

INSPECTION REPORT

**CONINGSBY ST MICHAEL'S C of E PRIMARY
SCHOOL**

Lincoln

LEA area: Lincolnshire

Unique reference number: 120567

Headteacher: Mr N Young

Reporting inspector: Mr David Speakman
20086

Dates of inspection: 15th – 18th October 2001

Inspection number: 195012

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and junior
School category:	Voluntary Controlled
Age range of pupils:	4 to 11
Gender of pupils:	Mixed
School address:	School Lane Coningsby Lincoln
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Appropriate authority:	The Local Education Authority
Name of chair of governors:	Rev. John Moore
Date of previous inspection:	21 st April 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
20086	David Speakman	Registered inspector	Mathematics Information and communication technology Equal opportunities English as an additional language	What sort of school is it? The school's results and pupils' achievements How well are pupils taught? How well is the school led and managed? What should the school do to improve further?
19374	Wendy Sheehan	Lay inspector		How well does the school care for its pupils? How well does the school work in partnership with parents?
8839	Mike Egerton	Team inspector	Geography History Physical education The Foundation Stage	
22545	Valerie Hobson	Team inspector	English Art Design and technology	Pupils' attitudes, values and personal development. How good are the curricular and other opportunities offered to pupils?
22452	Mary Farman	Team inspector	Science Music Religious education Special educational needs	

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Coningsby St Michael's is a voluntary controlled Church of England primary school and educates boys and girls between the ages of four and eleven. Although numbers are slightly down on the last inspection, there are currently 263 pupils on roll making it bigger than the average primary school. Pupils come from homes which overall represent average social and economic circumstances. The school also serves children from the nearby RAF Coningsby Airbase and about 30 per cent of its pupils come from 'forces' families. Because these families stay for relatively short periods of time before being moved to other postings, the school experiences above average levels of pupil mobility. Children enter the reception class in September, at the beginning of the school year in which they will become five. The children spend their first two weeks attending on a morning only basis. This is then extended to include lunchtime. The attainment on entry to the school is about average for pupils of this age. The vast majority of pupils are white but a very small number come from a Black Caribbean background. No pupils have English as an additional language. Forty-five pupils are on the Code of Practice register of Special Educational Needs. Eight pupils have a statement of special educational needs. The proportion of pupils on the register is about average, but the proportion with a statement is above. The percentage of pupils entitled to claim free school meals is below the national average. During the last two years the school has experienced staffing problems, particularly in the junior department of school. There have been many staff changes and much staff absence. This has led to inconsistent teaching and disrupted learning for a number of pupils. This situation is now almost resolved and the school looks forward to a period of greater stability.

HOW GOOD THE SCHOOL IS

Overall, the school's effectiveness is satisfactory. Pupils enter the school with standards that are in line with national expectations and by the time they leave, standards are still average. Within this pattern, pupils peak at the end of the infant section and until recently progress in the junior section was unsatisfactory. This has now improved and pupils' achievement is currently satisfactory. Pupils' attitudes, values and personal development are satisfactory, although the behaviour of some older pupils is unacceptable. The quality of education is satisfactory overall but good in the Foundation Stage and the infant section. There are shortcomings in aspects of the leadership and management of the school and there are areas in which the school has made insufficient improvement since the previous inspection. Setting all the above factors against the average cost of educating each pupil, the school provides satisfactory value for money.

What the school does well

- Pupils in the reception year and in Years 1 and 2 achieve well and attain above average standards in mathematics and English;
- Teaching in the Foundation Stage is good and it is very good for pupils in the infant classes;
- The curriculum for pupils in the Foundation Stage is very good;
- All pupils are fully included in all learning activities and all have an equal opportunity to learn and make progress;
- Provision for pupils with special educational needs is very good and they make good progress;
- Provision for pupils' spiritual development is good.

What could be improved

- Achievement of pupils in the junior section in English and mathematics;
- Aspects of leadership and management;
- The behaviour of some pupils in junior classes;
- Assessment procedures and their use;
- Progress towards meeting outstanding issues from the previous report.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in April 1997. Since then the school has made insufficient progress in meeting the key issues. The school has taken satisfactory measures to ensure that the pace of all lessons is good and that all pupils undertake tasks which challenge them fully. Teachers do not yet effectively compare the quality of work of pupils of the same age in different classes - especially in Year 4 with reference to standards achieved in previous years. Assessment is not yet used to full effect in planning. There has been insufficient progress in monitoring the curriculum and this is mainly due to ineffective delegation of curriculum responsibility, as there was an insufficient number of long-term teaching staff to delegate responsibility to. The governing body has made a satisfactory level of improvement in involving themselves in the work of the school, despite significant change in their membership. The prospectus and Governors' Annual Report to Parents still have omissions and do not yet meet statutory requirements. Provision for pupils with special educational needs has clearly improved since the previous inspection. Standards have improved. Although the percentage of pupils meeting national expectations at the end of the junior section is still not high enough, there has been some improvement. The quality of teaching in the infant section and in the Foundation Stage has improved. The quality of teaching in the junior section is about the same as at the time of the previous inspection, although excellent lessons were seen. The curriculum is still satisfactory. Statutory requirements are met through the implementation of new initiatives such as the National Literacy Strategy, the National Numeracy Strategy and Curriculum 2000. This represents a satisfactory level of improvement. Although assessment was not a key issue last time, there were some significant improvements necessary. This is still the case and this now becomes a key issue and thus represents unsatisfactory progress. Improvement in leadership and management is mixed. There is a vision, but this has not yet fully reached the situation where it is a shared vision. There is more team building to be done.

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	C	D	E
mathematics	C	D	D	E
science	A	C	B	C

Key	
well above average	A
above average	B
average	C
below average	D
well below average	E

Children enter the Foundation Stage with standards about the same as those expected for children of this age. They achieve well, and the majority reach the Early Learning Goals, with some exceeding these by the time they transfer into the infant section. In the National Curriculum tests in 2001, seven year old pupils attained well above average standards in reading and above average in mathematics and writing. When compared with similar schools, standards remain well above average in reading, above average in writing and in mathematics. Attainment at the end of the infant section has improved in recent years. Inspection evidence shows that, at the end of Year 2, standards in English and mathematics are above average. Standards are as expected in all other subjects, except in physical education, where they are above. At the age of 11, pupils' attainment is currently in line with expectations in all subjects, except in physical education, where pupils attain standards that are above expectations. Standards in mathematics are currently higher than the Year 2001 National Curriculum test results indicate. Pupils' achievement is good in the Foundation Stage and in Years 1 and 2. However, the achievement in classes for older pupils has been unsatisfactory but is now improving. Despite this, there has been a steady improvement since 1996. The school exceeded its targets in the National Curriculum tests at the end of the junior section last year in English, which were set at 69 per cent to reach the expected level or above. In mathematics, results were slightly below the 66 per cent target. The school's targets for 2002 are much more challenging at 86 per cent in English and 84 per cent in mathematics to attain the expected level or above.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	The pupils' attitudes to school are satisfactory overall although better for younger pupils up to the age of seven. In the reception and Year 1 and Year 2, pupils' attitudes are consistently good and sometimes very good. However, unsatisfactory attitudes were seen in more than one class in Years 3 to 6 and this reduces the amount of progress pupils make.
Behaviour, in and out of classrooms	Standards of behaviour vary, but are unsatisfactory overall. For younger pupils this is generally good, but too many pupils in the junior classes behave in an unacceptable way and disrupt lessons.
Personal development and relationships	Pupils enjoy taking responsibility around the school and they respond well. However, some still do not work independently without the direct involvement of the teacher.
Attendance	Satisfactory.

In the reception, Year 1 and Year 2 classes pupils are able to become independent learners taking a major role in their own learning. They are fully involved in tasks. However, behaviour of older pupils is more variable. A minority of older pupils have developed poor learning habits and have become disillusioned with school as a result of the frequent changes of staff in the past two years and the variable quality of teaching they have been reported to have had. Otherwise, they behave satisfactorily, are interested in their work and concentrate well on tasks. Behaviour has deteriorated since the last inspection as a result of the high number of staff changes that have affected the school. Relationships between staff and pupils are generally satisfactory. At lunchtimes, there is a calm atmosphere in the dining hall and pupils generally behave well in other areas of the school. In assemblies, the pupils recognise the sense of occasion and are quiet and respectful.

TEACHING AND LEARNING

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

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

During the inspection, 55 lessons were observed and in seven the quality of teaching was excellent, in 12 it was very good, good in 21 lessons and satisfactory in 12. Teaching was unsatisfactory in three lessons. This represents a slight improvement since the time of the previous inspection but the overall quality remains essentially as it was then. Parents and staff confirm that there has been a decline in the quality of teaching in some junior classes during the time since the previous inspection, but with a more stable staffing situation, the quality of teaching is now improving, with over half the teaching seen being good very good or excellent. Two thirds of teaching in the reception classes was good and the other third was very good. In the infant classes half of the teaching seen was good and the rest was either very good or excellent. Teaching in both English and mathematics is good in the infant classes and satisfactory in junior classes. It is good overall in science, music, physical education and in religious education. It is satisfactory in all other subjects. Teachers' planning is good. The best planning is highly detailed and ensures that work is appropriately challenging to all groups of pupils. Some teachers who teach parallel classes plan jointly to ensure that pupils in different classes receive equal provision, but this is not yet fully developed throughout the school. The behaviour management in some classes is not fully effective and teachers do not always achieve satisfactory levels of behaviour in their lessons.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum for children in the Foundation Stage is very good and ensures that children experience a wide range of interesting and appropriate activities. The curriculum for pupils in the infant section is good and is satisfactory for older pupils. It includes all the subjects of the National Curriculum and religious education.
Provision for pupils with special educational needs	The provision for pupils with special educational needs is very good. It identifies difficulties at an early stage. The school ensures these pupils learn well, make good progress and meet the standards set in their individual targets. There is an effective level of challenge for more able pupils.
Provision for pupils' personal, including spiritual, moral, social and cultural development	This is satisfactory overall. It is good for their spiritual development, satisfactory for their social and moral development but unsatisfactory for their cultural development, particularly in promoting pupils' understanding of the wider multicultural society.
How well the school cares for its pupils	Satisfactory overall. Procedures for ensuring the welfare of pupils are satisfactory. However, the school does not effectively monitor the academic progress of its pupils. The procedures for promoting good behaviour are unsatisfactory.

The school uses a range of tests with pupils to assess pupils' levels of attainment but the data from these is not used sufficiently well to track pupils' progress. There is no timetable for school based assessments to ensure they happen at the appropriate times. Currently there are very few extra-curricular activities. The effectiveness of the school's links with parents is satisfactory and parents support their children's education well.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Aspects of this are unsatisfactory. The vision for the development of the school is not fully shared by all staff with management responsibility. Mainly due to staffing problems in recent years, the school has not had chance to establish a unified approach, but there are signs that this is beginning to happen.
How well the governors fulfil their responsibilities	This has improved. Although there has been significant change of membership since the last inspection, and many of the governing body are new, they have made a good start in meeting their commitments. In the time since they have formed, they have set up committees, with terms of reference and have begun to address the school's weaknesses.
The school's evaluation of its performance	This is unsatisfactory. Although the headteacher monitors teaching and assessment data, curriculum coordinators and some senior managers have not yet had sufficient opportunity to fully develop their monitoring roles.
The strategic use of resources	Satisfactory. The funds available are appropriately targeted, and the governing body, headteacher and the school's administration officer monitor these to achieve the best value for spending and apply the principles of best value satisfactorily.

Significant obstacles, beyond the school's control and mainly related to staffing problems in the recent past, have prevented the management of the school from setting about the task of school improvement effectively. Most of these problems are now solved and there are signs of improved provision in the junior section. Circumstances have also prevented the school from fully addressing some of the issues that were identified at the time of, or have arisen since, the last inspection. The

governing body generally meets its statutory requirements, but there are still omissions in the School Prospectus and the Governors' Annual Report to Parents. There are still outstanding staffing situations to be resolved, but the school now has an adequate number of suitably qualified staff. However some of the learning support assistants could be more effectively deployed. Adequacy of resources and accommodation are satisfactory.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Their children like school • Many believe their children are making good progress • They believe that behaviour is good • They think the teaching is good • The school is helping their children to become mature and responsible. 	<ul style="list-style-type: none"> • Information on how their children are getting on • How well the school works with parents • Leadership and management • Extra-curricular activities.

The inspection team generally agrees with the positive views expressed by parents, but pupils in the junior section are only recently beginning to make satisfactory progress after a period during which the progress of many was unsatisfactory. There are problems with the behaviour of some pupils in the junior section and this has been raised as a key issue. Information for parents about how their children are getting on was found to be satisfactory at present, following some uncertainties during recent years. The teaching situation has been more stable this year and relationships with parents are beginning to improve. Some concerns relating to the leadership and management of the school have been identified by the inspection team and have been raised as a key issue. Parents are concerned about the level of activities outside of lessons provided by the school. At present there is a very limited range of extra-curricular activities for pupils.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

- 1 At the last inspection, which took place late in 1997, there was little concern about standards, which were reported to be satisfactory overall. Children entered school with standards that were about the same as those expected for that age, made satisfactory progress overall and attainment at the age of seven and eleven was about average. Children aged under five made significant progress in language and literacy, good progress in mathematics and satisfactory progress in other areas of learning. Pupils made satisfactory progress in English, mathematics and science and standards were average at the end of both Years 2 and 6. Standards in all other subjects were as expected for pupils of this age, except in music and physical education, where they were good.
- 2 The school exceeded its targets in the National Curriculum tests in English for 11 year olds last year. These were set at 69 per cent to reach the expected level or above. In mathematics, results were slightly below the 66 per cent target. The school's targets for 2002 are much more challenging at 86 per cent in English and 84 per cent in mathematics to attain the expected level or above.
- 3 Since the time of the previous inspection, a significant number of pupils now in the junior school, have experienced disruption to their learning. There has been a high level of staff change and absence which has affected the progress that these pupils make, and therefore standards over the last two years have not been as high as they should have been. High levels of staff absence and a variety of replacement teachers, some of who are reported by parents, governors and other staff to be have provided teaching of an unacceptable standard, have led to lower standards of attainment. However, the school is now entering a period of more stability, with new permanent teachers, including a deputy head teacher. There is already evidence of rising standards, which are better than the National Curriculum test results of 2000 and 2001 would indicate.
- 4 In the National Curriculum tests for seven year olds in 2000, pupils' attainment in reading and in mathematics was well above the national average. In writing, it was broadly in line with the national average. Results over the last few years show that high standards have been maintained and all the results, with the exception of writing, have been above average. Early indications are that, in the 2001 tests, standards have been maintained in mathematics and there has been an improvement in reading and writing. As yet the scores for the latest test results are not confirmed.
- 5 In the National Curriculum tests in the junior section in 2000, pupils' attainment in English and science was in line with the national average, but below in mathematics. These results have varied over the previous three years in all subjects, with standards being below and sometimes well below the national average, and occasionally well above average in science. When compared with similar schools, attainment remains well below average in English and mathematics and below in science. Early indications show that standards of attainment in 2001 remain below average in English and mathematics, but are above average in science. When compared to schools in a similar context, standards in English and mathematics are well below average, and average for science. Again, these scores are subject to confirmation.
- 6 Children in the reception classes receive a good start to their education. They continue to achieve well. Children enter the reception classes with levels of attainment that are average. The good teaching ensures that the children achieve well and by the start of Year 1 most will have achieved the recommended Early Learning Goals for children in the Foundation Stage in all areas of learning. Children make good progress in their personal, social and emotional development. They like being in school and become willing learners. In language, literacy and communication, pupils are well on course in both the classes to achieve the required goals and many are likely to exceed the set standards, particularly in speaking and listening. The skilful

questioning of the staff ensures good progress in children's understanding of books and establishes good early reading skills. The majority of the children are already developing good pencil control and many are now forming letter shapes and tracing patterns with their pencils. In their mathematical development, they achieve well and form secure basic understanding of number, shape, and measuring. They count accurately and compare lengths, saying which are longer or shorter. Children's knowledge and understanding of the world develops well and they learn a great deal about themselves and the world in which they live. Children learn all about how they change when they grow from being babies into young children. Through talking about the needs of living things they can gain a greater understanding of the animals and plants that exist in their world. They observe and record the weather and talk about the changes in the seasons. They become physically competent and develop a good understanding of the creative world through experiences in art, stories and music.

- 7 The inspection findings, for this year's pupils in Year 2, indicate the attainment in English and mathematics is above that expected for pupils at this age and in science it is in line with expectations. It is also above expected levels in physical education. Standards in all other subjects match those expected for pupils of this age. The overall level of achievement in the infant section is good and pupils are achieving the standards that are good in relation to their prior attainment. By the time pupils are 11 their attainment in English, mathematics and science is satisfactory. Attainment in mathematics represents an improvement in the most recently published National Curriculum test results. Attainment in physical education is better than expected for pupils of this age but in all other subjects, is as expected. In the junior section, pupils have made less than satisfactory progress, but there are now signs of recovery and progress in most subjects is satisfactory. Progress is still unsatisfactory in English and mathematics, and good in design and technology and physical education. The current difference in levels of attainment between Years 2 and 6 reflects the difficulties that the older pupils have experienced during the last two years.
- 8 Pupils the school identifies as having special educational needs in reading, writing and number skills make good progress in their learning. The school uses an effective range of school based and national tests to determine pupils' needs. The pupils' individual education plans are clear and easily understood. Each pupil has specific and achievable targets. The school identifies needs during the last term the children are in the reception class. It places pupils on a register of special educational needs and agrees targets for improvement. There are regular and frequent reviews of targets ensuring that these are accurate and meet the pupils' individual needs. All the pupils achieve standards in line with the agreed targets on their individual education plans. Several of the pupils have emotional and behavioural difficulties. They make equally good progress towards achieving their individual targets. All the pupils with special educational needs make good progress in learning although their standards are below average for their age.
- 9 Standards in speaking and listening for seven year olds are good. Pupils answer questions in extended sentences and listen to each other well. They listen carefully to their teachers and are able to carry out two or three stage instructions correctly. Standards are satisfactory for pupils at 11 years of age. However, in Years 3 and 4 some pupils do not listen carefully to teachers and interrupt constantly. Older pupils have good listening skills and follow instructions well. Some higher attaining pupils are capable of expressing their opinions articulately about issues concerning the school. Standards in reading are good throughout the school. Pupils in Years 1 and 2 build effectively on the good start they have in the reception class. They have a wide knowledge of letter sounds and they attempt unknown words with confidence, using their knowledge of letter sounds and blends. Pupils discuss stories and texts well, showing understanding. Eleven year old pupils read a good range of novels competently and show enjoyment. Standards in writing are good for pupils aged seven years old. They begin to write extended pieces of work and use interesting vocabulary to good effect. They make very good use of their phonic knowledge and confidently attempt to write difficult words. Standards for pupils aged 11 years are satisfactory. The staffing difficulties have affected the standards for pupils in Years 4 and 5, as there has been insufficient analysis of pupils' work to identify the next steps they need to make to achieve higher levels. In a Year 3 and 4 class, the pupils' progress was excellent in understanding note taking and its uses when they practised being reporters and used their new skill while watching an interview.

- 10 Pupils in the infant classes have knowledge and understanding of mathematics that is better than expected for pupils at their age. They know the names of different shapes and solids and understand that there are many different shapes that are all pentagons, for example. Most pupils are able to recognise and locate faces, edges and corners on solid shapes and older pupils use this knowledge and understanding perceptively and accurately to work out that a cylinder has three faces or that a sphere has one face. They generally have a good understanding of number and manipulate addition and subtraction accurately. They have a basic understanding of multiplication, which enables them to make the relevant connection with addition. Standards in the junior classes are only as expected for pupils at this age. Although pupils generally know multiplication tables for smaller numbers, they have to think and often mentally calculate the answers those for larger numbers. Otherwise their mental calculation skills are satisfactory and as expected for pupils at this age. Older pupils become familiar with patterns in number and work out ways of solving questions for themselves through discussion. For example, they begin to realise that the sum of an odd number of consecutive digits is the middle number multiplied by the number of digits. Their ability to extend this demonstrates good mathematical practice. Younger pupils in the junior section are already beginning to show better standards in their knowledge and understanding of mathematics, and the attainment in Years 3 and 4 is generally above expectations. In their work with shape, discussion and answers to questions show that the knowledge and understanding of higher attaining pupils is well above what is expected for pupils at this age and demonstrates improving standards.
- 11 In science, Year 2 pupils have a satisfactory understanding about the process of change that takes place as they grow. Most of these pupils are able to use simple classifications for sorting animals into groups and by Year 2 the higher attaining pupils work independently on classification and recording. The analysis of pupils' work indicates that pupils of all abilities make good progress in learning about the properties of materials and in their work on sound. By the age of 11, the majority of pupils have an adequate grasp of scientific vocabulary and a secure knowledge base. For example, older pupils use their knowledge of how sound changes to explain pitch, explaining and answering questions about their findings, and developing their learning effectively. The pupils in Years 3 and 4 have a satisfactory understanding of how some of their own body parts, such as the eye, work and they appreciate the need to care for their bodies. The analysis of work shows that most pupils have a satisfactory knowledge of the solar system and know about the relative positions of the sun, earth and moon.
- 12 When using computers, younger pupils edit text satisfactorily and are developing sound, basic word processing skills. Routine skills, such as logging on, selecting programs, retrieving and saving work and using word-banks are well developed. Their control of the mouse is accurate, and they locate different keys on the keyboard with appropriate speed and accuracy. Pupils in Years 3 and 4 are beginning to develop the skills of sending e-mails to pupils in other Lincolnshire schools. Older pupils have developed satisfactory editing skills. More competent computer users use 'cut and paste' methods competently to separate mixed up text. Others write stories onto the screen, but their keyboard skills generally limit the speed at which they work.
- 13 In their religious education study of Christianity and Judaism, pupils in the infant classes know that followers celebrate special festivals. Pupils recognise the links between the faiths and they are developing a satisfactory understanding of important events in Jewish history, such as realising that Jesus was Jewish. By the age of 11, most pupils have widened their knowledge of Christianity and other world religions such as Sikhism, Judaism and Islam.

Pupils' attitudes, values and personal development

- 14 The pupils' attitudes to school are satisfactory overall although better for younger pupils up to the age of seven. In the reception, Year 1 and Year 2 classes pupils are consistently good and sometimes very good. The way in which teachers manage their pupils means they are able to become independent learners taking a major role in their own learning. They choose when they have finished a task properly before moving on to other activities and are fully involved in tasks. However, behaviour of older pupils is more variable. Unsatisfactory attitudes and behaviour

occur in more than one class and reduces the amount of progress pupils can make. Although it depends on the quality of teaching, it is also dependent on the experience of the teachers concerned and the lack of support they sometimes receive. Classroom assistants sometimes show insufficient skill and confidence to intervene effectively during lessons.

- 15 In classes where the behaviour is less than satisfactory, some pupils know just how far they can go to avoid detention or the involvement of other adults. Both boys and girls are involved in this. Many of these pupils have become disillusioned with school as a result of the frequent changes of staff in the past two years and the variable quality of teaching they have been reported to have had. Older pupils in Years 5 and 6 behave at least satisfactorily and are interested in their work and concentrate well on tasks. Overall, pupils are well behaved at lunchtime and at playtimes. No incidents of bullying were observed during the inspection. Behaviour has deteriorated since the last inspection as a result of the high number of staff changes that have affected the school. There were three exclusions in the school year prior to the inspection.
- 16 Relationships between staff and pupils are generally satisfactory. At lunchtimes, pupils talk confidently with dinner supervisors and there is a calm atmosphere in the dining hall despite the bustle. In other areas of the school, pupils generally behave well. In assemblies, they recognise the sense of occasion and are quiet and respectful to teachers and pupils who take part. They were interested in the theme of homelessness and made interesting contributions to the discussion. The teacher leading the assembly was able to challenge the stereotype of “the smelly old tramp” offered by one pupil and this helped to develop their understanding of other people’s needs.
- 17 Pupils enjoy taking responsibility around the school. Older pupils prepare the hall for assemblies and take the responsibility very seriously checking they have enough chairs and that the music is ready. Opportunities for pupils to take responsibility are limited. There is no school council and they have limited opportunities to work around the school. In lessons, they clear up and prepare the rooms for the next lesson quietly and efficiently. Younger pupils become special monitors for the day, take registers and tidy away in classes. Pupils show very good initiative and responsibility in the infant classes and respond very well to the opportunities for independent learning and doing jobs. However, this aspect of pupils’ development is only satisfactory for older pupils, due to a lack of opportunity.
- 18 Attendance is satisfactory. Both the levels of authorised and unauthorised absences are around the national average. Pupils arrive to school on time and lessons start promptly.
- 19 Most pupils with special educational needs feel secure within their class groups. They enjoy their work and take considerable pride in their achievements. All the pupils with special educational needs work very well in small groups. A significant minority of pupils does not react well to being in a large group. These pupils disrupt learning and progress in class lessons and are disrespectful to classmates and adults. This restricts the quality of their relationships. The complexity of the school’s behaviour policy does not ensure their understanding of unacceptable behaviour.

HOW WELL ARE PUPILS TAUGHT?

- 20 The quality of teaching is satisfactory overall. However, within this judgement there are variations. Teaching for children in the Foundation Stage is good, very good for pupils in Years 1 and 2 and satisfactory in the junior classes. Two thirds of teaching in the reception classes was good and the other third was very good. In the infant classes half of the teaching seen was good and the rest was either very good or excellent. Teaching in both English and mathematics is good in the infant classes and satisfactory in junior classes. This also reflects the varying levels of progress that pupils make at different stages in their schooling. This represents a slight improvement since the time of the previous inspection because of the higher proportion of very good and excellent teaching, but the overall quality remains essentially as it was then. Parents and staff confirm that there has been a decline in the quality of teaching in some junior classes during the time since the previous inspection, but with a more stable staffing situation,

teaching is now improving. Teaching is good in science, music, physical education and in religious education. It is satisfactory in all other subjects.

- 21 The previous inspection recommended that measures be taken to ensure that the pace of all lessons is good and that all pupils undertake tasks, which challenge them fully. This key issue has been met. There was an action plan in response to the key issue and inservice training was provided for staff to enable them to improve on this weakness in teaching. During this inspection the pace of lessons has been at least satisfactory in most lessons and often good or better. This has enabled pupils to learn at a good pace in many lessons, particularly at in classes for pupils in Years 1 and 2 and in reception. Where the pace of lessons slows, this is mainly due to pupils presenting inappropriate behaviour patterns, which diverts the teacher from teaching and therefore slows the pace of lessons.
- 22 Teachers' subject knowledge is generally good. During this inspection, teachers were generally able to give clear explanations in their teaching and answer any questions that pupils asked. This has a positive impact on pupils' learning and the progress that they make. Teachers are able to use their knowledge and understanding of the subjects they teach to ask questions that are appropriate to pupils of different ability, and that are effective in furthering pupils' progress. The best questioning probes pupils' knowledge and understanding and targets specific pupils. The teacher in a Year 2 literacy lesson for example, had a very good knowledge of pupils' levels of attainment. This also ensures that pupils at all levels of attainment are fully included and have good opportunities to contribute. In a Year 2 mathematics lesson, discussion was sufficiently effective to ensure that all pupils had an awareness of a wide range of different pentagonal shapes, providing a secure base on which pupils at all levels of attainment could proceed with confidence.
- 23 The teaching of basic skills varies. In classes for reception children and in Years 1 and 2 basic skills are taught very well, but this is not always sufficiently built upon in junior classes. Effective teaching of basic skills in numeracy and literacy supports the high standards achieved by pupils at the end of Year 2. In a Year 3 mathematics lesson the teacher's good knowledge enabled the teaching of good mathematical practice. This involved skills such as estimating angles and distances, making hypotheses and then checking their own accuracy through measuring. The skills of independent work are not consistently encouraged throughout the school and as a consequence, pupils often lack the confidence to be adventurous in their work. In Year 2, for example, pupils are encouraged to judge for themselves when they are ready to move onto the next task and classroom routines effectively encourage independence. However, some older pupils respond unsatisfactorily to these opportunities. Some have established poor work habits over the last two years and have not yet broken these. They do not work well without the direct supervision of the teachers and therefore teachers are sometimes cautious about allowing pupils too much independence. This caution also is rooted in the uneven allocation of learning support assistants to classes. Whilst work in some classes proceeds smoothly with the generous help of support, such as in information and communication technology lessons, some teachers struggle on their own with challenging pupils in practical situations.
- 24 Planning is good. In all classes, teachers make plans for pupils at different levels of attainment and this means that all pupils are provided with work at an appropriate level. Teachers' expectations of pupils are therefore realistic and appropriate. Teachers often share the learning objectives of lessons with pupils at the beginning of lessons, and this is good, effectively informing pupils about what is expected of them. The use of assessment to inform planning and support learning is inconsistent between the subjects. It is satisfactory in English, mathematics and science, but not yet fully established in some other subjects such as physical education and history, and in information and communication technology it is developing. Where it is effective teachers use previous learning to identify next steps and this is reflected in their lesson planning. The best planning is highly detailed and ensures that work is appropriately challenging to all groups of pupils. Teachers who teach parallel classes in some year groups plan jointly to ensure that pupils in different classes receive equal provision, but this is not common practice throughout the school yet.

- 25 Management of pupils' behaviour is inconsistent. Some teachers handle inappropriate behaviour effectively and establish good standards of behaviour in their classes, making their high expectations of behaviour clear. These lessons are conducted at a brisk pace and teachers encourage attention through lively and interesting presentations. They also encourage pupils to think productively. When one child in a Year 6 class gave a wrong answer and another began to comment, the class was reminded that all answers are valued because effort and thought are important. This gave pupils confidence to answer. This kind of feature creates a learning environment in class, in which pupils learn effectively through good levels of confidence, interest and motivation. In this environment, pupils respond to effective behaviour management and they behave well. However, other teachers are less firm with their pupils. They allow pupils to talk over them when they are addressing the class and the class does not sufficiently settle down to productive work. At these times, pupils cause some disruption in class and make concentration difficult for the majority of pupils. In some classes, however hard the teacher tries to apply the school's agreed behaviour management strategies, flaws in the procedures mean that pupils fail to respond satisfactorily and their behaviour does have a negative impact on the learning of other pupils.

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

- 26 The quality of the curriculum is satisfactory overall although it is very good for the youngest pupils in the reception classes, and good in Years 1 and 2. It meets statutory requirements. Satisfactory improvement has been made since the previous inspection. All subjects have appropriate schemes of work but with the exception of geography these are published schemes and need to be adapted to the needs of the pupils. The headteacher monitors the teachers' planning and ensures all subjects are included but there is insufficient monitoring of topics within each subject. Frequent changes of staff in the past two years make it difficult to identify subjects where the pupils have built less securely on their skills and knowledge. The National Literacy and Numeracy Strategies have had a significant impact on the pace of lessons. Teachers use the structure of introduction, independent work and plenary sessions in the majority of lessons across the curriculum. However, the curriculum does not identify areas where literacy and numeracy can be effectively taught through other subjects. Drama and the skills of debate and discussion, as well data handling skills are not included in specific other subjects consistently.
- 27 All pupils have equal access to the curriculum. Although pupils are withdrawn for support or music lessons, teachers are careful to ensure that the pupils are reintroduced into the lessons and able to complete the work. Boys and girls are included in all the activities the school provides. The grouping of pupils according to their ability in a subject in Years 3 and 4 is to help pupils receive the appropriate challenge in their work. However, sometimes pupils' behaviour limits the effectiveness of this strategy. The curriculum for pupils in the Year 4/5 class needs further consideration to identify which levels of the curriculum they should be following that are appropriate to their learning needs. Parents are concerned about the provision of extra-curricular activities. At present there is a very limited range of extra-curricular activities for pupils.
- 28 Provision for pupils with special needs is very good. The school meets the requirements of the Code of Practice for the pupils it identifies as having special educational needs. There is a register of these pupils. The register lists the pupils in order of priority. The special educational needs coordinator reviews the register regularly to ensure it reflects the current needs and provision for pupils. Individual education plans and statements of special educational need are clear, specific, easy to follow and meet individual needs. All the teachers ensure that the pupils with special educational needs have a suitably wide range of learning opportunities within the curriculum. The provision within and outside the classroom is very good and reflects the findings of the previous inspection. It ensures that all pupils, including those with the greatest need, have full access to the National Curriculum.

- 29 Provision for personal, social and health education is good. It is included in science subjects and Year 6 pupils have appropriate teaching from the headteacher and Year 6 teachers. However, this needs to be included in the curriculum map to ensure it is taught consistently.
- 30 The school has made good links with the secondary school on a social and educational basis. The impact of the National Literacy Strategy on standards has had an impact on the secondary school's teaching programmes. Teachers from Year 7 have linked with the Year 6 teachers to develop the English curriculum. The school has made sound links with the church and community institutions such as the Luncheon Club and the nursing home. Pupils perform music and plays for different occasions. The development of information and communication technology in the school enables pupils to make contact with another local school.
- 31 The provision for spiritual development is good as at the previous inspection. Pupils have a good sense of occasion in assemblies and teachers plan good experiences in other subject areas. Where the quality of teaching is very good teachers skilfully develop pupils' sense of wonder in the patterns of shells in art, and the wonder of optical illusions in science. Pupils become well motivated and talk enthusiastically about their findings. During daily acts of collective worship and in religious education lessons, pupils are provided with good opportunities for prayer and to reflect on issues such as those raised in drama, when they acted out the story of King Midas.
- 32 Provision for moral and social development is satisfactory overall. This is unsatisfactory improvement since the previous inspection. The staffing difficulties have affected the school adversely and some pupils have had difficulty in adjusting to the various changes and variable quality of teaching. The school teaches about right and wrong through stories and fables. However, the school behaviour management policy is not secure enough to ensure that is a sufficient support for encouraging good behaviour. Assemblies have a strong social content in the theme of homelessness. Teachers challenge stereotypes about homeless people and encourage pupils to change their ideas. In class pupils have opportunities to work and discuss in pairs and small groups. Younger pupils are given good opportunities to read out the work for each group helping them to take responsibility for their own learning. Opportunities for older pupils are less frequent.
- 33 Provision for cultural development is unsatisfactory. Pupils learn about music and art mainly from their own culture. They enjoy theatre groups and take part in book fairs. However, the development of pupils' understanding of the wider society and its multicultural nature is unsatisfactory. At present, this is confined to the religious education syllabus where pupils learn about other faiths. This is insufficient to help them understand and accept the similarities and differences between groups of people. Very few displays in the school show people of other cultures and the curriculum does not include their contribution to our society.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

- 34 Overall, procedures for child protection and health and safety are satisfactory. The school has a clear and appropriate policy for child protection and the named person has received sufficient training. The procedures however have not been fully implemented as staff new to the school and non-teaching members of staff are not fully aware of them. The school is clean, tidy and in good repair. The health and safety policy is satisfactory and a nominated governor together with the headteacher ensures the premises are safe. The banisters up to the first floor classrooms are low and a potential hazard. Many teachers are trained in first aid. Day to day procedures for dealing with injuries are well established and pupils are well cared for at these times. The indication of a first aid point location and the displaying of named first-aiders would help visitors to school. The school promotes satisfactory awareness of pupils' own health and safety through personal, social and health education lessons, assemblies, and visits by the fire brigade, for example.
- 35 The school's arrangements for monitoring and promoting good behaviour are overall unsatisfactory. There is a detailed behaviour policy but sections are inappropriate and insufficiently motivating for all ages in the school. For example, although pupils are proud to

receive achievements and certificates, they find the badges too hard to obtain. The system mixes behaviour and good work rewards resulting in some pupils receiving little recognition for their good efforts. Some pupils do not feel the team system for reward points is important. The system of warnings for poor behaviour in class is, in some instances, too lenient. Pupils know they can “get away” with two warnings before they have to behave and for some pupils the detention sanction is not felt to be a real deterrent. The school has procedures in place for excluding pupils and a policy to prevent bullying in school. At the parents’ meeting, parents felt that bullying was dealt with efficiently by the school and during the inspection there was no evidence of bullying.

- 36 Overall, the school has good arrangements for monitoring and promoting good attendance. The school secretary monitors registers closely on a weekly basis and good efforts are made to find out reasons for any unexplained absences. The class teacher, secretary and headteacher work together to monitor any patterns in absences. The school secretary has a good knowledge of parents and pupils and this information is invaluable in the monitoring of absences. Links with the educational welfare officer are satisfactory. In order to try and minimise absences, parents are required to complete holiday forms in advance, and the ten day limit is stressed in the school prospectus.
- 37 The school uses a range of tests with pupils to assess their levels of attainment. However, these are not used sufficiently well to track pupils’ progress. Pupils who have achieved well by the time they are seven years old only make satisfactory progress as they reach 11. The school lacks a timetable for assessments to ensure they happen at the correct time in all classes and no one has had responsibility for monitoring assessments. Frequent staff changes have resulted in some assessments not being carried out. As a result, new teachers have insufficient evidence of pupils’ attainment on which to base their lesson planning and ensure the appropriate level of challenge for all pupils.
- 38 A key issue at the time of the previous inspection recommended that teachers compare the quality of work of pupils of the same age, but in different classes, with reference to standards achieved in previous years. The school has gone some way to achieving this recommendation but has further to go to fully meet it. During the inspection there was a meeting of the staff with the specific purpose of moderating work of pupils of the same age in different classes to ensure consistency. There is good amount of joint planning at Key Stage 1 and in the Foundation Stage so pupils in both classes have appropriate provision. Although there is some support and mentoring for new teachers in junior classes, much of this is informal. Planning seen during the inspection indicated that teachers generally plan together in these years. Difficulty arises in the Year 4/5 class, which does not easily fit into either upper or junior planning. Assessment is not yet fully secure enough to effectively support planning. Change in staffing over the last two years has held up progress in this key issue in the junior department.
- 39 In literacy, numeracy and science teachers keep ongoing records of pupils’ achievements. These are not in a whole school agreed format and need to be made more easily accessible to influence planning. Records of achievement show individual pupils’ attainment in writing. However, these are not compared to National Curriculum targets or monitored regularly. In some classes where staffing has been difficult these records have not been kept up to date. The lack of comparison means teachers are not wholly aware of the steps individual pupils need to make to achieve the next level in their work. As a result, older pupils have insufficient knowledge of their own learning and are unaware of their targets. Younger pupils in Years 1 and 2 have group targets. They are proud of them and read them confidently in literacy and numeracy lessons. Teachers in reception classes and Years 1 and 2 assess their pupils regularly and use the outcomes to plan effective lessons. As a result pupils make at least good progress and sometimes very good.
- 40 There is a marked improvement in the use of information to plan work since the previous inspection. The school cares very well for the pupils who have special educational needs. It ensures that all the members of staff have information about the pupils’ medical problems. This ensures the pupils receive the necessary care and attention they may need. All members of staff encourage pupils with special educational needs to become independent in their learning and social skills. They take all available steps to promote self-esteem and self-confidence.

Teachers use assessment very effectively to identify needs at an early stage. They chart and track pupils' achievements and progress systematically. Pupils move up and down the register as their needs change. The school identifies and supports the progress that gifted and talented pupils make towards their targets.

- 41 Procedures for monitoring and promoting good behaviour are unsatisfactory because the policy does not meet the needs of these pupils. A high number of pupils enter the school after the reception year and have no chance of being awarded a merit badge, as the scheme is too long-winded. Pupils quickly learn they do not need to strive for this recognition. In the Year 2000 no pupils achieved a gold badge. It is inappropriate to mix merits for good work with good behaviour and there is insufficient recognition of pupils who work hard and cause few problems in school. Pupils in Year 5 who have worked hard may not be recognised for their efforts while a Year 6 child with special educational needs for behaviour has already achieved the bronze merit badge. Closer monitoring of class behaviour is necessary to target additional support effectively.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

- 42 Over a third of parents returned their completed questionnaire. The majority of parents are supportive of the school, and satisfied with the academic standards. Most parents are pleased with the attitudes and values promoted by the school, and the good standards of behaviour.
- 43 There were four areas that were of specific concern to parents. They do not feel that they are kept well informed about how their children are getting on. Overall, this was found to be satisfactory. However, the inspection team does acknowledge that many parents felt that during the staffing problems of the previous years the quality of information was more uncertain. Parents receive a variety of opportunities to talk with teachers about their child's progress either on a formal or informal basis through open-door evenings once a week or the termly parents meetings. In addition, the pupils' annual reports generally give a clear detailed report of their child's progress in each subject. Parents do not feel that the school works closely with them. The school's partnership with some parents was unsatisfactory last year. The supply teacher situation had resulted in those parents not knowing from one day to the next who was going to teach their child. Although the situation was explained regularly in newsletters parents affected felt they were not sufficiently informed of the impact of the situation on their child's standards. However, the teaching situation has been more stable this year and relationships with those parents are beginning to improve. Some do not feel that the school is well led and managed. Some concerns relating to the leadership and management of the school were identified by the inspection team and have been raised as a key issue. Parents are concerned about the level of activities outside of lessons provided by the school. At present there is a very limited range of extra-curricular activities for pupils but there was a satisfactory range in the previous year.
- 44 Overall, the school's links with parents are satisfactory. The induction procedures for new pupils are satisfactory and reception children have settled very well into the daily routines. The school has good transfer arrangements to secondary schools.
- 45 The quality of information provided for parents is satisfactory with regular newsletters being sent out. The prospectus and governors' annual report to parents are both informative and clearly written; however, they do not comply with statutory requirements. The annual written reports about pupils' progress are of satisfactory quality; however, the use of information and communication technology has resulted in some reports appearing impersonal. The reports include detailed information in what pupils know, understand and can do as well as appropriate targets for improvement. Class teachers send out useful topic information but this is variable and lacks a consistent whole school approach.
- 46 The school invites all parents of pupils with special educational needs to attend meetings to discuss the progress and achievements of their children. There is a very good level of parental involvement. Parents and children contribute towards the pupils' targets. The school maintains effective links with these parents.

- 47 The impact of parents' involvement on the work of the school is good. There are many parent helpers in school who contribute well to the standards achieved by children. They effectively support class teachers in a variety of ways including reading and information and communication technology. The Parent Teachers Association is very supportive and makes a positive contribution to school life. Funds are used appropriately to purchase resources that improve the quality of pupils' learning. For example a donation of £3,000 helped to equip the new information and communication technology suite. Purchased items including books and benches have improved the quality of the learning environment for pupils. The use of reading and homework diaries has a good impact on pupils' academic progress. Particularly good examples of homework books exist in reception classes through to Year 2 and help parents to become partners in their child's learning. They are very helpful in guiding parents through the purposes of homework tasks set.

HOW WELL IS THE SCHOOL LED AND MANAGED?

- 48 At the time of the previous inspection the current headteacher was relatively new into his post. There were two deputies, each with responsibility for the different key stages. One of these has given up the deputy's role and although now works part-time, has retained the key stage responsibility. The other deputy has moved onto another school and a new deputy headteacher joined the school earlier this year. Since the previous inspection, the school has also passed through difficult times with respect to staffing. A long series of supply teachers and staff absence created difficulties in the management of the school, with the headteacher sometimes not knowing who was to teach some classes at the beginning of the school day. This was a cause of concern for a number of parents and, because of unsatisfactory teaching and sometimes a lack of knowledge about what was happening, created a lack of confidence in the management of the school amongst parents. This was to some extent justified, but now things are improving. The teaching situation is now better in Years 3 to 6. A new deputy headteacher and two new permanent teachers have joined the school. The appointment of a competent supply teacher to look after another class until an outstanding staffing situation is resolved offers further stability. This now establishes a more settled situation and more confidence in the leadership and management of the school.
- 49 Some aspects of leadership and management however, are unsatisfactory. At the time of the previous inspection, it was reported that there was a lack of clear educational vision to provide overall direction. This is no longer the case in part. The school has identified priorities for development and targets in its development plan that are entirely appropriate to take the school forward. School management has worked hard to establish a greater degree of stability in the junior section, and this has been achieved within the limitations imposed. The vision for the future of the school is satisfactory. The deputy head teacher has very clear ideas about what the school needs to do to improve standards. This is shared with the headteacher and together they are determined to achieve improvement. However, this vision is not fully shared by all members of staff with management responsibility. Some are new to the school and have not yet had the opportunity to build this into their work and this is a focus for their own professional development. Other, more established teachers are fully committed to their pupils and to doing the best that they can for them. However, because of the changes that have taken place, the school management has not yet succeeded in achieving unity between the different stages in the school. Systems and procedures are different for the key stages and each tends to work in isolation, separate from each other. This is because the senior management team is not effective in bringing them together. The infant section leader is part time and this is unsatisfactory. For part of the week the headteacher has to take over this responsibility and this is inappropriate. Due to the change in staff, management roles have become unclear and some not fully effective. This is a weakness in the management of the school.
- 50 The management of provision for pupils with special educational needs is very good. The school makes effective use of the specific financial allocation for special educational needs. It analyses and costs the budget carefully. The coordinator works on a part time basis. She recognises the importance of her role within the school and fulfils it very effectively. The special needs support assistants give a very good level of support to the coordinator and class

teachers. This enables the school to continue with its very good provision and reflects the findings of the previous inspection.

- 51 The previous report also stated that the monitoring and evaluation of teaching and curriculum was not undertaken regularly. Although there has not been sufficient progress in this respect, the lack of permanence on the staff and the small number of people taking responsibility for subjects mean that the situation has been constantly changing. The coordination for English is shared, with the headteacher taking the role of the junior section literacy coordinator. This is unsatisfactory. Some other coordinators are new to their roles and are still forming their ideas about how to achieve development and improvement. The school has not yet managed to complete this issue, but has plans for the future.
- 52 The monitoring and development of teaching is currently unsatisfactory. The headteacher observes lessons formally each term. He also observes informally by working alongside teachers in information and communication technology for example. Teachers receive feedback on their performance. However, other senior managers, such as the deputy head teacher have not yet had sufficient opportunity to effectively fulfil this aspect of their work, for example in providing enough support for the newly qualified teachers.
- 53 Priorities for improvement are identified in the school development plan and these are well thought out, in conjunction with the senior management team, staff and the governing body. They are appropriate to the needs of the school. The school development plan lists curriculum priorities, some management actions, support for behaviour and the work of the governors. However, actions listed for each target are somewhat brief and do lack depth of thought and detail. Measures by which the school intends to assess the success of its development are not sufficiently evaluative. For example, the success criteria for the curriculum area is 'new documents drafted'. There is no mention of the effectiveness of the documents and the impact of implementation on standards. Success criteria provide insufficient guidance against which the school can measure its progress. Overall, the school development plan lacks sufficient detail.
- 54 At the time of the previous inspection the governing body needed to have a substantial, effective and regular role in this aspect of the school's work. Again there has been a significant movement of governors off and onto the governing body. The governors say that they have lost a lot of expertise and they admit that some new governors are in need of training to enable them to meet their specific responsibilities effectively. However, they are keen to support the school and are concerned that they do their best for the pupils for who they are responsible. To this end, governors are making themselves aware of what the school is doing by establishing links between individual governors and curriculum coordinators. Some have already embarked upon training courses, such as for art and mathematics, and some are attending a Governor Foundation Course. They have already formed themselves into committees for Curriculum, Finance and Premises for example. They intend to set up a working group to study and analyse school performance data. The governing body is fully involved in the drawing up of the school development plan. They receive recommendations from the headteacher and add or amend before approval. They conscientiously monitor the school's progress towards achieving these targets throughout the year. The governing body generally meets their requirements, except for some omissions to the prospectus and governors' annual report to parents. Both are informative and clearly written but do not comply. In this sense the governing body has failed to meet the recommendations of a key issue of the last report which stated that the school prospectus should meet statutory requirements through the inclusion of all required data and information.
- 55 The financial management of the school is satisfactory. Care is taken to ensure that the funds available are appropriately targeted, and that the best value for spending is achieved. Although spending is linked to priorities in the school development plan, and sources of funding are included, there is insufficient detail on individual allocations and planned spending. Before major spending is confirmed, the governors ensure that they are getting the best value for money. A number of quotations are obtained for major investments, and these are carefully analysed before agreement. The school does not yet look carefully enough at the impact of

their financial commitments on standards. The governing body has made good progress in meeting the recommendations of the key issue linked to their involvement in financial planning.

- 56 Day to day administration of the school is good. All budgets and overall financial matters are well managed throughout the year, and the school uses a computer program effectively to support its financial commitments. The school administration officer provides very good support for the headteacher in running the school and organises the work of the office very efficiently. She keeps the headteacher and governors well informed about the status of the budget at appropriate intervals throughout the year. Computers are used very well to monitor finances and school administration. They plan to transfer pupils' assessment data so that it is accessible to staff and makes the tracking of pupils' progress effective.
- 57 The school now has an adequate number of teachers who are well qualified and suitably experienced to deliver the National Curriculum and religious education. This is consistent with the judgement made in the previous inspection report. The school has effective systems in place to monitor the performance of its teachers but there is inconsistent application of these systems across the school. This does not ensure a similar quality of teaching for all pupils. There is an adequate number of support staff, including a nursery nurse. The training and deployment of some of the school's support staff is unsatisfactory. For example, provision in areas such as information and communication technology is very generous. Provision to support the teachers in the Foundation Stage is insufficient. Many of the support staff have come into the role through their work as parent helpers. The school does not have a rigorous training programme to enable some of the support staff to provide high quality support. This is particularly noticeable when they fail to deal with pupils who have behavioural difficulties. The school has a clear programme to support teachers who are new to the profession. There is insufficient structured time for the person responsible for this support to assist new teachers. This restricts the professional development of new entrants. The school does not have any guidelines for daily routines to assist new members of staff. They have to rely on informal support from colleagues. This hinders their ability to ensure that work and learning run smoothly.
- 58 Overall, the accommodation is appropriately matched to meet the current demands, well maintained and in good condition. The number of classrooms is sufficient and the accommodation is suitable for the age of the pupils within the school. There is good provision for outdoor play for children in the Foundation Stage. The quality and condition of the indoor accommodation is satisfactory and the school provides good quality outdoor facilities. These include a fenced wildlife area to support effectively pupils' learning. Pupils' work is attractively displayed around the school. The school has recently invested in a new information and communication technology suite that is bright, well equipped and well ventilated and provides a very good opportunity for pupils to develop their information and communication technology skills. However, with the building of this suite, the library has been devalued and is presently housed at the back of an unused classroom. The library area is unattractive and not effective in promoting in pupils a desire to read widely.
- 59 The quality of resources for teaching and learning is satisfactory. There are good resources to support teaching and learning in information communication technology, music and physical education. The resources for all other subjects are satisfactory, except in English, where they are unsatisfactory. This is mainly because there is no adequate library provision. The school is aware of this shortcoming.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

- 60 To improve the quality of education and promote further development, the governing body, headteacher and the staff should address the following issues:
- I. Raise the achievement of pupils in the junior section in English and mathematics by:
 - building more effectively on the high standards achieved at the end of Year 2;
 - improving the quality of teaching where there are weaknesses, through providing

- rigorous monitoring and effective support;
 - making sure that all pupils are provided with challenging targets based on previous learning that sufficiently moves them forward;
 - improve the induction procedures for staff new to the school so that they are familiar with school procedures and routines are more consistent throughout the school.
- (Paragraph references– 5, 7, 9, 10, 74– 77, 80 – 82, 99)

II. Improve aspects of leadership and management by:

- re-evaluating the management structures within the school, so that the management needs of the school are fully met at all times;
- clearly define the roles and responsibilities of all staff with management responsibility,
- ensuring that the vision for the future development of the school is shared by all working in the school;
- making the monitoring and evaluation of school development more effective by making the criteria by which progress is judged more focused on its impact.

(Paragraph references– 43, 48 – 54, 57, 79, 96, 99)

III. Improve the behaviour of some pupils in the Junior section where necessary, by:

- reviewing the current behaviour policy to make sure it is fully appropriate to these pupils;
- ensuring that all staff consistently implement the school's agreed behaviour management procedures;
- ensuring that there is sufficient adult support for teachers where needed;
- providing learning support assistants with the knowledge and expertise to provide effective support through appropriate intervention.

(Paragraph references– 14, 15, 17, 23, 25, 32, 41, 84, 93)

IV. Further develop the assessment procedures and make more effective use of the data gained by;

- developing assessment procedures in all subjects that will provide secure data through which pupils' achievements can be reliably measured;
- using the data to ensure that the skills, knowledge and understanding are developed within a progressive structure;
- recording pupils' achievement in a form that is readily accessible to all teachers;
- ensuring that all teachers have full data on each child so that they can plan work at appropriate levels;
- using all assessment data to set challenging targets for pupils to ensure steady progress throughout the school.

(Paragraph references– 24, 37 – 40, 56)

V. Ensure that all outstanding recommendations from the key issues of the previous report are dealt with.

(Paragraph references– 21, 24, 38, 40, 45, 49, 51– 55)

The governors should also consider the following minor issues when preparing their action plan:

- Improve the provision for developing pupils' multicultural awareness by planning a programme of cross-curricular work, which can be supported in other subjects, to build pupils' understanding of how peoples' cultural heritage affects the way they live.
- (Paragraph reference– 33)

- Evaluate the deployment of the learning support assistants, to ensure that they are placed in classes where there is most need and where they are most effective and ensure that they have the necessary skills to meet these needs.
(Paragraph references– 23, 85)
- Ensure that all plans for curriculum development are fully documented and provide reliable guidance for implementation of the development and the subsequent evaluation of their impact.
(Paragraph references– 26, 95, 99, 116)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	55
Number of discussions with staff, governors/other adults and pupils	31

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	7	12	21	12	3	0	0
Percentage	13	22	38	22	5	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 2 percentage points.

Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	0	263
Number of full-time pupils known to be eligible for free school meals	0	11

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs		7
Number of pupils on the school's special educational needs register		40

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	38
Pupils who left the school other than at the usual time of leaving	47

Attendance

Authorised absence

	%
School data	3.6
National comparative data	5.2

Unauthorised absence

	%
School data	0.3
National comparative data	0.5

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

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

Number of registered pupils in final year of for the latest reporting year	Year	Boys	Girls	Total
	2001	23	20	43

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	22	21	22
	Girls	19	19	19
	Total	41	40	41
Percentage of pupils at NC level 2 or above	School	96 (86)	93 (84)	96 (98)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	16	16	16
	Girls	18	18	18
	Total	34	34	34
Percentage of pupils at NC level 2 or above	School	93 (88)	78 (98)	81 (84)
	National	Not known (84)	Not known (88)	Not known (88)

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

Attainment at the end of Key Stage (Year 6)

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2001	17	19	36

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	11	10	16
	Girls	15	13	18
	Total	26	23	34
Percentage of pupils at NC level 4 or above	School	73 (82)	63 (74)	94 (89)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	11	11	15
	Girls	13	13	14
	Total	24	24	29
Percentage of pupils at NC level 4 or above	School	67 (74)	67 (74)	81 (83)
	National	Not known (70)	Not known (72)	Not known (79)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	1
Black – African heritage	
Black – other	
Indian	
Pakistani	
Bangladeshi	
Chinese	
White	229
Any other minority ethnic group	

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage		
Black – African heritage		
Black – other		
Indian		
Pakistani		
Bangladeshi		
Chinese		
White	3	
Other minority ethnic groups		

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

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	10.6
Number of pupils per qualified teacher	24.4
Average class size	29.2

Education support staff: YR – Y6

Total number of education support staff	13
Total aggregate hours worked per week	185

Qualified teachers and support staff: nursery

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

FTE means full-time equivalent.

Financial information

Financial year	2000/01
	£
Total income	499840
Total expenditure	498280
Expenditure per pupil	1859
Balance brought forward from previous year	9330
Balance carried forward to next year	10890

Recruitment of teachers

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

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	263
Number of questionnaires returned	90

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	52	44	3	0	0
My child is making good progress in school.	42	42	9	1	6
Behaviour in the school is good.	26	63	7	0	4
My child gets the right amount of work to do at home.	28	56	14	1	1
The teaching is good.	37	51	3	0	9
I am kept well informed about how my child is getting on.	31	41	19	6	3
I would feel comfortable about approaching the school with questions or a problem.	50	34	10	3	2
The school expects my child to work hard and achieve his or her best.	48	47	3	0	2
The school works closely with parents.	27	46	13	7	8
The school is well led and managed.	27	44	10	8	11
The school is helping my child become mature and responsible.	30	59	4	0	7
The school provides an interesting range of activities outside lessons.	14	39	23	13	10

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

- 61 Children enter the reception class in September, at the beginning of the school year in which they will become five. The school has a carefully organised entry procedure that is aimed at making the transition from home, playgroup or nursery as carefree as possible. In the summer term before they are due to start school preparatory visits are organised for both parents and children. These are aimed at making both the parents and the children familiar with the staff and the surroundings of the reception classes. Where children are coming from local playgroups or nurseries visits are made to share information and build up a preschool profile of the children. Where outside agencies have been involved, meetings are held and information exchanged so that any particular needs the children have can be taken into account and a happy transition into school can be assured. In September, the children spend their first two weeks attending on a morning only basis. This is then extended to include lunchtime. This arrangement helps the children to enjoy short sessions in school before overcoming, what is for many children, the daunting experience of eating and playing with children of their own age. This carefully thought out period of transition into full time education helps the children to feel secure and confident in their new surroundings. However some parents are concerned that the length of the induction period is too long and children become too used to part-time education. No evidence was found of this during the inspection.
- 62 The school has a clear policy for the education of children in the Foundation Stage and planning is linked to the Early Learning Goals and covers all the required aspects. The curriculum prepares children well for the work in the infant section of the National Curriculum. The quality of planning and the assessments of children's progress have shown significant improvement since the time of the last Inspection. The school assesses children very accurately on entry to the school using teacher observations and information from prior settings. Baseline assessments confirm those early observations and enable the teachers to provide activities that meet the needs of the pupils. Current information shows that the majority of children are of average ability when they enter the school and are well on target to achieve the Early Learning Goals by the time they are reaching the end of the reception year. The quality of provision, children's rate of achievement and their level of attainment in the reception classes are good.
- 63 A strength of the Foundation Stage is the excellent leadership and the quality of teaching, which is good in all the areas of learning and at times very good. The support given by the nursery nurse is good and she makes a significant contribution to all areas of learning in both classes. The policy and scheme of work are of high quality and both reflect the commitment of the coordinators to giving the children a very good start to their education. The provision for children with special educational needs is good in every area of learning and the staff work hard to make sure that they are included in every aspect of the work. At times this demands great patience from the staff but their hard work is rewarded by the achievements the children make. The school needs however, to give very careful consideration to the present low level of qualified support for teaching in the Foundation Stage.

Personal, social and emotional development

- 64 There is a strong emphasis placed on the personal, social and emotional development of the children both in the reception and the reception/Year 1 classes. Teaching and learning are good and pupils are well on course to leave reception having clearly achieved the Early Learning Goals, including those children with special educational needs. Staff in both classes establish a calm and supportive atmosphere where children feel cared for and secure. This leads to a genuine respect being shown to the teachers by all the children. Even though it demands great patience from the teachers they insist on the children dressing themselves after physical education in order that they become more and more independent. Each child is encouraged to feel confident as a member of the class and the school community.

- 65 When involved in activities they appreciate the needs of others, they share the paints when painting pictures of Red Riding Hood and they listen to each other explaining what they are about to paint. They show an obvious enjoyment in being in school and they are enthusiastic learners. They work hard at their activities and sustain concentration and persevere to complete tasks. At the end of the whole class session in Literacy they listen to the teacher's clear instructions, these enable them to move sensibly into their activities and when they have completed these they move on to the next designated task with the minimum of fuss. The chart on the blackboard informs the different groups of children which activity they will be taking part in and helps them to become familiar with classroom routines. They take responsibility for putting things away and they handle equipment and resources with care.

Communication, language and literacy

- 66 The provision for the teaching of language and literacy is good. The teachers have introduced appropriate elements of the literacy hour such as the 'big book'. This is being used as an excellent stimulus not only to help children to read together but to provide opportunities for speaking and listening. Very good use is made by the teachers of these opportunities to get the children to respond using full sentences rather than one word answers. Whilst reading the story of Red Riding Hood skilful questioning by the teachers drew the children into discussion about aspects of the story. One child noticed the tears on the wolf's face and this was corrected by another child who pointed out that they were not tears but cherries from the fruit pie. The teacher congratulated the children for being so observant, adding to their growing confidence. Teaching of all the children is good with work appropriately differentiated. Children with special educational needs are well supported and they are included in all the different aspects of the work.
- 67 Pupils are well on course in both the classes to achieve the required goals. Many are likely to exceed the Early Learning Goals, particularly in speaking and listening. Speaking and listening skills are strengths in this area of learning and are continually being emphasised in other areas of learning such as physical education. In the group activities following the whole class session children work with an adult developing their interest in reading. They share storybooks, cut and paste sections of the story of Red Riding Hood to match pictures and learn the sequence of a story. Throughout this activity the skilful questioning of the nursery nurse ensured good progress in their understanding of books. Carefully planned activities help them to recognise the sounds that letters make. In a well structured game they became confident at identifying the first letter sound that matched the object that the teacher brought out of the box. The majority of the children are already developing good pencil control and many are now forming letter shapes and tracing patterns with their pencils.

Mathematical development

- 68 The provision for children's mathematical development is good. Teaching is good and teachers provide a good range of high quality games, structured activities and class lessons through which children become confident in all the different aspects. In both the classrooms there is a strong emphasis throughout the displays on different aspects of mathematical learning, for example, the learning objectives for the week are clearly displayed alongside number squares and the names of the different shapes. This helps the children to remember the new areas of learning they are involved in. Children who have special educational needs receive good support and make appropriate progress. Through differentiated tasks they are fully included in all the learning activities.
- 69 They will achieve the Early Learning Goals in all aspects by the end of reception. Children learn how to say and use numbers up to 20, recognise coins and sort and match objects. They use shapes to create 'face' pictures and show knowledge of mathematical vocabulary by using such words as straight, curved, corner and side. Carefully constructed 'homework' tasks help them with their understanding of 'more or less' and 'longer and shorter' and involve parents in the learning process. In the reception class a well planned lesson looking at 3D shapes introduced the children to spheres, cuboids, cones and cylinders. A good range of resources enabled the children to handle the shapes and to become familiar with the new names that are used to

describe them. By the end of the session the children are delighted with their 'new' knowledge. Activities are then provided which help the children to consolidate this new learning.

Knowledge and understanding of the world

- 70 There is good provision in both classes for developing children's knowledge and understanding of the world. Children, including those with special educational needs, make good progress. The majority of children are well on course to meet the required standard by the end of the reception year. Through interesting topics such as 'My Family' they learn a great deal about themselves and the world in which they live. Teaching is good and through well planned activities children learn all about how they change when they grow from being babies into young children. This involves a great deal of discussion and collecting evidence such as photographs and artefacts. They learn about the major body parts and are able to show these on simple diagrams. The work in the topic is skilfully progressed to lead to discussions about the needs of living things so that they can gain a greater understanding of the animals and plants that exist in their world. On a daily basis they observe and record the weather and talk about the changes in the seasons. Through using play dough, sand and water they investigate different properties of materials and by skilfully changing the nature of these materials, for example, making the sand wet, the teachers present them with new learning experiences. They begin to learn how to use the computer and develop their skills well for example, they can use the mouse to draw a picture of a person. Detailed records of work on the computer are kept in order to monitor the progress of each child.

Physical development

- 71 Children are well on course to achieve the Early Learning Goals in this area of learning. Teaching is good and through well planned art and technology activities, the children learn how to use tools and construction materials with increasing control and safety. The staff recognise that as children become more skilful in using their hands and coordinating their hand and eye control, this promotes progress in reading and writing. Teachers place a strong emphasis on activities, which will help to develop these skills. For example, children learn to use scissors to cut round shapes with some accuracy. Teachers make excellent use of the limited outdoor play area to enable children to control their wheeled toys, negotiate obstacles and learn the beginnings of road safety. In the hall they move with confidence to the rhythm of the tambour, they are taught how to use space and be aware of each other's movements. All these activities are very skilfully planned to enable the children to make good progress in their physical development and to enhance their own confidence and self-esteem. All children including those with special educational needs are taught well and receive good support.

Creative development

- 72 The school makes good provision for the children's creative development. Teaching is good and they will certainly meet the Early Learning Goals by the end of reception. Following the story of Red Riding Hood one group of children painted pictures of the characters. Using high quality resources they were able to mix the colours they needed. They talked enthusiastically about what they were painting and could talk about the colours they were using. Another group entered into a very well structured activity led by the teacher, using puppets to enact the story they had just read. The involvement of the teacher in this activity enabled her to feed in new words and extend the children's vocabulary and their responses to each other. In so doing this aspect of creative development made a significant contribution to the language development. These are just two examples of the way the teachers fully utilise opportunities to extend the creative skills of the children.
- 73 In the reception classes the children use and explore a range of new instruments. They listen with great care to the teacher as she talks about the instruments. They then have an opportunity to play the instruments and to experiment with the different sounds that they make. During a physical education lesson the children join in singing and rhyming games and show

great pleasure in being able to sing and move. In this activity they are keen and enthusiastic learners and respond to the high expectations set by the teacher.

ENGLISH

- 74 Standards in English are above average for pupils who are seven years old and satisfactory for pupils who are eleven years old. This matches the results of the National Curriculum tests and indicates that pupils achieve well up to the age of seven, but unsatisfactorily after that. Younger pupils make good progress because of the good and very good teaching that they receive and the close monitoring of their progress. However, there have been staffing difficulties for older pupils causing their learning to slow down. Tracking progress of pupils in Year 3 and 4 is difficult because of insecure assessment and inadequate systems combined with frequent staff changes. Pupils in Years 5 and 6 generally work hard and the effective teaching enables them to make better progress and achieve satisfactory standards at the end of Year 6. Overall progress for pupils aged seven to eleven years old is unsatisfactory.
- 75 Standards in speaking and listening for pupils who are seven years old are good. Teachers plan lessons in which pupils are expected to make good contributions to class sessions. They answer questions in extended sentences and listen to each other well. They listen carefully to their teachers and are able to carry out instructions correctly when they have two or three stages. Pupils with special educational needs have good support from classroom assistants who help them rehearse their answers and follow simple instructions. Standards are satisfactory for pupils who are 11 years old. In Years 3 and 4, some pupils have difficulty listening to teachers and interrupt lessons constantly. This is despite the use of the behaviour management system. However, in the same class the teacher bravely asked the pupils to discuss a difficult point in pairs and the problem was resolved. Older pupils have good listening skills and follow instructions well but they have insufficient opportunities to develop their range of speaking skills through drama and debate. Some higher attaining pupils are capable of expressing their opinions well about the behaviour management system in school and can identify its problems. However, there are insufficient opportunities for pupils to discuss and debate issues that are relevant to them.
- 76 Standards in reading are good for pupils who are seven and eleven years old. Pupils in Years 1 and 2 build effectively on the good start they have in the reception class. They have a wide knowledge of letter sounds and they attempt unknown words well using their knowledge of individual letter sounds and the sounds of combinations of letters. Teachers have an appropriate emphasis on comprehension and encourage pupils to discuss stories and texts. Pupils who are 11 years old read a range of novels and enjoy them. They have opportunities to use non-fiction books for topics but the siting of the library in the special needs classroom and the lack of up to date and interesting books limit these. Pupils feel that the range of fiction needs to be updated.
- 77 Standards in writing are good for pupils aged seven years old. They begin to write extended pieces of work and use interesting vocabulary. They make very good use of their phonic knowledge and confidently attempt difficult words. Standards for pupils aged 11 years are satisfactory. The staffing difficulties have affected the standards for pupils in Years 4 and 5, as there has been insufficient analysis of pupils' work to identify the next steps they need to make to achieve higher levels. Also teachers use a large number of worksheets to practise skills such as using prepositions but this does not transfer easily into their written work.
- 78 The quality of teaching is satisfactory for junior pupils but good and sometimes excellent for the younger pupils in Years 1 and 2. Where the quality of teaching is very good or excellent teachers provide a wide range of activities that support the lesson objective and give very good support to pupils with special needs. Pupils listen to poems and stories using tapes and make objects using dough, which begin with the same letter. They learn to use new skills while writing their own imaginative stories or poems. Often older pupils in junior classes practise skills in isolation and have few opportunities to develop them in original pieces of work. Teachers sometimes have low expectations of higher attaining pupils as the worksheets they provide limit their development. This is made worse by the fact that the curriculum has been insufficiently monitored to ensure it copes with mixed age classes. In Year 5 pupils' work on prepositions and fables and in a mixed Year 5/6 class pupils said they had already covered this work. Closer questioning revealed that last year they had to write their own sentences but this year they filled in gaps on a worksheet. The school needs to review the curriculum to ensure that extension

activities for higher attaining pupils do not mean doing next year's work. They need to extend their skills and knowledge within the current year's curriculum. Difficulties also arise when there are frequent changes of staff. Not only does the curriculum offered become muddled, but the lack of secure systems for ensuring pupils' achievements have been recorded means that new teachers cannot teach lessons well matched to their pupils' abilities and attainment. A new teacher in Year 6 has been left without records and with insufficient support to begin to accurately assess the pupils' needs. Progress in the lesson was unsatisfactory as the pupils found the work too easy. Opportunities for the use of literacy across the curriculum have not been clearly identified. Aspects such as drama and debate and writing for particular purposes do not have a secure place in other subjects. Opportunities are lost to develop literacy skills outside of the literacy lessons.

- 79 Leadership of the subject is unsatisfactory because it does not cover the full age range of the school. This means that the assessments and curriculum for older pupils are not monitored sufficiently. Teachers do not assess work that they put in folders containing records of achievement, and teachers and pupils are insufficiently clear about the targets for individuals or groups of pupils. Target setting has begun for pupils aged five to seven years and they can talk about their targets confidently. Older pupils have very limited knowledge of their own learning as the marking is not sufficiently clear to move them on. Teachers also do not understand the skills pupils need to attain the higher levels in reading and underestimate their pupils' abilities. Teacher assessments identified 13 per cent of pupils achieving Level 3 when the actual percentage was much higher. The leadership of the infant coordinator has been effective in raising standards for the younger pupils since the previous inspection but many of the issues identified by the current inspection were present at the previous inspection. Improvements have been unsatisfactory overall.

MATHEMATICS

- 80 Results of the National Curriculum tests in 2000 for mathematics indicate that standards at the end of Year 2 are above the national average and compare satisfactorily with similar schools. At the end of Year 6, standards have fallen and results are below average nationally and well below those of similar schools. This has been the effect of fragmented teaching over the last two years. Staff absence and the reported, often unsatisfactory, replacement teaching has meant that these pupils have made unsatisfactory progress in the junior classes. Now that the staffing situation is more settled, curriculum coordination more secure and outstanding issues may soon be resolved, standards are beginning to rise again at the junior section. Attainment is currently as expected for pupils of this age. Although pupils have made unsatisfactory progress through the key stage, they are now making satisfactory progress. This is similar to judgements made at the time of the previous inspection, but standards are better at the end of Year 2 than at that time.
- 81 Pupils in the infant classes have knowledge and understanding of shapes that is better than expected for pupils at their age. Most know the names of two-dimensional shapes with different numbers of sides and all pupils know that there are many different shapes that can all be called pentagons, for example. They understand that there may be many different shapes, but can be classified by the number of sides. Most pupils are able to recognise and locate faces, edges and corners on solid shapes. Older pupils use this knowledge and understanding perceptively and accurately work out that a cylinder has three faces. Others describe a sphere as a solid with one face. They generally have a good understanding of number and manipulate addition and subtraction accurately. When they are shown a set of pictures, they can immediately give the number that is needed to make 10 and then 20. They have a basic understanding of multiplication and make the relevant connection with addition to consolidate their understanding and use of this operation.
- 82 Standards in the junior classes are only as expected for pupils at this age. Although pupils generally know multiplication tables and recall products of smaller numbers, quickly and accurately, they have to think and sometimes mentally calculate the answers those for larger numbers. Otherwise their mental calculation skills are satisfactory and as expected for pupils at this age. They work out sequences of numbers such as 3, 7, 11, 15, recognising the pattern

readily. They use this understanding to mentally predict which number will be closest to 200 for example, showing a sound understanding of factors and multiples of numbers. Older pupils become familiar with patterns in number. They work out ways of solving questions for themselves through discussion. For example, through considering examples such as $1+2+3+4+5 = 15 = 5 \times 3$, they begin to realise that the sum of an odd number of consecutive digits is the middle number multiplied by the number of digits. They then extend this to find the sums of five or seven numbers. This demonstrates good mathematical practice, such as improving trial and improvement methods of investigation, and a developing ability to investigate numbers competently. When they are solving problems, most pupils can readily translate a question into a sum. They know where figures come from, such as using 14 days instead of two weeks when a daily rate is given. Some pupils however, show signs of confusion when having to select between the operations of multiplication and division. Pupils have a satisfactory grasp of handling data. A scrutiny of the work of Year 6 pupils shows that they are beginning to draw and interpret line graphs, showing satisfactory levels of understanding of this type of graph.

- 83 Younger pupils in the junior section are already beginning to show better standards in their knowledge and understanding of mathematics, and the attainment in Years 3 and 4 is generally above expectations. Pupils have a good knowledge of shape, carry a good visual image and can accurately compare sides and angles to classify different types of triangles for example. They know the properties of isosceles, equilateral and scalene triangles and classify these accurately, giving brief reasons why they have chosen a specific group. Others volunteer the right-angled classification in addition to those under consideration. Pupils identify lines of symmetry of these shapes and can accurately say how many lines of symmetry there are in each type of triangle. This is well above what is expected for pupils at this age and demonstrates improving standards.
- 84 The behaviour and attitudes of pupils are good and sometimes very good in Years 1 and 2, whilst there remain signs of inappropriate behaviour and sometimes apathy in classes for older pupils. Younger pupils are keen to answer questions and to join in discussions. They watch and listen intently to their teachers and appear to be well motivated and interested. Behaviour is generally very good and pupils are able to work effectively independently. Although the behaviour of the great majority of pupils is satisfactory further up the school, there is still too much unacceptable behaviour and a lack of willingness to cooperate fully with teachers. There is sometimes an evident lack of enthusiasm and when changing activity, some lose interest quickly and fail to become motivated. They do not fully respond to the challenge, take too long to settle and work in a noisy manner. A few constantly seek the teacher's attention. This is sometimes the result of ineffective behaviour management strategies. Where the lessons are more challenging and behaviour management effective, pupils respond in a much more positive way. They are enthusiastic and very keen to answer questions. They know that they are valued, and even answers that are wrong are valued for the effort and thought that pupils make. Pupils work conscientiously, without the need for the direct support, enabling the teacher to concentrate on and work with the focus group.
- 85 Teaching is good for children in Years 1 and 2 and satisfactory overall for pupils in the junior years. It varies from very good to unsatisfactory. In the infant section this is better than at the time of the previous inspection, when teaching was satisfactory throughout. In the best lessons, teachers have high expectations of their pupils and these are made clear in question and answer sessions, which effectively stimulate pupils' interest and enthusiasm, and moves their learning on quickly. Planning, particularly between the two teachers in Years 1 and 2 is meticulous and highly detailed. In these lessons, work is set at appropriate levels for all pupils, regardless of age or ability. In this way, teachers use assessment well. Pupils are managed well and good standards of behaviour established and maintained throughout the lessons. Where lessons are not so successful, teachers spend too much time trying to establish satisfactory levels of behaviour. They are not always effectively supported by the learning support assistants, who sometimes sit and listen to the teacher teaching, when intervention in some pupils' behaviour would be more appropriate and helpful to the teacher. Occasionally planning is less secure. Lesson plans in some mixed age classes show no signs of work being adapted to suit individual pupils' age or ability. Some pupils therefore feel less secure in their learning and others lack sufficient enthusiasm through lack of appropriate challenge. In these

cases, assessment is not used effectively to target work appropriately. Little use of information and communication technology was seen in mathematics lessons during the inspection.

- 86 Since the last inspection, it is reported by parents, staff and pupils themselves that there has been a period of inconsistent and sometimes unsatisfactory teaching. This is due to staff absence and a lack of long-term replacement teachers. This has hindered the progress of some pupils and a significant number of older ones now show insecure knowledge and understanding of some basic ideas, such as knowledge of multiplication tables. This situation now seems to be improving. There are three new permanent teachers in the junior section and outstanding staffing issues seem to be being resolved. Furthermore, the deputy head teacher has taken on some of the responsibility for mathematics and has quickly analysed where there are weaknesses. He has good plans to improve provision and to drive up standards. These include such arrangements as putting Year 3 and 4 pupils into three groups according to their ability, which also allows for flexibility, such as temporary movement of pupils at specific times. There is greater optimism that the situation will now improve in the junior section and that standards will rise.

SCIENCE

- 87 Standards in science are similar to those at the time of the previous inspection. By the ages of seven and 11 the pupils' achievements are similar to most pupils of these ages. This is reflected in the National Curriculum tests. The school analyses results for trends in attainment, differences between genders and seeks ways to improve standards. As a result of this analysis the school is targeting development in enquiry skills. This action is proving successful. All the teachers plan suitably challenging work. This interests the pupils and motivates them to learn and work hard.
- 88 The teachers plan to a two-year cycle of work. This is effective for all classes except the 'island' Year 4/5 class. The teacher has to ensure that there is no repetition of work for the pupils who were in the mixed Year 3 and 4 classes. It is also necessary to plan for the Year 5 pupils to have work that is similar to the pupils in the mixed Year 5/6 classes. There are two subject leaders; both are very new to this responsibility. This is not a satisfactory arrangement because it does not provide cohesion between the infant and junior pupils. The assessment procedures do not give the teachers a bank of pupils' work levelled against National Curriculum criteria. This, and the lack of recording that reflects the development of enquiry skills, is restricting progress.
- 89 By the end of Year 2, pupils have a satisfactory understanding about the process of change as they grow. The class teacher uses carefully planned discussion sessions to develop this understanding. For example, a group of Year 1 pupils decide that, "When you grow your feet get bigger and bigger". They move on to discuss whether their feet are still growing and when they will stop growing. Most of these pupils are able to use simple classifications for sorting animals into groups. Careful teaching assists the pupils in deciding their own criteria. By Year 2, the higher attaining pupils work independently to classify eye colours and record them on a bar chart. The teacher makes effective links with mathematics as the pupils find and collate information from sets. Lower attaining pupils and those who have special educational needs achieve success because of the level of support from the teacher. The analysis of pupils' work indicates that pupils of all abilities make good progress in learning about the properties of materials. They make effective links with music in their work on sound. Teachers make effective links with English. For example, in a Year 2 lesson the teacher took care to extend pupils' understanding and use of language associated with eyes.
- 90 By the age of 11, the majority of pupils have an adequate grasp of scientific vocabulary and an increasingly secure knowledge base. For example, in Years 5 and 6 they use their knowledge of how sound changes to explain pitch. The teachers make very good links with the pupils' work in English and music. The pupils explain and answer questions about their findings and develop their learning very effectively. They have a clear understanding of the effect of tension on strings and drum skins. Most pupils in Year 5 know that pitch changes according to the length of the column of air in an instrument. The class teacher demonstrates this effectively by using

descant and treble recorders. All the pupils have the opportunity to experiment with recorders to change the pitch of notes. This heightens their interest and increases their learning. The pupils in Years 3 and 4 have a satisfactory understanding of how the eye works and of the need to care for their bodies. The analysis of work shows that most pupils know how the solar system functions and understand the relative positions of the sun, earth and moon.

- 91 Pupils with special educational needs make good progress in developing their scientific skills and understanding. The teachers plan work carefully to ensure that tasks are challenging and meet the pupils' identified needs. This is an improvement since the previous inspection.
- 92 Pupils use their literacy and numeracy skills effectively to support their work in science. They understand the specific scientific meaning of words such as 'pupil' and present their findings clearly and logically. The pupils use measurement increasingly accurately in their scientific investigations. They represent findings on charts and graphs. Their information and communication technology skills are developing well as they learn to collect, record and display information. This is an improvement since the previous inspection.
- 93 The quality of teaching ensures that pupils make good progress in their learning. No teaching is less than satisfactory. This is an improvement since the previous inspection. The teaching of science is consistently good in Years 1 and 2. It is taught well in junior classes. Teachers are secure and confident in these lessons. They use their subject knowledge effectively to develop pupils' thinking. For example, in a lesson in Year 4, the excellent teaching ensured pupils were totally engrossed in the activity. Their work on chromatography is above the expectations for this age group. The teacher supported them very well in developing their ability to discuss, reason and raise questions. Teaching is satisfactory in the other classes. Both of these classes have some pupils with very challenging behaviour. The teachers deal effectively with these pupils, but the time taken limits learning and progress. Teachers' planning places a clear focus on practising and improving key skills. The teachers ensure that these build systematically on what the pupils know. All teachers have realistically high expectations of what the pupils can achieve. An example of this was seen in a Year 6 lesson where the pupils were asked to be precise about how tension affected the sound from a drum. A profitable question and answer session enabled the pupils to explain their reasoning logically and gave the teacher a clear insight into what the pupils knew. The teachers provide a careful balance between direct teaching and pupil investigation. This is an improvement since the previous inspection.

ART AND DESIGN

- 94 Standards in art remain average for pupils who are seven and 11 years old. This is similar to findings of the previous inspection and is the result of the wide range of the quality of teaching that can be found in the subject. Pupils who are seven years old have a secure understanding of colour mixing. They develop appropriate routines for rinsing brushes and testing colours to see if they are correct. They make accurate observational drawings and are given access to a range of mark making equipment such as charcoal and acrylic pastels. They make sound progress and their drawings of people have an appropriate sense of proportion for limbs and faces. Pupils who are 11 years old make satisfactory progress in developing these skills as the curriculum provides sound progression. In Year 3 pupils make very good observations of shells and use pastels well to show natural patterns. In a Year 4 class pupils also study pattern but are less successful because of the lack of confidence of the teacher. However, some of the pupils show a secure sense of spatial awareness and can place parts of the pattern accurately. Pupils in Year 6 have satisfactory skills for sketching people sitting and use shading effectively.
- 95 The curriculum is broad and covers the full range of media but there are no procedures to check that all areas are covered adequately. The published scheme has not yet been adapted to meet the needs of the school. The school is fortunate to have a kiln and effective use is made of this resource to make clay masks and sculptural pieces. Natural materials are used well to make outdoor sculptures in the style of Goldsworthy. However, teachers make limited use of other artists' work and in only one classroom is there evidence of the contribution art makes to the multicultural aspect of the school's work. A display of portraits including faces of people from other cultures supports the pupils' own work on portraits. Art is also used to support other

subjects and pupils in Year 4/5 design and paint Greek urns. Some design work is carried out using computer programmes and pupils are able to print their work making information and communication technology a useful tool in the curriculum. Displays are colourful and generally of good quality giving added value to the pupils' efforts.

- 96 The role of the coordinator is underdeveloped. While she has a satisfactory overview of the subject she has not developed procedures for assessing the work of the pupils as yet. Some pupils have made limited progress as a result of the staffing difficulties but there are no records to show areas they have covered or levels that they have reached. Staff who are new to the school have insufficient support from the coordinator to ensure they are able to teach units of work adequately. The coordinator's role in supporting staff in the subject is under developed.

DESIGN AND TECHNOLOGY

- 97 Standards in design and technology are satisfactory for pupils aged seven and 11 years. However, there are limited examples of work for older pupils and judgements are based on planning and the scheme of work. Pupils aged seven years enthusiastically design a puppet. They have a good understanding of the process required and make drawings of the expected outcome. By the time pupils are 11 years old they are able to draw their designs for hats from different angles to show design attributes. They have positive attitudes to the subject and choose materials enthusiastically. However, they are less good at choosing methods of joining materials and sometimes choose sellotape as a quick and easy method which does not hold material securely. Pupils work well together and share ideas and help each other enthusiastically. The pace of work in lessons is good and they work hard to achieve their projects. Pupils with special needs are given good support by classroom assistants and other pupils who give encouragement to each other.
- 98 Pupils' achievements, teachers' planning and the examples of work seen, indicate that the quality of teaching is satisfactory. Teachers plan appropriate activities that meet the requirements of the National Curriculum for design and technology.
- 99 The subject coordinator is very new to the subject and has yet to clearly define her role. The scheme of work is a published scheme newsince the previous inspection but which has yet to be adapted to meet the needs of the school. However, there is no ongoing check to ensure adequate coverage of the tasks and skills and there are no assessment procedures in place to check the attainment of pupils. The school does not keep a photographic record or portfolio of topics and pupils' work. This means that new teachers do not have the benefit of other teachers' work to support them when carrying out a topic. Opportunities are missed particularly for the older pupils to reinforce mathematical skills when they make hats by accurate measuring of materials. Firm links have yet to be made between the subject and literacy and numeracy skills.

GEOGRAPHY

- 100 No geography lessons were seen during the time of the inspection. The school rotates the teaching of history and geography through a termly cycle and the focus during this term is history. No judgements can be made about the quality of teaching but a scrutiny of planning and pupils' work indicates that the standards at the end of both infant and junior sections are appropriate to the ages of the pupils and that achievement is sound. No judgements were made at the time of the last inspection. Pupils with special educational needs are fully included in all the lesson plans.
- 101 By the end of Year 2, pupils have been able to explore and investigate the environment in which they live looking at both their school environment and aspects of their village. The younger pupils talk about their route to school and the places they pass that they can remember. This leads to the drawing of simple maps showing their route. These early mapping skills are further developed when plans of the school are drawn identifying where their own classroom is and where to find other features of the school. This work follows a walk round the school and

discussion about how they can draw the school in a way in which it will inform people as to where they can find different places. Key features in Coningsby are studied, such as the church and shops and then the information about life in their own village can be used in comparison with the Scottish Island of Struay and the way people there live. Throughout all the work in geography there is a strong emphasis on using correct geographical vocabulary and this supports the learning in literacy.

- 102 By the end of Year 6, pupils have carried out a number of good quality studies where they have used their investigative skills to produce interesting topic books. The topic on water looks at sources of rivers and the different features we can find along the course of rivers such as tributaries, weirs and waterfalls. Within this particular topic there are some very good links with other subjects including mathematics and information and communication technology, where pupils are identifying the highest waterfalls in the world and produce a graph of the well known ones such as Victoria and Niagra. There are other good examples of where teachers have taken the opportunity to use the pupils' geographical knowledge and extend their skills. In the topic books on animals, although the main thrust of the study is to investigate different kinds of animals, when it comes to looking at chimpanzees and Arctic animals, good use is made of maps to identify their habitats. The work on Tenerife and Austria studies not only the countries, but also aspects of the weather and their place in the world. Pupils are encouraged to debate aspects of their work and look at the impact of man on the environment. Samples of work done on flooding show that the pupils have not only looked how the floods of last year were caused but the part man has played in creating circumstances that put people at risk. In investigating this, pupils have been able to identify such factors as houses being built on inappropriate flood plain sites.
- 103 Much of the work in geography is underpinned by visits to places of interest. For the younger children these are quite local but as the pupils progress through the school visits are made to places that are further afield and these include residential visits.
- 104 The subject is extremely well led. An excellent scheme has been prepared that is full of helpful suggestions and ideas for teachers. The work produced is not only monitored but the coordinator assesses the work by year group to ensure that pupils are working at the appropriate standard. Pupils are also interviewed by the coordinator in order to gain a clear understanding of the knowledge and skills they have acquired. Indicators from the scheme, the monitoring procedures and previous work are that attainment in geography will rise in the future.

HISTORY

- 105 Standards at the time of the last inspection were judged to be appropriate with some good work seen. Evidence from the inspection shows that this position has been maintained and standards are still in line with those expected of pupils of a similar age. Pupils with special educational needs make good progress and are fully included in all the learning activities. The quality of teaching in history is at least satisfactory and is, at times, very good. The lessons observed were taught with enthusiasm and teachers showed good knowledge of the subject.
- 106 No lessons were observed at the infant classes but planning and examples of the work pupils had done show that teachers are building successfully on the early experiences that pupils have had in the Foundation Stage. They continue to develop their understanding of the passage of time and how to put into order a series of events. Experiences in their own lives and those of their parents bridge the link between past and present. Teachers choose interesting stories from the past about events that have taken place and through telling them to the children and discussing them, the pupils learn about important characters such as Florence Nightingale. By the age of seven, pupils are beginning to understand how events can be represented on a time line and how some events are a long, long way in the past whilst others are within the living memory of people such as their grandparents. Teaching for pupils in junior classes is satisfactory, but some very good teaching was seen during the inspection. Pupils are provided with appropriate opportunity to find out about the religious beliefs of the Ancient Greeks, or comparing their buildings with modern ones, through investigative tasks. These are well illustrated with work sheets and tasks are clearly explained, so pupils know what is expected of

them. Where teaching is stronger, it is based on very good relationships and the mutual respect, which support good learning in the lesson.

- 107 By the end of Year 6, pupils have carried out a number of detailed studies of different periods of history ranging from World War II to the Ancient Greeks and Egypt. In an interesting lesson in the Greek topic, the pupils looked at how the Ancient Greeks spent their leisure time and how this compared with the kinds of things children of today do. In order to bring the topic to life good use was made of video film, photographs and book resources. During the lesson pupils showed a very positive interest and by the comments they made showed they had retained a good deal of knowledge about Ancient Greece. Studies of workbooks show that the topics they study are covered to considerable depth. In the extensive study of Egypt, pupils looked at the place of the Pharaohs in Egyptian society and how they lived and influenced the lives of others. They learnt about archaeologists and the significance of their work, particularly the discoveries made by Carter and they were able to put these and other events in a time line that they could refer to when looking at the passage of time.
- 108 One of the interesting features of the work in history is the way in which pupils are encouraged to use and incorporate their own ideas into the particular topic, which they are studying. The topic on the Second World War and the period following the war was an interesting example of this. Pupils all carried out similar studies of aspects of the war years, for example, where towns were bombed and how children were evacuated but then they produced their own time lines for the period following the war years. Within these time lines they put things that particularly interested them and that they wanted to know more about, for example, the 1960's and the rise of popular music. This approach maintains and develops the pupils' personal interest in history.
- 109 The subject is well managed. Good use is made of relevant artefacts and the subject supports work in literacy and numeracy through the development of new terminology and the continuous use of dates and the correct sequencing of dates and times.

INFORMATION AND COMMUNICATION TECHNOLOGY

- 110 Pupils' attainment is in line with that expected nationally for pupils by the time they are 11 and some aspects, such as routine skills and editing word processed documents, are better for seven year old pupils. This is the same as at the time of the previous inspection, except for the improvements in Year 2, where standards are better. There has been significant investment in developing and improving the resources for information and communication technology since the last inspection to good effect overall. The school now has a suite of computers and although the computers in some classrooms are of a lower specification, there is still satisfactory backup provision in classrooms.
- 111 Younger pupils are able to edit text satisfactorily and are developing sound, basic word processing skills. They add appropriate punctuation, such as capital letters, full stops and question marks to text displayed on the screen. They control the mouse accurately to locate the position of alterations and type these in appropriately. They use the keyboard competently to edit text. By this stage, most pupils locate letters on the keyboard with satisfactory speed and accuracy. Routine skills, such as logging on, selecting programs, retrieving and saving work and using wordbanks are well developed. Pupils know appropriate terminology, such as 'text' and use this type of word as a matter of course in their lessons.
- 112 Information and communication technology is used well by Year 3 and 4 pupils to communicate with other schools. These pupils are beginning to develop the skills of sending e-mails to pupils in other Lincolnshire schools. Over a half of pupils are able to load the email screen unaided and pupils type in their letters, but most pupils are still using only one finger and this limits the speed at which they work. By the end of the lesson, about a half of the pupils had managed to send their letters to other schools. Older pupils have developed satisfactory editing skills. Those who claim to be competent with the keyboard develop and use 'cut and paste' methods to separate mixed up text. For example, they competently separate Cinderella text from that of The Three Bears, and then arrange these pieces into order. Others write stories onto the screen, but again, their keyboard skills generally limit the speed at which they work, and

consequently the amount they produce. Some pupils independently personalise their text, by changing the style, size and colour of their text.

- 113 Although most of the work seen during the inspection was based on word processing, there is evidence on display and in teachers' planning that all aspects of the National Curriculum for information and communication technology are covered and that standards are as expected.
- 114 The quality of teaching and pupils' learning are satisfactory. There is sound provision in direct teaching of the skills of information and communication technology. Teachers provide satisfactory opportunities for pupils to learn as a class and to practise their routine skills, such as word processing, computer generated artwork and research. Pupils learn satisfactorily throughout the school. Although the coordinator is aware that teachers' knowledge and understanding in some areas needs to be developed, no weaknesses in teachers' knowledge was identified in the aspects seen during the inspection. All staff are about to start a course of study which will improve their knowledge and understanding of information and communication technology and improve their teaching skills. Teachers plan their lessons effectively and they make sound provision for pupils to have sufficient practical experience each week. However, the use of computers in other subjects is still an area for further development.
- 115 Pupils have positive attitudes towards their work in information and communication technology. They enjoy working at the computers and most show pride in their achievement. They mostly sit patiently and listen to teachers' instructions carefully and the great majority confidently put their knowledge and understanding into practice satisfactorily. Although pupils have to share computers, they generally do this without fuss and pupils are fully included and have equal access to the practical experiences offered.
- 116 Information and communication technology has been a major area of development over recent years. Coordination of the subject is satisfactory, because although there are plans for development, the policy and programmes of study have not yet been documented and are still being developed. This should be completed as a matter of some urgency. Computers in the suite are of a good specification and software loaded into all computers in the suite is up to date. Money is set aside to enable all staff to take training so that they are competent to teach computer skills using the new computers and programs. The school's current plans are appropriate to establish a good provision for the teaching of specific information and communication technology skills, but its use to support learning in other subjects is still an area for development.

MUSIC

- 117 Standards in music are satisfactory. They match what is expected for most seven and 11 year olds. This represents a drop in standards since the previous inspection. This is because the specialist music teacher no longer works at the school. The new subject leader has plans to develop teachers' knowledge and expertise. The importance of good subject knowledge is evident in a mixed Year 3 and Year 4 class where most pupils achieve above average standards. The pupils make good progress in learning new skills because of the quality of teaching.
- 118 The subject leader ensures that the pupils have access to all areas of the music curriculum. The school follows a nationally recommended scheme of work that provides clear and progressive steps for the teaching of musical skills and knowledge. All members of staff use the assessment procedures within the scheme of work. This is a new initiative. It is beginning to improve confidence in teaching music. There are no extra curricular activities to support work in music. This is a decline since the previous inspection. The pupils' singing in assemblies is rhythmic but is not melodic and lacks enthusiasm.
- 119 The use of recorded music and the support from the subject leader and deputy headteacher gives support to less confident teachers. As a result, the quality of teaching and learning is good. The teachers plan their lessons well and make sure the pupils know what they are expected to learn. This results in all pupils working with a clear sense of purpose and high

levels of concentration. This is very noticeable in a lesson for younger pupils. The teacher gives them ample opportunities to hold and use instruments carefully. They experiment confidently with sounds and develop their skills in choosing instruments to represent sounds. Skilful questioning enables the pupils to give reasons for their choice. For example, a pupil chose a triangle to represent the sound of a bell. "It's metal and bells are made of metal". Another pupil uses language very effectively to describe the sound of a guiro. "It sounds like someone's sawing". The class teacher ensures that pupils with special educational needs join in all class activities. One of these pupils holds and plays a tambourine correctly and is full of pride at this achievement!

120 This good rate of learning and progress continues as the pupils progress through the school. They learn how to sort instruments into families quickly. For example, by Year 4 most pupils know that the piano is a member of the string family. Very skilful and carefully targeted questioning ensures that all the pupils have opportunities to join in discussions. This develops the self-esteem of those pupils who have special educational needs. It ensures that the pupils learn to respect each other's opinions. The teacher uses time very effectively to give the pupils opportunities to question, discuss and reflect on the feelings that different music causes.

121 There is a wide range of good quality percussion instruments that effectively meets the needs of all age groups. The school uses music from a range of cultures. This is beginning to develop their awareness of cultural diversity. The school has a program that enables pupils to use the computer for composing. This is a developing area within the school and is an improvement since the previous inspection.

PHYSICAL EDUCATION

122 In comparison with pupils of a similar age, standards of attainment are good at the end of both key stages. Standards have been maintained at the level reported at the time of the last inspection. Pupils, including those with special educational needs, make good progress in developing their skills. It was a noticeable feature of lessons in both infant and junior sections that the teachers worked extremely hard to include even the most difficult pupils into every aspect of the lesson.

123 Pupils in Year 1 work hard in the warm up session where they show how they can move in different ways, skipping, jumping, hopping and running forwards and backwards. They are confident to choose different ways of moving and can change both speed and direction when asked to by the teacher. In order to help the pupils to develop their own movements and improve the quality of their work the teacher makes good use of demonstration. When asked to show the other pupils what they have been doing they are confident and happy to do so. In one lesson, the teacher made very good use of the tambour to begin, accompany and end movement sequences. The pupils were very good at responding to both the teacher's instructions and the sounds of the instrument. Very good use is made throughout the physical education sessions of very positive praise and encouragement and this is helping to build the high level of confidence and self-esteem. It is very apparent that these young pupils derive a great deal of pleasure and enjoyment from physical activity.

124 In the junior section no homework was observed being done by the older pupils although a good range of games activities took place during the week. These activities showed without any doubt that the pupils had built on their previously acquired skills and were developing new ones. The movements and actions they performed were done with far greater control and with improved quality. During a games lesson Year 3 pupils clearly understood the need for the warm up session and why it would prepare them for the variety of activities they were going to take part in. Once the activity began the pupils followed each instruction, concentrated on the task and worked hard. Each task built progressively on the previous one and you could observe the ball-skills of the pupils developing during the lesson. Once again good use was made of demonstration in order to improve the quality of work. A strong feature of this activity was the way in which pupils helped each other and were happy to give praise to each other's efforts. The oldest pupils in their games lesson worked hard for the teacher, they tried hard to control the ball in a variety of challenging activities and followed instructions quickly and sensibly.

During the vigorous game of skittles they played with great enthusiasm and enjoyment once again cooperating well and appreciating each other's efforts.

- 125 The quality of teaching was good throughout the school. A strong feature of all the physical education lessons observed was the determination of all the teachers to make sure that all the pupils made good progress and achieved success. In order to do this, lessons were well planned to build in good progressive tasks, and teaching at all times was positive and supportive towards every pupil with ample use of praise and encouragement. The tasks given to the pupils were challenging and they enjoyed rising to the challenges and improving their performance. The school places an important emphasis on the physical development of the pupils and takes a pride in their achievements both within school and in other sporting activities. The subject makes a significant contribution to the personal development of the pupils.

RELIGIOUS EDUCATION

- 126 By the ages of seven and 11 most pupils achieve standards that meet the requirements of the locally agreed syllabus. The school is continuing to maintain standards that are similar to those from the previous inspection.
- 127 The teachers' management of time in religious education lessons is inconsistent. Lesson time is, occasionally, shortened when the previous lesson overruns. This does not always give the pupils their full entitlement and restricts learning and progress. The pupils in the infant classes know that Christians and Jews have special festivals. They listen attentively to their teachers and learn to respect different practices and beliefs. Careful and sensitive questioning ensures that the pupils recognise that Jesus was a Jew. They are developing a satisfactory understanding of important events in Jewish history. All the pupils know that Jews have special food to celebrate the Passover. They know what a Seder plate is and the significance of the food. This is a result of the careful planning and use of resources.
- 128 By the age of 11, most pupils have a sound knowledge of Christianity and other world religions. This is evident in the pupils' work on Sikhism. Careful monitoring of the pupils' personal development enables the teacher to plan work that meets the pupils' needs. This ensures that all the pupils have opportunities to discuss their concepts about a range of world religions. They talk confidently about their work on Christianity, Judaism and Islam. All pupils know the significance of God to Christians and Jews. The teachers build very effectively on the work the pupils do in the infant classes. This ensures a good rate of progress in learning. In a lesson for pupils from Years 5 and 6, the teacher presents facets of the Sikh religion in a lively and interesting manner. This motivates the pupils to think carefully, ask questions and give opinions. It develops their understanding that believers live by a set of rules. The pupils apply this knowledge to the need for rules in the school community.
- 129 The quality of teaching is consistently good across the school. This is an improvement since the previous inspection. Careful teaching ensures that pupils respect each other's views and ideas. Teachers make their expectations of behaviour clear. This is successful for the majority of pupils and they learn well. There is a significant minority of older pupils who find it difficult to concentrate and listen. This limits learning and progress. There is an insufficient level of support in these lessons. All teachers plan challenging tasks for the pupils. This ensures there is a sense of purpose to all activities and that the pupils enjoy their work. Their understanding of the effect religion can have on people's lives increases as they progress through the school. The quality of the teachers' planning ensures that the pupils who have special educational needs make good progress in their learning. The systems for assessing the pupils' learning and standards are clear. The teachers use these consistently. This gives a clear picture of the pupils' progress towards the targets in the Lincolnshire Agreed Syllabus.
- 130 The improvement to the range of artefacts is a marked improvement since the previous inspection. This, and the revised Lincolnshire Agreed Syllabus, are increasing the teachers' confidence and make a positive contribution to the pupils' progress. All teachers make effective links with other subjects. The links with work in literacy are very strong. This is apparent in the

way teachers encourage pupils to read stories and labels, write independently and use their handwriting skills carefully.