

INSPECTION REPORT

GEDNEY CHURCH END PRIMARY SCHOOL

Gedney, Spalding

LEA area: Lincolnshire

Unique reference number: 120409

Headteacher: Mrs Tricia Crouch

Reporting inspector: Mr Geoff Cooper
23647

Dates of inspection: 7 – 10 May 2002

Inspection number: 194616

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

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INFORMATION ABOUT THE SCHOOL

Type of school: Infant and Junior

School category: Community

Age range of pupils: 4 to 11

Gender of pupils: Mixed

School address: Church End
Gedney
Spalding
Lincolnshire

Postcode: PE12 0BU

Telephone number: 01406 362 383

Fax number: 01406 362 383

Appropriate authority: The governing body

Name of chair of governors: Mr Paul Rusted

Date of previous inspection: 19-21 May 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
23647	Mr Geoff Cooper	Registered inspector	English English as an additional language Science Information and communication technology Music Physical education Religious education Special educational needs	What sort of school is it? The school's results and achievements How well are pupils taught? How well is the school led and managed? What should the school do to improve further?
9520	Mr John Leigh	Lay inspector		Attitudes, values and personal development, How well does the school care for its pupils? How well does the school work with parents?
21243	Mrs Lynne Moore	Team inspector	Equal opportunities Mathematics Art and design Design and technology Geography History	How good are the curricular and other opportunities offered to pupils?
27301	Mrs Cynthia Messom	Team inspector	Children in the foundation stage	

The inspection contractor was:

Nord Anglia School Inspection Services
Strathblane House
Ashfield Road
Cheadle, Stockport
SK8 1BB

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London WC2B 6SE

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Gedney Church End Primary School is a 4 to 11 community school with 75 boys and girls on roll. It serves the rural community around the village of Gedney in Lincolnshire. Since the previous inspection the school has almost doubled in size. A high proportion of pupils enter the school at times other than the usual time of joining. All pupils come from a white British ethnic background. Few pupils take a free school meal. However, the local education authority has a low take up of free school meal entitlement because no hot midday meals are served. A high proportion of pupils is registered as having special educational needs – over one third of pupils. Two pupils have a statement of special educational needs and this is above average for similar schools. Pupils' special learning needs are predominantly speech, communication or moderate learning difficulties. Attainment on entry to school is over a very wide range but overall below that expected for children of similar age. There are no pupils learning English as an additional language. National data available to the school recognises the area as one of rural isolation and relative deprivation.

HOW GOOD THE SCHOOL IS

This is an improving school. Standards vary widely from year to year. This is not unusual in schools with small numbers of pupils in each year group. The most recent National Curriculum standard test results indicate attainment below and well below average. However, the school trend of results is improving in line with the national rate of improvement. Teaching is satisfactory overall with many examples of good teaching. Leadership and management are good. The school provides satisfactory value for money.

What the school does well

- Provides a secure and caring environment in which pupils can work and learn.
- Provision for moral and social development is good, leading to positive attitudes.
- Leadership and management are good.
- There is a healthy home and school partnership.
- Good provision is made for pupils with special educational needs.
- The curriculum is rich, enhanced by good opportunities for activities out of school hours and off the premises, and, by good use of homework.

What could be improved

- Standards in writing when pupils are seven and eleven and standards in mathematics and information and communication technology when pupils are eleven, especially in the attainment of girls.
- Handwriting and presentation of work.
- Accommodation is limited for physical education and information and communication technology.
- The planning of different tasks for pupils of differing attainment and the marking of pupils' work.

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 previously inspected in May, 1997. Good improvement has been made since then. Standards are rising broadly in line with the national trend of improvement. Parents are quick to point out a range of improvements, frequently in the standard of accommodation but also in the way pupils approach their school life and learning tasks. The inspection team agrees that good improvement has been made. The school has been successful in resolving the key issues for action from the previous inspection.

STANDARDS

Where there are fewer than 10 pupils in the year group, or fewer than 10 boys or 10 girls, results are not published. This is the case for the group of pupils in Year 6 at Church End Primary School in 2001. National Curriculum standard test results for eleven year olds have varied a great deal from year to year, from well above the national average to very low compared with the national average. However, little reliability can be placed on results because the score of any one pupil can have a great effect on the overall score. Results at Church End Primary School are affected by the significant number of pupils who join the school at times other than the usual time for admitting new pupils and by the high proportion of pupils identified as having special educational needs. Although these pupils make satisfactory gains in knowledge, skills and understanding, their progress is rarely sufficient for them to achieve the expected standard for their age. There is a school trend of improvement in overall results that matches the national trend of improvement. Over the last three years the results for girls have not been as good as the results for boys. The trend indicates the boys perform marginally below the national average for boys but that girls perform well below the national average for girls. This is the case for all National Curriculum standard test areas. School targets for eleven year olds are carefully matched to prior learning. As a result, targets are modest but realistic and challenging. Pupils are successful in meeting the targets set for them. The National Curriculum test results for seven year olds also vary greatly from year to year, from matching the national average to very low compared with the national average. However, there is no significant and consistent trend of difference in the results of boys and girls. Again, results are affected by the comparatively high incidence of pupils who have difficulty in acquiring basic skills.

The work seen during inspection week is rather better than National Curriculum test results suggest. Eleven year olds attain standards that match the standard expected nationally in speaking and listening, reading, science, art and design, design and technology (DT), geography, history, music and physical education (PE). Attainment in swimming is a strength of the school. Religious education (RE) matches the expectation of the local syllabus. Attainment in writing, mathematics and information and communication technology (ICT) is below the standard expected. For seven year olds, attainment matches the expected standard in all areas of their curriculum, except for writing where attainment is below expectation. Given that attainment on entry to school is below the level expected for children of similar age, achievement is satisfactory. Pupils make satisfactory progress in the acquisition of knowledge, skills and understanding. Some pupils make good progress. Occasionally not enough is expected of pupils where tasks are not well matched to their prior learning. Pupils with special educational needs make satisfactory progress, especially where they have individual or small group support to help them with their learning targets. In writing and mathematics, while pupils get good learning experience across a range of tasks, they make too many unnecessary errors. Their everyday handwriting and presentation does not match the quality of their handwriting practice. The school is improving the curriculum for ICT but some areas of the scheme of work have not yet been taught as the school has just acquired the necessary resources. The oldest pupils in the school are still acquiring some basic ICT skills that should have been learned in earlier years.

Children in the reception year make good progress. They are on track to achieve the expected learning goals in personal, social and emotional development, in mathematical development, knowledge and understanding of the world and creative development. They are on target to exceed the learning goals for physical development but not on target in communication, language and literacy.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. Pupils enjoy coming to school. They are positive about their schoolwork.
Behaviour, in and out of classrooms	Satisfactory. Most pupils behave well towards adults working in the school and towards each other. One or two have difficulty in behaving well.
Personal development and relationships	Good. Pupils work well together. They enjoy being responsible.
Attendance	Satisfactory. School attendance figures are broadly in line with national averages.

TEACHING AND LEARNING

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

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

While teaching and learning are satisfactory overall, there are particular strengths to the teaching in Year 2 and Years 5 and 6. Many lessons taught to Reception Year children were good. In the lessons seen, all teaching was satisfactory or better. One lesson was judged to be very good. Teaching in English and mathematics was satisfactory overall but a significant number of lessons were good. There are no significant weaknesses in teaching. Subject knowledge is used consistently well but the pace of learning is not yet sufficiently brisk to overcome the delay in acquisition of basic skills experienced by a significant number of pupils. Pupils are well-managed and good relationships between teachers and pupils improved the quality of learning. Occasionally learning is slowed by restlessness among pupils so that their attention is not strongly focused on the learning objectives. The basic skills of literacy and numeracy are taught efficiently and pupils gain basic skills at a satisfactory rate given their prior learning. Although all pupils make progress, some higher attaining pupils are capable of a faster rate of learning. Some tasks do not challenge sufficiently well. Pupils with special educational needs make satisfactory gains in learning, especially where they get individual or small group support. In Years 3 to 6, girls do not make progress at the same rate as boys. Teachers make good use of homework.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good overall. The curriculum is enriched through visits out of school and visitors into school. The full programme of study in ICT is not yet taught, although it is planned for now that the necessary resources are available.
Provision for pupils with special educational needs	Good. The school has good systems for supporting the learning needs of these pupils.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good overall. The school has good arrangements for supporting personal development. There are particular strengths in moral and social provision.
How well the school cares for its pupils	Good. There are good strategies for monitoring the academic and social progress made by pupils.

Most parents think well of the school. There is a good home and school partnership.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Good. The headteacher has a clear vision for the school. She is well supported by all adults working in the school to see that school aims are met.
How well the governors fulfil their responsibilities	Good. This is an area of considerable improvement since the previous inspection. There are good strategies for ensuring governors know the school's strengths and areas for development.
The school's evaluation of its performance	Good. The school's knowledge of itself has kept standards improving in line with national improvement and has enabled it to make improvements in many other areas of school life.
The strategic use of resources	Satisfactory. Funds delegated to the school are suitably spent on providing the resources that match the curriculum and the needs of the pupils. The school works hard and effectively to use the principles of best value.
Staffing, accommodation and learning resources	Satisfactory. Efficient use is made of all staff. Improvements to the accommodation have made it an attractive workplace. There are limitations to the teaching of PE and ICT. Sufficient learning resources are well used in lessons.

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 child likes school and makes good progress. • Teaching is good. • The school has high expectations of the work their child does, including work done at home. • They can approach school easily to discuss a problem or ask a question. 	<ul style="list-style-type: none"> • Behaviour. • The information they receive about progress. • The way the school is led and managed. • Activities out of lessons.

The inspection team agrees with the positive views of parents. Children like coming to Gedney Church End School and they make progress. Much of the teaching is good. Pupils get the right amount and right sort of homework. Expectations of writing and presentation could be higher. There are good arrangements for parents to discuss problems formally and informally. Inspectors agree with the minority of parents that there are a small number of pupils who find it difficult to behave well, despite good school arrangements for the care of pupils. Parents get the usual range of formal and informal opportunities to discuss the progress of their child. Inspectors judge this to be sufficient. Although a very small number of parents are not comfortable in their relationship with the school, inspectors judge that it is well led and managed. Inspectors identify a range of activities out of lessons to compensate for the rural isolation of pupils and to enrich the curriculum. Most of these are for older pupils and this is appropriate given the age of pupils attending the school. Inspectors judge the provision to be good.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. The results of National Standard tests for eleven year olds in 2001 show attainment that is very low when compared with the national average of results. The standards achieved are strongly affected by the high proportion of pupils identified as having special educational needs and by the relatively large number of pupils who join the school at times other than the usual time. School tracking shows that most pupils who start school at the normal time make at least satisfactory progress and achieve standards that match national expectations. Many of these pupils achieve the higher levels possible. Those who are on the special needs register or who join the school later having attended other schools, rarely achieve the nationally expected levels. School trends vary a great deal up and down, with a low point in 1998. Variation such as this is not unusual in schools where the year group is very small. Overall, there is a trend of improvement that matches the national trend of improvement, although improvement in mathematics shows a slight decline since 1997. Girls do not do as well as boys over a three-year period. The attainment of boys is marginally below but very close to that of boys nationally. The attainment of girls is consistently below that of the boys in the school and considerably below that of girls nationally. Although the school is aware of this trend through its analysis of test data, not enough is done in earlier years to arrest the trend. No comparisons are made with similar schools nationally, as the validity of free school meals comparisons is questionable within this local education authority. The school offers other analyses of its results prepared by the local authority indicating favourable comparison with schools in a similar local setting.
2. The results of National Standard tests and teacher assessments for seven year olds in 2001 show attainment that matches the national average in science, is below that average in reading and mathematics and well below average in writing. There is no consistent trend of difference in the attainment of boys and girls. In reading and in mathematics, pupils achieve higher levels at about the same rate as other pupils nationally. This is not the case in writing. More pupils than in schools nationally do not achieve the level expected and this is because a relatively high proportion is identified as having special educational needs. Over time, results are improving; reading marginally, writing substantially and with a very rapid rise in mathematics from 1997 to 1999. Improvement in mathematics has been sustained since 1999.
3. The work seen during inspection is rather better than National Curriculum standard tests suggest. In the work of seven year olds, standards match national expectations in all subjects except in writing. These better standards are because of strong teaching with the current Year 2 class and a smaller proportion of pupils with special educational needs. Pupils acquire knowledge of important elements of writing through their literacy lessons and when completing exercises most get right answers. However, they do not transfer their literacy skills into extended pieces of writing. The writing is frequently untidy, poorly punctuated and with incorrect spelling. However, the range of opportunities for writing is good and pupils are able to express their own ideas logically and lucidly. Mathematics and science show a distinct improvement over test results. In mathematics, the National Numeracy strategy is having an impact on pupils' acquisition of basic number skills. The curriculum is well planned to provide a balance across all aspects of learning in mathematics. In science, there is a strong thrust towards the acquisition of practical investigational skills and a style of task

design that motivates pupils and makes them think. There are some good examples of the use of literacy and numeracy skills in a range of subjects across the curriculum. Some learning opportunities are lost when the activity for all pupils requires completion of a worksheet or the copying of notes from the board.

4. In the work of eleven year olds, standards largely reflect the results of National Curriculum tests, although the level of skills acquired is rather better than results suggest. Standards match national expectations in all areas of the curriculum except writing, mathematics and information and communication technology. In writing, despite good opportunities for extended writing across a wide range of purposes, pupils continue to make basic errors and present their work untidily. Although practice in spelling is regular and systematic, there are frequent errors in pupils' extended writing. In mathematics, although the National Numeracy strategy is having a positive impact on basic number skills, it has not worked sufficiently quickly to enable pupils to catch up on lost ground. In both writing and mathematics, standards are lower because a high proportion of pupils in the year group is identified as having special educational needs. Although pupils with special educational needs do not make the learning gains necessary to achieve national standards they do make progress against their targets for learning – often good progress – especially when they receive good support individually or in small groups. The school has recently made additional provision of resources in information and communication technology, improved teacher knowledge and the management of the subject is now good. However, the impact of this has not yet lifted attainment sufficiently to achieve the standard expected of eleven year olds nationally. Pupils make rapid gains but are still acquiring the skills expected for their age. However, insufficient use is made of opportunities to use information and communication technology on a more frequent basis to support learning across the curriculum.
5. In RE, pupils aged seven and eleven attain standards that match the expectations of the locally agreed syllabus. In all age groups, they study aspects of Christianity and a range of other religions. They produce a good range of work across the breadth of their studies. Their progress is satisfactory.
6. Targets for the attainment of eleven year olds are set as required. Because these are realistically based upon the results of previous tests, and because there is a large proportion of pupils with special educational needs, the targets are relatively modest in national terms but challenging in the context of the school. Targets are usually achieved and the current group of pupils is on track to meet their targets.
7. Assessment when children start school indicates attainment that is below average for children of similar age, especially in the area of communication, language and literacy. Children in the reception class get off to a good start in their learning, making good progress. Those who have particular learning difficulties make good progress. Children in the foundation stage, that is those children in the reception year group, are on course to achieve the learning goals for children of their age in personal, social and emotional development, in mathematical development, in knowledge and understanding of the world and in creative development. They are on course to exceed the learning goals in physical development. Most are unlikely to achieve the expected goals in communication, language and literacy.

8. Overall throughout the school, given attainment on entry to school, pupils make satisfactory progress. Achievement is satisfactory. Pupils on the school's register of special educational needs make satisfactory progress that builds upon their prior attainment.

Pupils' attitudes, values and personal development

9. Pupils' attitudes to school are good. They are eager to come into school at the start of the day. They move around the school calmly and with purpose. Pupils help visitors and are keen to show them their own work. The majority of pupils concentrate well, show interest, reflect on what they do and involve themselves fully in the range of curricular and extra-curricular activities the school provides. Most pupils are enthusiastic to get as much out of school as possible. Pupils with special educational needs remain well involved in their work, despite their learning difficulties. Teachers usually ensure that lessons and other activities are interesting which leads to pupils in those lessons enjoying their learning. Pupils are happy at school. When given opportunity, pupils co-operate and work well together. Most pupils, when asked, are keen to answer questions and are not afraid to contribute and test ideas.
10. Behaviour is satisfactory in lessons, around the school, at play and at lunch. There were some examples of good behaviour in lessons. There were also isolated examples of unsatisfactory behaviour, for example, in assembly amongst some pupils in Year 3 to Year 6. There were no exclusions of pupils in the last school year. The school behaviour policy is usually effective. It has clear procedures for improving unsatisfactory behaviour, including bullying. School procedures involve parental support. There are rewards for pupils who are well behaved. Pupils are aware of the behaviour expected of them. No oppressive behaviour, such as bullying or racism, was observed in the inspection week. Pupils are clear about reporting procedures and most have confidence that appropriate action will be taken should bullying occur. However, a small minority of pupils are still concerned that what they consider to be bullying is not always effectively resolved. Most pupils are courteous to each other and to adults. They are polite. The majority of parents, who contributed to the questionnaire, or to the parents meeting, said that pupils are well behaved. However, a small minority of parents do not think pupils are well behaved, and despite the efforts of the school, they do not think that bullying is dealt with to their satisfaction.
11. Personal development is good. The school has worked hard to develop the personal attributes of all its pupils. Pupils show initiative, when given opportunity and are willing to take responsibility. They respond well to the wide range of jobs and responsibilities they are given and eagerly carry them out. In some lessons pupils are encouraged to answer questions and develop ideas. They are fully involved in the daily routines of the school and help each other when asked. Pupils make significant gains in confidence as they progress from the reception class through the school.
12. Pupils form good, constructive relationships with each other and with their teachers and other adults. Pupils are capable of working well together. They usually play well together and no instances of exclusion from activities were observed. All are provided with the opportunity to be fully integrated into the life of the school. They respect differences and most are beginning to understand the feelings of others.

13. Pupils reflect on, and most understand the effect of their actions on others. Personal, social and health education, 'Circle Time' (whole class discussions) and assemblies all provide opportunity for reflection, for example, on friendship, citizenship, feelings and recognising right and wrong.
14. Attendance is satisfactory. It has improved since the last inspection and is broadly in line with national averages. There is no unauthorised absence. Registration is efficient and recording is accurate. The vast majority of pupils arrive on time for lessons. This results in a prompt and uninterrupted start being made. Pupils are very quickly into their work.

HOW WELL ARE PUPILS OR STUDENTS TAUGHT?

15. Teaching is satisfactory. However, there are frequent examples of good teaching, especially in the Year 2 class and in the mixed age Year 5 and 6 classes. One lesson was very good. A good proportion of teaching of reception children is good. The quality of teaching has improved since the previous inspection. There was no teaching judged to be unsatisfactory. The teaching seen in all subjects of the curriculum was satisfactory overall.
16. Teachers' subject knowledge is good. Where subject knowledge is at its strongest, the teaching is confident, setting high expectations of pupils' concentration and response. Pupils learn well under these circumstances. Basic skills are taught effectively but not always at a brisk pace. The tasks prepared for pupils enable them to demonstrate their learning but they do not always apply the basic skills they have acquired into other tasks. Planning is appropriate to the needs of the overall curriculum and to the individual lesson. Teachers identify learning objectives and discuss these with pupils at the start of lessons. This gives pupils a clear idea of what is expected of them and involves them in the learning process. Some tasks are designed to be different for different groups of pupils and this ensures that the challenge to pupils meets their needs. Sometimes tasks are common to all pupils and this does not stretch higher attaining pupils. Teachers use a gentle sense of humour and this cements relationships and helps them to manage pupils more efficiently. Occasionally, pupils are restless where the tasks do not set the right level of challenge or where there is too much talk or where pupils are impatient and insist in giving their response immediately. Sometimes this restlessness is not well managed and this slows down the pace of the lesson.
17. Resources are thoughtfully planned and used effectively to meet the needs of the lesson. Teachers and learning support assistants work well together. The skills of support assistants are particularly well used when giving help to small groups of pupils or to individuals to support special educational needs. These pupils make good progress when this happens. Occasionally the time of learning support assistants is not well used during introductions to lessons. For example, they are not used during introductions to make on-going assessments of pupil response. Marking is mixed in quality. At its best it gives pupils proper acknowledgement for endeavour and for setting good personal standards and then goes on to what needs to be achieved next to improve further. At times acknowledgement of what the pupil has done is a tick or a brief word of praise. A good feature of the work of the school is the individual target setting written into the front cover of pupils' exercise books. Marking does not often refer back to these targets for improvement.

18. In the work seen there is a good volume of homework. Pupils take books home to read and to share with parents. They practise spelling and number work. There are opportunities for pupils to work on research in history and other areas of the curriculum. This is a good enhancement to the quality of learning. Pupils with special educational needs make satisfactory progress in relation to their prior learning. Teachers make use of the targets identified in individual plans for learning.

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

19. The school provides a broad range of worthwhile learning opportunities that are relevant to the pupils' needs and ensure equality of opportunity for all. This shows an improvement from the previous inspection report. The appropriate statutory curriculum is in place, with the exception of ICT at upper Key Stage Two. Accommodation limitations make it difficult for the school to cover the full curriculum in PE.
20. Curriculum plans are in place for all subjects, based on the most recent national guidance. Some are only recently completed and one is in the review phase. The school has yet to collect all the plans together to form one cohesive whole-school curriculum plan, giving an overview of coverage, continuity and progression across all year groups. The curriculum for children under five is good, successfully covering all learning goals identified in the foundation stage curriculum. The school makes suitable provision for pupils with special educational needs, through developing individual plans for learning in discussion with teachers, parents and pupils. Where possible pupils get additional support to help them achieve their targets.
21. The curriculum is enriched through a wide variety of extra-curricular opportunities that are offered to pupils throughout the year, both during the school day and after school. Access to after-school clubs is restricted for some pupils because of transport arrangements, although staff try to make alternative arrangements, where possible.
22. The school also arranges for pupils to participate in various educational visits, including a residential visit to a field study centre for the older pupils. Staff invite visitors to enrich the curriculum. Recently these have included an artist, puppet maker, a visitor from the Sikh community and a storyteller. Good use is made of local events, such as the hyacinth competition. People like the vicar and the "Marsh Lady" visit to make the pupils more aware of their own culture.
23. Strategies for teaching Literacy and Numeracy are satisfactory and incorporate the National Literacy and Numeracy Strategies appropriately. "Booster" classes are provided to support older pupils in English and Mathematics, although access is restricted for those pupils who travel by bus. Provision for pupils' personal and social education, including health education, sex education and attention to drug misuse is good.
24. The school benefits from positive links with the local community and has developed very constructive relationships with local High Schools, the Small Schools' support group and other relevant institutions. Parents and their children participate in the Family Literacy programme and younger pupils benefit from the use of the Playbus, access to the Toy Library and use of Story Sacks.

25. Provision for pupils' personal development, including spiritual, moral, social and cultural development, is good overall.
26. There is satisfactory provision for spiritual development. Although very few opportunities for quiet reflection were observed in Collective Worship, teachers provide occasions within other subjects for pupils to experience a joy and wonder for the world around them. For example: some poetry gives pupils an opportunity to express their insight into the mysteries and wonders of the world; the pupils and staff demonstrate their strong feelings about protecting the natural environment generally and more specifically, the school grounds; some Religious Education lessons provide opportunities for an insight into the nature of belief and God. Staff accept pupils' ideas and values with respect and dignity, helping to develop pupils' self image and confidence.
27. Provision for moral development is good throughout the school. Through the school Code of Conduct, Golden Rules and examples set by staff, pupils are taught the difference between right and wrong. There is a consistent reinforcement of the school ethos by all staff that encourages pupils to respect each other, their surroundings and the natural environment. Much of the Collective Worship is based upon themes upon which moral discussions and judgements need to be made by pupils.
28. The school makes good provision for the pupils' social development. The school ethos permeates throughout all activities, helping to establish positive relationships, opportunities to take responsibility and the development of an understanding of living in a community. Good opportunities for social development are provided in many lessons, for example, in science and ICT, where opportunities are made for pupils to work together in groups and pairs. Analysis of pupils' work in Personal, Health and Social Education indicates the teaching of social skills.
29. Provision for pupils' cultural development is satisfactory. The religious education (RE) curriculum covers a wide range of religions and class libraries display books about different countries and cultures. A good example was observed during an RE lesson when pupils learnt about places of worship, prayer, holy books and signs and symbols of a faith and also discussed the major attitudes and values of major world faiths. However, there is little evidence of the promotion of an appreciation of cultural diversity in other parts of the curriculum, although some teachers are beginning to introduce it into subjects such as art, music, geography and PE. The pupils' own culture is well promoted through activities such as the hyacinth competition, links with the local Church and the 'Marsh Lady'.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

30. The school has good procedures for child protection and for ensuring the welfare, health and safety of its pupils.
31. There is an effective health and safety policy. It demonstrates commitment and has appropriate arrangements for health and safety. A good range of detailed procedures support the policy. Risk assessment is effective as a result of regular inspections of the school by management with external advice as appropriate. The school does all it reasonably can to ensure the health and safety of its pupils. Day-to-day working practices ensure that pupils and staff are protected from harm.

32. The school works consistently, and with determination, to secure the best interests of all its pupils, to safeguard their welfare and promote their development. Staff know the pupils in their care individually and show genuine interest in their welfare, resulting in good relationships. This ensures that all can work and play in a safe, caring, secure environment. Good supervision of pupils during playtime, before and after school and the end-of-day collection arrangements make a most effective contribution to the health and safety of pupils.
33. There is a designated person for child protection issues. Staff have been trained and are aware of what needs to be done under certain circumstances. Local procedures are followed and pupils are monitored. Appropriate and effective links are maintained with relevant agencies and those with parental responsibility. Child protection has a high profile and the school ensures that this issue is handled sensitively and effectively.
34. Good procedures promote, monitor and improve attendance. The school has effective procedures to minimise lateness although punctuality is affected when the school bus is late. Good procedures are in place to communicate with parents. Good attendance is recognised individually and by class. The education welfare officer visits the school when necessary and uses attendance data gathered by the school to investigate any unauthorised and excessive absence.
35. The school has good procedures to monitor and promote good behaviour and eliminate oppressive behaviour including bullying. Staff, including teachers, classroom assistants and midday assistants are usually consistent in applying the behaviour policy supplemented by the school code of conduct and rules. Pupils are aware of expectations and there is an effective reward and sanction system in place, which is used by all staff. Good behaviour and attitude to work is recognised in classes and in assemblies. Unsatisfactory behaviour is always challenged and sanctions applied such as loss of minutes from the weekly 'Golden Time'. The headteacher adopts a high profile in behaviour management. As appropriate, some pupils have behaviour targets, which are monitored, with the aim of effecting improvements in their behaviour.
36. Good procedures monitor and support the personal development of pupils. These are based on the teachers' detailed knowledge of individual pupils. Information is used to develop the personal attributes of pupils such as confidence, initiative, taking responsibility, social skills, moral skills and the making of choices. Pupils' personal attributes are recognised with rewards. Personal, health and social education opportunities, 'Circle Time' and other curriculum opportunities make a positive impact on personal development in areas such as healthy living and good citizenship. These opportunities ensure that pupils become increasingly independent, self confident and knowledgeable about themselves and healthy and safe living.
37. The staff have worked hard to develop a structure for monitoring pupils' academic performance and personal development and a good system is now in place. As this structure has been completed only relatively recently, assessment results are not yet used consistently. Assessment is not yet having a positive effect upon standards. Teachers set targets for their pupils. The targets are recorded in the pupils' books or on the classroom wall. Pupils are aware of their targets and are pleased when they achieve them. The school has good procedures for the identification of pupils who need additional help in learning and who are placed on the special educational needs register. There is good monitoring of these pupils' personal and academic progress.

38. A logical system of assessments is in place that measures pupils' attainment and progress in the core subjects. This is supplemented by national and non-statutory tests, the results of which are analysed by staff to identify strengths and weaknesses in teaching and curriculum provision. In addition, teachers evaluate the pupils' learning every few days and keep more informal notes of these results. This system of making use of assessment results and analysis of test responses is only in the early stages of being incorporated into teachers' planning. As yet, the practice is inconsistent across the school and is having limited impact on standards.
39. Teachers' marking of pupils' work is unsatisfactory overall. It is often "secretarial", giving no information other than whether the answer is right or wrong. There is inconsistent use of constructive comments by staff, relevant to individual pupils' targets or which would assist the pupil in future learning.
40. Pupils' personal development is well supported through the whole-school ethos and also through good use of personal, social and health education and 'Circle Time'. In addition, all staff make time to listen to pupils, both in and out of lesson time, and treat the pupils and their thoughts with courtesy and respect. The small-school ethos of being part of "one big family" ensures that the staff know most pupils by name and older pupils help and support younger ones. This has a positive effect upon pupils' self image and confidence.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

41. The majority of parents have very positive views of the school. They are impressed with the improvements the school has made. The school has a valued position within the community. Parents and carers are well satisfied with the quality and effectiveness of what the school provides and achieves. Parents take the view that pupils are making good progress. The vast majority say that they are well informed about the progress their child is making. A minority do not believe that they are well informed. The inspection evidence shows that there are very good opportunities for parents to be informed about progress. The majority of parents say that the school works closely with parents, who feel comfortable about approaching the school with questions and problems. A minority disagree that the school works closely with parents although inspection evidence does not support this. Appropriate and sufficient homework is used very effectively as one way for the school to work closely with parents and often provides extension to pupils' learning.
42. The quality, relevance and usability of general information provided by the school to parents and carers is good. Regular letters and other school information support this. The school prospectus is interesting, informative and meets requirements. Parents spoken to during the inspection week agreed that they understood what was going on in the school. The reporting on progress for special educational needs pupils is good. Most parents of pupils with special educational needs are supportive, involved and attend the review meetings. The reporting on progress for other pupils is good. Annual reports to parents describe achievement and progress, which at the end of Year 2 and Year 6 is linked to National Curriculum attainment levels. The school has very good opportunities throughout the year for regular meetings with parents where they can discuss progress and the targets set for their children.

43. The school is successful in promoting and encouraging links with parents and carers. This is an improvement since the last inspection. The school is most welcoming to parents and carers. An open door policy operates and parents are at ease when approaching teachers. Staff are readily available to discuss pupils with parents and carers either informally or by appointment. A significant number of parents and carers provide help and support in the life of the school. Parents and carers who help in school are engaged in a range of activities. They are highly valued by the school and make a significant contribution to children's learning at school. A committed group of parents is most effective in the support it gives to the school through regular, successful fund raising events.
44. The school provides good support for its parents through a range of adult education opportunities, for example, Family Literacy and Numeracy. This has been well received by parents and has enabled them to provide good support to their children. The contribution of parents and carers to children's learning is good because the vast majority provide effective support, for example, in reading and encouraging their children to do their homework. The school has implemented home-school agreements.

HOW WELL IS THE SCHOOL LED AND MANAGED?

45. Leadership and management are good overall. This is an area of improvement, especially in the role of the governing body and in the enhancement to the working environment.
46. The headteacher has a good sense of vision. In working towards the aims of the school she is well supported by her senior teacher and other adults working in the school. There is a strong sense of purposeful direction. The school's values are clear in the way it presents itself and in the relationships shared among pupils, staff and between pupils and staff. There is a common sense of purpose among the adults. They are committed to improvement and transmit this commitment well to pupils. Delegation of responsibilities is necessarily limited at present. There are only two long-term permanent members of staff. It is not possible to delegate management responsibilities to the newly qualified member of staff during her induction year, although she knows what is to be delegated to her when that year is completed. Two part-time supply teachers manage the mixed reception and Year 1 class and they have no additional delegated responsibility. Responsibility for managing information and communication technology is well delegated to a full-time teacher in training. As she works very closely with the headteacher, this is a good strategy. The role of special educational needs coordinator is well delegated in the hands of a permanent member of staff. She has a good overview of the needs of special educational needs pupils. The register of special needs is maintained efficiently. The new Code of Practice for special education needs has been implemented well. The coordinator has identified the review and updating of special needs policy as her next priority.
47. The governors have extended their role significantly since the previous inspection. They are linked to classes and subjects. They have an agreed strategy for visits to the school to get to know its strengths and areas for development better. This puts them in a strong position to make well-informed decisions on the school's behalf. They are also involved in development planning and in identifying the spending priorities. They receive a good level of regular and relevant information about the school.

48. An improvement in planning the curriculum and in the quality of teaching can be attributed to the way in which the work of the school is monitored, evaluated and developed. Teachers have seen each other's lessons to identify how improvements can be made. Planning is monitored and evaluated for effectiveness. Good arrangements are in place for performance management. All teachers have appropriate targets for their personal professional development and to raise standards in the school. School development planning is secure. It identifies appropriate priorities and outlines strategies for achieving the targets. It is a whole staff process in consultation with the governing body. The plan is clear about what is to be spent and budgeting is efficiently carried out. Most targets are achieved successfully. However, standards have not risen as the school planned; high numbers of pupils with learning difficulties have been admitted in recent years and this has had a negative effect on aspirations towards higher overall standards. The school has an appropriate procedure for the induction of new teachers to the profession. There are no current opportunities for the school to give short-term work experience to teachers in training. However, there is a full-time teacher in training at the school and this arrangement is working well. Short-term work placements are sometimes given to nursery nurses in training.
49. Good use is made of new technology for administrative purposes. The school office works very efficiently. There is effective use of computers in dedicated information and communication technology lessons. There were few occasions during inspection when computers were used in other lessons to support learning. The school has sufficient qualified and experienced staff and currently is introducing two other members of staff to the profession. There has been some recent staff turnover that has unsettled a normally stable staffing situation. Good use is made of the skills of learning support assistants, especially where they are used to support pupils who have difficulty acquiring basic skills. There have been significant improvements in the accommodation in recent years. The school is attractive and well cared for. Despite this there are building limitations on provision for physical education and information and communication technology. Resources are adequate to meet the needs of the pupils and to cover the expectations of the curriculum.
50. The school is conscious of the need to observe the principles of best value and does all it can to use its resources efficiently. Overall, given available funding, standards, the quality of teaching and learning, leadership and management, it provides satisfactory value for money.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

51. The headteacher, governors and staff of the school should:
- 1) raise standards of attainment in writing throughout the school by ensuring that:
 - pupils are frequently reminded to be careful about spelling, punctuation and other aspects of grammar;
 - the attainment of girls is closely monitored and that the curriculum is planned to motivate them better in their learning;
 - they write tidily and present their work neatly;
 - skills learned in literacy lessons are used in extended pieces of writing;
(*paragraphs 1,2,3,4,26,79,80,97*)

- 2) raise standards of attainment in mathematics when pupils are eleven by:
 - continuing to build on the work of the National Numeracy strategy;
 - ensuring that pupils' targets are used consistently to achieve progress;
 - monitoring the attainment of girls;
(paragraphs 1,4,84,87)

- 3) raise standards of attainment in information and communication technology when pupils are eleven by ensuring that:
 - the full programme of study is taught;
 - track is kept of pupils' breadth of experience and progress using a manageable strategy for assessment;
(paragraphs 4,49,117,119,121,122)

- 4) ensure that pupils transfer into their everyday work the skills learned in handwriting practice so that they become consistent in the presentation of their work.
(paragraphs 3,4,79,97)

- 5) plan tasks that give pace to learning and challenge pupils across the full range of attainment, ensuring that marking identifies what pupils need to do next to achieve their targets;
(paragraphs 16,17,39,81,90)

- 6) continue to devise ways in which the limitations of accommodation can be overcome in providing the full curriculum in physical education and information and communication technology.
(paragraphs 19, 49,122,129)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	35
Number of discussions with staff, governors, other adults and pupils	19

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	1	21	13	0	0	0
Percentage	0	3	60	37	0	0	0

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

Information about the school's pupils

Pupils on the school's roll

	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	-	75
Number of full-time pupils known to be eligible for free school meals	-	2

FTE means full-time equivalent.

Special educational needs

	Nursery	YR – Y6
Number of pupils with statements of special educational needs	-	2
Number of pupils on the school's special educational needs register	-	35

English as an additional language

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

Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	10
Pupils who left the school other than at the usual time of leaving	5

Attendance

Authorised absence

	%
School data	6.0

Unauthorised absence

	%
School data	0.0

National comparative data	5.6
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National comparative data	0.5
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Both tables give the percentage of half days (sessions) missed through absence for the latest complete reporting year.

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

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year
	2001

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	-	-	-
	Girls	-	-	-
	Total	-	-	-
Percentage of pupils at NC level 2 or above	School	80 (80)	70 (60)	80 (80)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	-	-	-
	Girls	-	-	-
	Total	-	-	-
Percentage of pupils at NC level 2 or above	School	80 (70)	80 (70)	90 (80)
	National	85 (84)	89 (88)	89 (88)

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

Separate data for boys and girls is omitted owing to the small number of boys and girls in this school taking the national tests.

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

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year
	2001

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	-	-	-
	Girls	-	-	-
	Total	-	-	-
Percentage of pupils at NC level 4 or above	School	47 (46)	40 (54)	53 (69)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	-	-	-
	Girls	-	-	-
	Total	-	-	-
Percentage of pupils at NC level 4 or above	School	53 (62)	60 (77)	60 (85)
	National	72 (70)	74 (72)	82 (79)

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

Separate data for boys and girls is omitted owing to the small number of boys and girls in this school taking the national tests.

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	71
Any other minority ethnic group	0

This table refers to pupils of compulsory school age only.

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	4.1
Number of pupils per qualified teacher	18.5
Average class size	19

Education support staff: YR – Y6

Total number of education support staff	6
Total aggregate hours worked per week	53

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	n/a
Number of pupils per qualified teacher	n/a
Total number of education support staff	n/a
Total aggregate hours worked per week	n/a
Number of pupils per FTE adult	n/a

FTE means full-time equivalent.

Recruitment of teachers

Number of teachers who left the school during the last two years	3
Number of teachers appointed to the school during the last two years	4
Total number of vacant teaching posts (FTE)	1
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	1
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

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.

Financial information

Financial year	2000 - 2001
	£
Total income	194,630
Total expenditure	192,580
Expenditure per pupil	2,188
Balance brought forward from previous year	10,170
Balance carried forward to next year	12,220

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	77
Number of questionnaires returned	37

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	65	30	5	0	0
My child is making good progress in school.	54	46	0	0	0
Behaviour in the school is good.	41	41	8	10	0
My child gets the right amount of work to do at home.	32	60	8	0	0
The teaching is good.	65	35	0	0	0
I am kept well informed about how my child is getting on.	57	27	13	3	0
I would feel comfortable about approaching the school with questions or a problem.	68	22	5	5	0
The school expects my child to work hard and achieve his or her best.	59	41	0	0	0
The school works closely with parents.	51	27	5	14	3
The school is well led and managed.	59	22	8	11	0
The school is helping my child become mature and responsible.	46	43	11	0	0
The school provides an interesting range of activities outside lessons.	43	38	16	0	3

Other issues raised by parents

A small number of individual concerns raised by parents have been discussed with the school.

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

52. The small number of foundation stage children in the school are in the first class, which also contains year one pupils working on the Key Stage 1 curriculum. Children enter the first class part-time in the term just after they become four years old. All pupils start the reception year full-time in September, in the year in which they are going to be five. They remain in the same class for year one. Most of the children have no pre-school experience although a very small minority attended nurseries in Long Sutton and Spalding. The school establishes effective links with parents and children before they start school in order to broaden their experience. Parents are encouraged to bring their children to visit the fortnightly local authority play bus that comes to the school. They are also given a '*starting school*' booklet that gives helpful information about activities they can carry out with their children. This helps prepare children for school. They are invited to visit the school on a weekly basis in the summer half term, before they start school in September. A tea party is also held for all parents and children who are to start school to introduce them to the school and its routines and to enable them to meet staff and other parents and children. Parents are very supportive of their children and assist with their children's learning at home and at school whenever they can. They help with reading, cooking and trips.
53. Assessments when children start school show that standards of attainment on entry are poor in areas of communication, language and literacy and knowledge and understanding of the world. They are below average in all other areas in relation to other children in Lincolnshire and the country in general. Observations carried out during the inspection confirm this. Curriculum provision for children in the foundation stage is good. Assessment information and observation of the foundation stage children is well used to plan activities for them in line with the early learning goals for children of this age. By the age of five most children have made good progress. They achieve the standards expected in most areas of the curriculum, although they exceed them in physical development. In communication, language and literacy, they struggle to reach all the expected learning goals for children of this age, particularly in writing. Although good progress is made in the first class, the children work from a low starting point. In all areas of the curriculum children with special educational needs are well supported and they too, make good progress. The accommodation for the first class is satisfactory. It is much improved since the last inspection with the addition of a small secure outdoor area and a wide range of outdoor play equipment such as wheeled toys, balancing and climbing equipment, road signs, gardening equipment and balls and ropes. Outdoor play is also enhanced by the supervised use of a large open field.
54. Some activities, such as sand and water play are limited on wet days. An outdoor covered area can only be used on the finest days. The classroom has insufficient room to set up large activities like this. Resources for children in the foundation stage are good and sufficient to cover all areas of the early learning goals. Children behave well in the first class. They are interested in learning, listen well to the teacher, and concentrate on all the activities. They co-operate well with adults and children alike.

Personal, social and emotional development

55. Most children enter the school with lower than average levels of maturity, but they make good progress in their personal, social and emotional development in the first class and most children will attain this early learning goal by the time they are five. A few will exceed them. Many children settle quickly into school life and are confident and happy to come to school, although a few were observed who were still reluctant to come and did not wish to leave their mothers. In some cases this resulted in considerable stress. Staff intervened well to assist.
56. The children have good relationships with each other, and with the adults in the first class. Most initiate interactions with other children and adults, but a few are too shy, and have to be encouraged to interrelate, by the adults. The children concentrate well when they are involved in a task, but a few children have to be encouraged to stay working at it until it is completed. They behave well in whole class and small group activities, as well as when working and playing independently. They are developing a clear understanding of right and wrong, share their toys with each other and help each other with tasks. They comfort each other sensitively when they are upset, and a few are confident enough to organise themselves and others in group play. A significant minority of the children are too shy and lack the confidence to organise themselves or take the initiative by themselves. They wait for others to help them or tell them what to do. However, skilful adult intervention is steadily improving their confidence. Children with special educational needs are also making good progress. In the outdoor area one boy had the confidence to tell a whole row of children on tricycles to wait at the zebra crossing while the lollipop lady let some children cross over the road. In another situation a boy had to be helped by a classroom assistant to have the confidence to print each new letter or pattern in his picture.
57. The children take turns co-operatively and they are learning to respect other people's ideas and opinions although there are insufficient opportunities for the children to examine or experience other cultures or religions. Children understand the class rules, and know what behaviour is expected of them. They know that they must put their coats on when they go outside. They wash their hands when they are dirty and after using the toilet. Children know to flush the toilet after use. They tidy up willingly after activities, and take care of equipment. Children are polite, say *'thank you'* when people give them toys and books and open the door for people to leave the room. Children react openly to stories expressing humour, kindness and sadness, and they are beginning to learn to relate these stories to incidents in their own lives.
58. The quality of teaching in this area is generally satisfactory. Teachers expect children to behave well, and activities are generally well managed to cover the whole area of learning. However, there is insufficient emphasis on the fostering of independent attitudes. Staff offer good role models to the children by the way in which they talk and listen to others, and value all children's' contributions. Staff are very supportive of the children and sensitive to their needs. They know the children very well.

Communication, language and literacy

59. Children's' communication, language and literacy, with a few exceptions, is generally poor on entry to the school. They develop well in the first class, making good progress. However, because their starting point is so low, most will struggle to reach the early learning goal by the end of the foundation stage. A few will exceed this target. A small minority of the children in the first class are fluent communicators. They involve visitors in their conversations and readily talk about their work and explain their ideas. They initiate conversations with each other and negotiate positions, for example, a boy pointed out to a girl in the travel agents that she needed a particular ticket to go on the holiday she wanted to. The majority of children, however, are shy and find it difficult to initiate conversations without adult help. A few are so lacking in confidence that they are unwilling to try anything without encouragement and support from adults. The staff have recognised this, and are very good at providing support to these children and assisting them to develop confidence in speaking in group situations and at times to tell something with support to the whole class. One girl talked about helping her mummy with the cooking as the child in the story did, inviting her friends to a barbecue and that this was a kind thing to do.
60. All the children love listening to stories and taking part in reciting rhymes and singing jingles and songs. They make up their own stories in the role-play area using the 'travel agents', small world toys, Teddy Rainbow, and outdoor play as starting points. Children are at different stages of recognising letters and sounds. Most children knew all the letters of the alphabet and their sounds but a few are still struggling to learn quite a small selection. Children use language to help them think in their play and draw conclusions about what they are doing. One girl talked to herself as she played in the travel agents, *"I must get all the tickets ready, because I'm going to have some customers in a minute, and I mustn't keep them waiting"*.
61. Children enjoy illustrations in books, have favourite books and handle them carefully. They hold books the correct way up and turn the pages in order. They point out individual words on pages and recognise some simple words. A few children at the foundation stage read simple books and the majority recognise and write their first name. All children make marks on paper and some write letters to form simple words or copy the teacher's writing. A few write their own sentences unaided with good pencil control. In the travel agents, children write tickets for journeys and they make booklets with writing about Teddy Rainbow's travel.
62. Teaching in this area is good. All staff offer challenges to the children and intervene well in their learning to encourage further development. Children take books home and parents support them well. Children were observed in a comfortable reading corner in the first class reading quietly to themselves and sometimes sharing a book with a friend. Adults intervene well in this process. Role-play provision is good, and the work about Teddy Rainbow and his travels is imaginative and provides many creative opportunities for talking, reading and writing. Opportunities for writing are good and pencils and paper are freely available. However, most children generally need to be encouraged and supported during writing and only a small minority write independently on self-chosen tasks.

Mathematical development

63. Children enter the first class with average mathematical knowledge for their age. They continue to make satisfactory progress during the year, so that most children are on target to meet the early learning goals expected nationally at the end of the foundation stage. Children are developing mathematical ideas. They name basic shapes such as square, triangle, rectangle and circle, match shapes and form repeating patterns with them. They are also developing mathematical language and recognise that two square shapes are the “*same*” and that two other shapes are “*different*”. They explain that the rectangle they have is “*larger than*” the square and the square is “*shorter than*” the rectangle. They develop a basic understanding of capacity, weight, length and space through practical exploration in sand and water play, the house corner, travel agent, and outdoor play. For example, children described containers as “*full*” and “*empty*” and could evaluate a length of printed shapes on their design. “*My line is longer than yours. I have got six shapes, and you only have three*”.
64. Children are developing a good understanding of numbers. All count, name and recognise numbers to 5, many to 20, a few to 100, and at least half sequence them in order. Children understand one to one correspondence in their play in the travel agents, giving one ticket to one person for one fare. They put shells and stones in order from small to large and make repeating colour patterns with printed objects. Through playing games and singing songs with given numbers of objects such as “*there were ten green bottles...*” children are developing an awareness of addition and subtraction.
65. Teaching in this area is satisfactory and sometimes good. Children are given good opportunities for mathematical development, and the computer is well used to enhance the work. All staff intervene well to extend learning and make very good use of time and resources but some opportunities are missed, particularly during play, to draw out a mathematical dimension in an activity.

Knowledge and understanding of the world

66. Most children come to school with a below average understanding and knowledge of the world outside their immediate family situation. They make good progress during their first year at school, and most children are on target to reach the expected standard in this area of learning by the end of the foundation stage. Children look through magnifying glasses to examine shells and stones collected from the beach. They identify key features of the seaside in pictures such as the sea, the beach, cliffs and waves.
67. They understand that Teddy Rainbow’s suitcase contains the things you need to go on a holiday to the seaside, such as tickets, picnic plates, sun-tan lotion, and they look at his holiday snaps and postcards, and talk about a range of places he has been to visit on his travels. They talk about holidays they have been on, although in many cases they have not been outside Gedney or have only been to Spalding. A few have visited a local seaside resort. They use a computer program that has examples of Teddy Rainbow’s clothing and select various items and dress him for journeys in different weathers. They test how waterproof Wellington boots are, and work out in the water tray, which objects float and which objects sink. They talk imaginatively about imaginary objects they pretend to see inside a magic shell, such as their favourite food, “*chocolate cake, and a sandwich*”. Cooking, eating and drinking are

enjoyed in the first class, and these and other opportunities to smell and feel, give children good opportunities to respond to sensations and explore their senses.

68. Opportunities for learning about other cultures, different religions, languages and customs are planned for in autumn term and were not seen during inspection. There are very good opportunities for the children to use computers and their skills are advanced for their age. Most pupils at the foundation stage use a mouse proficiently, type simple commands, drag with the mouse and put Teddy Rainbow's clothes on to him. They select items from a computer programme and work with sustained concentration for a considerable period. Children are beginning to develop a good sense of time. They happily recount what they did at school yesterday, as well as what they are going to be doing at the weekend and in the holidays.
69. Teaching in this area is generally satisfactory, but the work that uses Teddy Rainbow as a focus and links all the areas of the curriculum together is good, and leads to higher levels of learning.

Physical development

70. Children's' physical development is satisfactory and they make steady progress in their first year at school, so that all are likely to achieve the early learning goals by the end of the foundation stage, and many will exceed them. In their outdoor play, children show good awareness of space and others by balancing well on tricycles and other wheeled toys, steering them with skill, travelling at speed, yet being able to stop safely when required. Children run, jump, skip and hop all over the outdoor area and develop gross motor skills by construction and gardening activities, using the tools with great dexterity. They climb, balance and slide with confidence on the climbing apparatus; but although this equipment is a good addition since the last inspection, it does not present a sufficient challenge to the boldest and highest attaining children.
71. Small world toys and use of paintbrushes, jigsaws, pencils and small construction equipment, help them develop their fine motor skills. Children dance rhythmically to music and throw and catch balls with skill, showing a good sense of space.
72. The quality of teaching in this area is satisfactory, and staff intervene well to extend children's' skills in the outdoor area. Independence in this area is encouraged, and children put away outdoor equipment like tricycles independently.

Creative development

73. Children are making satisfactory progress in their creative development, and most will achieve the early learning goals by the end of the foundation stage. They are offered a good range of activities, including drawing, model making, painting, role-play and music. Their creative attempts display increasing imagination and confidence. Children use construction kits, make models, cut and stick paper, print various articles and make collages. There are occasions when adult intervention greatly enhances the learning opportunities. For example, in a printing session, the learning support assistant worked with a special needs child, and took every opportunity to extend the child's language and learning experience. They have made an interesting collage of the seaside using coloured paper and material, shell shapes, fish patterns and their own drawings of waves and sea creatures such as jellyfish.

74. Children enjoy making music, and singing songs, and are extending their repertoire of songs, nursery rhymes and jingles. There was no inspection week evidence of opportunities for children to explore and enjoy music of other cultures, although there are instruments from other cultures available in the school. Dressing-up and role-play encourages children to use their imagination and is effectively encouraged by all the adults through the materials provided, and from adult intervention in the play. Groups of children played imaginatively in the travel agents, planning holidays, buying tickets and negotiating tasks. Various props extended their imagination well.
75. Teaching in this area is satisfactory, but better when a wide variety of resources are available, children are allowed to select materials, and teaching intervention extends their creativity.

ENGLISH

76. Standards of attainment in English are below the level expected when pupils are seven and eleven. Given an identified difficulty with language skills from their starting point in school, pupils make satisfactory progress overall. This includes pupils with special educational needs. There are no pupils learning English as a second language. Attainment in speaking and listening and in reading is close to the level expected in Year 2 and Year 6. Attainment in writing is below the expected level at the age of seven and eleven. The results of National Curriculum tests for seven year olds in 2001 show standards in reading below the national average and well below the national average in writing. Results are adversely affected by the number of pupils with special educational needs who attend the school. These pupils make progress but rarely make the progress necessary to fully overcome previous learning delay. Although there is a small five-year trend of improvement, the results are quite consistent from year to year. There is no significant or consistent trend of difference in the attainment of boys and girls. The results of National Curriculum tests for eleven year olds in 2001 show attainment that is very low compared with the national average. Again, results are affected by the high number of pupils with special educational needs. This is still the case for the current year group of eleven year olds. Additionally, a high proportion of pupils join the school at times other than the usual time of joining. Many of these pupils have difficulty making up lost ground. There is a significant trend of better performance of boys compared with girls. No comparisons are made with similar schools on the basis of the incidence of free schools meals. The school makes the case – and it is accepted by the inspection team – that free school meals comparisons are invalid given the circumstances of the school. Local education authority data shows that the school compares favourably with similar schools in the locality.
77. In speaking and listening, pupils throughout the school generally listen well to the teacher, other adults and each other. They show their understanding by responding eagerly to questions and use their skills to get involved in discussions. Occasionally, some are too eager and interrupt with their contributions. However, most show the necessary patience to get the most out of speaking and listening. Where teaching is at its most skilled, there is good opportunity for pupils to make spontaneous contributions to discussions. Although pupils listen well and respond with appropriate answers, sometimes their answers are wide of the mark. Teachers provide good levels of questioning that provoke and stimulate pupils' response. Pupils have little difficulty putting their ideas into words, although sometimes they use everyday language rather than making use of subject specific vocabulary. For example, the teacher found it necessary to coax scientific vocabulary out of the pupil who said 'it gets soaked up' rather than use the term 'absorb'.

78. Standards in reading are similar to the standard expected nationally. Pupils join in enthusiastically when reading aloud in literacy lessons. Most read with expression and understanding. Pupils heard reading individually in Year 2 have good word recognition. However, lower attaining pupils who make occasional mistakes do not have the full range of word building skills to help them overcome difficulties. Both average attaining pupils and higher attaining pupils read with expression. They read punctuation such as full stops and speech marks skilfully and this aids their understanding of what they read. Pupils in this age range discriminate readily between fiction and non-fiction. They recognise the value of non-fiction and begin to use information books purposefully. Some higher attaining pupils give good explanations of the publisher's 'blurb' and know how to use the index. They are less familiar with the glossary but recognise the word when prompted. They read to parents and other adults at home and this is a valuable way of extending reading skills. Year 6 pupils who read individually do so with expression and fluency. Only the lower attaining pupils have some difficulty with immediate word recognition. However, they have skills that help them to work out longer words such as 'cancelled'. All these pupils enjoy books and name a range of authors whose work they enjoy: for example, the 'Harry Potter' books by J.K. Rowling and Enid Blyton's 'Famous Five' series. When challenged that Enid Blyton is old-fashioned and undemanding, pupils are quick to justify their choice and explain what is good and satisfying about the books they nominate. Pupils value books and reading, giving a wide range of reasons for reading, such as personal research, extending learning to get a better job in adult life and the pure pleasure of being deep in a story. They have a good range of library knowledge and research skills. They know how books are arranged in a library. Pupils across the ability range use contents page, index and glossary with comfortable skills.
79. Standards in writing are below the level expected. Pupils in Year 2 enjoy a wide range of reasons for writing: for example, re-telling well known stories, writing letters, reflecting on their own life and experiences, for giving information, writing poetry and play-scripts. What they write is interesting and informative. They have a good understanding of writing in sentences and writing in a logical time order. However, much of what they write is untidy, with many errors in spelling and punctuation. The evidence of literacy lessons, in the tasks pupils complete, is that they are learning appropriate skills and rules of grammar. However, they do not easily transfer these skills into their extended writing tasks. A similar paradox is found in handwriting. Pupils do regular handwriting practice. The work in handwriting books is frequently even with well-shaped individual letters. However, when they have to make up their own sentences, rather than copy from a handwriting exercise, good handwriting attributes are forgotten. Despite this, almost all pupils write legibly.
80. It is a similar picture with eleven year olds in Year 6. They plan good stories. They make accurate notes and then put facts into their own words. They learn a range of basic and advanced punctuation skills, including 'parenthetic commas'. However, these skills are frequently neglected in the urgency to get ideas down on paper. Pupils have good ideas. They can shape a story. They can write a letter shaping what they write to the purpose of the letter and the needs of the recipient. Pupils write poetry and plays. They understand how to convey aspects of the personality of a character. Pupils know the difference between simple words and compound words. They discuss how paragraphs improve writing and help meaning. However, when it comes to presenting the final version of an extended piece of writing too frequently the sense is affected by errors in the accurate use of known skills.

81. Teaching is satisfactory overall with good teaching found in Year 2 and Year 5 and 6. Planning is efficient and follows the national literacy strategy style. Subject knowledge is used confidently. Teachers plan tasks that frequently meet the needs of pupils of differing abilities. Some tasks are common to all pupils. When this happens lower attaining pupils have difficulty understanding what they need to do and higher attaining pupils find the task easy. Most lessons keep pupils busy in their learning. In some lessons pace is not intense. At times like this, pupils find it more difficult to be involved in their learning and to concentrate. Pupils are usually well managed and this helps them focus on their tasks. Where the management of pupils is less precise, some pupils interrupt and call out answers. This slows the lesson, making it difficult for the teacher to get through all the planned content. A positive common feature to lessons is the sharing of learning objectives. This gives pupils a clear idea of what they are expected to learn. Even so, many pupils need a great deal of further explanation and clarification after the teacher's explanations, which are usually precise and sufficiently detailed. Marking is valuable and informative for pupils at times. Sometimes it does not provide enough information about what should be done next to improve. Teachers provide good opportunities for pupils to be supported individually or in small groups, making good use of the skills of learning support assistants where they are available.
82. There is a suitable policy and sufficient guidance to ensure a sense of direction in the curriculum. Time allocation is adequate. Efficient implementation of the National Literacy Strategy has helped the school resolve the curriculum planning criticisms of the previous report. This is a clear improvement since the previous inspection. Some tasks in geography, history, science and RE give pupils opportunities to use their growing creative literacy skills. Other tasks involve completion of a worksheet and this does not make good use of existing skills. Pupils get good opportunities to learn spellings, practice handwriting, learn skills and complete tasks across a wide range of writing styles. They find it helpful where these tasks are different for different levels of prior learning. Sometimes tasks are common to pupils of all levels of attainment and the needs of all are not fully served when this happens. Occasionally pupils are withdrawn from literacy lessons for intensive support. This enhances equality of opportunity. Withdrawn pupils get individual support for their learning targets. The rest of the class is able to get through a greater volume of more demanding work. Pupils complete a range of assessment tasks and the results of these are recorded so that the progress of year groups, ability groups and individuals can be monitored. Standard National Curriculum tests are analysed and the results used to modify the work planned. However, there is a pronounced trend of the underperformance of girls compared with the performance of boys. This is not particularly noticeable during lessons. At present this trend has not been identified as a matter of concern and there is no specific modification of planning to achieve better progress for girls. The overall provision for pupils with special educational needs is good. They make appropriate progress given their prior achievement. Targets on individual plans for learning are closely related to identified difficulties. Some targets are general and on going. The best targets are very specific and achievable within a precise time scale. There is a valuable partnership with parents through homework tasks and regular reading. The subject has been effectively managed through the implementation of the National Literacy Strategy. Resources are appropriate and well used. The school library is situated at the back of a classroom. This restricts the use that some pupils are able to make of reference books. Some of the books are well worn and quite dated.
83. Targets are set for all pupils. Those for eleven year olds are closely linked to progress on prior attainment and are therefore challenging. Targets for 2001 were

achieved. Pupils are on track to achieve their current targets. The overall trend of results is upwards and in line with the national trend of improvement. Given attainment on entry to school, pupils make satisfactory progress in the acquisition of basic skills and their achievement is satisfactory. The school can point to improvement since the previous inspection in the way the curriculum is planned and managed and in the steady overall improvement in standards.

MATHEMATICS

84. Standards of attainment at the end of Year 2 are in line with the national average although the results of national tests in recent years have indicated below average attainment. The discrepancy may be attributed to different cohorts of pupils and the improvement in curriculum provision over time. Pupils' achievement at this age is also in line with national norms.
85. At the end of Year 6, standards of attainment are below expectation. Pupils have not made all the progress that could be expected of them and achievement is slightly below average. The results of national tests in recent years have shown attainment to be well below average. Again, the apparent discrepancy is likely to be due to the different cohorts of pupils and improvements in curriculum provision, including a more confident approach to delivering the National Numeracy Strategy.
86. In Year 2, pupils begin to grasp the concept of shopping, using coins to calculate cost and to make change from fifty pence or £1. A scrutiny of pupils' previous work indicates a good grasp of number, including addition and subtraction to 20 and often higher, understanding of patterns and shape and solving number problems.
87. In Year 6, pupils are becoming proficient in solving a variety of mental problems, often within a specified time limit. They multiply and divide in hundreds, tens and units, understand remainders, fractions and decimals, have a good grasp of angles, compass points and degrees and have developed a range of methods for calculating and solving number problems. However, pupils do not always apply their number knowledge accurately.
88. Pupils with special educational needs make satisfactory progress throughout the school. They work within the main class in mathematics lessons, with appropriate work provided and sometimes having support from another member of staff.
89. The quality of teaching and learning is at least satisfactory in all classes, with some good teaching and learning observed in the Year 5/6 class. Teachers have good knowledge and understanding of the curriculum and the needs of their pupils and make good use of homework. In many lessons, teachers provide work which closely matches the pupils' own experiences; for example, the use of a supermarket "flyer" was used effectively to provide practice in calculating increases, reductions and savings. This type of activity is relevant for the pupils and often holds their interest well, resulting in sustained concentration and significant effort on the part of many pupils. In Year 5/6, good use is also made of skilled questioning, which ensures that all pupils are sufficiently challenged.
90. The quality of marking is unsatisfactory overall. Some marking is just a tick and a small amount of work is not marked at all. There are few instances of comments written by teachers in response to the pupils' work and almost no references to pupils' targets or the learning objectives. Good use is made of homework to extend and reinforce class work.

91. Pupils' attitudes and behaviour throughout the school, although varied, are satisfactory overall. A number of pupils in each class easily become restless and this sometimes distracts other pupils. Although most pupils respond well in whole-class sessions and when working under the direct attention of an adult, others have difficulty in concentrating when relatively unsupervised and this results in wasted time and a slower pace.
92. The mathematics curriculum is appropriately based upon the National Numeracy Strategy and provides a broad and balanced curriculum, which also ensures continuity and progression throughout the year groups. The staff have worked hard to ensure that an appropriate curriculum is provided for pupils of different year groups within mixed-age classes. This enables sufficient flexibility to allow differentiated activities across what is often a very wide range of attainment within the class. An appropriate assessment structure has been established, which allows teachers to monitor pupils' progress, but this is still relatively new and is not used consistently across the school to help teachers in planning for individual pupils' needs.
93. The mathematics co-ordinator provides good leadership for the subject. She monitors teaching, planning and pupils' work on a regular basis and analyses assessment results, which gives her a clear view of strengths and weaknesses across her subject. The quality and quantity of resources are satisfactory, as is accommodation, although the position of the computer suite at the back of one classroom causes some disruption to lessons. Overall, standards have been maintained since the previous inspection.

SCIENCE

94. Standards in science match the standard expected nationally when pupils are seven and eleven. This does not reflect the recent results of National Curriculum tests but fully reflects the range of experience pupils get across all aspects of the curriculum and the skills they acquire during practical lessons. Since the previous inspection improvements have been made in planning the curriculum and in the type of work pupils are expected to do. There has been a parallel improvement in teacher knowledge of the subject.
95. Teacher assessments for seven year olds in 2001 indicate attainment matching the expected level. The number of pupils achieving the higher levels possible at this age was well above average. This is the result of positive teaching and the sort of thinking expected from pupils during activities. Standard National Curriculum tests for eleven year olds show very low attainment compared with the national average. Many of this group of pupils are identified as having special educational needs. At this age, boys perform much better than girls over a three-year period. The five-year trend shows improvement. The results are very erratic from year to year but this is not unusual with very small numbers of pupils in a year group.
96. In the work seen, pupils produce a good volume of work across all the areas of learning in science, but with a particular emphasis on the acquisition of practical skills. Pupils carry out investigations, they learn about fair testing and discuss what should be kept the same during an experiment and what should be changed and measured. They observe scientific phenomena with care and record the results in writing, by drawing and collecting data. They know how to hypothesise about their investigations, although sometimes their predictions and reasons for their predictions are not very accurate.

97. Year 2 pupils know a great deal about conditions for growth. They test materials for their suitability, basing their tests in the reality of their world: what material is most suitable for the postman's bag and what is the best waterproof material for the fireman's uniform. They enjoy a mini-beast hunt and sketch plants in their environment. They begin to understand about states of matter by studying what happens when ice melts. They know basic rules for the healthy preparation of food. Although much of the work is untidy, it is strongly rooted in practical experience. The nature of the tasks means that higher attaining pupils can demonstrate their thinking. Some lower attaining pupils struggle to record their results because they are still acquiring very basic literacy skills. Most pupils perform at the expected level. Some are working at levels higher than expected for their age. Eleven year olds get through a great deal of work. This is sometimes hurried and untidy and some pupils are careless with their observations and recording. However, they are covering the curriculum in depth and acquiring a good understanding of scientific methods. For example, in an investigation into relative density, although pupils did not express the investigation in the correct scientific terminology, they did understand the need to test and re-test their results for validity. However, although Year 5 and 6 pupils usually got their predictions right, the reasons for the predictions were frequently invalid. For example, pupils predicted that an object would sink because it was heavy. It did sink but not because it was heavy. They found it difficult to offer a response to the teacher's follow up question about the weight of a ship compared to that of the object in question. Pupils record their investigations in words, diagrams and through the collection of data that is tabulated and turned into graphs for interpretation. They know about the chemical and physical properties of reversible and irreversible change. They study forces and magnetism. They study healthy eating and know what foods are good for them. Although they find some of the scientific vocabulary such as 'absorption', 'dissolving', 'opaque' and 'transparent' difficult to use in their precise scientific meaning, they understand the concepts lying behind the terms.
98. The teaching of science is satisfactory overall. A proportion of lessons are good. The strengths of science teaching lie in the confident use of subject knowledge. This helps teachers to prepare interesting practical work. Good organisation and management of pupils help lessons go well. Sometimes pupils are too eager in their response. They want to work hard and to show that they are involved and thinking. When too many pupils try to respond at once it reduces the pace of learning. Occasionally, teachers find it difficult to control this eager response. Because subject knowledge is secure, teachers are able to challenge pupils' thinking in their follow-up questions. There is good use of questioning to clarify pupils' thinking and to assess where they are in their learning. During practical work, pupils concentrate well and they are quick to share resources, ideas and tasks. The school strategy of discussing learning objectives with pupils is a positive influence on their thinking. However, a general lack of practical knowledge of the world of science frequently brings pupils to the wrong conclusion. Pupils recognise the phenomena; they are less successful in giving reasons for what they see. Pupils with special educational needs benefit from the emphasis placed by the school on practical work. They are well motivated by the 'doing' of investigations. They have difficulty in recording the results of their work but get good support from teachers and learning support assistants.
99. The curriculum is well organised and managed with appropriate time so that many investigations can take place and a good volume of work can be produced. Its determination to make tasks practical stimulates pupils' thinking. There are appropriate strategies for assessment built into the programme of study. The school takes every opportunity to use the environment and the reality of pupils' experience as

a motivating principle. It is successful in this. The provision in science is a positive influence in pupils' personal development. They learn to work together. They know how to behave during investigations. They develop an enquiring mind about their surroundings. The school has strategies for effective monitoring of planning, what happens in the classroom and for the analysis of outcomes through scrutinising samples of work.

100. Since the previous inspection the school has continued to make improvements: in the way the curriculum is planned and managed and in the way teachers use their subject knowledge. Although the results of National Curriculum standards tests vary a great deal from year to year, there is an overall trend of improvement over time. Variation from year-to-year is a common and expected feature of small year groups.

ART AND DESIGN AND DESIGN AND TECHNOLOGY

101. Although few lessons were observed, sufficient evidence was provided by the scrutiny of pupils' work, displays, discussions with groups of pupils and teachers' planning files. Standards in art and design have been maintained since the previous inspection. Standards in design and technology when pupils are eleven are now improved since the previous inspection.
102. Standards are in line with national expectations at the end of both key stages. Pupils develop their skills by using a satisfactory range of media, including pencils, crayons, pastels, collage, fabric work and, where relevant, construction materials. The use of paint and clay and the development of food technology are rather limited in some classes, as are links with ICT. Pupils across the school make good use of the cycle of planning, making, evaluating and modifying their work, with skills in art, design and technology often being used to support different stages within the one process. Pupils with special educational needs make appropriate progress that matches their prior learning.

103. In Year 2, pupils use a variety of materials to produce clothes for various toys, embroidery for seaside picture, observe and use techniques used by famous artists, combine stitching and collage work to make puppets and link art with mathematics to produce 'Metre Men' and graphs of their hyacinth growing competition.
104. In Year 6, pupils produce detailed observational drawings of the human form, facial expressions and still life. They draw a landscape from a wide angle and then make "viewfinders" through which they draw a detail from the original picture. Pupils work in groups on collaborative productions; for example, following a visit from an artist, groups of pupils produced large, detailed collages of the stories of Pandora's Box and Icarus. The skills demonstrated in this work included planning, designing, the use of a variety of materials to produce both two-dimensional and three-dimensional effects, evaluating and modifying as they went along.
105. Teaching is satisfactory across the school. Teachers provide appropriate instructions, give good advice on skills and technique and provide a satisfactory range of materials overall, although discussions with pupils indicate that the range is rather limited in some activities; for example, different types of paints have not been experienced by many pupils and the use of clay is restricted. Where appropriate, teachers draw the pupils' attention to safe practice; for example the sensible use of pins and needles in Year 2.
106. Many classroom displays are of good quality. They are informative, relevant and attractive and many include a range of two-dimensional and three-dimensional work. Unfortunately, this quality is not consistent across the school, with some rooms displaying very little pupils' work and concentrating instead on posters and information. The entrance hall and corridors are bright and contain some useful information, but the Key Stage 2 corridor is less attractive, with little pupils' work on display.
107. Pupils respond well and most are usually attentive and on-task. Behaviour is good when the pupils have adult support, but some pupils quickly lose concentration when working without close supervision.
108. The curriculum is appropriate, with the school making good use of relatively limited time to cover as wide a range of activities as possible. There is evident skills progression throughout the age groups and satisfactory provision of resources.
109. Good use is made of classroom support staff and the accommodation.

GEOGRAPHY AND HISTORY

110. Although few lessons were observed, sufficient evidence was provided by the scrutiny of pupils' work, displays, discussions with groups of pupils and scrutiny of teachers' planning files to make judgements about standards. Standards have been maintained since the previous inspection although standards in geography for eleven-year-olds have improved since then.

111. Standards in both subjects are satisfactory across the school. Pupils demonstrate a growing range of geographical and historical vocabulary, knowledge and skills, which they are able to use appropriately. Although the skills and understanding of pupils with special educational needs do not match the expectations for all pupils, they make satisfactory progress overall.
112. In Year 2, pupils identify different climates and possible holiday destinations from items that have been packed in suitcases. They demonstrate an awareness of places that are far away, as opposed to local, and of appropriate means of transport for travelling to different localities. They are aware of the use of simple plans and maps. In history, they understand the concept of 'Famous People', giving personal examples and then extending their knowledge to include Florence Nightingale, Guy Fawkes and Queen Elizabeth 1.
113. In Year 6, pupils have compared rivers in different localities and have a good understanding of the importance of water to a community. They can read maps of different scales, understanding and making use of the key and can identify many continents, countries and other features on a globe. They have a satisfactory understanding of different localities and the effect of climate upon lifestyles, in both time and place. For example, they appreciate the difference between life in Tudor times and today, but are also aware of the differences between the lives of children in Gedney, Peterborough, France and Africa. Also in Year 6, Pupils are developing an awareness of how life has changed since 1948 and are able to examine artefacts critically in order to place them in the appropriate decade. Earlier in the key stage, pupils are increasing their knowledge of life in the Second World War and can describe events such as the Blitz and evacuation. They participate in role-play to empathise with the evacuees, their families and the host families.
114. Teaching and learning throughout the school are satisfactory. Teachers demonstrate good subject knowledge, and, particularly in Year 3 to 6 make good use of homework. Teachers' expectations are not always clear and the management of pupils and time are sometimes unsatisfactory, resulting in a slow pace and the occasional behaviour problem. Scrutiny of previous work indicates an over-reliance on worksheets in some classes. One notable strength is the determination of many teachers to ensure that being in a small rural school does not disadvantage pupils. Teachers make great efforts to bring in extra resources such as books and artefacts and provide opportunities for investigation and research through encouraging pupils to use CD ROMs and the Internet to support their studies.
115. Pupils' attitudes and behaviour are satisfactory overall, with some very positive responses being observed in the more practical lessons, particularly when the pupils are involved in role play. Pupils are generally interested and work well. Behaviour and concentration deteriorate when the teacher spends a long time on introductions or description, or allows pupils who are demonstrating to take too long over their input.
116. The curriculum is satisfactory overall, although teachers' planning is variable, as is the use of assessment. The school curriculum is well supported by the high quality of work that many pupils undertake at home. Resources and accommodation are satisfactory.

INFORMATION AND COMMUNICATION TECHNOLOGY

117. Attainment matches the standard expected when pupils are seven but it is below that standard when they are eleven. This is similar to the findings of the previous inspection. However, since then the school has begun to teach a much broader curriculum in response to the findings of that inspection. Recent acquisition of new resources means that pupils are beginning to have access to the full requirements of the curriculum. While skills are still below the level expected of pupils in Years 3 to 6, and pupils have not had some elements of the curriculum taught to them, a more informed quality of teaching is beginning to have an impact. Pupils with special educational needs get a good measure of support when they are working on computers. This enables them to make similar progress to that made by other pupils.
118. Pupils in Years 1 and 2 frequently present their work in word processing style. They use graphics from computer software and also create their own graphics using a paint program. Some have had experience of using the digital camera and use their own portraits to illustrate projects. They have had some early instruction on the use of spreadsheets and enter data onto a simple database so that it can be reproduced in graph form. Year 2 pupils enjoyed their lesson on entering a series of instructions to structure a response. Some pupils used the telephone directory of a mobile phone, entering a series of instructions to find the correct stored number and place a call. Others used a computer software program to enter instructions to an on-screen 'Roamer' (a programmable toy) so that it extinguished a series of candles one-by-one. Pupils using this program found the activity difficult at first but practice helped them to refine their own series of instructions to gain more success.
119. Pupils in Years 3 to 6 learned word processing 'cut and paste' technique. This skill is most usually learned in Year 4 indicating late acquisition of skills for older pupils. The parallel activity for pupils not using a keyboard entailed them using scissors and paste to do the same cut and paste exercise. This was a valuable activity because it demonstrated how computers are used to speed up the editing process. Pupils have good mouse skills and ready access to the keyboard. They have had sufficient opportunity to practise letter location on the keyboard. Part of their regular practise on computers is to learn touch-typing skills. A good feature of the work of older pupils on computers is that they keep their own disk of completed work. This was a valuable feature of the analysis of work during inspection. Pupils use computers to write their stories and to write poems. They use graphics packages to illustrate their writing. There is evidence of data collection using a spreadsheet and turning the data into a range of different graphs. Pupils then interrogate the data. Not seen during inspection are parts of the curriculum concerned with modelling, sensing and monitoring events. The school has bought new resources to ensure that these parts of the curriculum can be taught effectively. However, until the full curriculum is taught, standards will not match those expected nationally.
120. The teaching seen was satisfactory. Teachers have adequate subject knowledge of the areas taught during inspection. They teach the planned lessons convincingly and this encourages pupils to be enthusiastic about what they are doing. Demonstrations are good. Pupils learn a lot from this. Lessons are well organised and managed. Only occasionally the class grows restless and it is difficult for the teacher to get the teaching material across to pupils. Good use is being made of the new teaching resource. It is a good support to the work that has been planned.

121. The curriculum at present does not meet requirements because some parts of the programme of study have not been taught. However, it is clear that the school is aware of this and action has been taken to rectify this shortcoming. There is currently no effective simple and manageable strategy for monitoring pupil competence and progress. There are some checklists in pupil records but those seen were incomplete. The school has an unusual circumstance in the management of the subject. A full-time teacher in training acts as subject manager. She is knowledgeable and enthusiastic. She has provided training for all members of staff and this has brought about improvement in teacher knowledge. She has a well-focused action plan and knows what has to be done to bring the subject up to expectations. For example, she has the draft of an assessment booklet that will meet the needs of monitoring the progress of pupils through the subject.
122. Although attainment in the subject is not yet at the level expected, improvements are being made; in teaching and learning, in the way the curriculum is planned and managed, in the provision and use of resources and in the way the subject is managed. There are some shortcomings in the placement of the networked suite of computers. They are at the back of a classroom, and through traffic of other pupils causes some disturbance to the pupils in that class. There is little day-to-day use of computers to support learning in other subjects. Although all classrooms are provided with computers they were rarely used during inspection, for example, for research in science, history, geography or RE, or to support the development of literacy and numeracy skills.

MUSIC

123. Standards of attainment in music match expectations when pupils are seven and eleven. Although few lessons of music were observed, examination of planning and discussions with pupils provided sufficient evidence to make the judgement secure. Standards have been maintained since the previous inspection.
124. Pupils in Year 2 discuss listening to 'The Four Seasons'. They are unable to name the composer as 'Vivaldi' but recognise some of the instruments playing the music. They appreciate that the composer had tried to put his feelings about the seasons into the tone and ideas of the music. They enjoy singing a favourite song 'The Super Supper March' with clear diction and good tempo and pitch. They use instruments such as triangles and tambourines to invent their own music to perform for others. They know how different effects can be achieved by shaking, tapping, striking the instruments. Pupils in Year 6 show a similar spread of attainment across the different parts of the music curriculum. They listen to music chosen by the teacher and discuss what the composer has tried to do and how instruments have been used to achieve particular effects. Sometimes they bring their own music to school and play it to the class, explaining why they enjoy it. They have a useful working knowledge of the families of instruments and the different members of the families. They know some famous composers and some features of their life and work. Songs such as 'Shalom' are sung in two parts. They use instruments to compose their own music, using elements of formal notation to write down compositions so that they can be practised, refined and performed for others. They sing songs that match the work they are doing in other subjects. There is little evidence of learning about the music of cultures other than of Western origin. Pupils with special educational needs sometimes reach standards that are similar to those of others in their year group. This is because much of the work is practical and limitations in basic skills of reading and writing have less impact in music.

125. Very little teaching of music was seen and no overall judgement is made. In the one lesson seen the teacher's subject knowledge was well used. The implications of discussions with pupils are that teaching is at least satisfactory and that teachers have adequate subject knowledge. There is good coverage of the elements of the curriculum, although on the evidence available opportunities are missed to enhance pupils' awareness of a range of cultures through music. Pupils do have a visit from a 'travelling music man' who discusses the music and instruments of other cultures with them. Management of the subject is to be taken over by a newly qualified teacher when her first year of teaching is complete. This is appropriate as she has a background of musical expertise. Resources are adequate. Additionally, the school runs a keyboard group for pupils. A school choir is formed for special occasions such as a Christmas performance.

PHYSICAL EDUCATION

126. Attainment in PE matches national expectations when pupils are seven and eleven. Standards have been maintained since the previous inspection but provision is improved. There is a particular strength in the standards and teaching in swimming. All pupils in Year 6 swim at least the national standard of 25 metres and most exceed this standard. The higher attaining group of swimmers swim strongly with very accomplished strokes. These pupils are beginning to learn basic reaching rescue techniques. Almost all pupils are confident entering the water and work hard at the opportunities provided. Where confidence is limited, pupils meet with skilled and sympathetic teaching.
127. No lessons were seen in Years 1 and 2. Discussions with pupils in Year 2 show that they are enthusiastic about PE. In the words of one boy: 'PE! That's fun!' Pupils talk freely about indoor and outdoor activities. They do not get much chance to 'do climbing' on apparatus indoors and this is an expression of their frustration at not having a hall large enough for the full range of physical education activities. They dance. In their words, 'We match what we do to the sound of the music'. Outdoors they get the chance to run, to jump and to hop. They play games, sometimes with balls and bats, sometimes just 'people' games, in other words games such as tag that involve working together as a team but without the involvement of any apparatus. Lessons were seen in both junior classes. Additionally, discussions were held with Year 6 pupils. Pupils recognise that precautions need to be taken at the start of and during PE lessons to ensure health and safety. They know about the importance of warm-up exercises and explain their purpose and function. They are alert to the reasons for small team games, 'they keep everyone busy'. Pupils explain that there is not much room in the hall so it is important to be careful at all times. They enjoy the challenge of going to the secondary school to use the sports hall for gymnastics and apparatus work. In the lessons seen, pupils worked energetically and enthusiastically on the well-maintained and spacious school field. Years 3 and 4 practised running skills and enjoyed competing for the fastest sprinter and the fastest long distance runner. About fifty per cent of the pupils in this class are on the special needs register. All pupils participated with equal vigour and all performed at a standard that matched expectations for mobility, agility and strength. Older pupils in Year 5 and 6 set up apparatus carefully on the field, taking it responsibly from the storage shed. Pupils practised skills separately then played small team games showing that they could apply and link the skills they practised.
128. Teaching is satisfactory overall. Teaching of swimming is good. In swimming all the teachers and learning support assistants from junior classes work together with the pool staff to support small group development of technique. The pool is a very good

facility. Although swimming takes up a disproportionate amount of curriculum time – pupils have to travel by bus to the nearest town – the school recognises the importance of getting good swimming experience with so much open water in the locality. In the other lessons seen, teaching is well informed by subject knowledge. Pupils are managed effectively. This is particularly the case in the class with a high proportion of pupils on the special needs register. These pupils had been restless in other lessons. In PE they were well focused and motivated and concentrated well on the tasks. A good feature of lessons is that both pupils and staff are dressed appropriately for the activity.

129. There is good coverage of the elements of the curriculum. However, there are limitations to what can be taught, given the small hall and its multi-function use. As much as possible is taught outside but there are long periods when this cannot be done. The school has a good arrangement for older pupils to use the facility at a nearby secondary school and this is good compensation for the lack of provision on site. PE is well used to promote self-confidence and self-esteem. This is apparent in the way pupils lacking confidence are encouraged to develop swimming skills and in the way special needs pupils enjoy the same physical activities that other pupils have. There is good provision for extra-curricular activities. Some pupils have dance lessons after school. During the inspection, the school soccer and netball teams had competitive matches.

RELIGIOUS EDUCATION

130. Attainment in RE matches the expectations of the locally agreed syllabus when pupils are seven and eleven. Standards have been maintained since the previous inspection. Little direct teaching was seen during the inspection but scrutiny of planning and analysis of the good volume of work confirms the judgements. Standards have been maintained since the previous inspection.
131. Pupils acquire a broad range of knowledge, skills and understanding across all aspects of the curriculum. They both learn about religion and begin to learn from religion. Although their learning is deeply rooted in Christianity as the agreed syllabus expects, they begin to understand a great deal about other religions such as Islam, Judaism and Hinduism. This is good provision for multi-cultural development and the beginning of respect and understanding for others. Pupils study special occasions such as celebrations and festivals. They learn about the Hindu story of Rama and Sita and enjoy practising Mendhi patterns. They link work on spring with the study of Holi, the Hindu spring festival. They write prayers and learn how religions care about their communities. Pupils in a Year 1 lesson learnt that one way of saying 'Thank you' is through prayer. Pupils in Years 3 and 4 study a range of holy buildings and find out how different faiths worship. In a lesson in Years 3 and 4 pupils make reasonable gains in their knowledge of Islam as they complete a task on the importance of prayer to Muslims. Pupils in Years 5 and 6 learnt about different acts of worship. They learn from religion as they discuss and write about friends and influences. Following on from learning about Christening, they find out how different religions welcome infants into the faith community. They develop a range of knowledge about symbols and how symbols are used in different faiths. Although pupils with special educational needs make satisfactory progress, standards of attainment in RE are limited by the difficulties they have in the acquisition of basic literacy skills.
132. Teaching in the two lessons seen was satisfactory. Subject knowledge is adequate but not extensive. Tasks are mostly appropriate, especially where they give pupils opportunities to show their thinking by creating their own written response, rather than

completing a worksheet. Occasionally, tasks are the same for all pupils and this does not give lower attaining pupils the support they need and does not extend higher attaining pupils. Some tasks are too simple and do not provide enough challenge for pupils. Occasionally, pupils copy the teachers' notes from the board and have no thinking to do. Pupils are well managed in lessons and this enables teachers to get through the content of the lesson and for pupils to complete planned tasks.

133. The curriculum meets the expectations of the locally agreed syllabus. Pupils get through a good volume of work. Opportunities are missed to draw out some of the spiritual implications of lesson content. Although facts are usually well taught, not enough is made of reflection and creative input. Where pupils are given worksheets expectation of their thinking is limited. Where a task is more open, pupils are expected to show their thinking and to make good use of their developing literacy skills. Sometimes there is teaching about too many religions. While this is good provision for multi-cultural awareness, there is a danger that there is insufficient coverage in depth and that pupils become confused by too many strands of thought. There is no inspection week evidence of pupils using computers to aid their learning: for example, using CD ROM or the Internet for research.