most children know the initial sounds of words and can record these appropriately. They can provide rhyming words, for example words that rhyme with "house" and "it" and can give the final sounds in words. Children enjoy using the "hedgehog" puppet who gets words wrong and quickly put him right. This helps them with their reading, writing and spelling. The quality of their letter formation varies considerably with some children able to write neat, well-formed letters. Some can write simple sentences and a small number are beginning to pay attention to simple punctuation. Children have good attitudes towards learning with almost all concentrating well on what they are asked to do. The teaching of language and literacy is good. The teachers and support staff have a good knowledge and understanding of how to enhance children's progress in literacy. A high priority is placed on the development of literacy and on the development of children's speaking and listening skills.

Mathematical development

58. Standards in mathematics are good and many children are already working within the National Curriculum with most children completing the early learning goals by the end of this school year. Children are able to count accurately to 50 and beyond although many find difficulty in counting back from numbers greater than 20. More than half the children know the names of simple shapes such as rectangle and triangle and can name them. Teachers are helping children to develop a good mathematical vocabulary as they understand terms such as more than, less than, longer and shorter. Many of the children can add accurately using numbers up to 10 with the more able children beginning to subtract accurately. Children carry out mathematical investigations to find out about the weight of a variety of objects using balances and a range of non-standard measures. In one lesson seen, children were able to recognise different coins and give their values accurately. This helps them with shopping problems, which they complete quickly and accurately and which require them to give change. The quality of teaching in mathematics is good. Teachers create interesting situations for children to learn in and this helps them to concentrate and make good progress. Planning for mathematics lessons is good and contributes to children developing an interest in numbers. Teachers have good knowledge of what children are to learn. The children respond well to mathematical activities and show enjoyment in their tasks.

Knowledge and understanding of the world

59. Many children enter the reception class with a sound general knowledge. They suitably build on this through a variety of discussions and experiences to help them gain a greater understanding of themselves and the world around them. Children have been working on a topic about litter and recycling and most have developed an understanding of the need to look after our environment. They understand the use of computers and are developing suitable skills in mouse control and use this to create interesting pictures using art programs. Children find out about food and look at different seeds and how they grow. They grow cress and use it to make sandwiches having first learned about the need for hygiene. This work is linked well to the continuing extension of children's language as they become involved in a discussion about foods they like. Teaching in this area of the curriculum is satisfactory except in computer work, where it is good. Children are given the opportunity to use the school grounds and the surrounding area to extend their experiences, for example a walk to re-cycle rubbish. In this lesson children found it difficult to concentrate because of the distractions around them and the full benefit was not achieved.

Physical Development

60. Progress is good and nearly all children attain the nationally agreed early learning goal for this age group by the time they complete the reception year. In the hall children use space well, moving with care and control. They explore different ways of moving over and round a variety of apparatus, using hands and feet to move in interesting ways. Children are beginning to learn to skip and, encouraged by their teacher, do so with increasing control and coordination. They develop a good level of manipulative skills when painting, gluing and cutting with scissors. Children share their materials and equipment well, a good development of their social skills. Currently there are few opportunities for children to develop their outdoor play skills due to an absence of large, wheeled social play equipment. This has been recognised by the school and detailed plans are in place to rectify this in the near future. When working with the computer, children use the mouse with great care and accuracy. The quality of teaching of physical development is good and standards are sound. Care is taken to develop the necessary skills through a well thought out programme of challenging activities. Teachers plan well, effectively linking current to past learning. The children enjoy physical activities and the majority behave well.

Creative development

61. The children's attainment in creative development is in line with that expected nationally and they make satisfactory progress by the time they reach the end of their time in the reception class. They are developing an appropriate range of skills in art and are beginning to explore a suitable range of media to create pictures. They use paint imaginatively and learn to apply the paint in a variety of ways. Singing and playing musical instruments are given an appropriate priority and children enjoy learning songs and playing instruments. No opportunities were available to see children in a role play situation during the inspection. The teaching of creative development is satisfactory. The teachers and support staff work effectively as a team to provide a range of activities that suitably challenge and interest children. Relationships between children and staff are very good.

ENGLISH

62. In the 2000 national tests for eleven-year-olds, the proportion of pupils who attained or exceeded the expected national level was similar to most school but more pupils than was typical exceeded expectations and this is why the results overall were above average. Those pupils who exceeded the expected national level did so mainly because of high standards in reading. When compared to schools with pupils from similar backgrounds the performance of the pupils was above average, showing good educational value added. Analysis of the results over the past three years shows that the pupils' performance in English exceeded the national average for their age group. The performance of both boys and girls also exceeded the national average, with little difference between them. Pupils with English as an additional language receive an appropriate level of support. Inspection evidence shows that current standards among eleven-year-olds are also above average with a large proportion of pupils attaining the expected level, an average proportion attaining the higher level, and higher standards in reading than in writing.
63. In the national tests for seven-year-olds in 2000, the results in reading were well above average, including the proportion of pupils who attained a higher level. When compared to pupils from similar schools, attainment was also above average. The results in writing were well above the national average for pupils attaining the expected level and above average for those attaining the higher levels. When compared to pupils from similar schools attainment was above average. Analysis of the results over the past three years shows that the pupils' performance in both reading and writing exceeded the national average for their age group, despite a dip in results for 1999. Girls outperformed boys in the reading although the writing scores were very similar. Inspection evidence shows that attainment at present in Year 2 is also above average for pupils achieving the expected level but with fewer achieving the higher levels.
64. The standards now found in Years 2 and 6 are better than those found at the last inspection. This is partly due to the successful implementation of the National Literacy Strategy with teachers having clear ideas of the most effective way of teaching the various elements. There is an appropriate balance between guided reading and writing. The overall improvement in planning has helped to ensure progress in both reading and writing, although more improvement in writing is needed. The general improvement can be seen in the results, despite the dip in 1999.
65. The standard of speaking and listening across the school is above average. By the age of seven, the pupils are becoming confident, articulate speakers. When given the opportunity they readily respond to questions in literacy lessons. They volunteer information about the chosen text, offering words to describe the setting, theme and characters found in the Katie Morag stories, or when discussing the story of Moses and the Bible. Pupils listen carefully to teachers giving instructions, which they are able to follow. Some pupils offer in-depth answers to teachers' questions and participate in both class and small group discussions. They are willing and often keen to express their opinions and views. By the age of eleven, most pupils are confident speakers, the more articulate expressing their views in some detail and using a wide range of vocabulary. Pupils are keen to answer teachers' questions and often show a good understanding of a subject as demonstrated in a Year 5/6 class when talking about the visit to the local church and the part the church plays in Christian worship. They enjoy discussions about the chosen text. The older pupils show particular interest in developing a poem about a relative of theirs, using a photograph of a small child as an initial stimulus for ideas and thoughts. Pupils are given the opportunity to participate in both class and group discussions. They are encouraged to share their views with their peers. Across the school, teachers value each pupil's contribution and try to ensure everyone has an opportunity to respond to a question or express their view.
66. By the end of Key Stage 1, attainment in reading is above average. Books are handled with care and a variety of texts are read; some fluently and with understanding, others with less confidence. Pupils are developing ways of reading unfamiliar words, either by sounding out the word phonetically or by using other clues such as pictures. Some pupils are beginning to recognise punctuation such as question marks and a few read expressively. They know how books are organised and understand terms such as non-fiction, author and title. Many are able to talk about their favourite books and retell the stories but do not always recall the author. Most pupils are beginning to develop research skills insofar as they can use an index and contents page and understand the purpose of the glossary. By the end of Key Stage 2, the standard of reading is also above average. All pupils are independent readers, enjoying a variety of stories, poetry and reference books. Many are fluent and accurate. However, only a few read with expression. Pupils are able to discuss the plots, characters and favourite part of the story. All pupils are able to attempt a good prediction of where the storyline of their book is going; even those who have just started to read a book are willing to make some suggestions as to what might happen in the story. All pupils are beginning to develop research skills and can use a reference book as a research tool. Most are familiar with the techniques of skimming and scanning for information. Some research opportunities are given to the pupils for topics in history, geography and other areas of the curriculum.

67. Writing skills in the infants are at expected levels for nearly all pupils but not enough pupils attain a higher level. Their stories often lack good descriptive use of vocabulary. Simple punctuation is often forgotten in independent writing. This is most noticeable in the work of the lower attainers. Few pupils use speech marks accurately. Spelling is variable with a few pupils struggling to spell all high frequency words. The majority of pupils write in sentences, some of which are quite complex. There are however, a very small group of pupils whose writing lacks sense and meaning and fails to communicate their ideas. The pupils are given opportunities to write for different purposes. These include retelling stories, reporting on visits, writing instructions, imaginative stories, a diary and comprehension. Teachers provide a good variety of tasks to develop punctuation, grammar, spelling and handwriting. All pupils are encouraged to use a cursive script and by the end of the key stage, many have developed well-formed neat handwriting. Sound planning ensures positive links with other areas of the curriculum but these links could be extended.
68. In Year 6, the present proportion of pupils attaining the expected level in writing is above average but not many pupils exceed this level. A variety of writing tasks is set for the pupils. These include aspects of language such as comprehension, grammar, considering fact and opinion in writing, story settings and characters. The pupils write for an increasing number of purposes, in different styles and formats. A range of writing opportunities is offered to the pupils including imaginative story telling, letter writing, poetry, persuasive writing, book, and poetry reviews and newspaper reports. Pupils' vocabulary is varied with many producing interesting and adventurous examples in their work such as "inky darkness... dingy emptiness ... tanned brown face sprinkled with pearl shaped tears". They do not always use punctuation effectively and, particularly in independent writing, the lower attainers forget some of the basic punctuation, full stops and capital letters whereas the higher attainers use an appropriate range, including speech marks. Accurate spelling is found mostly in the work of the higher attainers. In the work of the lower attainers, there are some common spelling inaccuracies. All pupils write using cursive script and much of the work is neatly presented. There are some very good examples of the use of literacy in other areas of the curriculum such as history where they write reports of a visit to Roman Lincoln and a visit to a railway museum.
69. The pupils' learning in both key stages is good. There are steady improvements in the quality and quantity of writing and in presentation. For example, when pupils first enter Year 1, many are still copying under the teachers' writing but, by the end of the year, most of these pupils are writing simple sentences for themselves. By the age of seven, pupils have progressed to writing simple stories. By the time they are eleven, much of the pupils' writing shows maturity in the use of language and vocabulary. Progress in reading is good with many pupils reading fluently and confidently. Pupils with special educational needs make good progress especially as year groups are set according to prior attainment and work is carefully matched to the pupils' needs. Effective use of support staff also enhances the progress of these pupils.
70. Pupils enjoy their literacy sessions and are keen to participate. They listen well, with interest and some excitement to the text and many respond with enthusiasm to the ensuing questions and discussion. An example of this was seen in a Year 4/5 lesson when pupils were discussing the poem "A Busy Day". The majority of pupils are able to work independently with little or no adult supervision. They respond well to group work and share both ideas and resources. Pupils remain on task and interested providing the task is appropriate and well matched to their needs. These pupils are well behaved but where the work is not challenging, pupils become restless and disinterested. Most pupils express an enjoyment and pleasure in reading, with many reading regularly at home.
71. The quality of teaching across the school ranges from satisfactory to very good; it is satisfactory in the infant classes and good overall in the juniors. It is particularly good in Years 5 and 6. In the very good lesson, the teacher provided the opportunity for pupils to contribute to the discussion, involving them in a purposeful and well-structured introduction to prepare for a role-play activity. All the pupils were totally involved in this topic and, with the teacher's support, were able to put forward the views of different people in the community. In the good lessons teachers use questions effectively to motivate and inspire the pupils to produce good quality writing as seen in another Year 5/6 lesson where the pupils were asked to write a poem about one of their relatives. A detailed discussion about words and phrases to describe a photograph of a young child provided a stimulus for this activity. The curriculum is delivered with enthusiasm and this in turn encourages the pupils to succeed and has a positive effect on their learning. The teachers use their skills and knowledge to ensure the pupils respond and become involved. Appropriate vocabulary is taught such as author, fiction and non-fiction. In all lessons, teachers have good relationships with their pupils and some expect a high standard of attainment. In lessons that are satisfactory, especially in Years 3 and 4, pace is lacking or work set is insufficiently challenging and not so well matched to the pupils' needs. These pupils become restless and bored. Some of the teachers, particularly those in Years 5 and 6, consistently mark work and offer targets for the pupils to help them improve. However, this type of detailed marking is not consistent across the school. Many of the pupils now have individual targets and classes and groups have targets to achieve

as well. This is having a positive effect on the pupils' learning, as they know how they can improve their work. The classroom assistants are generally effectively deployed to support the pupils with special needs.

72. The coordinator has only recently been appointed but is being supported initially by the previous coordinator. Planning is carefully monitored and the previous coordinator and the headteacher have observed lessons. All of the test results, including those from the optional national tests in Years 3, 4 and 5, are analysed. This has enabled the school to highlight weaker areas and to focus on them to improve results. One area recently highlighted is writing and the staff are aware of the need to improve this, particularly with the intention of achieving the higher levels in the national tests.
73. There is a reading record book that parents are invited to complete, and this is proving a successful way of communicating with the parents of the younger pupils. The older pupils keep their own record, writing comments about the books they read. Pupils are encouraged to perform in school drama productions held at Christmas, Easter and the end of term, to develop their speaking and listening skills. The school has received visits from a travelling theatre company and a storyteller. A book club is run, with a termly book fair enabling parents and children to purchase books for home use. A local firm provides reading "buddies" from its workforce, who listen to the younger pupils read on a regular basis. All these activities enhance the pupils' English curriculum.

MATHEMATICS

74. In the national tests taken in 2000, standards were above average at the end of Year 2 but below average at the end of Year 6. Inspection evidence indicates that while results in the infants will remain at similar levels, those in the juniors will improve to above average this year. This represents a clear improvement on the results seen in the previous inspection carried out in 1997.
75. The results in the infants show that an above average proportion of pupils achieve the higher levels. Girls almost always achieve higher results than those of boys at this stage. Results for the seven-year-olds have remained at above average levels over the previous five years but dipped towards average levels in 1999 before returning to well above average levels in 2000. At the junior stage the proportion of eleven-year-olds achieving expected standards was slightly above the average but of those reaching the higher level it was below the average for all schools. Although showing some large variations over the previous five years, partly due to the continuing growth in the numbers of pupils, the results have improved up to 1999, only to fall back a little in 2000. However, this cohort had a higher proportion of pupils with special educational needs. When measured against schools with pupils from similar backgrounds, the 2000 results in mathematics were above average at the infant stage but were below average at the junior age.
76. Current standards are above average in both the infants and the juniors. By the end of the junior phase, most pupils can explain the strategies they use when solving problems and record their work neatly and accurately. The use of mathematical skills and knowledge to solve everyday problems is a positive feature of the mathematics in Years 5 and 6. Pupils are able to interpret data from graphs, use coordinates to locate positions on maps and use negative numbers. They understand the importance of approximating their answers before carrying out their calculations. Pupils have a good understanding of decimal fractions and link this well to place values. An understanding of symmetry is developed early in school and by Year 6 pupils demonstrate a good understanding of rotational and reflective symmetry. At this age, teachers are beginning to explore the uses of computer technology to improve pupils' learning successfully. Progress is good for the majority of pupils in the Year 5 and 6 classes. The school takes great care to ensure that the correct level of challenge is provided for pupils. This is shown in the way pupils are grouped by prior attainment, based on regular assessments, which helps all pupils to achieve well. Information and communication technology is beginning to be used with this age group to help pupils gain a greater understanding of the value of numbers. Pupils in Years 3 and 4 make steady progress and attainment is satisfactory. By the end of Year 4 pupils show a sound understanding of place value and many are able to multiply and divide accurately. They are able to create graphs from data provided and use their knowledge to begin to solve problems involving everyday situations.
77. By the end of the infants, pupils have a satisfactory understanding of the value of numbers up to 100 and are able to carry out calculations using money and giving change. They know the names of simple two and three-dimensional shapes and are developing a good understanding of symmetry. Three quarters of pupils are able to use numbers confidently and apply their knowledge to solving mathematical problems. Many pupils are developing a sound mathematical vocabulary understanding words and phrases such as double and halve, more than and less than, and are becoming more confident in mental calculations. Most add and subtract numbers beyond 20 with accuracy and confidence with the more able pupils able to explain the

strategies they use. They understand odd and even numbers and recognise patterns in number that they use to work out the answers to problems.

78. In both key stages, pupils have the opportunity to apply their mathematical skills in other subjects. Knowledge of time is used in history and time lines are used in many classrooms. In science, older pupils use negative numbers when studying temperatures and pupils use measuring skills in design and technology. Their study of coordinates is put to good use in geography.
79. The quality of teaching in a majority of lessons is good with some very good and excellent teaching seen. For most pupils, the pace and quality of learning is satisfactory but progress is much more rapid in Years 5 and 6. Pupils of all abilities are well challenged in most lessons through the setting of pupils by prior attainment. This enables pupils to receive work at levels most suitable to their needs. Where the teaching is very good or excellent pupils know clearly what they will learn and know by the end of the lesson. Planning to achieve these aims is good and teachers are enthusiastic about the subject. The direct teaching in these lessons is clear and the purpose is explained to the pupils. Expectations in these lessons are high. Many teachers have good questioning skills that challenge pupils' thinking and pupils are able to demonstrate their understanding through the answers that they provide. In some classes, this is not always the case. A detailed scrutiny of pupils' work shows that in some lessons, especially those involving less able pupils there is too much dependence on commercial materials and work sheets that do not satisfactorily challenge. Most pupils concentrate well and strive to do their best. Only when the challenge is limited or the task becomes repetitive does attention wander and behaviour deteriorate.
80. The introduction of the National Numeracy Strategy has provided teachers with clear guidelines on what is to be taught and is resulting in improvements in standards and in teaching. Teachers' planning is usually undertaken in teams so that the same topics are covered across the age range but matched to the pupils' prior attainment. This is good practice and results in both teachers and pupils knowing what they will learn. The use of homework is mostly consistent and adds appropriately to the work in the classroom. The quality of marking is inconsistent. Where it is at its best it is completed regularly, provides pupils with guidance on where to improve their work and reflects the teacher's high expectations. The assessment of pupils' knowledge and understanding is regularly carried out and used to arrange the sets in which pupils are taught. The information gained from the tests are carefully analysed and used to strengthen areas of the curriculum where weaknesses are identified. This strategy is beginning to deliver better results through more suitably challenging work, especially for pupils that are more able. The quality of teaching is regularly monitored and this too is bringing about improvements. Overall, subject leadership and management is satisfactory.

SCIENCE

81. The attainment of pupils in both key stages has been variable in recent years. In the National Curriculum teacher assessments at the end of Key Stage 1 in 2000, pupils' results were above the national average for those attaining the expected level or above, and a higher than average proportion attained the higher level. Although the trend over time has been one of steady improvement, results in Key Stage 2 have been inconsistent from one year to the next, partly due to the changes to the school roll as pupils join the school as they move into the area. The eleven-year-olds that took the tests in 2000 attained standards well below the national average and below the average for pupils from similar schools. A below average proportion also reached the higher levels.
82. In the 2000 cohort of eleven-year-olds, there were significant differences between the performance of boys and girls, which are now being addressed. Early indications suggest that test results in 2001 will be broadly in line with the national standard. From the evidence gathered from lesson observations, analysis of pupils' work, examining planning documents and talking to staff, by the time pupils reach the ages of seven and eleven respectively, their attainment will be broadly in line with standards found nationally, with little significant difference between the boys and girls. Pupils with special educational needs achieve well when measured against their prior attainment. Current standards appear a little lower than at the time of the last inspection when attainment was above that found nationally. This is the case partly because of the variation in the attainments of different groups of pupils from year to year and partly due to the changes in these year groups as the school population has risen markedly. However, the school is well placed to improve standards.
83. Younger pupils in Year 2 demonstrate increasing scientific knowledge and understanding. They know about the conditions necessary and beneficial to growth in plants. As pupils move from year to year the skills of scientific enquiry become more developed. Year 3 and 4 pupils recognise the importance and principles of fair tests when they set up experiments to investigate harmful and helpful micro-organisms. They can record their investigations and experiments in a systematic format. The older pupils work well together to formulate

a classification key in order to sort leaves collected from the school grounds. Similarly, other Year 5 and 6 pupils discuss features of their mini beast collection and, in order to decide 'what creature it is', begin to consider how they should best classify them. All learn how to create and use an appropriate classification key. Throughout the school, pupils' understanding develops well as a result of careful questioning by teachers and the provision and organisation of appropriately resourced activities that challenge and extend the knowledge of all pupils.

84. The quality of teaching and learning in the subject is good overall. Teaching is good or very good when lessons are well-planned, clear lesson objectives are shared and pupils are encouraged to work as team members. The way teachers provide opportunities for pupils to collaborate is a strength. Teachers demonstrate good subject knowledge within a purposeful learning environment, and generally have high expectations of all pupils. Pupils with special educational needs are well provided for and, especially amongst the older pupils, there is evidence that the organisation and groupings provide the opportunities for pupils to support each other effectively. Occasionally, teachers do not give pupils sufficient opportunities to predict outcomes of their experiments or scientific research. Pupils' attitudes to their learning and behaviour are good overall. This is a result of the quality of teaching, good planning, good classroom management and effectiveness of teaching methods. This good teaching promotes good learning. Most pupils enjoy scientific activities and respond positively to challenging lessons, which involve working with others to observe, discuss, investigate and record. Homework in science is not generally set, which is unusual compared to most schools.
85. The scheme of work, which incorporates current national guidance, is broad and ensures full coverage of the National Curriculum. However, the school is currently modifying the balance of particular aspects of the scheme, such as life processes, within each part of the two-year cycle of study to improve provision still further. Although a system of monitoring teaching and learning is in place, the role and influence of the subject coordinator can be further developed through more opportunities to observe lessons and analyse pupils' work. The school improvement plan has identified, as a priority, the need to improve the tracking and analysis of assessment information.
86. Since the last inspection, there have been improvements in the provision for, and overall teaching of, the subject. The carefully re-written scheme of work reinforces skills and concepts well and offers continuity and progression in learning. Within the scheme, each unit includes key objectives that form the basis for ongoing assessment, which monitors pupils' progress and will inform planning. The school now provides a better challenge for the more able pupils. The school is well placed to develop this further as it focuses upon extending investigative activities. The completed, old swimming pool garden is a most attractive and stimulating learning environment. With the guidance, support and help of very many people, including parents, pupils and staff, the geological garden is developing into a unique project of which all the school should be proud.

ART AND DESIGN

87. Standards achieved by seven-year-old pupils are broadly in line with those expected. By the time they are eleven standards are above average. This represents an improvement since the last inspection when standards were in line with expectations. The reason for the improved standards is a strong focus on teaching specific design skills and in the use of a wide range of media and materials that pupils are given the opportunity to use. However, not enough opportunities are provided for pupils to demonstrate their skills by creating large-scale and more imaginative work. Pupils with special educational needs and those with English as an additional language are effectively supported and enabled to take a full part in the curriculum. One very good aspect is that the school has begun the identification of pupils with special talent in art and is looking to support and challenge them so that they may develop their skills appropriately.
88. The younger pupils are given good opportunities to draw and paint. They work with care and control when, for example, producing painted pictures of flowers, figures and vehicles. Year 1 pupils in one class drew chalk pictures of an island, linked to their literacy lessons, which demonstrated some sound skills in mixing and creating colours. Others used a variety of materials including a modelling medium, straws, pipe cleaners, and modelling tools to create some very imaginative sculptures. They worked with great care and enthusiasm and demonstrated satisfaction in their achievements. Following the visit of a wood carver, whom the pupils observed working on a log for the geological garden, pupils in Years 1 and 2 used blocks of soap to try out similar carving and sculpting techniques with varying success but great enthusiasm. Often they needed more guidance on how to keep their work large enough to be easy to work on.
89. At the age of eleven, pupils have good drawing skills and these are put to good use through the designing of group tapestries, which will later be created from textiles. The pupils have created samplers to practise skills

such as padding, sewing and plaiting. Their designs are good, based on illustrating a variety of life cycles, and their ability to work collaboratively, using a high level of social skills, is very good and a tribute to the relationships created in the Year 5 and 6 classes. In Years 3 and 4, pupils have designed chairs for Hindu gods. They are able to use paper, card and other collage materials to create and decorate their chairs. This work, although clearly containing appropriate art objectives in the imaginative designs and decorations, also contains a good level of technology as they explore ways to make the chairs stronger and more rigid. In one Year 4 and 5, class the pupils' enthusiasm for the task was outstanding and enabled very good learning to take place. Other work linked to the topic on Hinduism has included the creation of effective Mendhi patterns.

90. Overall, teaching is satisfactory. The scrutiny of junior pupils' sketchbooks shows good teaching of the use of a variety of pencils, largely through observational drawing. However, in some lessons, the balance of teacher input and opportunities for pupils to get on with their work is uneven and too much time is spent discussing the work. Older pupils have studied landscapes and created their own from photographs using good watercolour techniques. The use of the sketchbooks to develop pupils' techniques is clearly effective. However, there is little evidence of pupils using the skills they have learned in large-scale imaginative work, especially in three dimensions. There is little use of clay as a medium. This limited evidence is partly due to the present lack of an effective method for recording work completed during the year. The coordinator plans to address this partly with a digital camera and the creation of portfolios of work illustrating good practice. A very good scheme of work has been introduced. This provides good guidance for teachers and is due to be reviewed next year. Resources have improved recently and a good selection of reproductions of other artists' work has been collected and is providing inspiration for pupils' work.

DESIGN AND TECHNOLOGY

91. It was only possible to observe one lesson in each key stage. From these, and from the scrutiny of pupils' work on display and in the sketchbooks, it is evident that standards attained by seven and eleven-year-olds are broadly in line with those expected for their ages. Although there is less evidence of work produced by the infant pupils than there was four years ago, this level of attainment has largely been maintained since the last inspection.
92. At the time of the inspection, the focus of the subject for the infants was food technology. They had good opportunities to discuss and create a variety of sandwiches with different fillings. Teachers made good use of this work to teach about health and safety and about the importance of clean hands when preparing food. The youngest Year 1 pupils also used design and making skills to wrap their sandwiches to take home. The topic linked with science, as the pupils had grown cress for the sandwiches. The pupils showed real excitement when the teacher explained how eggs were boiled and what happened to them, and then took away the shell. In Year 2, pupils also designed and made sandwiches at a more complex level, discussing and recording their ideas using a wider range of fillings. Evaluation was carried out during the making stage although this activity did not give pupils the opportunity to review their work and discuss how it might have been improved.
93. In Years 3 and 4, pupils used appropriate design techniques during an art and design project on making model chairs for Indian gods. For example, they evaluated their models with the teacher and then worked on ways to improve the strength of their structures. This work was supported effectively by good displays of a variety of real chairs, which teachers used, for example, to show how legs were strengthened. In Years 5 and 6 pupils explore the structure and design of a variety of footwear. This work is planned to extend into a making exercise. Earlier in the year, pupils made model vehicles that were wind powered, as part of a history topic on the Vikings. In addition, very good fairground rides were created using electrical circuits for powering movement or lighting.
94. A very good link with a local company has been created through Year 5 pupils taking part in a 'Young Engineer' competition. They visited an engineering factory, and engineers there helped them use construction kits to create models fit for the design brief purpose. In addition, the pupils had a good opportunity to use information and communication technology in the factory for some computer-aided design work. Although this work is well explained as part of a display, the school does not keep a clear record of most of the work completed by pupils, either in portfolio or photographic form. A very good scheme of work has been introduced and it gives good guidance to assist teachers' planning and delivery of the subject.

GEOGRAPHY

95. Pupils in both key stages make good progress, including those with special educational needs. By the age of seven, pupils attain standards in line with national expectations, which indicates that standards in Key Stage 1 have been maintained since the last inspection. Standards are above the expectation for eleven-year-olds and this marks an improvement since the last inspection, when attainment was reported as being broadly average. Only one lesson in each key stage was observed during the inspection; the quality of these lessons was good. In addition, evidence based upon an examination of planning documentation, discussion with the subject coordinator, thorough analysis of work in pupils' books and on display, confirms standard overall are above the national expectation and have improved since the last inspection.
96. Thorough planning provides a well-structured framework for coverage of the National Curriculum programme of study. Teachers plan together and adopt an integrated approach to meet the needs of the pupils in mixed ability groupings and the requirements of the National Curriculum. In one lesson about differences between Bracebridge Heath and Coll in Scotland, the teacher created a good level of motivation and interest by using stimulating resources and by consistently involving pupils through good questioning. Pupils were well guided and appropriately supported and encouraged so that they began to recognise features in their own village and compared them with the coastal location. In another lesson, involving older pupils, the teacher used a range of appropriate strategies and the lesson was well planned with suitable learning objectives and tasks. Pupils were able to discuss the similarities and differences between life in rural India and England. Additional questions provided a suitable written challenge for pupils that are more able. Evidence gathered during the week of inspection indicates teaching and learning to be good overall in the school and the progress of all pupils, including those with special educational needs, is good. Teachers' marking is up to date and recognises effort and achievement.
97. Overall, pupils' attitudes towards the subject are good. Younger pupils observed during the inspection remain keen and attentive, showing a desire and willingness to listen and learn. They answer the teacher's range of questions and make a confident contribution to the lesson as they extend their geographical knowledge and understanding. The attitude and effort of older pupils indicates enjoyment in how the subject is presented and taught, which results in work of a good quality.
98. Since the last inspection, the school has developed a programme of study incorporating the development of skills, which links geography with history where suitable. The study benefits from two effective coordinators, one in each key stage, who work successfully together and support their colleagues. They monitor the coverage of the planned programme of study and evaluate the units within the scheme of work through discussion with other teachers. Staff demonstrate a positive approach to the subject, especially in Years 5 and 6 where they work very well together. There is an evolving use of appropriate visits, which increase pupils' knowledge and provide extended opportunities to develop geographical skills and further raise standards. The better use of information and communication technology is identified as a priority for development, together with the need to establish assessment as an integral part of future planning. The coordinators look forward to developing their monitoring role to include lesson observations and analysis of teaching and learning. They also recognise the benefit of providing a further evidence base of work covered through good samples of a variety of pupils' work.

HISTORY

99. There was insufficient evidence upon which to make a judgement about the quality of teaching in the infant classes because the subject was not being taught during the period of the inspection. However, an analysis of a limited sample of pupils' work and interview with the coordinator indicates standards of work are in line with national expectations and have been maintained since the last inspection. One lesson was seen in the juniors, which was of good quality. The standards of work demonstrated by junior pupils have improved since the last inspection and attainment is now above national expectations.
100. In the one lesson observed the teacher generated many ideas through discussion and well planned activities. Pupils used information and communication technology and literacy skills to explore web sites, utilising an index and contents to sift and select information. They respond to the teacher's high expectations and challenge. The majority of pupils in Years 5 and 6 have a good knowledge of the Roman legacy. They visit Lincoln to explore local history to find out about Roman life, whilst Year 3 and 4 pupils imagined they had stepped back in time as they reported on their visit to a museum of Lincolnshire life. Displays of older pupils' work demonstrated positive links with other subjects and the work is presented well and of a high quality. Relationships between pupils and between pupils and teachers are very good. Pupils in Years 5 and 6 use their knowledge of history and its value to debate the issue of whether to demolish a local ancient building for road building purposes, and they present a well-reasoned argument. Illuminated manuscripts by Anglo Saxon monks inspire attractive, colourful artwork. Overall, progress is good throughout the school.

101. The curriculum is thoughtfully planned and the good range of visits to places of historical interest, integral to the subject's scheme of work enriches pupils' learning in the junior classes. Scrutiny of the resources reveals that there is a good range, and that teachers use them effectively, but there is a need to increase the number and range of books. Joint planning is a strength and the examination of planning ensures skills acquisition and development. Thorough planning maximises the use of time, resources and expertise. The linking of history with geography and other subjects helps make the pupils' learning meaningful and maintains their positive attitudes towards the subject.
102. The coordinator provides strong and effective leadership. She is knowledgeable and influential and has a clear education direction for the subject. The coordinator recognises the value of gathering evidence of group work covered and activities experienced within the curriculum. To raise standards the school has also identified opportunities for assessment with an emphasis on skills and is establishing a clear monitoring and evaluation procedure, which will include lesson observations.

INFORMATION AND COMMUNICATION TECHNOLOGY

103. Standards are average at the end of the infant stage and above average at the end of the juniors. Standards at the age of eleven have improved since the previous inspection. A major factor in this improvement is the progress that pupils make in Years 5 and 6. Limited opportunities were available to observe lessons in either key stage but an examination of teachers' planning, discussions with pupils and examples of the knowledge and confidence that pupils demonstrate when using computers indicates that standards are above average by the end of Year 6. However, it is uncertain how much of this knowledge has been gained in school and how much at home.
104. By Year 6, pupils are able to access information on the Internet and confidently explore the various options to find the information they need. They are able to discuss the strategies they use, for example when searching for information on the Romans and the various methods they use to record the information. They are able to import pictures to enliven their work. They use everyday situations to extend their understanding of the uses of information and communication technology, for example in a physical education lesson, pupils recorded the results of their running and plotted the results on spreadsheets and the used the data to create graphs. The school is beginning to develop e-mail systems and older pupils have their own e-mail addresses and are seeking to expand the curriculum through contacts in other countries. Useful insights are provided into the use of information and communication technology in industry through the schools valuable links with a local engineering firm. Pupils are able to visit the firm to see how technology controls processes. By the end of Year 6, pupils have acquired skills that allow them confidently to operate the computers and experience a good range of learning opportunities in other subjects such as music and geography.
105. Progress made by pupils is satisfactory. The full range of elements of the National Curriculum is covered including control using a robot, which pupils program to follow a set pathway. The monitoring of temperatures is also part of the learning programme as pupils record the cooling of liquids in a variety of differing situations. Information and communication technology is beginning to be used more widely by teachers in other subjects, for example in mathematics, where teachers use it to promote the learning of basic number skills.
106. The school, largely through the work of the two subject coordinators, has developed detailed plans to continue to improve the quality of teaching and the facilities available for use. Teaching and support staff are receiving training to improve their knowledge and skills. Additional resources and an appropriate area for the teaching of information and communication technology are planned. Detailed policies, schemes of work and systems to assess pupils' work have been developed. Time is allocated to the teaching of specific skills during lessons and pupils are able to practise these. This was seen to good effect in a lesson in Year 6 where pupils, after careful preparation by the teacher, searched the Internet for information.

MUSIC

107. The standard of attainment in music demonstrated by the eleven-year-old pupils is in line with expectations and this is the same as the previous inspection. The pupils have a good knowledge of rhythm and pitch. They are beginning to understand how lyrics can be combined with a tune to produce a song. For example, pupils in Year 5 and 6 classes are adding lyrics about animal life cycles to familiar nursery rhyme tunes with the view to performing them and teaching them to the younger pupils in the school. This is encouraging them to think about the number of words they used and how they fit into the music. They are able to sing in tune, whether or not they have an accompaniment. The younger pupils in the junior classes are able to keep the pulse of a song, can sing "in their heads", continuing to sing the song in the correct place despite being silent for a brief period. They can choose appropriate instruments to keep the beat in the song they are learning. Singing in assembly varies in quality; at times, it is in tune with clear words and everyone participating, but, at other times, pupils do not show much enthusiasm.
108. As no music was observed during the inspection in the infant classes, it is not possible to make any judgements about the standards. The only musical activity heard was singing in the assembly. This was in line with expectations but is insufficient evidence on which to form any judgement about standards. The pupils in the junior classes make good progress and are beginning to develop an understanding of musical terminology, pitch, rhythm and elements of song writing.
109. The pupils in both key stages enjoy music, particularly when they are presented with a challenging task such as that given the Year 5 and 6 pupils, of composing a song using a familiar nursery rhyme. They work very well together sharing ideas and collaborating until the task is complete. They remain focused, enjoying the challenge of composing. They have a positive attitude towards music when they are actively involved in

a practical task. All pupils respond well to teachers' questions and the majority listen carefully and respect the views of others. The younger pupils enjoy singing and adding instruments as an accompaniment.

110. As there were no lessons observed in the infant classes no judgement can be made about the quality of teaching. However, the use of a specialist music teacher helps to ensure progression, continuity and the development of appropriate skills throughout the key stage. The quality of teaching in the junior classes was never less than satisfactory and often good. All teachers are well supported by the scheme and this gives them confidence to deliver the appropriate curriculum. The better lessons encourage the pupils to explore music, to work together and move at a good pace ensuring pupils remain focused and on task. These teachers use questioning effectively to reinforce or extend pupils' knowledge. Where lessons are satisfactory, teachers miss opportunities to develop other aspects of music such as rhythm patterns and do not offer such challenging or varying tasks. The relationship between all teachers and their pupils is good.
111. There are two knowledgeable and enthusiastic coordinators. The coordinators have devised a newly implemented scheme, based on national guidelines, for use across the school. Each unit has appropriate tapes and CD's, song words and activities. This scheme has given teachers, particularly of the older pupils, additional confidence to teach the subject and will be evaluated once it has been in use for a year. The coordinators have provided some training for staff about the scheme and extra support where required. Staff appreciate the new scheme and would welcome further training on composition.
112. There is a range of extra curricular activities available for the pupils, including recorders and choir. The recorder players regularly perform in assemblies and during the inspection a group of violinists and a brass player joined them to accompany the singing. Pupils sing for the senior citizens and participate in a local singing festival. Instrument tuition is offered for woodwind, brass, strings and keyboards. Visiting musicians such as a local jazz band and string quartet all enhance the pupils' music curriculum.

PHYSICAL EDUCATION

113. Standards achieved by the oldest pupils in both key stages are in line with the national expectations and pupils with special educational needs achieve well. This has been maintained since the previous inspection.
114. Teaching overall is good. Throughout the infant classes, the quality of teaching and learning is good. In the junior classes, the quality of teaching and learning is more varied but overall it is good. Where teaching is good or very good, teachers have suitably high expectations of their pupils in aspects of the subject such as gymnastics, indoor games and athletics. The pupils respond well to this. Lessons and activities are well prepared, organised and structured. Relationships are good or better and pupils have opportunities to share their efforts, talents and ideas. Most teachers are enthusiastic and provide pupils with good role models. Teachers introduce appropriate warm up activities to ensure pupils get full benefit from the exercise. Pupils perform these exercises correctly and respond well where their teachers offer good examples. Where the teaching was unsatisfactory, it did not provide a suitable level of motivation and fun to sustain all pupils' active involvement. Younger pupils enjoy learning new indoor games, whilst developing new skills of movement. In gymnastics, Year 3 and 4 pupils maintain good control and balance and demonstrate a variety of jumps that serve to help others think of different ways of moving and subsequently raise standards. Older pupils in Years 5 and 6 produce good work in a range of athletics activities which further practise and extend their techniques and skills in distance running, sprinting and throwing. They work very well in groups, cooperating with each other to evaluate and improve their performance. Younger pupils are particularly keen, although through out the school pupils' attitudes towards physical education and games are good and most pupils enjoy the subject.
115. Although the coordinator is part-time and relatively new to the post, the subject benefits from enthusiastic leadership. There is evidence of a good level of staff support for competitive school matches such as netball and for clubs and activities. A helpful scheme of work is being developed. However, this does not yet incorporate all aspects identified in the recently revised National Curriculum programme of study. When completed and implemented it will provide for progression of skills through the school and incorporate realistic assessment.
116. Pupils, particularly in the junior classes, benefit from a wide range of extra curricular activities. These include running, American football, badminton and netball. A gymnastics club is available to pupils wishing to pay for coaching. Year 4 pupils swim during the autumn term. The school participates in competitive sporting fixtures such as football and netball with other schools. Parents, family members and volunteer groups play an important part in running and supporting clubs and other activities. The school enjoys good facilities, both indoor and outdoor, and pupils benefit from a well-equipped spacious hall and extensive, enclosed playing fields.

RELIGIOUS EDUCATION

117. By the age of eleven, pupils are attaining standards in line with the expectations of the locally agreed syllabus. Although this is below the standards found at the last inspection, it is due to the changes to the curriculum and to the school in that time, rather than a fall in the quality of teaching. Pupils are becoming familiar with a variety of religions and are beginning to realise the importance of these to those who follow them. For example, they have a sound knowledge of the Five Pillars of Islam. They demonstrate a good knowledge and understanding of Christian worship. Following a visit to the local church, the pupils recall a great deal of information about the inside of the church; the furniture, the artefacts and the clothing worn by the vicar. The pupils have also compared a church service to the collective worship held within school. Some of the older pupils expressed their idea of worship as the opportunity “to pray for what you believe in”.
118. The pupils in Years 3 and 4 have also studied the Christian religion. They can write down facts they know about Jesus and consider what, in their opinion, He would have been like, for example, cheerful, never let people down, very graceful and peaceful. They wrote about how others, such as His enemies, would describe Jesus and forge arguments against Him. They are beginning to appreciate there are other religions and to understand a little about Hinduism, its festivals such as Diwali and Holi and to compare a Christian wedding to a Hindu one.
119. By the time they are seven, pupils are attaining standards in line with the expectations of the agreed syllabus. They are aware of the Christmas story and parts of Jesus’ life. They have looked at belonging to a family, club, or school and appreciate the need for rules. Judaism has been introduced through comparing the Bible and the Torah. The pupils were able to recall facts about the Bible and have studied the story of Moses and the parting of the Red Sea.
120. Pupils across the school make satisfactory progress, developing a knowledge and understanding of religion and how important this can be to people. All the pupils, in both key stages, enjoy the lessons and willingly respond to teachers’ questions. For example, the older pupils participate in a discussion about their visit to the local church with enthusiasm and interest. Pupils listen with respect to each other and are mainly well behaved. They remain on task and are well motivated. However, the younger pupils in the junior years do not concentrate as well as the older pupils when it comes to written tasks.
121. The quality of teaching across the school is at least satisfactory and often better than that. Where the lessons are good, teachers use questioning effectively, are enthusiastic in their delivery and set appropriate tasks for the pupils that motivate them and focus their attention. In other lessons, pupils are less well motivated and become a little restless.
122. The coordinator has been recently appointed and has already devised a new scheme of work that is closely linked to the newly agreed Lincolnshire syllabus. The pupils visit the local church to learn about Christian worship and to talk to the vicar. This helps to enhance their understanding of Christianity.