

## INSPECTION REPORT

**HOLBEACH BANK PRIMARY SCHOOL**

Spalding

LEA area: Lincolnshire

Unique reference number: 120413

Headteacher: Miss D. Jefferson

Reporting inspector: Roger Gilbert  
22102

Dates of inspection: 24<sup>th</sup> – 26<sup>th</sup> June 2002

Inspection number: 195009

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:	Holbeach Bank Spalding Lincolnshire
Postcode:	PE12 8BX
Telephone number:	01406 423375
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mr S Ingham
Date of previous inspection:	19 <sup>th</sup> – 22 <sup>nd</sup> May 1997

## INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
22102	Roger Gilbert	Registered inspector	Mathematics Art and Design Design and Technology Religious Education Equal opportunities	What sort of school is it? How high are standards? How well are pupils taught? How well is the school led and managed? What should the school do to improve further?
13395	Joanna Illingworth	Lay inspector		Attitudes, values and personal development How well does the school care for its pupils? How well does the school work in partnership with parents?
19026	Brian Downes	Team inspector	Science Geography History Information and communication technology Special Educational Needs	How good are the curricular and other learning opportunities offered to pupils?
13210	Margaret Burslem	Team inspector	English Music Physical Education Foundation Stage	

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

### **INFORMATION ABOUT THE SCHOOL**

Holbeach Bank Primary School is situated on the edge of Holbeach town and serves the Holbeach Bank community and two other villages. At present there are 129 pupils on roll and the school is smaller than most primary schools. The ethnic background of pupils is white with United Kingdom heritage. From time to time the school admits children from Traveller families and there are currently three on roll. The area is recognised as one of greater social and economic deprivation than usually found. The school has identified 29 per cent of its pupils as having special educational needs which is above the average found nationally. The nature of pupils' special educational needs includes specific, moderate and severe learning difficulties, as well as emotional and behavioural difficulties. A further five per cent have been identified as higher attaining pupils. Just over two per cent of pupils have a Statement of Special Educational Needs, which is above the national average. Attainment on entry to the school is well below the expected level, particularly in language and communication skills.

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

The overall effectiveness of the school is satisfactory. The overall quality of teaching is good and as a consequence the majority of pupils achieves well and those with special educational needs achieve very well. However, higher attaining pupils are not given work that is sufficiently challenging and their achievement is unsatisfactory. The leadership and management of the school are sound and have resulted in the school making satisfactory progress since the previous inspection. Taking all factors into account, including the high unit costs, the school provides satisfactory value for money.

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

- Teachers and learning support assistants work very well together to ensure that pupils with special educational needs achieve very well.
- Pupils' attitudes and behaviour are good, and the relationships between pupils and teachers are very good; as a result pupils are interested in their work and concentrate well in lessons.
- The school's approach to educational inclusion is good and new arrivals to the school, including Traveller children, quickly settle because of the quality of support provided in lessons.
- The school makes an effective contribution to pupils' moral, social and cultural development.
- Pupils receive a good start in reception where they are helped to settle in very well.

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

- Pupils' achievement in speaking and listening could be improved by teachers providing more planned opportunities for them to practise their skills.
- Teachers need to use assessment more effectively to help them plan appropriate work for higher attaining pupils, so that the curriculum meets their learning needs, and to set targets to help all pupils to improve their work.
- Teachers need to use opportunities for pupils to practise their writing skills in other subjects of the curriculum more effectively.
- The arrangements for monitoring teaching and learning are not yet fully developed, particularly for Years 1 and 2 and in English and science across the school.

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

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

Since the last inspection in May 1997 the school has made satisfactory improvements. The quality of teaching for Year 1 and Year 2 pupils has improved and is now satisfactory overall and occasionally good. The curriculum for children in reception is now effective. The monitoring of English, mathematics and science by the co-ordinators has contributed to some improvements in resources and the way the subjects are taught but needs to pay more attention to standards as there has been a decline in teachers' use of assessment since the previous inspection. The school's development planning has improved but needs to focus more on what the plan hopes to achieve. Good progress has been made in

improving provision for pupils' cultural development. The governing body now has an appropriate committee structure and conducts its business well. The school has set challenging targets and is on course to meet them in mathematics. The targets for English and science will not be met as the work for higher attaining pupils lacks challenge. However, the trend of improvement in the overall performance of pupils in English, mathematics and science is in line with the national trend.

## STANDARDS

The table shows the standards achieved by pupils at the end of Year 6 based on average point scores in National Curriculum tests.

Performance in:	compared with			
	all schools			similar schools
	1999	2000	2001	2001
English	C	E*	D	D
mathematics	B	E	E	E
science	B	E	C	C

Key	
well above average	A
above average	B
average	C
below average	D
well below average	E
in the bottom 5 per cent nationally	E*

The number of pupils in each year group is small and the proportion of pupils with special educational needs was larger than usual in 2000 and 2002. Taking the results over the last three years can make a more balanced assessment of standards. When these are averaged together pupils' performance in English is one and a half terms behind pupils nationally, a term behind in mathematics and half a term behind in science. These results generally reflect the inspection findings with the exception of mathematics, where improved teaching of mental and oral mathematics is increasing pupils' ability to solve problems and consequently standards are rising.

Pupils enter the school with well below average skills in language, literacy and number. Children in reception achieve satisfactorily in most areas of learning and achieve well in their personal, social and emotional development, creative development and physical development. However, by the time they reach Year 1 the majority of pupils is still attaining levels that are below average for their age in communication, language and literacy, mathematical development and knowledge and understanding of the world. The inspection found that standards in Year 2 are below average in speaking and listening, reading, writing, mathematics and science. By the end of Year 6 standards are below the national average in English, including speaking and listening, reading and writing, and in science and average in mathematics. Pupils' achievement is satisfactory from Year 1 to Year 2 and good from Year 3 to Year 6. In information and communication technology, geography and history, standards are below average at the end of Year 2 but average in art and design, design and technology, music and physical education. By the end of Year 6 standards are below average in information and communication technology and geography, in line in art and design, design and technology, history and music but above average in physical education. In religious education standards meet the requirements of the locally agreed syllabus. Given their well below average attainment on entry to the school, pupils' achievement is good overall.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils' attitudes to school are good. They are enthusiastic and enjoy coming to school.
Behaviour, in and out of classrooms	Pupils' behaviour in class and in the playground is good. Standards of behaviour have improved since the previous inspection.

Personal development and relationships	Good. Pupils are developing sensible and mature attitudes and have very good relationships with adults and with one another. Older pupils welcome responsibility when it is offered and are keen to take the initiative.
Attendance	Very good. Attendance is well above the national average.

## TEACHING AND LEARNING

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

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

The quality of teaching is good overall and no unsatisfactory teaching was seen. As a result most pupils achieve well and pupils with special educational needs and the children of Travellers achieve very well. However, the achievement of higher attaining pupils is unsatisfactory as teachers do not provide activities that are sufficiently challenging for them.

The quality of teaching for children in reception is good. Throughout the rest school the quality of teaching is satisfactory in English, including literacy, and in science. The quality of teaching in mathematics, including numeracy, is good in Years 3 to 6 and satisfactory in Years 1 to 2.

The strengths in teaching include teachers' use of questioning to help pupils think for themselves and express opinions. Teachers also provide interesting and varied activities and as a result pupils find them absorbing, concentrate well, persevere, complete their work and remember what they have learnt. The teaching of mental and oral mathematics is good in Years 3 to 6 and pupils confidently tackle problems. The teaching of design is good and pupils plan and modify their work in art and design and design and technology effectively.

There are aspects of teaching that need improvement. Teachers do not use assessment effectively to plan work to help higher attaining pupils attain the standards of which they are capable. They also need to provide more opportunities for pupils to practise their writing skills in other subjects of the curriculum. Speaking and listening activities need to be planned more carefully and marking needs to show pupils what they need to do to improve their work.

The quality of pupils' learning is generally good. However, they are uncertain about how they might improve their work because they are not given targets. Many pupils are reluctant to take the initiative because they are not given regular opportunities to make decisions about their learning for themselves.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The quality and range of the curriculum for reception children are good. For pupils in Years 1 to 2 and Years 3 to 6 they are unsatisfactory because they do not provide sufficiently challenging opportunities for higher attaining pupils to do their best.
Provision for pupils with special educational needs	Very good. Pupils are taught well and receive very effective help from skilled learning support assistants.



Provision for pupils' personal, including spiritual, moral, social and cultural development	Good overall. Provision for spiritual development is satisfactory. Provision for pupils' moral, social and cultural development is good. The school provides good opportunities for pupils to learn about other cultures.
How well the school cares for its pupils	Satisfactory overall. There is a strong commitment to the well being of pupils and the pastoral care of pupils is good. However, the assessment of pupils' academic performance and the monitoring of their progress are unsatisfactory.

The school has developed a satisfactory partnership with parents.

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

Aspect	Comment
Leadership and management by the headteacher and other key staff	The leadership and management by the headteacher is sound and she works well with the deputy head to ensure that the school runs satisfactorily. Co-ordinators have made positive contributions to the development of their subjects.
How well the governors fulfil their responsibilities	Governors are conscientious and know the school well. They fulfil their responsibilities appropriately.
The school's evaluation of its performance	Unsatisfactory. The school needs to improve its arrangements so that co-ordinators have regular opportunities to monitor their subjects.
The strategic use of resources	Good. The creation of more learning assistant posts has been particularly effective. The governors apply the principles of best value appropriately.

Resources for teaching and learning are satisfactory but some old computers need replacing. There is a good level of teachers and other staff. The accommodation is good and is well maintained.

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

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> <li>• Their children like school.</li> <li>• Their children make good progress.</li> <li>• Parents are pleased with the quality of teaching.</li> <li>• The school expects children to work hard and achieve their best.</li> </ul>	<ul style="list-style-type: none"> <li>• The range of activities outside lessons.</li> <li>• Some parents would like to see the school work more closely with them.</li> <li>• Some parents would like more information about how their children are progressing.</li> <li>• Some parents would like to see improvements to the leadership and management of the school.</li> <li>• Some parents do not think that their child receives the right amount of homework.</li> <li>• Some parents do not think that behaviour is good.</li> </ul>

The inspection team generally agrees with the parents' positive views but did find some variation in the quality of teaching and learning. Inspectors share parents' concerns about the amount of information that the school provides about pupils' achievement and the topics being covered during the term. The inspectors found that the leadership and management of the school were satisfactory and the range of activities outside of lessons was good. Pupils' behaviour is generally good and the amount of homework is satisfactory for the age range of the pupils.

## **PART B: COMMENTARY**

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

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

1. Children enter the school in the September of the year in which they are five and join a mixed age class of reception and Year 1 pupils. There is no nursery provision in the area but some children attend a local playgroup before they start school. Children's attainment on entry is generally well below average. Most children achieve well in reception and attain the Early Learning Goals, the national standards expected at the end of the reception year, in personal, social and emotional development, creative development and physical development. However, pupils do not meet these goals in the key areas of communication, language and literacy, mathematical development and knowledge and understanding of the world.
2. In relation to their standards on entry to the school, pupils' achievement is good overall. This is due to the quality of teaching, particularly in reception and in Years 3 to 6, and the appropriateness of the learning activities that teachers provide for average pupils and pupils with special educational needs. The inspection found that standards in mathematics are well below average on entry to the school and below average at the end of Year 2, but in line with the national average at the end of Year 6. This is an improvement on pupils' performance in recent national tests and is due to the impact that the teaching of mental and oral mathematics is having on pupils' fluency with number and their increased understanding of strategies for tackling problems. The inspection concurred with the results of recent national tests in English and found that standards in reading and writing are below the national average at the end of Year 2 and below the national average in English overall at the end of Year 6. In science teachers' assessments at the end of Year 2 indicate that the proportion of pupils attaining Level 2 is very high but few pupils attain the higher Level 3. At the end of Year 6 pupils' attainment in the national tests is in line with the national average. However, the inspection found that pupils' attainment is below the national average at the end of Year 2 and Year 6 because teachers do not use assessment effectively to plan work to help higher attaining pupils reach the standards of which they are capable. Nevertheless, taking into consideration pupils' well below average attainment on entry to the school, they achieve satisfactorily in English and science.
3. Pupils with special educational needs achieve very well. Teachers and learning support assistants provide work that is carefully linked to pupils' individual learning needs. As a result they make very good progress towards their individual targets, especially where these involve improvements in behaviour. Travellers also achieve very well, especially in reading, because teachers work closely with the support teacher provided by the local education authority to ensure that they catch up quickly after time out of school.
4. In English, standards are currently below average at the end of Year 2 and the end of Year 6 in reading, writing, speaking and listening. However, pupils' achievement is satisfactory in all aspects of English. They achieve satisfactorily in speaking and listening and by the end of Year 2 pupils usually listen carefully and respond suitably to questions although many pupils speak hesitantly, using only simple sentences and a limited vocabulary. By Year 6 pupils talk knowledgeably about their work and use appropriate vocabulary. They lack confidence, however, in giving extended answers and need prompting by teachers or other adults. In reading and writing, below average pupils, who have special educational needs, achieve very well and average pupils achieve satisfactorily. However, higher attaining pupils make unsatisfactory progress because teachers do not provide them with work that is sufficiently challenging. By Year 2 average pupils use their knowledge of sounds effectively to help them read unfamiliar words, read confidently and correct themselves when they make an error. Higher attaining pupils read with expression and talk about their favourite books but below average pupils read hesitantly and lack strategies for reading unfamiliar words. By Year 6 higher attaining pupils and average pupils read confidently and with expression. They read regularly for pleasure and in order to research information for work in school. However, few use skimming and scanning to find information quickly. Below average pupils read with increased confidence and recall details

from stories. Pupils' achievement in writing is also satisfactory. By Year 2 average pupils write simple sentences that are appropriately punctuated. Their spelling of common words and words that are spelt as they sound is reasonably accurate. Higher attaining pupils use more complex sentences but find difficulty in punctuating them. Their writing lacks imagination and description and they do not write for different readers. By Year 6 the writing of higher attaining pupils and average pupils is well organised and structured. However, they do not use paragraphs consistently and they do not adapt their writing effectively for different readers or purposes. Below average pupils write in sentences but their writing lacks attention to details such as the setting of the story.

5. In mathematics standards are below average by the end of Year 2 and in line with the national average at the end of Year 6. The achievement of pupils in Year 1 and Year 2 is satisfactory overall but the achievement of higher attaining pupils is unsatisfactory because they are not set work that is sufficiently demanding. By the end of Year 2 higher attaining pupils are beginning to understand the importance of place value and have sound recall of number facts relating to addition and subtraction. They identify a range of two-dimensional and three-dimensional shapes. Pupils use standard measures of weight and length and record information using graphs and tables. Average and below average pupils do similar work to the higher attaining pupils but lack confidence in using and applying their knowledge and skills and rely on the teacher to tell them the way to work things out. In Years 3 to 6 pupils' achievement in mathematics is good overall and pupils with special educational needs achieve very well. However, higher attaining pupils are not set work that challenges them and as a consequence their achievement is unsatisfactory. By the end of Year 6 pupils have good recall of multiplication tables and other number facts. Higher attaining and average pupils have a sound understanding of fractions, percentages and decimals. They convert metric measures to imperial measures and make sensible estimates concerning the amount of water that different containers will hold. They record data appropriately using graphs and tables. Pupils tackle mathematical problems with increasing confidence as they move through the school but higher attaining pupils do not have the opportunity to undertake extended mathematical investigations and consequently are not used to finding things out for themselves or applying their knowledge and understanding in different contexts. Lower attaining pupils develop good recall of number facts and this helps them tackle simple calculations and also see number relationships. For instance, one Year 5 boy was able to calculate  $15 \times 5$  mentally and explain the strategy that he had used.
6. Standards in science at the end of Year 2 and Year 6 are below average. Nevertheless, the achievement of pupils with special education needs is very good and the achievement of average pupils is satisfactory. However, higher attaining pupils' achievement is unsatisfactory, as they are not set work that is challenging. By the end of Year 2 pupils use appropriate vocabulary to describe the conditions that help plants grow. They understand that different animals may be found in different habitats. Pupils carry out simple investigations with help from teachers and adults. By the end of Year 6 pupils develop a sound understanding of fair testing and how to design an investigation. They have satisfactory knowledge of how forces operate and the characteristic features of plants and animals.
7. At the end of Year 2 standards are average in art and design, design and technology, music and physical education but below average in geography, history and information and communication technology. In geography and history the learning activities provided for higher attaining pupils lack challenge and as a consequence they do not reach the standards of which they are capable. In information and communication technology the small number of computers limits the work that can be covered. Standards in religious education meet the requirements of the locally agreed syllabus.
8. By the end of Year 6 standards are average in art and design, design and technology, history and music. Activities help pupils build on their previous learning and use and apply their knowledge and skills satisfactorily. Pupils' achievement in art and design, music and design and technology is good. This is because of the good teaching in these subjects, and particularly in art and design and in design and technology, where good teaching helps pupils to plan their

work, review it and modify it as it progresses. Standards are above average in physical education because teachers provide good opportunities for pupils to practise skills in lessons and in after-school sporting activities. Standards are below average in geography because teachers do not set sufficiently challenging work for higher attaining pupils and as a consequence their achievement is unsatisfactory. Standards in information and communication technology are below average because the lack of equipment limits the work that can be covered. In religious education standards meet the requirements of the locally agreed syllabus.

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

9. Pupils' attitudes, values and personal development are good. They attend school regularly, are well behaved and have good relations with their peers and adults.
10. Pupils like to come to school and have good attitudes to learning. They arrive promptly in the morning and are quick to settle. They enjoy lessons and are keen to please teachers. Attitudes are consistently positive in all year groups but they do vary according to the quality of teaching. Thus attitudes to learning are best when the teaching is good or very good. In these lessons pupils show enthusiasm for the subject, concentrate well and try to do their best. This was the case in the Year 4-5 science lesson in which pupils were very interested in learning how certain animals are specially adapted to their environment and were eager to ask and answer questions. They worked hard throughout the lesson and as a result their progress was very good. In general, girls are more willing to listen than boys, who prefer to be actively engaged in tasks. Girls also sustain their concentration better and have more positive attitudes to written tasks. Some boys find writing difficult and therefore try to avoid it.
11. Eight out of ten parents think that behaviour in the school is good, but six per cent of those who completed the parents' questionnaire strongly disagree. The inspection team agrees with the majority view. The standard of behaviour is good. Pupils are well behaved and co-operative in registrations, lessons and assemblies. Behaviour is also good during breaks and lunch hours. Pupils socialise well with one another in the playground; they are polite and orderly and show respect for property. One response to the parents' questionnaire raised the issue of bullying. However, pupils say that it is not a feature of life in school. They think that behaviour is generally good, both in lessons and outside the classroom, although girls say that boys sometimes act in a silly and immature way. No instances of aggressive or boisterous behaviour were observed during the inspection. Occasionally some pupils, usually boys, were restless and talked out of turn in lessons, but not to the extent of disrupting learning and progress. Staff manage behaviour well and deal with inappropriate behaviour quickly and promptly without disturbing the lesson. Overall, standards have improved since the previous inspection. At the time of the previous inspection there was some unsatisfactory behaviour in Years 1 and 2 and in music lessons. There had also been two exclusions in the year prior to the inspection. Currently behaviour is at least satisfactory in all age groups, and the school has not excluded any pupils in the last two years.
12. Pupils' personal development is good overall. They relate very well to their peers and to adults in the school. Relationships are firmly founded on mutual respect. Pupils show consideration for other people's feelings and beliefs, and value their ideas and achievements. They co-operate with each other and work well in pairs or small groups. Older pupils look after younger ones in the playground. In lessons, the youngest children show a good degree of independence for their age. However, pupils in Years 1 – 6 generally rely on teachers to tell them how to do the tasks that they have been set and lack confidence in taking decisions for themselves. For instance, in science pupils expect to be told how to record their work rather than deciding for themselves how to present their findings. Furthermore, pupils have few opportunities to undertake research and find things out for themselves. The school does not share information on levels of attainment with them, and as a result they have very little understanding of the standard of their work. When teachers encourage pupils to be independent and to use their initiative, they respond well. For example, they willingly get out and put away instruments in music lessons, and they use reference books successfully to find information for themselves in science lessons. The situation is similar outside lessons and academic work. Year 6 pupils are given responsibilities

outside the classroom. For example, they take part in a paired reading scheme in support of younger children. However, other pupils have relatively few planned opportunities to exercise responsibility or to help the running of the school. There is no school council through which they can put forward their ideas formally, or which staff can use to sound out their opinions.

13. The level of attendance is well above the national average for primary schools. The level of unauthorised absence is very low, and has involved only two pupils. Attendance is very good overall. The school has made satisfactory improvement since the previous inspection. Behaviour has improved, but there are still too few opportunities for pupils to take responsibility for their learning and exercise their initiative. Pupils with special educational needs generally show good attitudes to work and behave well in lessons and around the school.

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

14. The quality of teaching was good in just over half of the lessons seen and never less than satisfactory. This is a marked improvement on the last inspection when teaching was satisfactory overall but unsatisfactory in one fifth of lessons.
15. The teaching of children in the class for reception children and Year 1 pupils is good. The teacher has responded well to the issues identified in the previous inspection and lessons are now well suited to the younger children in the class. The teacher provides many interesting activities that maintain children's interest. As a consequence children make good progress in their learning. For instance, the outside play area was turned into a make-believe fire station for one day and children enjoyed receiving calls, recording messages using marks and pedalling on a tricycle to the scene of the fire. This activity provided many opportunities for children to talk and listen to one another, write, work and play. There is a strong emphasis on the development of basic skills including speaking and listening, literacy and number. The teacher works well with the learning support assistant and parent helper. Adults are clear about what they expect all children to learn, including those with special educational needs and higher attainers, and provide work that is well suited to them.
16. Teaching is satisfactory in Years 1 and 2. The significant weaknesses identified in the previous inspection concerning the management of behaviour have been resolved through staff training and a more consistent approach to rewards and sanctions. Pupils are aware of what is expected of them in the classroom and at break times. They also understand the consequences of making bad choices and misbehaviour. A learning support assistant now works in the class and she assists the teacher by dealing with potential problems. Lessons have a clear structure with an introduction, a time for activities for pupils and a conclusion. However, the pace of lessons occasionally drops when the teacher and learning support assistant focus on their groups and do not check that others understand what to do. As a consequence some pupils are left for part of the activity with their mistakes unchecked. Furthermore, although pupils are kept busy, higher attaining pupils are not sufficiently challenged.
17. In Years 3 to 6 the quality of teaching was never less than satisfactory; it was good in two out of three of lessons and very good in one in ten lessons. In a very good science lesson in the mixed Year 4 and Year 5 class, the teacher used open-ended questions to encourage pupils to think for themselves and express opinions. The resulting discussions enabled all pupils to make good progress in their understanding of how animals are suited to the places where they normally live. Teachers also use questioning well to clarify pupils' thinking. In a good mathematics lesson in Year 6 a pupil suggested that the answer to a question about how many cars would be needed to transport 22 people if each car could carry four people was five remainder two. The teacher asked, "Don't all people count?" This question immediately enabled the pupil to provide the correct answer. Where teaching is less successful, teachers do not provide work that is sufficiently challenging for higher attaining pupils.
18. An overall judgement of teaching could not be made in every subject as only a few lessons were seen in some subjects during the inspection. Throughout the school the quality of teaching is satisfactory in English, science, geography, information and communication technology and

music. The quality of teaching is good in Years 3 to 6 in mathematics and physical education and satisfactory in both subjects in Years 1 and 2. Throughout the school the teaching in design and technology is good.

19. The teaching of literacy is sound and teachers manage the different parts of the literacy lesson satisfactorily. The learning objectives for lessons are appropriate and are shared with pupils. Teachers explain the learning activities clearly and work very well with learning support assistants to encourage and help pupils. However, in some lessons the pupils' activities lack pace because the worksheets are undemanding. The teaching of speaking and listening is less effective as activities lack clear learning objectives. The teaching of numeracy is good overall. Teachers provide clear explanations that help pupils grasp new ideas and clarify their thinking. Mental and oral mathematics sessions are run at a good pace and pupils develop fluent recall of number facts. Teachers use questioning well to encourage pupils to explain the strategies they use to solve problems. Teachers have good understanding of the National Numeracy Strategy and manage the different parts of the lesson well. However, lessons sometimes overrun and there is not enough time for the conclusion, thus losing opportunities for assessing what pupils have learnt.
20. In many lessons there are good features that contribute to the positive attitudes that pupils have to their learning. Teachers generally manage their pupils in a consistent and positive way by creating a calm, secure and purposeful atmosphere in lessons. The quality of relationships is very good and pupils respond well to teachers and other adults. This means that pupils are happy and want to do their best. Teachers manage behaviour well and any misbehaviour is dealt with quickly and without disrupting the lesson.
21. Teachers work very well with learning support assistants and they make a very positive contribution to all the lessons in which they are involved. This is due to the way in which teachers plan with them and also how they are encouraged to use their own knowledge and skills.
22. Although there was no unsatisfactory teaching during the inspection, there is a number of weaknesses that cause teaching to be less effective than it should be. The scrutiny of work shows that pupils do not always have appropriate work set for them. This is because teachers do not use assessment effectively to plan the next steps in pupils' learning. As a consequence, higher attaining pupils often find their work easy. Teachers set realistic and challenging targets for pupils with special educational needs and their work is directly related to their targets because their progress is thoroughly assessed. Other pupils and groups of pupils are not set targets that clearly relate to National Curriculum levels and the things they need to do to reach the next level. Consequently pupils are not clear about how to improve their work or evaluate their own progress and the work set for higher attaining pupils frequently lacks challenge.
23. Teachers' knowledge and understanding of the curriculum is good overall. As a consequence the content of the majority of lessons is informative and interesting for pupils. Teachers use a variety of activities and methods to make learning enjoyable. For instance, in a good religious education lesson in the Year 4/5 class the teacher used photographs effectively to help pupils compare and contrast the interiors of different local churches that they had visited recently. Teachers also provide practical activities such as the designing and making of plaster models of minibeasts in the Year 3/4 class. In an exhilarating physical education lesson in Year 6 pupils extended their knowledge and understanding of map work in an orienteering activity. However, teachers do not use assessment effectively to identify targets for learning, especially for higher attaining pupils, and planning does not always identify tasks for different groups of pupils.
24. Teachers' knowledge and understanding of information and communication technology (ICT) is good. They plan opportunities for pupils to use ICT in other subjects and computers are constantly in use by pupils. However, the lack of computers limits the impact that good teaching has on pupils' attainment as they have limited opportunities to practise their skills. Other learning resources such as books, posters, maps and practical equipment are used effectively. For instance, pupils in the Year 1/2 class use counters and coins to help them add

and subtract and in Year 6 pupils with special educational needs use containers of different sizes to help them understand the measurement of liquids. Pupils in a Year 6 design and technology lesson had easy access to construction materials and tools so that they were able to build and improve upon the electrically powered vehicles that they were making.

25. Teachers' marking does not adhere to the school's policy. This is most noticeable in the marking of pupils' writing. Teachers do not explain judgements about the quality of work and do not give clear advice on how it could be improved. Consequently pupils do not know how well they have done or what they need to do to improve their work. Teachers do not encourage pupils to evaluate or correct their own work and as a consequence valuable learning opportunities are missed.
26. The amount and types of homework are satisfactory overall and support what pupils are learning in the classroom. Younger pupils are provided with tasks relating to reading, spelling and mathematics. Older pupils are set work relating to English and mathematics. The majority of parents considers the amount of homework is appropriate and many appreciated the research tasks that pupils are set in the Year 3/4 and Year 4/5 classes.
27. Teaching for pupils with special educational needs is very good. Teachers know their pupils well and provide very good educational and personal support in lessons. Individual education plans for pupils with special educational needs are good and contain suitably specific targets for them. These have been revised where necessary in line with the new Code of Practice. Where pupils are supported in lessons, support assistants provide very effective and caring support. This is an important contributory factor in the very good progress made by pupils with special educational needs and is a strength of the school.
28. The quality of learning is good in the mixed reception and Year 1 class and in the Year 3 to 6 classes, and satisfactory in the mixed Year 1 and Year 2 class. Overall pupils make at least satisfactory gains in their knowledge and understanding of all subjects. Pupils have good learning habits, work hard and produce a lot of work. Their handwriting and presentation is generally satisfactory, but pupils do not have regular opportunities to decide for themselves how to present their work. This has a negative impact on pupils' progress towards higher levels of attainment in many subjects, including mathematics and science. Furthermore, many wait for teachers to tell them what to do and lack confidence in taking the initiative. This was most noticeable in science where pupils relied on teachers to provide a lead in the devising of investigations and in mathematics lessons in Years 1 and 2 where some pupils were anxious to be told the correct way, rather than employing a strategy of their choosing. Pupils generally have a clear understanding of the tasks they have been set but often do not know what they need to do in order to improve their work. With the exception of art and design and design and technology, pupils do not evaluate their own work. Most pupils work well together and help each other to succeed. They have positive attitudes, sustain their concentration over a long period of time and are keen to learn.

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

29. The curriculum provision for the children in the reception class is good. The staff use curriculum guidance for reception children well to support their planning and plan for the six areas of learning. The children are introduced to elements of the National Literacy and Numeracy Strategies gradually and during the summer term complete the whole hour in line with the guidance for the two national strategies. This is a good improvement since the previous inspection when the curriculum for the pupils in the reception class was a key issue.
30. Although all statutory requirements are met, the quality and range of learning opportunities offered to pupils are unsatisfactory for pupils in Years 1 to 6 but they are good for children in reception. This is because the curriculum does not provide sufficiently challenging opportunities for higher attaining pupils to achieve at their best. The time allocation is in line with that recommended in all years. Curriculum planning in the mixed age classes ensures that there are

no direct repeats of work and this is working well. Overall, ICT makes a satisfactory contribution to the curriculum despite the limited number of computers. Many subjects follow national schemes of work, which establish outlines of learning, objectives, activities, resources and possible timings for each subject. However, there is no scheme of work for speaking and listening and as a consequence there are inconsistencies in the development of pupils' skills. The curriculum for religious education meets the requirements of the locally agreed syllabus. All pupils have satisfactory access to all the school's activities. For instance, pupils have the opportunity to work on computers each week and are given time to catch up on the lesson that they have missed. Provision for pupils with special educational needs is very good because teachers provide learning activities that are closely linked to individual education plans.

31. For a school of this size, there is good provision for extra-curricular activities. There is a range of after-school sporting activities including some that are competitive and in which pupils achieve success. Older pupils are involved in cycle training which improves their skills as cyclists and also their understanding of road safety. Older pupils also join with other local schools in an art and music project that has run throughout this school year. Music and theatre groups come to the school to provide workshops and performances. The school visits theatres and there are other educational visits such as the Year 6 trip to York as part of their history studies. There are trips also to Hunstanton and to Derbyshire as part of pupils' studies in geography.
32. The provision for pupils' personal, social and health education is good. Most of the provision is made through other subjects such as science and religious education. Lessons on citizenship are not yet in place. All adults in the school make efforts to provide pupils with opportunities to develop positive relationships and become responsible citizens. Pupils are made aware of the dangers of alcohol, tobacco and illegal drugs. Sex education is taught satisfactorily, mostly in science lessons.
33. The community makes a satisfactory contribution to pupils' learning. The local brass band joins the school choir to perform concerts from time to time and the school choir performs carols in the local hospital each Christmas. Local farmers visit the school to give talks on farming, especially at lambing time. A local commercial flower grower also visits to talk to pupils about new methods. There is no church in the village, so the school has connections with one nearby and the vicar is a regular visitor to the school.
34. There are good links with local secondary schools and the transfer of pupils to these schools is arranged smoothly. Arrangements are developing with the local secondary technology school to develop joint projects on the use of ICT.
35. The provision for pupils' spiritual, moral, social and cultural development is good overall. This is an improvement on the previous inspection when it was found to be satisfactory. The provision for pupils' spiritual development is satisfactory. The daily acts of collective worship include a range of themes and stories which contribute to pupils' understanding of religion and culture, reinforce the values of the school and give pupils opportunities to reflect on their own beliefs and attitudes. Teachers provide opportunities for pupils to reflect and develop their spiritual awareness in lessons. They use the wildlife garden to enhance pupils' sense of awe and wonder in the beauty of creation. For instance, in a Year 4/5 science lesson, pupils marvelled at the way living things adapt to their living environment.
36. The provision for pupils' moral development is good. The school has a clear code of conduct that pupils understand and respect. Pupils develop a sense of responsibility and self-discipline, are tolerant of other points of view and understand that others may hold opinions different to their own. For instance, in personal, social and health education lessons, pupils in the Y1/2 class were encouraged to consider the importance of making decisions and reflect on the importance of truth, fairness and honesty. In Year 6 pupils explored the idea of friendship and wrote a recipe for being a good friend. Teachers encourage pupils to be considerate of others and show respect for equipment and books.



37. The provision for pupils' social development is good. Teachers provide opportunities for pupils to work co-operatively. For instance, in the mixed reception and Year 1 class both boys and girls worked well together in the outdoor play area as fire officers at work at the fire station. In all classes pupils work well together in pairs at the computer and in groups in lessons. The personal, social and health education curriculum contributes effectively to pupils' understanding of the interdependence of people and the need for mutual respect. Pupils regularly collect for charities and learn about the ways in which their contributions improve the lives of children at home and abroad. Pupils' understanding of being part of a community is promoted through visiting speakers and visits to local places of interest. Older pupils have special responsibilities as monitors, taking care of younger pupils at break time, acting as reading buddies and running a tuck shop.
38. The provision for pupils' cultural development is good. The curriculum provides a variety of opportunities for pupils to explore their own cultural heritage through history, geography, art, music and English. Class visits to the theatre and places of interest such as Peterborough cathedral and visitors to the school, such as artists and musicians, enhance pupils' cultural development. Religious education contributes to pupils' awareness of the diversity of cultures in Britain today. Pupils' interest in other contemporary cultures is enhanced by visits to the school by Hindu and African artists and a visit to the mosque at Peterborough. The school has worked hard to improve the provision it makes for developing pupils' understanding of the cultures found in Britain today. At the time of the previous inspection this aspect of cultural development was unsatisfactory; it is now good.

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

39. The school has good procedures for ensuring pupils' welfare, health and safety. Arrangements to support their personal development are also good. The quality of educational guidance is satisfactory. Overall, the school's good care for pupils enhances their progress and attainment. The inspection team's judgement on the quality of care accords with the views of parents, who think that their children are happy and well looked after. They also think that the school promotes pupils' personal development by helping them to become more mature and responsible.
40. Pupils receive good support from the time when they first enter the school. There are good links with playgroups and members of staff liaise effectively with parents of pre-school age children. The youngest pupils therefore settle quickly and happily into the reception class. Pupils continue to receive good guidance throughout their years in the school. The quality of care is enhanced by very good relationships between pupils and staff. Pupils find members of staff approachable, turn to them for advice and know that they will help them solve their problems. Teachers and classroom assistants know pupils well as individuals and can therefore give them appropriate guidance. They are also able to monitor personal development informally but effectively. The annual reports to parents show that class teachers have a secure understanding of pupils' personal strengths and weaknesses.
41. The school has good arrangements for safeguarding pupils' welfare. Its procedures for child protection meet legal requirements. All members of staff have received appropriate training and know that any incidents must be referred immediately to the headteacher, who is the designated child protection officer. The school has a comprehensive health and safety policy, which is backed by effective practical procedures, such as fire drills and checks of equipment. There is good provision for first aid and medical support.
42. Procedures for monitoring and promoting pupils' attendance are good. Class teachers complete registers at the beginning of school sessions in accordance with the law, and they and the school secretary promptly follow up instances of unexplained absence. The headteacher monitors the attendance registers regularly. The school's procedures are effective in encouraging pupils to attend school regularly and punctually, and in preventing unauthorised absences.

43. The school has improved its arrangements for promoting good behaviour since the previous inspection. It now has a good whole school policy and an effective system of discipline. The school makes full use of rewards; besides stickers and certificates for individuals, there are house points and inter-house competitions that provide effective incentives for all pupils. Members of staff have received training in behaviour management and use it to good effect in the classroom. Teachers manage pupils' behaviour well and apply the school's policy consistently and fairly. Procedures for eliminating aggressive behaviour are effective. The playground is well supervised during breaks and lunch hours, so that the potential for trouble, such as fights or rough play, is reduced. The school has an anti-bullying policy and a policy on racism. Pupils say that there are good practical arrangements for dealing with these issues. They say that members of staff deal promptly with any fighting, bullying or name-calling. The special needs co-ordinator works with a small group of pupils in order to improve their behaviour. In the few cases where a pupil gives serious cause for concern the school seeks the advice and support of the behaviour support team from the local education authority.
44. The school has made a good improvement since the previous inspection in respect of provision for pupils' welfare and guidance. It has maintained the standard of care and has improved procedures for promoting good behaviour and discipline.
45. There is satisfactory assessment practice for the reception children. Assessments are carried out frequently, involve the children and are used to plan appropriate activities for both individuals and groups of children. However, procedures for monitoring and assessing pupils' academic attainment and achievement are unsatisfactory overall. The school collects a wealth of information about pupils' performance from tests and the marking of pupils' work but teachers do not use it effectively to set targets for individual pupils or to help them plan. As a consequence, higher attaining pupils often find that their work lacks challenge.
46. There are very good procedures for the assessment and monitoring of attainment and achievement for pupils with special educational needs and Travellers. Both support assistants and class teachers make regular notes of pupils' progress towards their targets and this provides information to allow new targets to be set where appropriate.
47. At the time of the last inspection a collection of annotated work was kept in portfolios for English, mathematics and science. No such portfolios were seen during this inspection. Assessment practice is not as good as it was at the time of the previous inspection and this has affected the quality of teachers' planning and the provision for pupils of different abilities, particularly higher attaining pupils.

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

48. The school has a satisfactory partnership with parents and many make a valuable contribution to their children's learning. The arrangements for formal consultation evenings that were criticised in the previous inspection have improved and parents' evenings are well attended.
49. Approximately half of parents answered the pre-inspection questionnaire. The responses show that in general they value the work of the school. Most say that the quality of teaching is good and that their children make good progress. They believe that the school expects its pupils to work hard and to achieve their best. On the other hand, more than half of parents think that the school does not provide an interesting range of activities outside lessons. There is also considerable dissatisfaction with home/school links. One in three of the parents who answered the questionnaire think that information on children's progress is inadequate, and that the school does not work closely with them. One in five are unhappy with standards of behaviour and the amount of work that children are expected to do at home. The inspection team does not agree with all these negative views, but does accept that parents have some grounds for believing that information on children's work and progress is inadequate.
50. The school has improved communications with parents since the previous inspection. At that time it provided only one formal consultation evening per year. It now holds termly parents'

evenings. Overall, the quality of information for parents is satisfactory. The school prospectus meets legal requirements, and there are regular newsletters to keep parents informed of developments and school events. There are also good opportunities for informal dialogue between home and school. Parents are encouraged to approach members of staff about their concerns, and many of them come into school to talk to their child's teacher at the end of the afternoon session. However, some working parents whose children travel to school by bus feel excluded from these opportunities. Reading records and homework diaries act as an on-going line of communication between home and school and give parents some indication of what their children are learning, but many would also like to receive advance notice of the topics to be studied during the term. The annual written reports on pupils' progress give good accounts of behaviour and personal development, but do not provide enough information on attainment. The sections on English and mathematics refer to pupils' attitudes towards the subject rather than achievement in developing knowledge and skills. Although the reports contain targets for improvement, these are often too vague to be of use. As a result, the limited guidance that parents receive restricts the contribution they are able to make to their child's education.

51. Overall, parents give sound support to the school and their children's learning. The Friends of the School is an active group and is successful in organising fund raising and social events. Nearly all parents attend consultation evenings to discuss their child's progress and find these meetings with teachers helpful and informative. They also give very good support to school plays and concerts. The school encourages parental involvement in pupils' learning. It has produced a booklet that gives parents guidance on helping their children with homework. The response is satisfactory overall, and the contribution that parents make to the life of the school enhances pupils' opportunities for learning. There are few regular parent helpers in school, but parents act as supervisors on school trips, and provide transport to and from matches. Many pupils say that their mother or father helps them with their academic work, for instance by hearing them read at home.
52. Parent governors act as a link between parents and the school. They offer advice and support to parents when this is requested. The school plans to carry out a survey of parental views in the next academic year and to use it to inform the school development plan.
53. There are good formal and informal contacts with parents of pupils who have special educational needs. Parents' responses in the questionnaire indicate that they are pleased with the school's provision for their children. Parents usually attend reviews of pupils' progress where these apply. In accordance with the new Code of Practice parents and pupils are involved in reviews of pupils' progress and in setting new targets. There are good links with the local authority services and staff in the school have received good training from them on many aspects of work with Traveller children and also with pupils who have special educational needs. Traveller families have confidence in the school and regard it as their base school.

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

54. The leadership and management of the school are satisfactory. The headteacher works well with the recently appointed deputy headteacher and other staff to make the school a welcoming and caring place for pupils. A particular strength of the school is its commitment to educational inclusion. For example, a pupil from a local special school has found his half day placement each week to be beneficial and Traveller children quickly settle into the school and achieve well. The school also has made contingency plans for asylum seekers so that it will be well placed to receive them if the need arises.
55. Under the leadership of the headteacher the school has made satisfactory progress since the last inspection. The quality of teaching has improved and there is now no unsatisfactory teaching. Good progress has been made in developing the curriculum for reception children and in increasing pupils' knowledge of different cultures. Satisfactory progress has been made in developing the role of the curriculum co-ordinators for English, mathematics and science and also in planning for school improvement.

56. The partnership between governors and staff has improved since the previous inspection and they now work together to plan for school improvement. The school development plan takes a long-term view of what needs to be done and also contains more detailed plans for the current year. The plan is reviewed each year in time for the governors to prepare the budget for the new financial year. The plan includes appropriate areas for improvement but the monitoring role of governors is not always clearly identified. Furthermore, some targets for judging the effectiveness of the plan are not measurable and targets are not broken down into stepping-stones in order to assess the progress of long-term initiatives.
57. The management of the curriculum has improved since the previous inspection with more teachers taking responsibility as curriculum co-ordinators. As a consequence improvements have been made to the curriculum for art, religious education, ICT and the curriculum for children in reception. Co-ordinators lead staff meetings, provide advice to individual teachers and monitor pupils' work. However, monitoring is too infrequent and does not include lesson observations and consequently does not impact directly on teaching and learning. There has been some monitoring of lessons by the headteacher and the literacy co-ordinator but these activities have not been sufficiently rigorous and have had limited impact upon raising standards. For instance, the previous inspection drew attention to the need to provide challenging activities in science for higher attaining pupils and this situation still applies.
58. The management of special educational needs is good. The new deputy headteacher, who is also the special educational needs co-ordinator, has established good working relationships with other professionals and also with parents. Under his guidance teachers and learning support assistants work effectively as a team to support pupils on the register of special educational needs. As a consequence these pupils achieve very well as their achievement is regularly reviewed and their individual education plans are kept up to date. He has briefed staff on the new arrangements for the management of special educational needs and the school is well prepared for these changes. The school has made a substantial investment in recruiting and training support assistants and this has paid off very well in terms of the standards achieved by pupils with special educational needs. There is a link governor for special educational needs who provides effective support and advice. Statutory requirements for special educational needs are fully met.
59. The arrangements for the performance management of staff are satisfactory and teachers report that they have found the process helpful. Teachers have had the opportunity to attend courses and undertake other activities to help them achieve their objectives. All teachers share an objective for improving their ICT skills and training has improved the quality of teaching and learning in this subject.
60. The governing body takes a keen interest in the school and is more active in all areas of school life than it was at the time of the previous inspection. The named governors for special educational needs and curriculum subjects visit the school regularly in order to meet staff and visit lessons. These activities have led to governors being better informed. Committees meet regularly and there are working parties for specific purposes such as the production of the school development plan and the annual report to parents. Governors take their responsibilities seriously and have taken advantage of training provided by the local education authority. The governing body is conscientious about its legal responsibilities and ensures that statutory requirements are met.
61. Financial planning is satisfactory. The governing body thinks strategically about the use of resources and is aware of the impact that the decline in the number of pupils in future years may have on financial resources available to them. Governors also have clear plans for improvements to the building and facilities. Particularly good use has been made of funds received for special educational needs and the grant to improve teachers' knowledge and skills in ICT. The finance committee monitors the budget regularly to ensure that expenditure does not exceed income. Governors are aware that they need to extend their monitoring of the budget to gauge its contribution to raising standards.

62. The school's day to day financial control is also satisfactory. The school secretary uses ICT well to help with the management of finances and other aspects of school administration. The latest auditor's recommendations have been fully implemented.
63. The governing body applies the principles of best value satisfactorily. Governors have consulted parents in order to seek their opinion on such matters as transport for swimming and the change to a six-term school year. They also consult staff concerning plans for school improvement and the setting of the annual budget. Competitive tendering is used for purchasing resources and services. However, governors need to develop their role as critical friend of the school and become more involved in target setting and monitoring the progress of activities designed to raise standards.
64. There is a good level of teachers and support staff to provide for pupils' learning. Overall, teachers are deployed effectively to ensure that their expertise is used well. The school has invested in recruiting and training a larger than usual number of support assistants for a school of this size and this has been a wise decision that has helped improve pupils' achievement. Support assistants make a significant contribution in supporting teaching and learning. Administrative staff provide a very efficient and friendly service. The caretaker ensures that the school is maintained to a high standard.
65. The school's accommodation is good. Although there is no library, this does not adversely affect pupils' progress because there are good supplies of books in classrooms. The staff have placed a high priority on making the school bright and attractive and very good displays add to the overall working atmosphere. The attractive hall is used well for physical education, assemblies and for the teaching of small groups. The playgrounds and fields provide good space for the number of pupils on roll.
66. Resources are satisfactory overall. There are very good resources for children in the reception class, which include a very attractive, safe, fenced-off outdoor area which has a good range of equipment. The school has sufficient books in classrooms to enable pupils to make good use of them for reading and research. The resources for ICT are unsatisfactory overall. The ratio of computers to pupils is low and some of the computers are nearing the end of their useful life.

## WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

67. In order to improve the quality of education further the headteacher, staff and governors should:
1. Improve pupils' achievement in speaking and listening by developing a planned programme that includes drama, group discussions and the presentation of reasoned argument.  
  
(paragraphs 4, 19, 30, 68, 71, 74, 79, 95 and 104)
  2. Improve teachers' use of assessment to:
    - a) plan learning activities that challenge higher attaining pupils
    - b) set targets for reading, writing, mathematics and science so that all pupils know what they need to do in order to improve their work.  
(paragraphs 22, 45, 47, 82, 84, 91, 98, 106, and 134)
  3. Improve opportunities for pupils to develop their reading and writing skills in other areas of the curriculum.  
  
(paragraphs 96, 97, 117 and 145)
  4. Improve arrangements for monitoring and evaluation, particularly in Year 1 and 2 and in English and science throughout the school, by:
    - a) establishing a planned programme of lesson observations, scrutiny of pupils' work and analysis of teachers' planning that involves subject co-ordinators
    - b) reporting to senior management and governors
    - c) using the outcomes of monitoring to inform staff development, curriculum and whole school improvement initiatives.  
(paragraphs 57, 63, 96, 112, 119 and 125)

In addition, the school should work with parents to improve its partnership with them by:

- a) providing information about the topics that children will be following in class each term
- b) regularly informing them of their child's progress towards reaching their targets for English, mathematics and science.

(paragraphs 49 and 50)

*Please note: the school has identified target setting as an area for development in the school improvement plan.*

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	39
Number of discussions with staff, governors, other adults and pupils	30

### Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
Number	0	3	20	16	0	0	0
Percentage	0	7	50	43	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 two percentage points

### Information about the school's pupils

Pupils on the school's roll	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	129
Number of full-time pupils known to be eligible for free school meals	0

FTE means full-time equivalent.

Special educational needs	YR – Y6
Number of pupils with statements of special educational needs	3
Number of pupils on the school's special educational needs register	43

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	5
Pupils who left the school other than at the usual time of leaving	2

### Attendance

#### Authorised absence

	%
School data	4.2

#### 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	Boys	Girls	Total
	2001	6	9	15

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys			
	Girls			
	Total	12	13	14
Percentage of pupils at NC level 2 or above	School	80 (90)	87 (90)	93 (85)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys			
	Girls			
	Total	12	14	15
Percentage of pupils at NC level 2 or above	School	80 (90)	93 (85)	100 (85)
	National	85 (84)	89 (88)	89 (88)

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

As the number of boys and girls in the year group is small, details of the attainment of boys and girls are not provided separately.

**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	Boys	Girls	Total
	2001	7	7	14

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys			
	Girls			
	Total	9	5	14
Percentage of pupils at NC level 4 or above	School	64 (47)	36 (58)	100 (74)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys			
	Girls			
	Total	8	6	9
Percentage of pupils at NC level 4 or above	School	57 (53)	43 (63)	64 (68)
	National	72 (70)	74 (72)	82 (79)

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

*As the number of boys and girls in the year group is small, details of the attainment of boys and girls are not provided separately.*

**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	126
Any other minority ethnic group	3

*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)	5.7
Number of pupils per qualified teacher	22.6: 1
Average class size	25.8

**Education support staff: YR - Y6**

Total number of education support staff	6
Total aggregate hours worked per week	133

**Recruitment of teachers**

Number of teachers who left the school during the last two years	1
Number of teachers appointed to the school during the last two years	2
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

*FTE means full-time equivalent.*

**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	2001/02
	£
Total income	290,081
Total expenditure	288,020
Expenditure per pupil	2,380
Balance brought forward from previous year	16,050
Balance carried forward to next year	18,111

**Results of the survey of parents and carers**

**Questionnaire return rate**

Number of questionnaires sent out	91
Number of questionnaires returned	50

**Percentage of responses in each category**

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	46	42	8	2	0
My child is making good progress in school.	38	56	6	0	0
Behaviour in the school is good.	30	46	14	6	4
My child gets the right amount of work to do at home.	22	52	18	2	6
The teaching is good.	36	54	6	4	0
I am kept well informed about how my child is getting on.	30	38	26	6	0
I would feel comfortable about approaching the school with questions or a problem.	42	38	12	6	2
The school expects my child to work hard and achieve his or her best.	44	48	2	4	2
The school works closely with parents.	24	40	24	12	0
The school is well led and managed.	32	42	12	8	6
The school is helping my child become mature and responsible.	37	45	14	4	0
The school provides an interesting range of activities outside lessons.	12	24	32	26	6

## **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**

68. Children are admitted into the mixed reception and Year 1 class in the September of the school year in which they become five. Evidence from teacher's assessments, children's records and the inspection shows that the children's attainments are well below average in all areas of learning on entry to the school. A significant number of children arrives in reception with poorly developed speaking and listening skills. Children achieve well and firmly develop and consolidate their skills. By the end of their year in reception children are on course to meet the Early Learning Goals in personal, social and emotional development, creative development and physical development. However, they are unlikely to meet the Early Learning Goals in communication, language and literacy, mathematical development and knowledge and understanding of the world because they do not have sufficient skills to express themselves clearly.
69. At the time of the last inspection the activities provided for the children in reception were judged to be inappropriate. There has been good improvement since this time and now the activities provided are in line with those expected for this age group. The quality of teaching has improved and is now good. The teacher has a good understanding of how young children learn. Her planning is detailed and successfully incorporates the required areas of learning for children in reception and also the Year 1 pupils in the class. As a consequence the learning activities are planned with careful attention given to what individual children need to learn and they achieve well. The teacher works well with the learning support assistant and together they provide a welcoming environment in which all boys and girls, including those with special educational needs, feel secure and are motivated to learn.

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

70. Children are keen to come to school because they know that they will be offered interesting activities and they themselves will be valued. Staff provide good opportunities for children to develop their personal and social skills by working together in small groups and in activities that involve the whole class. Children co-operate happily and they know class routines very well. For example, in a physical development lesson when working in pairs, they passed balls, beanbags or quoits to each other. Children are patient and take their turn when playing musical instruments or working on the computer. They are happy to share books and equipment with others. Children behave well and they play and work harmoniously because they know adults expect good behaviour from them. When moving around the school they follow instructions and are sensible and co-operative. The very good relationships displayed between children and staff rapidly increase children's self-confidence and feelings of security. Staff value each child's efforts and reward their achievements with praise and encouragement. The quality of teaching in personal, social and emotional development is good and enables pupils to make good gains in their learning.

#### **Communication Language and Literacy**

71. The majority of the children are unlikely to meet the Early Learning Goals in communication, language and literacy by the end of the reception year. This because their skills are below average when they enter school, particularly in speaking and listening. All adults take every opportunity to develop these skills and, as a result the children achieve well. For example, children developed their speaking, listening and writing skills in the corner of the classroom where a café has been created. They asked customers, including their teacher, what they would like to order and take a note of requests on white boards before serving. The teacher then talked to the children about what she enjoyed from the order.

72. Literacy sessions are used well to develop speaking and listening skills. Children recognise the title of a book, use the information gained from illustrations to make up a story and recognise a number of key words in a text. They have frequent opportunities to develop their writing skills. For example, when playing in the area that has been made into a post office, children wrote letters and addressed envelopes before putting stamps on them so they could be posted. The post box was opened during the plenary session and letters were delivered to the children. The children who received letters were obviously delighted and immediately put them in their bags to take home. The quality of teaching in this area of learning is good and this in turn enables children to make good gains in their learning.

### **Mathematical Development**

73. Attainment in mathematics is unlikely to be in line with the Early Learning Goals at the end of the reception year because children's skills were well below average when they started school. Class routines are used effectively to reinforce basic mathematical concepts. For instance, children count the number present for registration and with help from the teacher work out how many are away. They learn colours, shapes and mathematical language well through a variety of activities such as building with construction blocks and through computer programs. Most children can recognise numbers up to 12 on a clock face. They tell the time on the hour and can say what the time will be in one hour. They can add and subtract numbers up to 10 with varying degrees of confidence. However, children with lower attainment levels struggle to recognise numbers. The quality of teaching is satisfactory and the children make satisfactory gains in their learning.

### **Knowledge and Understanding of the World**

74. The children's knowledge and understanding of the world is below that expected in order for them to meet the Early Learning Goal by the end of the year. This is because the children have not yet developed sufficient speaking skills to express themselves clearly. Children used the computer to play a number game and they showed increasing control of the mouse. However, this activity was undertaken without adult supervision so the chance to extend the children's mathematical knowledge was lost. When ICT is supported by an adult, however, teaching is effective. Pupils demonstrated good gains in their knowledge and understanding of the world, for instance, when they programmed the roamer and other toys. They knew how to control the roamer's movements through a range of directions. Most of the children are still using single words and short phrases in response to questions. However, the teacher modelled good answers by taking the word phrase given by the children and repeating it in a full sentence; for example, in a lesson when children were looking a picture of a dustcart and talking about what they could see. Children are interested in learning about the living world and particularly enjoyed visiting the farm to see lambs being born. Staff also provide a number of interesting activities in the classroom and outdoors where children can imagine that they are visiting a café, the post office or working in the fire station. The quality of teaching in this area is good and enables children to make good gains in their learning.

### **Creative development**

75. The children's creative development is on course to meet the Early Learning Goals by the end of the reception year. Children learn to use paint appropriately to make pictures such as self-portraits and pictures of their family. They have frequent opportunities to draw using pencils and a variety of marker pens. They stick, print and make collages using pasta shells, beads and pieces of material. For instance, pupils made attractive collages in the shape of fruit and flowers using pasta. Most children know some simple songs by heart and join in with enthusiasm. They enjoy musical activities, singing and joining in action songs and number rhymes that improve their learning in literacy and numeracy. The only teaching seen in this area during the inspection was a lesson that also included pupils from Year 1. In this lesson teaching was satisfactory and the children made satisfactory progress. Good use is made of parent helpers in this area of the curriculum.

## Physical Development

76. The children's physical development is on course to meet the expected standards by the end of the reception year and they achieve well. The children gain confidence in using space through opportunities for physical education in the hall. The teacher has established suitable routines to ensure safety in the small space available. The teacher and assistant give appropriate support to reinforce and extend children's skills. The children experienced success in the lesson and were given opportunities to demonstrate their skills. They are given regular opportunities to use large play equipment in the outdoor area. Children develop their manipulative skills through handling small toys, construction toys, scissors, pencils and paintbrushes. The quality of teaching in this area is very good and very good use is made of the assistant to support children's learning.

## ENGLISH

77. Standards at the end of Year 2 and Year 6 are below the national average and below those of similar schools. At the time of the last inspection pupils' attainments were in line with national standards at both the end of Year 2 and Year 6. However, results vary from year to year on account of the small numbers and the number of pupils with special educational needs. Given pupils' well below average attainment on entry to the school, pupils' achievement is satisfactory overall.
78. Standards in communication, language and literacy are well below the expected levels when the children first start school and by the end of the reception year they are still below. They remain below at the end of Year 2 partly because the work that they are given to do in independent activities is not always appropriately matched to pupils' prior attainment. In Years 3 to 6 teachers provide pupils with slightly better information about their performance and this enables them to make better progress. However, teachers do not set targets for pupils and they do not know what they need to do in order to improve their work. As a consequence they do not always achieve as much as they should. Teachers share the learning objectives with pupils at the start of lessons but not all teachers return to the objectives at the end of lessons to assess what the pupils have learnt. In all classes pupils have positive attitudes to their work and this contributes to the satisfactory progress they make in lessons. Pupils with special educational needs achieve very well because they are provided with very good support from learning support assistants. The achievement of these pupils is reviewed in line with the requirements of the Code of Practice. Learning support assistants also provide very good support for pupils involved in the Additional Literacy Strategy. Traveller children also make very good progress because they receive very good support from the school and also the teacher from the Traveller Support Service.
79. Standards in speaking and listening are considered by the school to be very good and teacher assessments put the school in the top five per cent of schools nationally. However, inspection evidence suggests that standards in speaking and listening are below the expected levels at the end of both Years 2 and Year 6. Many pupils enter the school with poorly developed speaking and listening skills. By the end of Year 2 some pupils continue to find difficulty in listening attentively to their teacher. Their responses, whilst being mostly appropriate, are often brief unless an adult prompts them. When they speak in front of others it is often difficult to hear what they say. This limits their responses to each other's ideas. By the end of Year 6 pupils listen attentively to their teacher and to each other. They make thoughtful contributions to discussions and build on each other's views. An example occurred in a physical education lesson in which pupils had been orienteering and collected letters from the checkpoints that they visited. They worked well together, discussing how to sort the letters into a word. However, most pupils use only a limited vocabulary and many have difficulty expressing their ideas clearly or fluently. Some teachers use probing questions effectively to help pupils talk at length and expand on their original answers. This practice is not sufficiently widespread to be having a full impact upon standards. Some teachers use drama and collaborative work to foster speaking and listening. However, pupils' progress is slower than it need be as there is no scheme of work or guidelines to help teachers plan.

80. Standards in reading are below the expected levels at the end of both Year 2 and Year 6 although pupils make satisfactory progress overall in Year 1 and Year 2. Pupils in Year 2 use their knowledge of letter sounds to tackle unfamiliar words, with a few more able pupils building words such as "propelled" from syllables. Some pupils are beginning to read with expression. Many, however, lack fluency and find difficulty in talking about what they have read or telling a story from pictures. They need considerable prompting to accomplish such tasks. In Years 3 to 6 the majority of pupils enjoy reading a range of books and they show a sound understanding of what they have read. However, while pupils are achieving well in relation to their previous attainment, some still do not read fluently and are limited in their ability to discuss plots and characters. The lack of a school library and the infrequent use of information communication technology across subjects means that pupils' research skills are underdeveloped and below those expected for their age.
81. Writing standards are below the nationally expected levels at the end of both Year 2 and Year 6. Pupils in Years 1 and 2 achieve appropriately in relation to their attainment on entry to the school. Achievement is not as good as it might be because teachers do not have sufficiently high expectations of pupils. At times the work set does not fully challenge and extend pupils' knowledge, skills and understanding. There is little evidence of pupils working at the higher levels. Previous work shows that average and higher attaining pupils are often set the same tasks. Their experience of writing is too limited as it includes mostly poems and stories. Some pupils write in simple sentences, occasionally using capital letters and full stops correctly. Their writing lacks detail and includes a narrow choice of words. When they use more complex constructions they find difficulty with punctuation. Achievement in Years 3 to 6 is satisfactory. In Year 6 higher attaining pupils write in a variety of different forms; for example, directions, descriptions of people, letters including some seeking information and others expressing an argument, play scripts and poems. They use a range of sentence structures and in the main they spell accurately and use punctuation correctly. They use adjectives and adverbs to good effect and sometimes include imagery. Vocabulary usage is good and pupils can create mood and atmosphere. For example, one Year 6 pupil wrote, "Jason could feel his heart pounding. It was very dark and he felt a shiver go up his spine. The switch clicked. A bright beam of light shone on the wall". However, there is little evidence of pupils using paragraphs in their extended writing although paragraphing is evident in letters and descriptions. Pupils also do not write for a range of audiences. Lower attaining pupils write stories using a range of sentence structures. They spell simple words correctly but have difficulty with longer or unfamiliar words. Their stories lack setting and characterisation but they are fully intelligible and interest the reader.
82. The learning support assistants provide very effective help for pupils with special educational needs. They use questions effectively to help pupils express their ideas before attempting to write them down. The school has focused on improving writing and staff have sampled and moderated writing across the school. However, teachers do not use assessment and marking consistently to provide pupils with information about how well they are achieving and what they need to do next to improve their work.
83. The quality of teaching is satisfactory overall. No unsatisfactory teaching was seen during the inspection. This is an improvement since the last inspection. Some good examples of teachers using targeted questioning to extend learning were evident. However, this practice is limited and is pitched at middle ability pupils. As a consequence higher attaining pupils are not sufficiently challenged.
84. Teachers generally manage pupils in effective and consistent ways. This helps build pupils' confidence, sustains their concentration and promotes their mainly positive attitudes. There are good relationships, based on mutual respect, between pupils and all adults. Pupils know that their efforts will be valued. Teachers mark completed work regularly. However, there are infrequent examples of teachers recording useful comments so that pupils know what they have to do to improve their writing. Most teachers fail to set individual targets for pupils and there are limited opportunities for pupils to evaluate and review their own and each other's work to provide them with insights into their own learning. Teachers work very well with learning support



assistants and as a consequence the help provided for pupils with special educational needs and lower attaining pupils generally is very good. However, lessons frequently lack sufficient challenge for higher attaining pupils. The endings to lessons are not always effective as teachers run out of time. Consequently they are not used effectively to reinforce and extend pupils' learning. At present procedures for assessment are unsatisfactory. Teachers would benefit from the use of assessment to track pupils' achievement and to inform their future planning.

## **MATHEMATICS**

85. The previous inspection found that pupils' attainment at the end of Year 2 and Year 6 was broadly in line with national averages although no pupils reached the higher levels. Since then the school's results have risen but they have not kept pace with the improvements in standards nationally. This is due in part to an increase in the number of pupils identified as having special educational needs and also the fact that the work set for some higher attaining pupils is not sufficiently challenging.
86. The current standard of work in Year 2 is below that expected nationally as no pupils are working at Level 3. In Year 6 the standard is in line with national expectations and a substantial number of pupils are working at the higher Level 5. Taking into consideration the fact that pupils' attainment on entry to the school is well below average and that standards remain well below average on entry to Year 1, pupils' achievement is satisfactory overall in Year 1 and Year 2 and good in Years 3 to 6.
87. By the end of Year 2 average and higher attaining pupils use their knowledge of place value to add single-digit numbers to two-digit numbers and also understand how to find a number that is ten more than a given number. They subtract single-digit numbers from two-digit numbers by counting on or counting backwards. Pupils improve their understanding of number by working with coins: for instance, they understand that they need four ten pence coins and four two pence coins to make 48p. Pupils recall simple number facts satisfactorily and higher attaining pupils are quicker and more accurate with their responses. Pupils measure length and capacity and compare their findings using appropriate vocabulary. They identify two-dimensional and three-dimensional shapes and classify them by the number of edges and corners. Pupils with special educational needs achieve well and make good progress in their knowledge and understanding. The progress of the majority of pupils is satisfactory. However, higher attaining pupils are not sufficiently challenged.
88. By the end of Year 6 pupils have a sound understanding of place value to four figures that they use to add, subtract, multiply and divide. Average and higher attaining pupils solve problems involving the use of decimal fractions, percentages and fractions. They use their knowledge of number well in other areas of mathematics in order to calculate the area and perimeters of shapes and also convert metric to imperial measures. Pupils measure angles accurately and draw mathematical shapes with reasonable precision. They handle data effectively and present their results appropriately using a variety of graphs. Pupils with special educational needs do similar work but at a level where they can understand what they are doing and they achieve well.
89. The quality of learning is satisfactory in Year 1 and Year 2 and good in Years 3 to 6. In Year 1 pupils' achievement is satisfactory in their knowledge and understanding of number. They use counting blocks to help them calculate the answers to addition and subtraction problems. They find the missing numbers in number sequences and use coins to make totals and give change. Pupils tell the time using different types of clocks and are beginning to use standard measures. In Years 3 to Year 6 pupils make good progress in their knowledge and understanding of number. Their recall of number facts such as multiplication tables improves as they move through the school and this enables them to tackle problems, see patterns and identify relationships with increasing confidence. Pupils develop a variety of strategies for calculating mentally and older pupils use appropriate written methods. They also achieve well in other areas of mathematics such as data handling where they use information and communication technology to present data in the form of graphs and pie charts. Pupils with special educational

needs achieve well and some gain good number fluency in mental calculations. For instance, one Year 5 child was able to quickly calculate  $15 \times 5$  in his head.

90. Pupils have positive attitudes towards mathematics and work well in lessons. They are eager to answer questions and appreciate the contributions of others. They are keen to become involved in the mental and oral sessions that begin the lesson and participate enthusiastically. They work well on activities and maintain good levels of concentration. As a consequence they generally complete the tasks that they have been set. Pupils' presentation is generally satisfactory, but some pupils in Year 3 find difficulty in setting out their work in exercise books as much of their previous work has been in workbooks where the layout has been provided for them. Most pupils take the need to learn multiplication tables seriously and as a consequence have developed sound recall of number facts. However, many lack confidence to try things for themselves and prefer to seek guidance from their teacher about the strategy to use in order to tackle a problem.
91. The quality of teaching is good overall and occasionally very good in Years 3 to 6. In Year 1 and Year 2 the quality of teaching is satisfactory. Where teaching is very good the teacher provides challenging activities for all pupils. For instance, in a very good lesson in the Year 4/5 class the teacher had planned in great detail, providing clear learning objectives for each part of the lesson. The activities were carefully matched to what pupils needed to learn next and contained an element of challenge for all. As a consequence, all pupils were engrossed in their work and made very good progress. In a good Year 3/4 lesson on division, the teacher planned different tasks for pupils of different abilities so that all had work that helped them make good progress. In a good Year 6 lesson on converting litres to pints and gallons, average and higher attaining pupils were challenged to use and apply their number knowledge in a new situation whilst pupils with special educational needs gained greater understanding of equivalent measures through a practical measuring activity. The scrutiny of pupils' work showed that teaching is less effective where teachers set average and higher attaining pupils the same work and then provide extension work for pupils who finish. This strategy frequently results in some pupils having to complete undemanding work before they start work that is appropriate for them. Similarly, where teachers set work for the different year groups in their class, higher attaining pupils often do not find the work challenging. With the exception of pupils with special educational needs, teachers do not use targets to identify what pupils need to do in order to improve their knowledge, skills and understanding. Teachers work very well in partnership with learning support assistants who work very well in class and also when they take pupils out of class to work in small groups.
92. The co-ordination of the subject is satisfactory and has resulted in the successful introduction of the National Numeracy Strategy. Teachers generally use the strategy well and lessons are well structured. On occasions, however, insufficient time is left for the conclusion to the lesson and as a consequence opportunities for assessing pupils' progress are missed. The curriculum is reasonably balanced between the teaching of number and other aspects of mathematics. However, pupils are given little opportunity to undertake extended investigations. Information and communication technology is used appropriately to enhance the study of the subject. Teachers plan sufficient opportunities for pupils to use and apply their mathematical skills and knowledge in geography, science and design and technology.

## SCIENCE

93. Standards are below average at the end of Year 2 and at the end of Year 6. However, pupils enter the school with well below average attainment. This means that overall, pupils achieve satisfactorily over their time in school. However, there are differences within the overall picture. Pupils with special educational needs receive very effective support in lessons and they make very good progress as a result. The achievement of higher attaining pupils is unsatisfactory because of shortcomings in some teaching. The lower level of achievement of higher attaining pupils was reported at the last inspection and has not been successfully addressed.
94. By the end of Year 2, pupils are beginning to develop the basic vocabulary and concepts associated with science. Pupils in Year 2, for example, are able to describe the conditions

needed for plants to grow. They can give details about what animals may be found in particular environments such as nature reserves, gardens, dykes and fields. Pupils understand that living things grow and reproduce. They understand that there are similarities and differences between animals. Pupils carry out simple investigations and make predictions about what may happen. This is seen in work done on plant growth in Year 1. However, much of the work in Years 1 and 2 is heavily dependent on worksheets that are identical for all pupils. This restricts opportunities for pupils to develop their individual writing styles and limits the progress of higher attaining pupils particularly.

95. By the end of Year 6, pupils have some knowledge of how forces operate, the characteristics of living things, pollination, seed dispersal and the solar system. Higher attaining pupils develop a sound scientific vocabulary. Pupils in Year 5, for example, understand and use such terms as nocturnal, amphibian and camouflage when describing animals and their habitats. Pupils express their own ideas about finding solutions to problems, but their scope to develop ideas is sometimes restricted by the teacher telling them too much. Pupils in Year 6 set up tests to investigate what conditions are necessary for mould to form on bread. They recognise the need for fair tests and describe the most important features in ensuring that tests are fair. Pupils usually write up results of their tests using worksheets that generally give guidance about how to do it. Higher attaining pupils would benefit more from being trained from an early age in developing their own methods of recording results and in using a variety of graphs and tables to do so. Pupils have limited opportunities to discuss what happens if the variables in a test are altered or to decide how their tests might be improved in the light of experience.
96. Science makes a satisfactory contribution to pupils' literacy and numeracy development. In many lessons there are new words to learn and displays of key vocabulary. However, teachers do not take full advantage of the opportunities the subject offers for pupils to write and to decide on their own ways of recording results. Pupils develop their mathematical skills and understanding through measuring and recording their results in tables and graphs. However, pupils' development is hindered by limited opportunities to think for themselves and develop a range of presentation methods. These are features that affect the attainment of higher attaining pupils the most and contribute to their lower achievement. Pupils make satisfactory use of computers for research and to present pictorial information. The school now needs to pay attention to the new recommendations for science.
97. The quality of teaching and learning are satisfactory. Teachers have good class control that is achieved with quiet authority and with good humour. Pupils respond well to this approach and behaviour is good in lessons. Pupils show interest in science and have good attitudes to their work. The Year 3/4 class demonstrated these features very well when they were working outside in groups looking at minibeasts and their habitats. Although pupils' work is usually marked and corrected, there is little use of this type of assessment for telling pupils what National Curriculum levels they are at, or for setting targets for them to reach the next level. There is good teamwork and planning between teachers and support assistants and this contributes to raising standards, especially for pupils with special educational needs. Teachers plan a range of work tailored to the needs of most pupils and especially for pupils with special educational needs. This was seen, for example, in a Year 4/5 lesson where pupils were choosing various animals and then creating diagrams to show how well the animal was adapted to its environment. The provision of work suited to the needs of higher attaining pupils is unsatisfactory. Evidence of this is seen in the lack of opportunities for higher attaining pupils to develop more sophisticated scientific and literacy skills. Where teaching is very good, work is carefully planned to give pupils clear enough instructions about what to do so that they can succeed, but carefully arranged to leave them with thinking to do to work out the solutions to problems.
98. Procedures for assessing pupils' attainment and achievement are unsatisfactory. There are no consistent procedures for assessment that allow the school to gather sufficient data for checking attainment and the achievement of different groups of pupils or for setting targets. The scheme of work is unsatisfactory. Although it follows a nationally produced format, insufficient account is taken of National Curriculum levels when work is being planned. As a result, lessons

are not at a sufficiently high level to raise standards, especially for higher attaining pupils. Monitoring of teaching has not been sufficiently rigorous to reveal this deficiency.

99. The subject makes a good contribution to pupils' spiritual, moral, social and cultural development. Pupils are encouraged to study, and reflect upon, the wonders of the scientific and natural world, and this makes a good contribution to their spiritual development. There is a strong moral dimension in lessons and pupils are taught right from wrong. They are taught that it is good manners to listen when others are speaking. In discussions, pupils learn to appreciate the views of others, thus developing their social skills as well as those of speaking and listening. Social development is further enhanced by opportunities to work together, share and take turns. Cultural development is satisfactory, but there is no strong emphasis on the wide range of traditions from which scientific thinking comes. The leadership and management of the subject are satisfactory. Standards have risen in line with standards nationally. Teaching for younger pupils, which was unsatisfactory at the time of the previous inspection, has improved. The subject has made satisfactory progress since that time.

## **ART AND DESIGN**

100. During the inspection only one lesson was seen and this was in Year 6. Judgements are based on the evidence gained from this lesson, an analysis of pupils' completed work and discussions with pupils. Standards have stayed the same since the previous inspection and remain in line with national expectations at the end of Year 2 and Year 6. All pupils, including those with special educational needs, achieve well because teaching of the design process is good.
101. By the end of Year 2 pupils have a sound understanding of how paint can be used in a variety of ways to produce different effects. In their study of buildings they discovered how rubbings, sponging and printing can be used to make and develop patterns. They then drew upon their knowledge of pattern and texture to complete their project by making clay tiles. Pupils reach satisfactory standards in painting, drawing, collage and three-dimensional work. They are also familiar with the work of a small number of famous artists.
102. By the end of Year 6 pupils plan their work confidently. For example, in the Year 6 class pupils used sketches and samples they had made of mixing paint with sand, sawdust, detergent and other materials in order to create imaginative hats to wear at the school's 125<sup>th</sup> anniversary celebrations. They improved their designs as they worked and showed sound knowledge of how to use paint to gain interesting effects. Pupils use watercolours effectively to paint landscapes by allowing colours to run together to produce pleasing results. Their completed paintings show sound awareness of the use of colour, line and tone, combined with skilful brushwork.
103. The quality of pupils' learning is good. A strong feature of their learning is the development of basic ideas using different media and techniques. Pupils make good progress in their knowledge, skills and understanding throughout the school. From an early age they study the work of famous artists, using, for instance, a picture by the Italian Renaissance artist Guiseppe Arcimboldo as a starting point, Year 1 pupils made collages using different coloured pastas. Year 5 pupils have produced interesting variations on Van Gogh's sunflower pictures by painting their own pictures using only shades of blue. Pupils in Year 3 and Year 4 have increased their understanding of form and space by creating sculptures of minibeasts such as snails and insects.
104. Pupils enjoy art and are keen to talk about their work. However, many find it hard to use appropriate language to express their ideas. This is particularly noticeable when they are asked to evaluate their work or say why they like the work of a famous artist. Pupils use sketchbooks effectively to collect ideas to use in their work. In the one lesson observed, pupils used materials and equipment responsibly. They also helped one another willingly and showed perseverance.
105. In the one lesson seen in the Year 6 class, the quality of teaching was good because the teacher planned the lesson carefully and provided opportunities for pupils to use their own ideas

and ingenuity. As a consequence pupils made good progress in turning their designs of exotic hats into finished articles. They also had the opportunity to select materials for themselves and experiment with techniques, thus enabling them to learn by trial and error. The school follows a nationally recommended scheme of work and this helps teachers make sure that pupils have experience of an appropriate variety of activities ranging from painting and drawing to textiles and sculpture. The subject makes a significant contribution to pupils' cultural development as they study the work of famous artists and the art of different cultures. However, the lack of computers prevents information and communication technology being used effectively to enhance the study of the subject.

106. The subject is well managed by the co-ordinator, who has been in post since the previous inspection. She has contributed to the development of the subject by introducing a new scheme of work, leading staff meetings, improving the quality of displays of pupils' work around the school and increasing resources for teaching and learning. The co-ordinator monitors teachers' planning and pupils' work but has yet to develop a portfolio of assessed work that would enhance teachers' understanding of standards. The school has benefited from a sculptor and a watercolour artist visiting classes and this has resulted in good three-dimensional work and landscape painting.

## **DESIGN AND TECHNOLOGY**

107. Standards are in line with national expectations at the end of Year 2 and Year 6 and pupils' achievement is good. This is a similar picture to that found during the previous inspection.
108. By the end of Year 2 pupils understand how to plan their work using words and pictures. They select appropriate materials and tools in order to make their model vehicles and improve upon their designs as they work. In Year 6 pupils design soft toys, taking account of the needs of the young children for whom they are made. They plan their work methodically and produce carefully measured templates so that they can cut out the material accurately.
109. Throughout the school pupils make good progress in their knowledge and understanding of design. They learn to appreciate the uses of materials and also their limitations. Pupils also make sound progress in using tools and equipment so that the quality of their finished products improves. In Year 1 pupils construct Christmas cards that contain moving parts. In Year 3 pupils design and make picture frames that are sufficiently stable to stand up without support. Year 4 pupils are introduced to pneumatics and construct models with parts that move by changing the air pressure. In Year 5 pupils design imaginative sandwiches; they started by researching the type of bread and other ingredients they would use and completed their study by finding out about the technology used in the sandwich industry.
110. Pupils enjoy design and technology and respond well to the various tasks and challenges. They work well together, patiently wait their turn to use tools and equipment and offer suggestions and assistance to others. Pupils are aware of the need to use tools carefully and behave responsibly in lessons. They gain confidence in designing, making and modifying their plans as they work. They are less confident in evaluating their work and in anticipating potential problems with their designs. For instance, Year 6 pupils had not considered the need to gain access to the batteries and the electric motor when designing the body for their vehicle.
111. The quality of teaching is good overall. Teachers have a good understanding of the subject and make good use of a nationally approved scheme of work. As a consequence there is a good variety of activities that helps pupils build on their learning and experience. A particular strength of teaching is the way teachers enable pupils to develop their knowledge and understanding of how to make a product from the planning stage through to the completed article, as when the teacher in the Year 3/4 class provided pupils with a planning framework so that they were able to organise their work clearly. Teachers introduce new ideas and equipment at the start of each project, as in the Year 4/5 class when pupils learnt about pneumatics so that they were able use simple pneumatics in their models. Teachers encourage pupils to take the initiative and solve problems for themselves. For example, in a Year 6 lesson pupils were encouraged to

improve their designs for a vehicle driven by an electric motor. They identified design faults in their prototypes and modified them appropriately. As a consequence their designs improved and pupils learnt from their mistakes.

112. Co-ordination of the subject is shared by staff as there is no subject leader. Although this approach has proved satisfactory in maintaining standards since the previous inspection, it has resulted in there being little development in the subject. For instance, there has been little monitoring and no portfolio of assessed work has been maintained in order to improve standards. Information and communication technology makes little contribution to the subject owing to the lack of equipment. However, in other respects resources are good and easily accessible to staff and pupils.

## **GEOGRAPHY**

113. Owing to timetable and inspection arrangements it was only possible to observe one lesson in the Year 4/5 class, and another in Year 6. Judgements are based on the two lesson observations, the analysis of pupils' work, the scrutiny of teachers' planning and discussions with pupils.
114. Standards are below those expected of pupils of the same age, both at the end of Year 2 and the end of Year 6. In general, pupils enter the school with well below average attainment so most achieve satisfactorily during their time in the school. However, this is not the case for higher attaining pupils, whose achievement is unsatisfactory because much of their work does not challenge them appropriately. In contrast, pupils with special educational needs achieve well. Their work is generally more appropriate and they receive very effective support in lessons. There are no significant differences in achievement between boys and girls. At the time of the previous inspection standards were reported as above average for older pupils but they have declined because higher attainers are not given work that challenges them.
115. By the end of Year 2, pupils draw simple maps and show some development of mapping skills. This is seen, for example, in their work on what Katie Morag would see on the island of Struay. They are able to understand the use of basic keys and can understand direction on maps. They are able to distinguish between physical and human features and make comparisons such as that between houses on Struay and those in Holbeach Bank. However, pupils are given few opportunities to find the answers to questions that they have raised and to investigate the effect of people on their environment.
116. By the end of Year 6, pupils have further developed their skills with maps; they understand the use of symbols on Ordnance Survey maps and locate places using six figure grid references. Pupils are aware of the climate and geography of some locations overseas. Pupils in Year 6, for example, know something of the climate, crops grown and physical geography of Kenya although there is little evidence that they study these areas in any great detail or carry out individual research on their own. In general pupils do not develop skills in understanding geographical patterns or how people damage or improve environments. They do not develop the more subtle skills of posing their own questions or using a range of sources to find the answers. These are the more sophisticated skills that would benefit higher attaining pupils most. There are, nevertheless, some examples of good practice and interesting work was being done by pupils in the Year 4/5 class who wrote an account on the advantages and disadvantages of tourist developments in areas of natural beauty.
117. Teachers' planning does not take account of work being covered in reading and writing lessons. The contribution of the subject to the development of pupils' literacy skills is therefore limited as opportunities to extend pupils' literacy skills and understanding are missed. Pupils use graphs and tables to present information such as that on climate in different parts of the world and this contributes satisfactorily to their skills in numeracy. The use of computers to edit work and to present pictorial information is satisfactory.

118. The quality of teaching and learning in those lessons seen was good. Taking into account the analysis of pupils' work, teaching is satisfactory overall. Teachers control their classes well; this is achieved without fuss and behaviour is good as a result. Pupils generally show interest in geography and have good attitudes to work. Where pupils work together in pairs or groups, there are good relationships. Lessons are carefully planned to follow the national scheme of work that has been adopted. The school needs to ensure that planning relates to National Curriculum levels so that higher attaining pupils receive a curriculum with sufficient challenge. Pupils' work is regularly marked and corrected but there is limited use of comments from teachers about what pupils need to do to improve their work. Teachers and learning support assistants plan well together. They are especially effective in their planning for pupils with special educational needs who consequently achieve well.
119. The time allowed for geography is adequate but the quality of the learning experiences overall is unsatisfactory because the curriculum does not adequately cater for the needs of higher attaining pupils. The subject makes a satisfactory contribution to pupils' spiritual, moral, social and cultural development. Because of the limitations of the curriculum provision, this is not as good as might be in a subject where these aspects of pupils' development are usually strong. Trips out of school are important in enhancing both social and cultural provision. Procedures for assessment are unsatisfactory. There are no consistent procedures in place for recording pupils' attainment and achievement other than those used by individual teachers. As a result, the school does not have sufficient data to check whether all groups of pupils are doing as well as they should. There is no subject co-ordinator for geography and this adds to the school's lack of knowledge about pupils' progress because there is no consistent monitoring of teaching and learning in the subject.

## **HISTORY**

120. Because of inspection and timetabling arrangements, it was possible to observe only one lesson during the inspection. Judgements are based on this one lesson, analysis of pupils' work and teachers' planning, and discussions with teachers and pupils.
121. Standards are below those expected of pupils of the same age at the end of Year 2, but in line with those expected at the end of Year 6. There are no significant differences in attainment between boys and girls. Although pupils achieve satisfactorily overall, pupils with special educational needs achieve well but higher attaining pupils do not achieve as well as they should. Teaching does not take sufficient account of higher attaining pupils, and the curriculum is not well matched to the levels they should be achieving.
122. By the end of Year 2, pupils distinguish between past and present and know that different events happen in different periods of time. For instance, they know that the Great Fire of London and the reign of Queen Victoria took place in different periods. They are able to recognise that changes happen over time. This is seen in their work on schools where pupils clearly see the changes between Victorian times and their school days. They know something of the history of some important historical characters such as Guy Fawkes. There is limited work in detail on some other characters from the periods studied, on studying the reasons why historical people acted as they did and on the use of a variety of sources of evidence.
123. By the end of Year 6, pupils have an understanding of a number of periods of history including those of Ancient Greece, the Romans, the Vikings, the Tudors and the Victorians. Pupils have a satisfactory factual knowledge of the periods they study. They know, for example, why the Vikings came to Britain and know something of their culture beyond the view of them simply as raiders. Pupils describe some of the main characteristics of the periods they study. Pupils in the Year 6 class, for example, can account for the wide differences between rich and poor people in Victorian times. Pupils develop some independent learning skills and use a range of sources, including websites, to find information. Higher attaining pupils have some opportunities to write at length about such subjects as schools in Victorian times, in contrast to their school today, and the way of life of the Vikings. This makes a good contribution to pupils' skills in literacy. Although pupils study a number of periods, none is studied in greater depth. There is

limited evidence of pupils studying the ways in which people have interpreted the past. Furthermore, pupils have little opportunity to examine and evaluate the sources of historical information. It is these more subtle and sophisticated areas of history that would benefit higher attaining pupils most.

124. Although it is not possible to make a judgment about the quality of teaching, it is possible to identify some features of it. Analysis of pupils' work indicates that teachers have a satisfactory knowledge of the topics covered. Teachers' planning provides good continuity so there are no repeats of work. Pupils' work is marked and corrected. However, teachers do not use the National Curriculum levels effectively to assess pupils' attainment and to set targets for improvement.
125. The subject makes a satisfactory contribution to pupils' spiritual, moral, social and cultural development by enabling them to learn about their heritage and the heritage of people from other parts of the world. Visitors to the school and visits to places of historical importance further enhance the social and cultural impact of history. This could be further improved by providing more opportunities for pupils to study why people acted as they did and to consider more the thoughts and feeling of people from other times. A scheme of work is in place that follows a national scheme but the school needs to ensure that when lessons are planned, they are at an appropriate level to challenge all pupils and raise standards. Assessment procedures are left to individual teachers and this does not provide consistent information to check the achievement and attainment of different groups of pupils or classes. The role of the subject co-ordinator needs further development, especially in the area of monitoring and support of teaching. The subject co-ordinator has shown satisfactory leadership and management in identifying sensible areas for development. The subject has made satisfactory progress since the previous inspection.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

126. Standards in ICT are below those expected of pupils at the end of Year 2 and the end of Year 6 but overall, pupils achieve satisfactorily. There are no significant differences in achievement between boys and girls or across different levels of attainment. ICT is taught both as a separate subject and in other subjects of the curriculum. Its use across the curriculum is satisfactory and statutory requirements are met. At the time of the previous inspection, resources were said to be satisfactory. They are now unsatisfactory and there are a number of aging computers that need replacement. The level of new and up to date computers is insufficient to provide all pupils with regular use, to enable pupils to develop their skills, and to raise standards. This is particularly evident in areas such as the use of computers to predict events, everyday applications of computers and the exchange of information and ideas with others through e-mail.
127. By the end of Year 2, pupils are familiar with the basic skills of handling a computer. These include using a mouse, finding letters on a keyboard and some basic word processing skills. Pupils can use computers for elements of control. Pupils in Year 2, for example, can program a directional robot to move and turn, and can move an image on a computer screen to follow instructions. Pupils draw various graphs and charts, such as pie charts, of their favourite colours and pictograms of foods they like and dislike. There are good examples of work done in other subjects but these are not regular or extensive. Year 2 pupils, for example, use the Internet for research into minibeasts and draw good pictures that they label using various fonts and sizes. There is limited evidence that pupils regularly use computers to edit and record their work or investigate outcomes in real and imaginary situations using computers.
128. By the end of Year 6, pupils can carry out basic work using computers and are able to load, save and print their work. They use fonts of various sizes and types and use colours to produce their work. They can set up and use databases. When working on elements of control, pupils learn the necessity of giving very precise instructions to achieve the correct results. Higher attaining pupils in Year 6 use computers to edit and refine some of their English work. Pupils are beginning to use websites for research into various topics and individuals in Year 6 produced



good research pieces as part of their history work on Vikings. There is limited use of computers to produce information in a variety of ways or of using simulations to explore and predict results.

129. Teaching and learning are satisfactory. Where ICT is taught as a discrete subject, the level of teacher knowledge and expertise is satisfactory. All teachers have completed their national training and are competent with all the basic skills identified in the scheme of work. The use of ICT in other subjects is satisfactory and most subjects are now making a contribution to pupils' computer skills. This needs to be more consistent to ensure that pupils have planned, regular opportunities across all subjects to develop their skills. Pupils show interest in the subject and handle equipment with care. Behaviour is good in lessons. Where pupils work together with computers, there are very good relationships and pupils are ready to help each other with difficulties.
130. Time allocated to ICT as a separate subject and in other subjects is adequate. A scheme of work that follows one produced nationally is being developed and provides a progressive programme for pupils that concentrates on the skills they are expected to learn and the tasks they will do to achieve them. There are no consistent procedures in place to record pupils' attainment and list the skills they have developed or still need to learn. This has been recognised by the school and more formal methods of assessment that record pupils' competence at the various skills associated with ICT are being developed. The school is making best use of its limited resources by encouraging pupils to use the computers at breaks, lunchtimes and after school if pupils do not have to catch buses or travel too far. It has invested in the Grid Club that enables pupils to access computers both at home and at school. The subject co-ordinator for ICT was recently appointed and he is showing very good leadership and management in identifying what needs to be done to improve standards and in establishing clear and realistic priorities for development. Good contacts are being established with the local technology college. Overall, the subject has made satisfactory progress since the previous inspection.

## MUSIC

131. At the time of the last inspection standards in music were in line with the expected levels at the end of Year 2 and Year 6. These have been maintained and therefore progress since the previous inspection is judged to have been satisfactory. The practical nature of music lessons enables all pupils, including those with special educational needs and higher attainers, to participate at levels that ensure they achieve appropriately.
132. By the end of Year 2 pupils identify musical sounds and listen carefully to pick out changes in rhythm. By the end of Year 6 pupils sing quietly with accurate intonation. Pupils in Years 3 and 4 play tuned percussion with rhythmic and melodic accuracy. Pupils work well in small groups and are able to sustain an independent part when performing with others. This was evident in a Year 3/4 lesson when pupils were using instruments to capture the rhythms of athletic events. Year 6 pupils have been provided with the opportunity to work with artists, musicians and pupils from other schools on a combined arts project funded by the New Opportunities Fund. This has provided individual pupils with an enriched music curriculum. However, there is no evidence that this has influenced the teaching of music in the school as a whole.
133. The quality of teaching in the subject is satisfactory overall with some examples of good teaching. The policy for music provides a framework for teachers but does not give sufficient support for the various strands of the subject such as composing, listening and appraising. In the lessons seen, pupils were given opportunities to plan their work and to practise but they were not encouraged to identify how performances could be improved.
134. Co-ordination of the subject is satisfactory and the co-ordinator provides informal support for staff. Nationally approved guidelines provide an appropriate plan for developing the subject. However, more could be done to extend the range of music provided so that pupils could listen to and appreciate jazz, folk music and music from a range of other countries and cultures. More use could be made of computers to help pupils develop their composition skills. There are no

formal assessment procedures for the subject. Resources for teaching this subject are satisfactory.

## **PHYSICAL EDUCATION**

135. By the end of Year 2 pupils' standards are in line with national expectations and their achievement is satisfactory when their prior attainment is taken into account. By the end of Year 6 pupils' overall attainment is slightly above national expectations, particularly in games skills. They are enthusiastic and achieve well in comparison with their previous attainment. These findings are similar to those of the previous inspection.
136. By the end of Year 2 and Year 6 pupils have had opportunities to participate in well-balanced range of activities and acquire a suitable breadth of skills. In games activities pupils control their movements well, handle a range of equipment appropriately and demonstrate a good range of skills. They collect and use games equipment sensibly and safely. In small group games pupils in Years 3 and 4 reach a good standard. They use equipment in a controlled way and develop a range of ball handling and throwing skills. The vast majority of pupils is able to catch, control and pass balls at a better level than is usual for other pupils of their ages. Most pupils achieve well, building on their previous experience to better their performance and skills. In a Year 6 lesson all the pupils performed well, developing their orienteering skills and working co-operatively with others in their team.
137. Pupils in Years 4 and 5 have good attitudes to physical education activities. Pupils in Years 1 and 2 are enthusiastic in physical education lessons and are developing self-discipline. They enjoy lessons and follow instructions well.
138. The quality of teaching is good in Years 3 to 6 and satisfactory in Years 1 and 2. Teachers plan and prepare lessons with clear learning objectives. They provide a suitable range of resources for lessons. Teachers in Years 3 to 6 give clear directions and make valid teaching points during lessons. They make effective use of demonstration by pupils to show the skills to be practised. However, in Years 1 and 2 there are not enough opportunities for pupils to evaluate their own performance and to identify ways to improve. The pace of lessons is good and in most instances lessons include suitable warm up and cool down exercises. In all lessons teachers demonstrate appropriate pupil management and control. Teachers show confidence in the subject.
139. The school provides pupils with opportunities to learn to swim and there are good outdoor facilities. The school hall is small but in the one lesson observed the space available was appropriate for the activity and was used well. Resources are satisfactory and the school takes advantage of the local education authority's Top Sports Programme to supplement them. Co-ordination of the subject is very good. The co-ordinator ensures that all staff are given appropriate support and he has a comprehensive development plan to ensure that support for staff continues and that physical skills are developed sequentially. Involvement in extra-curricular activities ensures that pupils are given the opportunity to use their skills in competitive situations. An area for improvement is the development of assessment procedures for all aspects of physical education.

## **RELIGIOUS EDUCATION**

140. Standards at the end of Year 2 and Year 6 are in line with the expectations of the locally agreed syllabus and pupils' achievement is satisfactory. This is a similar finding to that of the previous inspection. It was not possible to make a judgement on the quality of teaching as only one lesson was observed. Judgements are based on the analysis of pupils' work and discussions with staff and pupils.
141. By the end of Year 2 pupils understand that food can have special importance for religions. They also know that religions have special books and that the Torah is the sacred book of Judaism. Pupils recall the main details of the Easter story and know that Jesus was crucified outside

Jerusalem and rose from the dead on Easter Day. Younger pupils make satisfactory progress in their knowledge and understanding of the major Christian festivals of Christmas and Easter. They are introduced to the stories of Jesus and know that Jesus was a special person who looked after the sick and taught people. They are also aware of other world faiths, including Judaism, Islam and Hinduism.

142. By the end of Year 6 pupils have satisfactory knowledge of the life and teaching of Jesus; they appreciate that religion has influenced the lives of many people and they have studied religion in the neighbourhood. They have also extended their knowledge and understanding of other world religions such as Judaism and Hinduism. As pupils move through the school they gain knowledge of important figures in other world religions such as the Prophet Mohammed. Pupils in Year 3 learn about Hindu beliefs and lifestyle and the importance of the festival of Diwali. In Years 4 and 5 pupils make satisfactory progress in their knowledge and understanding of Islam and the sacred books of the world's religions. They also study religious buildings in the area. They begin to understand the importance of symbolism in religion, such as the reason for placing the font at the entrance to the parish church.
143. Pupils are interested in religious education, particularly when given the opportunity to talk about what they have learned. They are less confident about expressing opinions and reflecting on the significance of religious practices. However, when pupils have had the opportunity to visit religious buildings such as churches in the neighbourhood or the mosque and cathedral in Peterborough, they talk with enthusiasm and express their feelings more confidently. Pupils are fascinated by the study of world religions and have very positive attitudes towards people of other faiths. For instance, they recall with interest a visitor to school who talked to them about the culture and beliefs of Hinduism.
144. In the one lesson seen in the Year 4/5 class the quality of teaching was good because the teacher encouraged pupils to extend their knowledge and understanding by comparing and contrasting the inside of the Anglican, Methodist and Roman Catholic churches that they had visited in Holbeach. The teacher also provided an extra challenge by encouraging pupils to choose for themselves how to present their work. Teachers' planning takes account of the main requirements of the locally agreed syllabus but some of the projects lack cohesion and depth. Consequently the project on special journeys missed the opportunity to explore the importance of pilgrimage to religious people of different faiths. Furthermore, the Easter Story is repeated each year but there is little attempt to vary the approach or explore its deeper meaning. However, pupils with special educational needs are well supported and they achieve well in relation to their prior attainment. Teachers use the expectations of the locally agreed syllabus satisfactorily to help them plan and assess pupils' achievement with reference to the learning objectives of the lesson. They use information and communication technology well to research topics and to find illustrations and photographs for teaching.
145. Although pupils have opportunities to read and write, teachers do not link these activities to work being covered in literacy lessons. As a consequence opportunities for developing pupils' knowledge, skills and understanding are missed.
146. The subject co-ordinator has made a positive contribution to the development of religious education since the previous inspection. She has increased resources, extended the curriculum to include the five major religions, and worked with colleagues to acquaint them with the new locally agreed syllabus. The co-ordinator is a member of the small schools' religious education support group and has attended training on the use of the agreed syllabus which has now formed the basis of a new school policy.