

INSPECTION REPORT

**COLEBY CE COMMUNITY
PRIMARY SCHOOL**

Coleby, Lincoln

LEA area: Lincolnshire

Unique reference number: 120517

Headteacher: Mr D Cordingley

Reporting inspector: Ms A Dawson
11608

Dates of inspection: 1st – 3rd May 2001

Inspection number: 195144

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

INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and Junior
School category:	Voluntary controlled
Age range of pupils:	4 to 11 years
Gender of pupils:	Mixed
School address:	Rectory Road Coleby Lincoln
Postcode:	LN5 OAJ
Telephone number:	01522 810627
Fax number:	01522 811785
Appropriate authority:	The governing body
Name of chair of governors:	Mr P North
Date of previous inspection:	06/05/1997

© Crown copyright 2001

This report may be reproduced in whole or in part for non-commercial educational purposes, provided that all extracts quoted are reproduced verbatim without adaptation and on condition that the source and date thereof are stated.

Further copies of this report are obtainable from the school. Under the School Inspections Act 1996, the school must provide a copy of this report and/or its summary free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
11608	Ms A Dawson	Registered inspector	Mathematics, science, information and communication technology, art and design, design and technology, the foundation stage.	What sort of school is it? The school's results and achievements How well are pupils taught? How well is the school led and managed?
9039	Mr B Eyre	Lay inspector		Pupils' attitudes, behaviour and personal development How well does the school work in partnership with parents? How well does the school care for its pupils?
20926	Mr G Bate	Team inspector	English, geography, history, music, physical education, special educational needs, English as an additional language.	How good are curricular and other opportunities offered to pupils?

The inspection contractor was:

Bench Marque Limited
National Westminster Bank Chambers
Victoria Street
Burnham-on-Sea
Somerset
TA8 1AN

Any concerns or complaints about the inspection or the report should be raised with the inspection contractor. Complaints that are not satisfactorily resolved by the contractor should be raised with OFSTED by writing to:

The Complaints Manager
Inspection Quality Division
The Office for Standards in Education
Alexandra House
33 Kingsway
London WC2B 6SE

REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	5
Information about the school	
How good the school is	
What the school does well	
What could be improved	
How the school has improved since its last inspection	
Standards	
Pupils' attitudes and values	
Teaching and learning	
Other aspects of the school	
How well the school is led and managed	
Parents' and carers' views of the school	
PART B: COMMENTARY	
HOW HIGH ARE STANDARDS?	10
The school's results and pupils' achievements	
Pupils' attitudes, values and personal development	
HOW WELL ARE PUPILS TAUGHT?	13
HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?	16
HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?	18
HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?	20
HOW WELL IS THE SCHOOL LED AND MANAGED?	21
WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?	23
PART C: SCHOOL DATA AND INDICATORS	24
PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES	27

PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Coleby Church of England Community Primary School is a rural village school and much smaller than most other primary schools. It is situated approximately seven miles south of the city of Lincoln. It draws approximately 30 per cent of pupils from the village, 20 per cent from nearby RAF Waddington and the remaining 50 per cent from the villages nearby. One half of the pupils attend a nursery or playgroup and enter the school in the year they become five. Pupils' attainments in language, mathematics and social skills vary on entry to the school from year to year, from broadly average to below average. This year, most of the ten pupils entered with below average attainments. There are 67 pupils on roll; of these 39 are girls and 28 are boys. Twenty-two per cent of pupils are on the register for special educational needs, which includes three pupils with statements of special educational needs. This is just below the national average of 23 per cent. Sixteen per cent of pupils are eligible for free school meals, which is just below the national average of 18 per cent. All the pupils are of white European origin and all have English as their first language, except one who speaks Greek as a first language. The school has a highly mobile population with 40 per cent of pupils leaving or entering the school other than in the reception year. This is mainly because of the movement of the families who are stationed at the RAF base. The characteristics of the school are broadly similar to those previously reported in 1997.

HOW GOOD THE SCHOOL IS

This school has a commitment to succeed and successfully meets the needs of all its pupils. Because the quality of teaching is good, pupils make good progress in English and mathematics. Provision for pupils' personal development is very good and they behave well. The headteacher gives very good leadership. He is fully supported by a very hardworking staff and an effective governing body. The school has a very good partnership with parents, who appreciate the good care given to their children. The school gives good value for money.

What the school does well

- Standards in English and mathematics are above average by the age of eleven.
- Pupils make good progress in English and mathematics and achieve well by the age of eleven.
- The quality of teaching and learning is good and the vast majority of pupils have very good attitudes to their work.
- The school is very well led and supported by a committed and hardworking staff.
- The school takes care to fully include all pupils in all aspects of school life and provides a rich curriculum.
- There is a very good partnership with parents who strongly support the school.
- There is very good provision for pupils' personal, spiritual, moral and social development.

What could be improved

- Further opportunities are needed for pupils to practise and extend their skills in story writing.
- Information and communication technology is not sufficiently used across the curriculum.
- Teachers' expectations of work and behaviour could be higher on some occasions where the quality of teaching and pupils' learning is satisfactory.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has made good improvement overall since the previous inspection in 1997. There is good improvement in the quality of teaching and learning. Standards in pupils' skills in mental mathematics have improved. The school has successfully implemented the foundation stage of learning for pupils under six, the National Literacy and Numeracy Strategies and the new locally agreed syllabus in religious education. The curriculum has been revised in the light of new requirements and the learning resources are much improved. The provision for pupils' cultural development indicates improvement from satisfactory to good. During the last two years the school has undergone major refurbishment and extension. There is now an additional classroom, which has resulted in smaller class sizes and an improved staffing level. The school has improved its strategic planning and now has a satisfactory level of contingency funds.

STANDARDS

Overall, the pupils are achieving well and making good progress in English and mathematics where standards are above average by the age of eleven. Pupils with special educational needs are making good progress towards their set targets. In English, standards of reading and pupils' skills in speaking and listening are good. Although they write well, for a range of purposes, pupils' imaginative story writing is weaker than other aspects of their work and is prioritised by the school for improvement. In mathematics, pupils' problem-solving skills are well developed. Since the introduction of the National Numeracy Strategy, pupils' skills in mental mathematics are developing well. In science pupils are attaining the standards expected nationally. Pupils' skills in scientific investigations are a strength. In English, mathematics and science over the past three years, results have improved faster than the national trend. The school exceeded its targets last year and has set challenging targets for the future. In all other subjects pupils' achievement is satisfactory and they are attaining the nationally expected standards. In information and communication technology, the recent renovations to the building have hindered pupils' progress over the past year resulting in limited access to resources. However, their attainment is in line with that expected nationally. Pupils do not as yet use information and communication technology sufficiently in other subjects. This is a priority recognised by the school. In religious education, pupils attain the expectations of the locally agreed syllabus. Pupils in the foundation stage make good progress and standards are above average for their personal, social and emotional development. In this area pupils are on course to exceed the national expectations by the end of their reception year. In communication, language and literacy, mathematical development, knowledge and understanding of the world, creative and physical development, standards are average and pupils are on course to attain the nationally expected Early Learning Goals by the end of their reception year.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils have, overall, very good attitudes to work. They are interested in their lessons and are keen to learn and do their best.
Behaviour, in and out of classrooms	Behaviour is generally good both in lessons and in and around school. No poor behaviour was seen during the inspection.
Personal development	Pupils respect the views of others and they play and work happily together. There are very good relationships between

and relationships	pupils and staff.
Attendance	Pupils enjoy coming to school, which is reflected in their good attendance.

The positive approach towards encouraging good behaviour and attitudes to work and self-respect is central to the school's aims. This is a happy community, which is evident in the very good relationships that exist between all who work and learn in the school.

TEACHING AND LEARNING

Teaching of pupils:	Aged up to 5 years	Aged 5-7 years	Aged 7-11 years
Lessons seen overall	Good	Satisfactory	Very good

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

The quality of teaching is good overall and a major strength of the school. As a result, pupils learn and achieve well in English and mathematics. In 36 per cent of lessons teaching is very good and in a further 36 per cent it is good. In the remaining 28 per cent it is satisfactory. There was no unsatisfactory teaching. There is little difference in the quality of teaching throughout the school. The basic skills are taught well. In subjects, the teaching of reading and mental mathematics is particularly good, while that of writing and information and communication technology is satisfactory. Teachers work very well together, sharing their expertise, using time and resources very effectively. However, there are insufficient opportunities planned for the development of writing and for using information and communication technology skills across the curriculum. Teaching is particularly successful where links are made with other subjects and where teachers use the teaching methods that are advocated in the National Literacy and Numeracy Strategies. The pupils with special educational needs are supported well and learn well. Excellent provision is made to include all pupils in all aspects of school life. Where teaching is satisfactory, weaknesses in the management and the assessment of pupils' progress and planning of their work tends to limit their learning to a satisfactory level.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good. The curriculum for children under six is well planned and leads effectively into the programmes of study for the National Curriculum. The curriculum for pupils throughout the school is rich and broadly based. Appropriate time is spent on the core subjects of English, mathematics, science, information and communication technology and religious education.
Provision for pupils with special educational needs	Good. Learning difficulties are identified early. The pupils are supported well in classes and make good progress towards their targets.
Provision for pupils with English as an additional language	There is good provision for the pupil with English as an additional language who makes good progress in his learning.

Provision for pupils' personal, including spiritual, moral, social and cultural development	There is very good provision for pupils' personal development. The school makes very good provision for pupils' spiritual, moral and social development and good provision for their cultural development.
How well the school cares for its pupils	The school takes good care of the pupils. There are very good procedures for promoting good behaviour and independent learning. Procedures for assessment are good and the staff use assessments of pupils' work very well to inform their future plans.

The school has a very good partnership with parents. Parents feel welcomed into school and the school responds quickly to their needs. The parents support the school well and are appreciative of the work of the school, particularly the individual care given to their children.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The school is very well led and managed. The headteacher and the staff work effectively together as a team to achieve the aims of the school. They are successfully improving standards.
How well the governors fulfil their responsibilities	The governors are knowledgeable, experienced and supportive of the school. They receive good information from the headteacher and work well with him to meet the school targets and fulfil effectively their statutory duties.
The school's evaluation of its performance	The school evaluates its performance well and monitors its strengths and weaknesses. The headteacher evaluates teaching and learning successfully to improve the quality of education provided.
The strategic use of resources	The accommodation has recently been extended. Although this is a great improvement, as there is no hall and limited space, it is satisfactory overall. The school makes good use of the building, time, staff and the budget to help children learn.

There is strong leadership by the headteacher who provides very clear educational direction for the school and pastoral care for the pupils. There are sufficient staff with an appropriate range of expertise to meet the demands of the curriculum. The staff work very effectively as a team to meet the needs of all the pupils. The support staff make a very good contribution to pupils' learning.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> Most parents are pleased with their children's progress and the standards they achieve. 	<ul style="list-style-type: none"> Some parents would like more consistent provision in the homework provided for pupils and more homework

<ul style="list-style-type: none"> • Parents feel the quality of teaching is good and pupils are expected to do their best. • Parents are pleased that pupils behave well and there are good relationships between pupils and staff. • The majority of parents feel that the school is helping their children to become mature and responsible. • Parents feel comfortable about approaching the school with queries or concerns. 	<p>for the oldest pupils.</p> <ul style="list-style-type: none"> • A good percentage of parents would like more extra-curricular activities for their children.
---	--

The inspectors agree with the positive view of the school held by the parents. A small number of parents feel their children do not get sufficient homework. While the amount may vary between classes it falls within the normal range expected nationally for pupils of this age. Some of it is very effective as parents help children to consolidate and extend what their children have studied during the day. This has a positive impact on pupils' attainment and progress. The extra-curricular activities were suspended during the recent building refurbishment. There are plans to reintroduce a number of activities. At present, this is at a satisfactory level.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. Since the previous report in 1997, the school has successfully implemented the foundation stage of learning for pupils under six, the National Literacy and Numeracy Strategies and the new locally agreed syllabus in religious education. Pupils make good progress in English and mathematics. By the age of seven, pupils attain average standards in English, mathematics and science. By the age of eleven, they attain above average standards in English and mathematics and average standards in science. Throughout the school, pupils' speaking, listening and reading skills are above average. However, their skills in writing stories could be higher. In mathematics, pupils' problem-solving skills are well developed. As a result of the National Numeracy Strategy, pupils' skills in mental mathematics have improved. In science, throughout the school, pupils' investigational skills are strong. There are more demands made on curricular time for literacy and numeracy than previously which has reduced the time available for teaching other subjects. In all other subjects, pupils attain average standards by the ages of seven and eleven, except in music and physical education where there was insufficient evidence gained during the inspection to make a judgement.
2. The pupils enter school in the reception year with a very wide range of attainments. The majority of the present group, which is six pupils, entered with broadly average language, social and mathematical skills. This varies from year to year, according to the individual attainments of the pupils entering the school. During the past few years the attainments of pupils on entry to school overall varied between average to below average.
3. Pupils in the foundation stage, between the ages of four to six, attain standards that are above average for their personal, social and emotional development. In this area pupils make good progress and are likely to exceed the national expectations by the end of their reception year. The older pupils in Year 1 in the same class help the younger pupils by modelling well the behaviour that is expected of them. This helps the pupils to adapt quickly to their new surroundings. Additionally, the care taken by staff to ensure that they are happy and confident learners helps to raise pupils' attainment in this aspect of their learning. In communication, language and literacy, mathematical development, knowledge and understanding of the world, creative and physical development, pupils attain average standards, and are on course to attain the nationally expected Early Learning Goals by the end of their reception year.
4. Caution must be exercised on making judgements about pupils' attainment in relation to national norms because the small numbers in each year group reduces the reliability of statistical data. Where there are ten or less pupils in a year group, the statistics for comparison with national results are omitted. For example, there were six pupils aged seven and only ten or fewer aged eleven, who took the tests in 2000. Additionally there are a larger number of pupils, largely because of the movement of the RAF families who leave and enter the school at times other than during the reception year.
5. However, in relation to their starting points on entry to the school, all the pupils made good progress throughout the school by the age of eleven in English and mathematics and achieve well to attain above average standards. Pupils throughout

the school do better in literacy and numeracy because there is detailed national guidance to help teachers plan their work. In science, where they attain average standards, the guidance for planning work is not as detailed and some of the planned work is not always sufficiently challenging for some of the higher attaining pupils to achieve at a higher level. In comparison with pupils in similar schools, even though the numbers of pupils were small, pupils attained average standards in reading, speaking and listening skills and mathematics. The trend in improvement over the last three years has been above the national trend at both key stages. The school exceeded its targets last year and have set challenging targets for the future.

6. In information and communication technology, pupils' attainment is in line with the national expectation by the ages of seven and eleven. Pupils' achievement and progress is satisfactory. During the past two years pupils' access to computers has been limited by the refurbishment and alterations to the school building. By the age of eleven, pupils use their word processing skills to draft their writing. They use CD-ROM programs effectively to research information and are beginning to use the Internet. Most have computers at home, which make a good contribution to the development of their skills. However, information and communication technology is not sufficiently used in other subjects such as science or mathematics for graph work. Between the ages of five and seven, computers and other resources such as listening centres are used well to support pupils' progress.
7. In religious education, pupils throughout the school make satisfactory progress. They are attaining standards in line with those expected from the locally agreed syllabus for religious education and have a satisfactory knowledge and understanding of the major world faiths by the age of eleven.
8. In art and design, design and technology, geography and history, pupils attain average standards by the ages of seven and eleven. The expertise of outside specialist teachers for sport and music makes a positive contribution to pupils' attainment.
9. Pupils' achievement is generally good throughout the school. They get a good start to their education and make good progress during the foundation stage. They continue to steadily make good progress with a small variation between classes. When teaching tends to be satisfactory at the end of Key Stage 1, pupils' achievement and progress is restricted to satisfactory levels. Teaching accelerates towards the end of Key Stage 2 and progress is better in response to well planned and challenging work.
10. The school makes good provision for pupils with English as an additional language and as a consequence any pupil in this category usually makes good progress. Pupils with special educational needs make good progress because they are supported well by the staff, they achieve well in relation to their individually agreed targets. This is the result of the good knowledge the teachers and support staff have of their needs. This is also aided by the increased staffing levels since the previous inspection. The school policy to meet the needs of all pupils is clearly evident in practice. There is no significant difference in the progress of boys and girls who attain equally well in lessons.

Pupils' attitudes, values and personal development

11. As all pupils in the school are valued, they display an enthusiasm for school. Pupils with special educational needs are interested in their work. They are integrated well into all classroom activities.
12. The pupils' attitudes to school, their personal development and relationships are, overall, very good. There is an absence of oppressive behaviour or intolerance of any kind. This aspect has improved further since the last inspection. The pupils display mature attitudes to each other and their work with very few exceptions. They behave well and are well mannered. They greet each other courteously in the mornings and they settle quickly and quietly to their lessons. Visitors are made to feel welcome.
13. Teachers' interest in the pupils' welfare and the good example they set for them to follow are reflected in the good standards of behaviour. The few incidents of immature behaviour observed, both in and out of the classrooms, usually occurred when supervision was directed elsewhere. However the older pupils' ability to exercise self-control is well developed and the pace of learning amongst these pupils accelerates. Parents are aware that there are some inconsistencies in standards of behaviour, and they suggest variations in the standards of tolerance displayed by some members of staff. Movement around the school is usually orderly, the pupils understand that classroom rules are formulated with their interest in mind.
14. All pupils are given some responsibility in their own learning, such as completing homework assignments and researching topic work. Senior pupils are encouraged to accept responsibility as monitors, for instance in small administrative jobs and helping the younger pupils. Pupils take responsibility for their materials and equipment during and at the end of lessons and materials are always cleared away with the minimum of fuss. During the inspection pupils were observed conducting a very perceptive school council discussion with the headteacher regarding procedures and improvements. The discussion was conducted with reference to an agenda prepared by the school council. It is clear that this helps to build pupils' sensible attitudes and this in turn assists in the smooth running of the school. Pupils are treated as valued individuals and are encouraged to develop their own personalities. Parents confirm that their children settle easily into secondary education, although they feel that opportunities for personal study need to be developed in preparation for the 'big school' environment. The inspectors agree with the view that the homework for older pupils could be organised more systematically and on a regular basis to help the pupils continue their learning at home and to prepare them for the expectations of their next phase of learning.
15. The school has well-developed arrangements to manage the movement of pupils in and out of the school during the school year and on occasions this is a significant proportion of the whole school population. Records show that thirty-six pupils have been admitted during the course of the last five school terms and eleven of those have already moved on. The school ensures that the pupils already in classes welcome their new friends and help them to settle quickly into their new environment. They do this well. The school also collaborates closely with the appropriate authorities and external agencies to ensure that these pupils' welfare interests are secure. There have been no recent exclusions.
16. Attendance is good, there is little unauthorised absence, and few parents withdraw their children to take annual holidays. This is an improvement since the last

inspection. Pupils arrive punctually for their lessons and settle quickly to their tasks. However registers are not always marked promptly at the commencement of the school day and school policy does not require parents and guardians to give reasons for absence promptly.

HOW WELL ARE PUPILS TAUGHT?

17. The quality of teaching and learning is good. There is some variation in the quality of teaching across the year groups, subjects or key stages. There were 25 lessons observed. Of those, the teaching in the foundation stage was predominantly good. Most of the very good teaching was observed for pupils aged nine, ten and eleven. The majority of satisfactory teaching was observed for pupils aged seven and eight. In 36 per cent of lessons, the quality of teaching was very good. In 36 per cent of lessons observed the teaching was good and in the remaining 28 per cent of lessons it was satisfactory. This is a good improvement since the last inspection where the quality of teaching was judged to be satisfactory. This improvement reflects the hard work of the teaching staff to improve the quality of their work. Weaknesses in teaching in the previous inspection were in the organisation and planning of lessons resulting in pupils working at a slower pace. Where teaching is satisfactory, there are some weaknesses in teachers' expectations of the work and behaviour of some pupils.
18. The teaching and learning of literacy and numeracy are good overall. Teachers use the national guidance effectively in planning and teaching and pupils learn and achieve well by the time they leave school. However, there are too few opportunities for pupils to develop their skills in writing stories. In most lessons, objectives are clearly set and pupils recap on their learning at the end of the lesson. The basic skills of reading, writing and mathematics are taught well. The teaching of literacy and numeracy supports learning successfully in other curriculum areas. For example, in science lessons the pupils have the opportunity to measure accurately and to record the results of their experiments and explain what the results show. Information and communication technology is developing well to support other areas of the curriculum. However, this has been hampered recently by work on renovation and extension to the building but still needs further improvement. For instance, the pupils word process their writing and research information on the Internet in support of their science lessons. However, there is little evidence of pupils using the computer to construct graphs, to aid their mathematics and science lessons.
19. The headteacher regularly monitors teachers' planning and informally monitors teaching and learning. Targets for improvement have been set for improvement. The identification of improvement in writing and information and communication technology is a particular focus for this year. Since the last inspection, the school has been able to employ an additional member of staff as the building was extended, which has successfully reduced large mixed-age class sizes to a more acceptable level. Additionally the school has employed extra support staff to raise attainment for the older pupils and give more support to teachers in the classroom. This has had a positive impact in raising the quality of teaching from satisfactory to good. The support and assistance the staff give to each other in planning lessons and teamwork is a major contributory factor to the good quality of teaching within the school.
20. The pupils with statements of their special educational needs and those on the special educational needs register are given good support from the experienced teaching and support staff. Teachers are effectively involved in the writing of the

individual education plans of the pupils with special educational needs. As the plans have detailed and manageable targets, the teachers give them effective help, assisted well by the education support staff. The level of liaison between the teachers and the support staff is a significant contributor to the achievement and good learning of the pupils with special educational needs. The teachers have good advice and support from the local authority services. The care and commitment of the staff that deal with these pupils is evident, and staff have developed some successful strategies for helping and guiding them. For example, a hearing impaired pupil is achieving as well as others in most areas of the curriculum. This is mainly due to the very good teaching and support this pupil receives from her support assistant. Most staff know the basics of sign language and have taught the pupils to sign their names and a prayer each day. Additionally, pupils are learning some everyday phrases and words. This not only reflects the school and staff commitment and dedication to fully include this pupil but it also reflects the aim of the school to put children first and to meet individual needs.

21. The teaching of the pupils in the foundation stage is good and similar to that reported in the previous inspection. Since then a new curriculum has been implemented for the foundation stage. The staff have planned well to extend and develop the knowledge and understanding of the pupils. Planning takes into account the Early Learning Goals and the initial stages of the National Curriculum. The needs of the pupils are carefully catered for and learning through structured play is a key feature of their work. The provision for outdoor activities and physical development has improved since the last inspection when insufficient opportunities were provided to develop pupils' physical skills such as climbing or balancing. Staff work hard to focus their teaching on the development of the pupils' speaking and listening skills and their personal and social development. Close and careful observations of the pupils enable accurate assessments to be made which help to guide the planning of activities. Relationships between the pupils themselves and the staff and pupils in the foundation stage are very good with the pupils becoming progressively independent in their work. The Year 1 pupils in the class who provide good role models for the reception pupils help them to become independent. They are helpful to new entrants and tell them what is expected of work and behaviour.
22. Teachers have good knowledge and understanding of the subjects they teach. They use the correct technical terms and appropriate subject based specific language to develop pupils' knowledge and understanding of each subject. This use of technical vocabulary was particularly evident in English, mathematics and science. For example, in a science lesson in Years 4, 5 and 6 the pupils were reminded of the terms 'habitats' and 'embryos' in their investigations. Pupils are building an understanding and knowledge of the correct technical vocabulary systematically introduced by the class teachers. The teachers provide clear explanations of words and terms that the pupils find difficult to understand.
23. Teachers' planning is very good and a major strength. Lessons are planned with the support assistants emphasising the specific objectives to be achieved. In literacy and numeracy lessons the teachers plan very closely to the structured national frameworks and this is a strength of their work. The teachers in the reception classes plan their work well to cover the nationally expected areas of learning for the pupils under six. At the beginning of lessons, teachers generally share the learning objectives with the pupils. Similarly at the end of the lesson the teachers refer back to the learning objectives to ensure that the learning has been secured. However, when teaching is satisfactory, the pace of work is slower when too much time is taken during initial discussions and the work is not always challenging enough. This

means that the pupils are not fully involved in the progress of their learning and have fewer opportunities to talk about their work.

24. Teachers' expectations of the pupils' behaviour and their work are satisfactory between the ages of seven to nine, and very good between the ages of nine to eleven. Teachers' questioning skills are skilful and the teachers all work hard to ensure that the pupils have many opportunities to talk and express their ideas. The teachers value the pupils' suggestions and this has a positive effect of raising the pupils' self-esteem. In all classes pupils are encouraged to work independently. In the Year R/1 English lesson, the Year 1 pupils worked independently whilst the class teacher monitored the work of the reception pupils. The pupils organised their resources and got on with their task with the minimum of fuss. The pupils work very well together. In Key Stage 1, the pace slows for some higher attaining pupils when on a few occasions they were not sufficiently challenged. This resulted in some immature behaviour as their concentration diminished. Expectations of work and behaviour are higher in Years 4, 5 and 6. For example, in Years 4, 5 and 6 during a group discussion known as 'circle time', pupils co-operated well to play 'fruit salad', requiring them to change places in a circle to specific criteria. Boys and girls spoke maturely about matters that concern them and supported their classmates with positive comments at the end of the session. The pupils felt their input was valued which raised their self-esteem and aided their personal development.
25. Teachers generally organise their lessons well. Teachers are beginning to use the format of the literacy and numeracy lessons effectively to support teaching in other curriculum areas. The quality of teaching is good when they link different subject areas together. For example, in the study of Ancient Greece, pupils in Key Stage 2 have linked their history with art, literature and design and technology as they made clay pots in the style of Ancient Greece, created their own plays and made mini-theatres and puppets for performance. The topic captured the imagination of the pupils and work was enthusiastic and energetic. As a result, pupils developed a good understanding of the historical, artistic and literary aspects of Ancient Greece. In Years 4, 5 and 6 an additional teacher gives support to Years 4 and 5 for literacy and numeracy lessons. This helps to ensure that the pupils have carefully focused work to ensure they know and understand the basic skills of reading, writing and mathematics. This encourages all groups in the class to learn well. Resources are of very good quality and are used well to support learning in the classrooms. The learning support staff are used very effectively in classes to support individual pupils and year groups. They make a valuable contribution to the learning opportunities of the pupils. The school recognises them as a very valuable resource.
26. Teachers for the oldest and youngest pupils have very good management skills. Most pupils are busy, interested and eager to learn. Pupils who sometimes find it difficult to behave well are sustained in a patient, consistent and supportive manner and generally improve. However, on a few occasions, pupils aged seven and eight talk or are inattentive during the teaching, which adversely affects their progress and that of others around them.
27. The quality of day-to-day assessment is good. The teachers monitor the pupils' work well in the class giving support and advice, as needed. They take care to match the support and guidance they give, to the needs of the pupils. Questioning is used effectively by staff to gain insights into pupils' understanding. The teachers assess pupils' progress well and use this information to inform their future work. These factors contribute to effectual support for all pupils. However, where teaching is satisfactory, this is not consistently achieved. For the most part, work is tailored to include all the levels of attainment in the classes. On a very few occasions, however,

it is evident that teachers do not always carefully match the pupils' work to their individual needs. When the same work is set for all pupils, some average and the more able pupils work at a slower rate than they should. The teachers mark the pupils' work in a supportive manner, but in many classes there is little indication for the pupils of what they have done well and how they can improve. A satisfactory range of homework is provided with pupils working on many tasks including reading, writing, mathematics, spellings and researching their topics. This is supported well by parents who make a good contribution to their children's learning.

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

28. The school provides a rich curriculum for the pupils. Every opportunity is taken to give relevance to the pupils' work and provision for those with special educational needs is good. The teaching of literacy and numeracy skills is good. The pastoral provision for the pupils is of a high quality in all its different dimensions, but especially equality of opportunity.
29. The curriculum is very carefully planned to cover all subjects of the National Curriculum, the areas of learning for children under five and religious education. The school is aware that some aspects of the information and communication technology curriculum is not yet fully in place. This is mainly due to the problems associated with the total refurbishment of the school over the last year and difficulties with the equipment. Issues concerning swimming opportunities and outdoor provision for the pupils in the foundation stage have been successfully addressed since the last inspection. The lack of a school hall remains a severe constraint upon the physical education curriculum but the school makes every effort to ensure that the pupils' experience is as balanced as possible with a programme of activities. The overall quality of the curriculum is, therefore, good.
30. Many other learning opportunities enrich and enhance the curriculum. Good provision is made for residential field trips, visits to places of educational interest and stimulus, for example to a local health centre, Leicester Museum to study the Egyptians and the Vintage Vehicle Museum in support of the Key Stage 1 pupils' work on transport and forces in science. The school welcomes a variety of visitors in order to stimulate and motivate the pupils. The range is wide from the Fire Service to theatre companies and a spinner/weaver. Over half the Key Stage 2 pupils study a musical instrument and a large number of concerts, productions and services are held annually, despite the absence of a school hall. The school has advanced plans in place to make links with a contrasting school in an industrial northern city. All these dimensions have a very positive impact on the pupils' experiences and learning. The pupils also have an opportunity to influence the life and development of their school. For example, the headteacher holds regular meetings of the school council and pupils form part of the consultation process, along with parents, during the writing of the school development plan. The child lies at the heart of this school and the level of access and opportunity to all aspects of the curriculum and in its life is outstanding.
31. The good support provided for pupils with special educational needs ensures that they take as full a part as possible and that they are helped to meet the targets of their individual education plans. The support given to a profoundly deaf pupil is of high quality; it is sensitively and ably supported by her classmates' learning, for example, the signing of songs and by an extra-curricular signing club, which many of the older pupils attend. Individual education plans are good with manageable targets.

They are effectively built into the curriculum planning by the teachers and monitored very successfully by both the teachers and the support staff. As a result, the provision for these pupils is good.

32. There is a strong commitment by the headteacher and staff to raise standards in the school. The national literacy and numeracy targets have been successfully and effectively implemented. Very effective modifications to the literacy curriculum have been made to meet the needs of mixed-age classes. This successful implementation is contributing to the good standards by the age of eleven in English and mathematics, for example the speed of mental calculations and the understanding of grammatical and technical structures of language. More work, however, remains to extend the curriculum opportunities for story writing. However, the teachers do seek opportunities to ensure that some of the skills, knowledge and understanding acquired by pupils in literacy and numeracy are developed across the whole curriculum, for instance the use of numerical data in geography and science, as in graphical representation of temperatures.
33. The foundation stage for pupils under six has been successfully implemented. The curriculum for these pupils takes very good account of the outcomes expected and is suitably linked to the National Curriculum. There has been an improvement in the children's physical development opportunities since the last inspection making structured play a stronger feature of the overall curriculum provided.
34. The provision made for personal, social and health education is very good and a strength of the school. The well-planned discussions during 'circle times' provide very good opportunities to discuss and deal with a range of social, personal and health issues. Suitable attention is given to sex education and the problems of drug misuse, for example at an annual 'puberty evening' for Years 4, 5 and 6 pupils and their parents given by the school nurse. This range of strategies results in well-adjusted and aware pupils. The range of extra-curricular activities referred to in the last report has been partially suspended mainly as a result of the upheavals during the recent rebuilding and refurbishment of the school. There is the signing club and a choir is soon to be re-established. The school also takes part in a number of area sporting activities, for example netball.
35. The overall provision for pupils' spiritual, moral, social and cultural development is very good and a continuing strength of the school. Many very good opportunities are provided, without fear of ridicule from their peers, to discuss a range of issues of concern, both personal and of the local and wider community.
36. The provision for the pupils' spiritual development is very good. Opportunities are provided in both religious education and 'circle time' to consider intimate questions and to gain insight into the values and beliefs of a number of major faiths. Opportunities are taken for the pupils to reflect. For example, on a residential visit the pupils were asked, very early in the morning, to sit quietly up in the hills and look at, and listen to, in total silence for fifteen minutes the world around them. However, during the whole-school assembly, little time was given to reflection or to the provision of a routine, such as the lighting of a candle, to add to the potential spirituality of the occasion, although appropriately chosen music was played. The wonder of new life was very well provided for in the hatching of ducklings in the junior classroom. It provided a wonderful opportunity for all pupils to observe and consider. In a science lesson, observation of the developing duck embryo was examined leading to many expressions of amazement. During literacy lessons, the teachers very effectively expose the pupils to the wonder of words and the pictures in

the imagination that can be painted with them, such as 'the river of moonlight' in 'The Highwayman'.

37. There is also very good provision for the moral development of pupils. The adults in the school provide very good role models and take every opportunity to raise the pupils' awareness of the difference between right and wrong. The school council continues to make a good contribution, both socially and morally, to the pupils' development. Commonly agreed ground rules for behaviour are drawn up which are always framed in positive terms, for example not 'do not run' but 'always walk in the corridor'. Standards for acceptable behaviour in the playground are known to, and accepted, by all, leading to an almost total absence of oppressive behaviour and the promotion of fairness, honesty and respect for the truth.
38. The provision for social development is very good. The annual residential visit provides a very good opportunity for social independence. The playground markings make good provision for social interaction amongst the different age groups. This is well supported by the linking of older and younger pupils for shared reading, use of the computers and during the paired procession at the Christingle service. The pupils' social awareness in a broader context is raised by the consideration of many environmental issues, and such aspects as racism. A visit to the school by someone with severe vision impairment provided the pupils with an appreciation of what life is like for a blind person. This results in pupils leaving the school at the age of eleven with well-developed social maturity.
39. Cultural provision has improved since the last inspection and is now good. Pupils attend concerts, visit a wide range of museums and, for example, produce a 'play in a day' as part of a science workshop in a neighbouring school. The school works well with the local community, providing a focus for the village in a number of its activities, such as the Mothers' Day service, and by welcoming representatives of the community such as police officers and postal workers to talk to pupils. The school is beginning to extend the provision for multicultural development. A visit was made to 'Art in Africa'. A parent gave an informative slide show on the life and culture of Sri Lanka and India. On another recent occasion a Jewish speaker visited the school. A visit to a Leicester school provided an exciting insight into the wonders of the Chinese New Year celebrations. Work in geography on contrasting locations provided a good opportunity for the pupils to compare their own and another culture. Literature is used well in literacy lessons to extend the pupils' cultural appreciation, as do visiting theatre companies.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

40. The school provides a satisfactory level of care for its pupils and there are very good procedures in place to ensure their behaviour and personal development. Procedures to ensure an absence of oppressive behaviour are embedded in all the school does and these are also very good.
41. A considerable strength of the school is that the teachers, classroom assistants and administrative staff show sensitivity in their relationship with families and children to ensure that individual need is met effectively. This aspect is one that is highly regarded by parents and guardians.
42. Procedures for promoting high standards of behaviour and to eliminate oppressive or insensitive behaviour are very good. The school's code of conduct is reinforced by the manner in which teachers treat the children, although a few incidents of

immature behaviour were not managed well. A strength of the school is found in the way in which 'circle time' sessions are planned and delivered, where pupils discuss moral and social issues. These sessions ensure that the children understand the concepts of tolerance and understanding and their effectiveness is to be seen in the well balanced and tolerant behaviour of the majority of pupils, especially the older ones who have benefited from this approach over several years. Pupils who find the classroom difficult for whatever reason, are well supported in both their emotional and learning difficulties.

43. Procedures for child protection have been improved since the last inspection and they are now satisfactory. Teaching and support staff know that they have to be vigilant and to report any concerns they have to one of the two members of staff who have undergone formal training.
44. The school's procedures for ensuring pupils' welfare are satisfactory. Several members of staff are trained to administer first aid, fire drills and safety audits are conducted regularly; limitations of space means that there is no dedicated treatment area to administer first aid. It is school policy that medication shall not be administered by staff to pupils.
45. Procedures for monitoring pupils' academic progress are very good. The staff know and understand each individual and how to motivate them. They use their knowledge very well to evaluate pupils' achievements and to plan appropriate work for them. The staff know that different teaching methods and techniques vary according to individual needs and employ them effectively to inspire and encourage pupils to learn. Inspection evidence and parents' comments confirm that the records teachers maintain ensures that each child is given every chance to develop their potential fully.
46. Procedures for monitoring and promoting good attendance are satisfactory. Admissions records and attendance data are maintained accurately and in accordance with legal requirements. When the occasional need arises to investigate attendance issues, the education welfare officer provides effective support. School policy currently does not require parents and guardians to advise the school promptly when absences occur, and this is unsatisfactory. The school plans to introduce an electronic registration and recording system at the commencement of the Autumn term.
47. The school assesses the achievement of the pupils carefully. Good records are maintained for each pupil, which give a clear indication of areas that need attention and when they do not achieve as anticipated. A standardised test is used in the reception year to evaluate progress and for the early identification of pupils with special educational needs. The results are also used effectively to guide the teachers in planning their work. There is a systematic framework for the annual programme with a monthly diary of events associated with all aspects of assessment, for example the timing of tests, determination of targets and meetings related to evaluation of progress of special educational needs pupils. Careful analysis is made of the results of the National Curriculum tests and assessments, which are used well to identify strengths and weaknesses for improvement. As a result, the staff have identified, for example, that pupils' skills need improvement in writing stories and at more length in other subjects. The records of pupils with special educational needs are conscientiously and effectively maintained.
48. Each pupil's assessment booklet contains a snapshot of their attainment in all subjects with pertinent comments related to achievement. Daily evaluations are

noted on planning sheets should the curriculum need modifying for all, or some of the pupils, in the short term. The system is very effective and also supports the monitoring of the pupils' personal development. Apposite comments are made in the assessment booklet; for example, a pupil was 'disinclined to get involved in the group activity this time'. These strategies, together with the good understanding the teachers have of each pupil, ensure that the monitoring of their personal development is very good. All pupils are well supported in the drive to raise their levels of achievement. However, the marking of pupils' work by the staff needs further development as staff do not always tell pupils how to improve their work.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

49. The school's links with parents are very good. Parents value highly the lengths the school goes to in keeping them informed about the activities in the school and the manner in which the school celebrates their children's efforts and achievements in weekly newsletters. The parents' high regard for the school is reflected in the exceptional range of fund-raising activities arranged by the parents' association.
50. Parents agree that the school provides a good level of education for their children and that morale has been raised considerably following the completion of an extensive building programme. They are able to extol the school's many strengths, for example, the quality of pastoral care the school provides.
51. The quality of information the school provides is very good, a weekly newsletter informs the parents fully about the school's activities and how it celebrates the efforts and successes of the children. The annual reports regarding the children's progress and achievements are carefully prepared to reflect each individual. The school brochure is an informative document. The annual governors' report provides the full range of information required. Parents are fully involved in the formulation of the school development plan.
52. Parents are appropriately involved in the reviews of the individual education plans of their children. There is a regular exchange of information with parents of those pupils with statements of special educational need. Home/school liaison is good. Parents make a good contribution to their children's learning at home as they support them well with homework. A small group of dedicated parents regularly work in school to provide good support to small groups of pupils with their learning.
53. The Parent/Teacher Association is a well-organised and highly motivated group who work hard to raise funds to support the development work of the school. Considerable expenditure has ensured that the playground environment has been greatly enhanced by colourful marking of numbers, patterns and shapes. The activities of the association are interlinked into the good range of social activities the school arranges and these ensure that the school makes an important contribution to the life of the local community.
54. Some parents want their children to have more homework given regularly to prepare their children for the rigour of secondary school assignments. While pupils receive homework, and some of it is very effective in continuing pupils' learning at home, it is largely up to pupils how much or how little they complete. The inspectors find that clearer expectations and a more consistent approach to homework would benefit the pupils. More homework for the oldest pupils would better prepare them for their next phase of learning. The majority of parents regret the diminished opportunities for their children to experience after-school clubs. The building work in the school has

recently curtailed these activities. However, they are presently at a satisfactory level with opportunities provided for sporting and music activities. The staff have plans to extend this range next term. The range of visits impresses them and they value the chance their children have to experience a residential trip with the local cluster of schools.

HOW WELL IS THE SCHOOL LED AND MANAGED?

55. There is very effective leadership and the school is managed well. The school places a high priority on raising standards in English, mathematics and science and developing the confidence and achievements of individual pupils. The headteacher provides strong and caring leadership and is committed to moving the school forward. Parents are pleased with the way these aims are reflected in pupils' achievements. The main strengths and weaknesses of the school have been identified and challenging targets have been set for improvement. The school is meeting its targets. This is evident in the good improvement that has taken place since the previous inspection. Pupils are encouraged to work hard to achieve good standards in English and mathematics by the time they leave school.
56. The staff work together very effectively with a common purpose and are good role models for the values and attitudes that the school promotes. The school is successfully meeting its aims of raising pupils' academic achievements and building pupils' self-esteem and confidence. The governors work effectively with the school on a day-to-day basis. Many are either parents or regular visitors and are in a good position to monitor curriculum developments. The staff, governors, pupils and parents are all fully involved in the formulation of the school development plan. The governors monitor this appropriately both informally and through their various committees. The school development plan is an effective tool, based on raising standards. A three-year cycle has been established and projections are set and carefully costed for the present year. This provides an appropriate basis upon which the governors can work to make informed decisions about the future. Best value for money is sought before committing to expenditure when new initiatives are prioritised for spending. Statutory requirements are met.
57. The school is successful in meeting the needs of its pupils. The school is very aware of issues of educational inclusion and provides excellent equality of access and opportunity for all pupils. Care is taken to include all pupils into all aspects of school life and to help pupils reach their full potential. The headteacher ensures that all pupils participate in all school activities. There is good management of special educational needs and English as an additional language. There is a named governor with responsibility for pupils' special needs who is well informed. The recommendations of the Code of Practice are closely followed. The headteacher effectively co-ordinates the provision for pupils with special educational needs. The class teacher of the oldest class very conscientiously supports him in updating pupils' individual targets. Individual records of the pupils with individual education plans are well managed by her and all necessary information is kept up-to-date and is accessible to all colleagues. This ensures that provision for these pupils is good. Members of the support staff are appropriately trained in these areas and work closely with the class teachers to ensure these pupils are fully integrated into the life of the school and they make good progress in their set targets.
58. The headteacher takes the leading role in day-to-day management and works closely with the staff. The headteacher regularly monitors planning and informally monitors the quality of teaching and the standards achieved by the pupils. The

school has sufficient teachers to teach the National Curriculum, the curriculum for the foundation stage and religious education. The teaching staff have a suitable range of qualifications and experience between them. They plan successfully together and informally share their expertise. They work very well together as a team supporting each other. They are deployed well to meet the needs of all pupils. Where staff do not have specific strengths in music and physical education for example, the school makes good use of specialist teachers to support the curriculum. The staff are knowledgeable about the strengths and weaknesses across the school. The school undertakes detailed analyses of its data on pupils' performance. The outcomes are used well to identify strengths and weaknesses within subject areas and the progress of pupils through the school.

59. There are appropriate induction procedures in place for new staff even though these procedures are not formally written. The new requirements for performance management have been implemented. Staff needs for in-service training are carefully prioritised according to the priorities of the school as well as their personal needs. The staff do not have subject responsibilities but corporately plan the curriculum, which has been recently revised in the light of the new requirements this year. The foundation stage has recently been implemented and the staff who work with pupils under six have a good knowledge of the nationally expected Early Learning Goals as well as the beginnings of the National Curriculum.
60. Teachers have the opportunity to attend courses for their personal professional development. Professional development has been ongoing and the teachers have been given specific personal targets to work towards within the new framework of performance management. The learning support staff have varying degrees of specialist expertise and training, but do give the pupils in their care good support. All staff are familiar with the National Literacy and Numeracy Strategies and liaise closely with the teachers to plan lessons. Since the previous inspection, teachers have improved their expertise particularly in English, mathematics and information and communication technology. The National Literacy and Numeracy Strategies have had a major impact on teaching techniques, contributing to pupils' learning. The non-teaching staff are valued effectively by the teaching staff. Their hard work makes an important contribution to the life of the school.
61. The accommodation has recently been effectively extended and it allows the curriculum to be taught effectively. However, the school works hard to implement the full curriculum when there is no hall and no grassed area big enough for sporting activities which limits the accommodation to a satisfactory level. This places considerable strain on curriculum time and the energy of staff because pupils have to walk to a playing field to play outdoor games. They travel by coach to a nearby school to use their hall for gymnastics and dance. When pupils present a concert or do drama lessons, furniture has to be moved out of a classroom first. The accommodation for pupils in the foundation stage is adequate. There is sufficient space for practical work and a small area for outdoor play. The quality of display and the décor and internal environment are good. A small hard play and grassed area offers a suitable area for play and the pond is well used as a science resource in the study of plants and mini-beasts. The school is kept to a high standard of cleanliness.
62. Learning resources in most subjects are very good, both in quantity and quality. The school has taken care to ensure a range of traditions and cultures are represented. The school has successfully improved resources since the previous inspection. Notably, resources for information and communication technology, the foundation stage and the quality and range of books have improved. The resources are supplemented well by library books and historical artefacts that are borrowed from

the local education authority loan service. Resources for all curriculum areas are stored appropriately in the school and are accessible to staff. They are used effectively in classrooms to extend and develop pupils' skills and knowledge.

63. Financial planning is approved by the finance committee and then is taken to the full governing body. The school is saving monies that are designated principally to pay for building repairs, the salaries of additional staff and to safeguard against the changes in the pupil numbers. The specific grants the school receives to support pupils with special educational needs are used effectively and for the designated purpose. All other monies designated for specific purposes such as staff training are spent appropriately.
64. The day-to-day administration of the school is very good. The school secretary has a good understanding of both the school and the local education authority systems. She makes a very good contribution to the smooth running of the school. All the points for improvement raised in the latest audit report have been resolved.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

65. The governors, headteacher and staff should:
- a) provide more opportunities for pupils to write stories and to write at length across the curriculum in order to raise standards in writing;
(Para refs: 1, 18, 32, 88, 94)
 - b) ensure that opportunities are provided for pupils to use information and communication technology in all subjects; and
(Para refs: 6, 18, 104, 112, 124, 134)
 - c) raise the quality of teaching and learning where it is satisfactory by:
 - i) ensuring that the assessment of pupils' work is used well in teachers' planning to challenge all pupils in their learning;
 - ii) having a higher expectation of pupils' behaviour and attitudes to work, so pupils make the progress they should; and
 - iii) consistently marking pupils' work so they know how to improve.
(Para refs: 9, 13, 16, 17, 23, 24, 26, 27, 48, 101, 108, 109)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	25
Number of discussions with staff, governors, other adults and pupils	15

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	36	36	28	0	0	0

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

Information about the school's pupils

Pupils on the school's roll	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	67
Number of full-time pupils known to be eligible for free school meals	11

FTE means full-time equivalent.

Special educational needs	YR – Y6
Number of pupils with statements of special educational needs	3
Number of pupils on the school's special educational needs register	15

English as an additional language	No of pupils
Number of pupils with English as an additional language	1

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	14
Pupils who left the school other than at the usual time of leaving	13

Attendance

Authorised absence

	%
School data	4.3
National comparative data	5.2

Unauthorised absence

	%
School data	0.1
National comparative data	0.5

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	67
Any other minority ethnic group	0

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

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

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

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	4
Number of pupils per qualified teacher	17
Average class size	22

Education support staff: YR – Y6

Total number of education support staff	4
Total aggregate hours worked per week	68

FTE means full-time equivalent

Financial information

Financial year	1999/2000
	£
Total income	166,930
Total expenditure	159,676
Expenditure per pupil	2,281
Balance brought forward from previous year	0
Balance carried forward to next year	7,254

Results of the survey of parents and carers

Questionnaire return rate: 58 per cent

Number of questionnaires sent out	67
Number of questionnaires returned	39

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	69	26	5	0	0
My child is making good progress in school.	54	33	7	3	3
Behaviour in the school is good.	34	58	8	0	0
My child gets the right amount of work to do at home.	46	26	23	5	0
The teaching is good.	77	15	0	0	8
I am kept well informed about how my child is getting on.	67	20	7	3	3
I would feel comfortable about approaching the school with questions or a problem.	72	26	2	0	0
The school expects my child to work hard and achieve his or her best.	69	31	0	0	0
The school works closely with parents.	51	33	10	0	5
The school is well led and managed.	51	33	8	0	8
The school is helping my child become mature and responsible.	69	26	5	0	0
The school provides an interesting range of activities outside lessons.	15	24	41	10	10

PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES

AREAS OF LEARNING FOR PUPILS IN THE FOUNDATION STAGE

66. This section of the report focuses on the pupils under six years of age who are in their reception year. The pupils enter into a mixed-age reception and Year 1 class in the school in the September in the year in which they will become five. There are only six pupils of this age and of these, one half have experienced a playgroup or nursery school. Pupils enter school with a very wide range of attainments, which vary, from one year to the next between average to below average. The majority of the present group in school entered with broadly average language, social and mathematical skills.
67. The policy and programme of work for these pupils has been reviewed in the light of the new requirements of the foundation stage for pupils aged under six and the recommended Early Learning Goals. The school's provision covers a range of suitable topics highly relevant to the pupils. Daily planning clearly defines the learning objectives of the lessons. Lessons are imaginatively planned and are appropriate for the pupils' ages. The staff work and plan effectively together and place emphasis on developing the pupils' speaking and listening skills, personal and social skills, first hand experiences and learning through play and investigation.
68. At the time of the last inspection pupils made satisfactory progress in all areas of learning. This is still the case except in their personal, social and emotional development. Pupils make good progress in this aspect, mainly because of the care and good quality teaching by the staff. The provision and resources for outdoor play have also improved. This has enabled the pupils to have an appropriate amount of well planned physical activity during the day.

Personal, social and emotional development

69. In personal, social and emotional development, by the end of the reception year, most pupils are on course to attain standards above average. Pupils achieve well and make good progress in this area because they receive supportive individual teaching.
70. Pupils are helped to settle quickly into the routines of school life. They soon make friendships and share their resources and toys very well as they learn to take turns and talk about what they are doing. Pupils show increasing levels of concentration and they remain on task well, especially when they are supported and encouraged in their activities by adult supervision. The teaching of personal and social development is good. The associated skills are planned well into all day-to-day activities. All the adults working in the class are consistent in their approach to pupils. For example, they reinforce the need for good manners, and caring for living things such as seedlings and tadpoles. Pupils are encouraged to become independent in their learning. Pupils manage well to get themselves ready for physical education. The pupils tidy their equipment sensibly at the end of each session. Most respond very well to the patient and caring support they receive and follow instructions and are eager to learn new skills. Of particular note is the pupils' response to the teaching and learning of a Year 1 pupil in the class with hearing difficulties. This pupil is fully integrated into all activities and is making excellent progress from having no speech

or sign language on entry to school. As a result the education of all the pupils is enriched.

71. The teaching of personal and social education is particularly good. Members of staff in both classes are patient and consistent with the pupils and this enables them to learn and develop their social awareness. Staff show a great deal of care and concern for the pupils, especially those who find it particularly difficult to join in class discussions. The majority learn well because they feel secure and happy. They are encouraged to play in sociable groups and to share with one another. Staff teach the pupils the difference between right and wrong and promote clear ideas of what is expected of them. The pupils in Year 1 provide good role models for the reception pupils and help them to understand what is expected.

Communication, language and literacy

72. In communication, language and literacy by the time the end of the reception year, most of the pupils are on course to attain the expected national standards. The pupils' achievement is satisfactory as they make the nationally expected progress. This is the result of the adult support generally and sound, supportive teaching particularly.
73. The pupils in the reception class enjoy talking about themselves and what they have done at home. At some point during the year, pupils take home a soft toy called 'Barnaby Bear'. Pupils take Barnaby on holiday or on visits with them and are encouraged to speak about Barnaby's adventures when they return to school. Some of the pupils are able to give clear accounts of what they have done whilst others need encouragement and support with reminders from the class teacher. The pupils enjoy listening to stories such as 'Kipper' and well-known rhymes. These activities develop pupils' capacity to memorise as well as their speaking skills. Their developing use of signing is helping the pupils with hearing difficulties and extending pupils' communication skills.
74. The pupils handle books well with the majority reading simple texts by the end of the reception year. Pupils listen to audiotapes of the stories and follow the pictures and text intently as they listen. There are a number of other books for the pupils to take home besides their reading books. Writing skills are at present being developed with the pupils learning to form their letters correctly. Most attempt to write their names and copy a sentence correctly. Some can write a simple phrase unaided. The majority are working on the correct and fluent formation of letters.
75. The teaching of language and literacy was good in the lesson observed. Effective questioning and good quality teaching extended the pupils' learning well. This encourages the pupils to think clearly about the questions and answers that they give. Overall the staff all work hard to develop the language and communication skills of all the pupils and no opportunities are lost to do so in discussing work and in play. For example, in the role-play areas the staff encourage the pupils to talk through situations and to listen and work with each other.

Mathematical development

76. In mathematical development most pupils are on course to attain standards that are nationally expected by the end of the reception year. The pupils achieve satisfactorily. They make nationally expected progress.
77. Pupils in the reception classes are learning to count and recognise numbers to 20. The pupils learn positional language of 'before' and 'after' as they work together and they enjoy a wide range of matching games such as bingo. Pupils sort and count five objects correctly and use them to solve simple problems of addition and subtraction.
78. The teaching and learning of mathematical understanding is satisfactory overall. All staff take every opportunity to develop the pupils' understanding of number through practical activities and play. This practical approach to teaching mathematics ensures that all the pupils are fully engaged in their learning and excited about the outcomes. A wide range of teaching techniques and resources supports learning in this area well. The pupils' learning is securely developed lesson after lesson. The wide range of practical activities is designed to consolidate and carefully extend the pupils' learning through challenging and interesting tasks.

Knowledge and understanding of the world

79. In knowledge and understanding, most pupils are on course to reach standards in line with those expected for this area of learning by the time they finish the reception year. Sound teaching ensures that the pupils make consistently satisfactory progress.
80. The teachers provide a wide range of activities that are planned to extend early concepts in science, design and technology, history, geography and information and communication technology. The pupils have studied spring flowers and are now busy growing a range of seeds. The pupils have compared their toys with those from the past. They know the difference between old and new toys and are beginning to recognise how technology, through the impact of television and computers for example, has changed toys and everyday household objects over time. Pupils use the computers independently and use the mouse with increasing control to access learning programs, draw and type words and phrases. The pupils have the opportunity to use a range of construction toys, which are used to create a variety of models. They experiment with a range of materials and cut, glue and stick making a wide range of interesting pictures.
81. The teaching of knowledge and understanding of the world was good in the lesson observed. Staff plan an extensive range of activities so that the pupils are fully engaged in their learning. For example, the pupils enjoy investigating new and old toys and planting and looking after seeds. This learning is extended by opportunities provided for them to act out roles in the garden centre. This investigation by the pupils reinforced the most important teaching points.

Physical development

82. In physical development most pupils are on course to attain the standards expected by the end of the reception year. The quality of teaching and learning is satisfactory overall. Pupils' achievement is satisfactory and they make sound progress in the development of physical skills.
83. The pupils use a range of equipment and materials to develop co-ordination skills in the fine and careful movement involved in drawing and painting. In physical education lessons the pupils are taught about the importance of exercise and they know how their heartbeat changes before and after running and skipping. Pupils listen and follow instructions well. They are developing their spatial awareness well as they find their own space to work in. They move around the playground sensibly and the majority can dribble a ball with a good degree of accuracy. Pupils are developing well their sense of direction and balance. They have confidence to show their skills to the rest of the class. There is good provision of equipment and play space for the reception pupils.
84. The teaching of physical development was good in the lesson observed. The staff provided a wide range of activities and very good individual support to help the pupils to fully develop and extend their skills. The pupils tried hard to improve as a result of good teaching. All the staff encourage the pupils to become successful by clear demonstrations of how this may be achieved. They are insistent that the pupils listen to the instructions and complete the task set. For example, in the lesson about developing pupils' catching skills, the teacher reminded the pupils how to throw and catch a ball, making sure that everyone practised and achieved well.

Creative development

85. In creative development most pupils are on course to attain the standard expected in this area of learning by the end of the reception year. The pupils make sound progress overall as the quality of teaching and learning is satisfactory. The pupils' achievement is satisfactory.
86. The pupils use paint expressively using a range of equipment and materials in their work. They use a range of pencils and felt pens as they draw, paint and write. The pupils use brushes well when they paint pictures. They talk enthusiastically about their finished work and help to tidy away well after they have finished. Their drawings and paintings of poppies were inspired by Monet and show good use of colour and careful painting using some of his techniques. In the imaginative role-play area, the pupils develop their skills of co-operation and communication effectively as they explore roles of shopkeeper and customer in the garden centre. The pupils play percussion instruments with gusto in music lessons as they explore the sounds instruments make. They enjoy singing some well-known songs such as 'Miss Polly had a Dolly' and are able to sign to 'When Goldilocks went to the House of the Bears' as they sing.
87. The lesson observed was very good. Staff provided satisfactory opportunities for the pupils to develop their creative ideas through painting, drawing and music. They stimulated the pupils' interests with lively teaching that generated a high level of excitement and interest. The pupils are encouraged to express their feelings and thoughts. The staff value the pupils' work by effectively displaying it for all the pupils to see.

ENGLISH

88. All pupils achieve well in English. As a result of the overall good quality of teaching pupils make good progress through both key stages. There is very effective planning by the teachers, which is well matched to meet the needs of all pupils. These factors help to ensure that, by the age of eleven, most pupils attain well in the technical aspects of English, such as grammar and punctuation. They spell and read accurately and write with imagination in a range of different styles to suit a variety of audiences. There are, however, too few opportunities for pupils, particularly higher attainers, to produce imaginative, sustained and extended writing. This is true for both key stages.
89. In 2000, the numbers of pupils, at both seven and eleven, were too small to make any comparison with national averages statistically valid. Bearing in mind this note of caution, the results do, however, show above average performance against all and similar schools by the age of eleven. By the age of seven, with an even smaller group of only six, reading is broadly in line with national averages against all and similar schools. Writing is, however, below the national average against both all and similar schools. Inspection findings are that achievement is good and that standards of attainment are broadly average at seven and above average by the age of eleven. At the time of the previous inspection, the pupils attained similar standards.
90. The school places considerable importance upon 'circle time', which gives opportunities for pupils to share thoughts, ideas and problems of personal and general concern. As well as being an important part of their personal and social development, it provides good opportunities for pupils to practise their speaking and listening skills. This provision by the teachers results in pupils, at both key stages, speaking confidently and coherently. The teachers ensure that the pupils' learning in this aspect of their language development is supported well by providing regular opportunities to discuss in other lessons, for example in geography, when considering damage to the environment. Consequently, nearly all pupils achieve well as speakers and, most importantly, as listeners, responding sensibly to the views of others. However, a minority of Year 2 pupils is not consistently attentive in literacy lessons and needs frequent reminders to pay attention. The teachers' good use of oral work aids the pupils' understanding of Standard English.
91. The teachers' approach to the teaching of reading is systematic and effective. Reading has been supported well by the successful implementation of the literacy hour strategy, which is well organised by the teachers. All pupils throughout the school use phonic cues well when reading an unfamiliar word. Younger pupils use their increasing knowledge of letter sounds and pictorial and contextual clues to help them with difficult words. The teachers support reading development well by the regular use of diagnostic assessments of the pupils. These help to identify progress and the problems of individuals. The teachers keep good records and they show that most pupils achieve well and make good progress. The pupils' learning of letter sounds was good when, in a very good lesson with Year 1 pupils, they learn to place items from a sack with the same letter sound into appropriate hoops. Such strategies help to motivate the pupils and as a result they achieve well and progress rapidly. Consequently, most pupils leave the school as competent readers, many reading with expression and able to express preferences for authors and to talk about characters in the stories. In a particularly good literacy lesson with the oldest pupils, very good teaching resulted in the very effective reading, by Year 6, of a poem with a particularly difficult pattern of rhyme, pattern and stress. Such high expectations

extend the learning of the pupils and assist them to appreciate a wider range of literature. Pupils with special educational needs, whilst frequently hesitant readers, are well supported and have appropriate strategies to deal with unfamiliar words.

92. Handwriting skills are frequently practised and standards in these books are generally good with well-formed letters that are correctly and neatly joined. Most pupils, however, do not transfer these skills into other work, as the teachers' expectations are not as high as for their work in handwriting books. The teachers have a systematic approach to the teaching and testing of spelling. It is a regular feature of homework. As a result, standards of spelling are good throughout the school with some inconsistency amongst younger pupils that is, however, phonetically acceptable. This systematic approach to spelling greatly assists the achievement of lower attaining pupils. Higher attaining older pupils are motivated to take an interest in the structure of words by, for example, grouping Greek-based examples of English words. This is an effective teaching strategy to extend pupils' attainment and learning.
93. Throughout the school the pupils use punctuation well with Year 1 pupils adept at using capital letters and full stops in their sentences. Good progress is made from this point and achievement is good by nearly all pupils in this aspect of written work. The understanding of the structure of language, for example Year 2 pupils correctly substitute pronouns for nouns in a passage of writing, and the use of speech marks, are well established by Year 4. The majority of Year 6 pupils correctly identify simile and complex metaphors, some using this structure successfully in writing their own concluding verse to the 'Lady of Shalot'. It is a feature of writing in the school that correct grammar is used.
94. Pupils across the ability range use descriptive language well. A low attaining Year 6 pupil, struggling with handwriting and to write more than a few sentences, suddenly startles and delights the reader by describing an animal as having 'the jaws of a brick'. The standards of writing in the poetic form are good, especially in Key Stage 2. The school encourages writing in this form and has, for example, been successful in competitions such as 'Poetic Voyages'. It is a reflection of the teacher's obvious love of poetry and her skill in inspiring the pupils. From the evidence of previous work, it is clear that Key Stage 2 pupils write well for a variety of purposes and audiences and overall achievement is good. For example, the diary of the Titanic was particularly well done, letters to the Prime Minister competently and correctly phrased and a debate about foxhunting well argued. Achievement in Key Stage 1 is just satisfactory with the opportunities to write freely restricted by over-emphasis on the technical aspects of language. Key Stage 2 pupils are given opportunities to write creatively. The short stories are well structured, often with effective openings, for example 'I had no choice. I had to cross the unstable bridge'. However, there was no evidence of opportunities to use the pupils' well-developed imaginations into sustained writing, with a chance to develop plot and characterisation. This is a weakness at both key stages. Most writing shows good use of vocabulary.
95. The overall quality of teaching and learning is good and never less than satisfactory. In 60 per cent of the lessons it is very good. The teaching of basic literacy skills is very good as a result of the effective way in which the requirements of the literacy hour have been introduced. The management of the pupils is particularly good in the oldest and youngest classes, to which the pupils respond with interest, enthusiasm and a strong desire to improve their performance and understanding. As a result, for example, the oldest pupils persevere with a particularly demanding poetic task related to one of Tennyson's works and Year 1 pupils are reluctant to stop at the end of the lesson recounting 'Jasper the Cat's Day'. All teachers' planning is of high

quality, which ensures tasks are matched to pupils' needs and thereby ensuring progress, for example, in a Years 2, 3 and 4 class lesson on pronouns. When learning support is available, all teachers use it well, ensuring their colleagues are well informed about the tasks and deploying them effectively to optimise learning opportunities for pupils. Every opportunity is taken by the teachers to extend the vocabulary of pupils, for example by considering the 'irony' of the outcome of the 'Lady of Shalot' and the 'gender' of pronouns. This has a positive impact on the pupils' achievement and learning. The very effective questioning skills of the teachers not only ensures participation of all pupils in introductory and discussion sessions, but also encourages them to consider the author's intent. For example from the deliberate 'error' made by the teacher in the Year 1 class, to 'Lancelot mused a little space' in the Years 4, 5 and 6 class. The clarity with which the teachers set the learning objectives assists the pupils to assess their own learning. Good consolidation of learning is evident in the plenary sessions that conclude English lessons.

96. As the teachers know their pupils well and intervene very effectively at an individual level in learning, day-to-day assessment is good. A range of other assessments, including standardised tests and spelling tests, is regularly undertaken and used well to analyse pupils' progress. Marking is undertaken regularly but the standard is inconsistent. The best includes targets for future learning. Teachers have a good working knowledge of the individual education plans of pupils with special educational needs, which they use well in their planning. This ensures tasks are matched to needs. The school adopts a corporate management of the subject. It has, for example, worked very hard to modify the literacy to meet the needs of cross key stage and multi-year classes. This strategy has had a significant and positive impact on their planning. The subject is supported well by a very good range of books.

MATHEMATICS

97. All pupils achieve well in mathematics. As a result of the overall good quality of teaching pupils make good progress through both key stages. Pupils' work in mental mathematics and number work are particularly strong at Key Stage 2. Standards were similar at the time of the previous inspection. Since then the National Numeracy Strategy has been implemented which has had a positive impact on pupils' standards in mental mathematics.
98. Taking into account the small numbers of pupils involved in the tests, the results of the 2000 National Curriculum tests for seven and eleven-year-olds were above the national average. Most pupils attained the expected levels throughout the school and pupils achieved well to attain above average standards at Level 2 by the age of seven and above average standards at the higher Level 5 by the age of eleven. In comparison with pupils in similar schools by the ages of seven and eleven, pupils attained average standards.
99. The trend in improvement over the last three years has been above the national trend at both key stages. All areas of mathematics are taught but there is a strong emphasis on number work and mental mathematics at the start of each lesson. This is challenging the pupils well at the end of Key Stage 2 to see the relationships between numbers in order to solve problems quickly. There are no significant gender differences in pupils' attainment. Variations between groups of pupils each year taking the tests vary according to the individual attainments of the pupils in the class.

100. By the age of seven, the majority of pupils use and apply mathematics in problem-solving situations and are developing an appropriate mathematical vocabulary. They are developing confidence in mental calculation skills. They add and subtract numbers up to 100, they count in twos, fives and tens and most are beginning to understand place value to 100. The majority of pupils have a secure understanding of the value of two-digit numbers and can add and subtract to twenty and beyond. Pupils' mental skills are developing appropriately as they identify the relationship of numbers in sequenced patterns. Pupils know the names and properties of common two and three-dimensional shapes, and work out simple problems on measurement. They display data using diagrams and block graphs. They are able to interpret block graphs to extract information.
101. By the age of eleven, pupils work confidently using a range of different strategies to solve problems. Pupils' mental skills are well developed. They are quick to see pattern in number and solve problems quickly by using such methods as doubling, halving and rounding up or down. They work with number to one thousand and beyond and multiply, divide, add and subtract numbers; employing a range of strategies to find solutions to problems, for example, by using grids and brackets to find solutions to problems. Pupils are encouraged to check their own work using alternative methods or sometimes by using a calculator. They solve problems of money, decimals, fractions and percentages. Line and block graphs are used successfully to record results. They are quick to see pattern in number and the relationship between decimals and fractions and they use mathematical vocabulary well.
102. Pupils who have special educational needs receive good support and make good progress towards their targets. The less able and the average attaining pupils make satisfactory progress in Key Stage 1 and overall good progress in Key Stage 2. The work for most of the average attaining and more able pupils in Key Stage 1 is not sufficiently challenging for them to work at the higher Level 3, of which they are capable. In Key Stage 2, most make good progress and work within their capabilities. There is no significant difference in attainment between the girls and the boys.
103. The quality of teaching and learning is good overall in Key Stage 2 and satisfactory in Key Stage 1. Two lessons were observed of which one was satisfactory and the other was very good. In the very good lesson the effective demonstration and modelling of mathematical thinking was helping the pupils to understand how to work out problems in different ways and find answers to them. The teacher demonstrated very good subject knowledge and held high expectations of work and behaviour that have a positive impact on the working environment and pupils' learning. Where teaching was satisfactory, the higher attaining pupils aged eight were working at a slower pace. There was a lack of challenge for them to achieve at a higher level. The staff are skilled at asking questions to extend pupils' learning, during the initial introduction and mental work, and lessons get off to a good start. They teach the basic skills well. The pupils with special educational needs are supported well in their learning and make good progress. All pupils take a full part in lessons. Teachers' assessment of pupils' work is used well to match the work to pupils' individual needs.
104. A scrutiny of past work shows that the pupils are systematically acquiring the skills and knowledge at an appropriate pace and depth. The mental mathematics work at the beginning of lessons provides an effective start to lessons and creates a positive learning atmosphere. Relationships are very good between staff and pupils and most pupils,, enjoy their lessons and want to learn and do their best. Behaviour is very good. Pupils are confident, eager to learn and respond very well in discussion. Pupils

apply their numeracy skills well in other subjects. There are good examples of pupils using mathematics in science, design and technology as they record their findings of experiments, and as they measure and estimate in design and technology. Some pupils in Year 6 have recorded the seasonal rainfall patterns in London and Calcutta using Excel, a data-handling program. However, there is very limited use made of design and technology to support and improve pupils' learning in data handling. More frequent use needs to be made of information and communication technology across the curriculum.

105. The subject is satisfactorily managed collectively by the staff. The staff work together effectively as a team to implement the curriculum. Teaching and learning are benefiting from the introduction of the National Numeracy Strategy, which is a major school initiative for this year. Homework is used well to extend pupils' learning. There are good procedures for assessing and monitoring pupils' attainment and progress. Plans are monitored by the headteacher who informally successfully monitors the teaching and learning. Test results are analysed and challenging targets are set for improvement. There are very good resources to support pupils' learning. The subject is supported well by an additional teacher, taking booster classes for the older pupils and the use of materials from a commercial scheme.

SCIENCE

106. Pupils' achievement is satisfactory and standards in science are average throughout the school. Standards were similar at the time of the previous inspection, when they were also average. Pupils' work in experimental and investigative work is a strength throughout the school.
107. On the basis of teacher assessment in 2000, all seven-year-olds reached the expected level in all aspects of science. However, no pupil reached the higher Level 3 and this result was well below the national averages. Excluding the pupils with special educational needs, eleven-year-olds also achieved the expected Level 4 in the National Curriculum tests in 2000. Attainment at the higher level was average. Caution must be exercised in reviewing these results, which were based on ten or fewer pupils taking the tests.
108. Since 1996, the school's results have improved at a slightly better rate than the national trend. This improvement reflects developments in teaching and the curriculum, especially in increasing the emphasis on investigative work in all aspects of the school. However, in view of pupils' attainment on entry to the school, a few higher attaining pupils could do better and attain at a higher level.
109. By the age of seven, pupils follow a sound programme of work based on national guidance. Pupils are investigating new life and growth in the environment around them. They enjoy observing the change in the tadpoles as they turn into frogs. They have devised their own experiments to find out if seeds need heat, light and water to grow. Pupils enjoy investigating for themselves and use first-hand experience. Pupils record their findings efficiently and neatly. Most pupils achieve well but there is sometimes a lack of challenge for a small minority of higher attaining pupils to advance at their best rate.
110. By the age of eleven, pupils have a secure understanding of a range of scientific concepts, and of the basic principles of scientific investigation. For example, their recorded work shows that they can devise their own experiments to investigate the changes in materials as they are heated or cooled. They understand how to extend

their knowledge by choosing and using different sources of information. They can, for instance, find out independently using books and the computer, how living things are adapted to their environments. Pupils' experience and understanding of the processes of practical experimentation and information research is improving as a result of more consistent emphasis and practice since the previous inspection. Pupils' understanding of science is good and most give clear and reasonable explanations of how and why creatures such as fish, hamsters, snails and woodlice are suited to their environments. Pupils' progress and achievement are satisfactory overall, as a result of consistent, structured and balanced planning and consolidation across the different aspects of science.

111. Teachers use assessment well in lessons to identify and then target the specific learning needs of pupils of different abilities. They constantly review pupils' progress to modify their learning targets in relation to pupils' attainment. This is more focused for the older pupils. Assessment is not as well used to plan work for pupils aged seven and eight, where sometimes the pace and challenge of work could be accelerated for the small minority of higher attaining pupils. Pupils enjoy their work and have very good attitudes to science. They work eagerly and responsibly together when investigating and learn well from each other's observations. There are very good relationships between pupils, staff and other adult helpers that enhance the quality of learning. One pupil with special educational needs remarked on how she enjoyed her science lessons because they were interesting and practical.
112. Pupils' skills in literacy and numeracy are developed appropriately by work in science. Pupils practise their skills as they reason, evaluate and present data and results and write up their experiments and investigations. Links with information and communication technology and other subjects support learning well. However, information and communication technology is insufficiently used, as yet, to help pupils handle and represent results graphically. Pupils regularly practise skills in measuring, estimating and calculating. Most pupils are efficient in taking notes but are less inclined to write at length about their work. Particularly strong emphasis is placed on developing pupils' first hand experiences. Observing new growth and life makes a very good contribution to pupils' spiritual development. The school pond and surrounding environment provide rich sources for investigating mini-beasts and their habitats. The youngest pupils are keen to see their cress and bean seeds grow, observing them closely during the day. One pupil observing the first bean shoot enthusiastically shows everyone in the class. As part of their study of life and the world around them, pupils in Years 4, 5 and 6 with the aid of a light torch observe and keep an egg diary of duck embryos in various stages of development. The pupils impatiently observe ducklings hatch and watch their progress in adapting themselves to their new environment.
113. The quality of teaching and learning was very good, good and satisfactory in the three lessons observed. In the best teaching, there is a strong emphasis on investigation, which is reinforced by effective questioning which requires pupils to find explanations and solutions to problems and explain their thinking. Because teachers and pupils enjoy science, there is lively teaching and learning. Where the teaching and learning was satisfactory, the pace of learning was slower as some pupils lost concentration.
114. Overall the subject is managed satisfactorily by the staff. The staff use the national guidance as a good support for teachers for planning pupils' work. This provides a good focus for the development of investigative work throughout the school. Much of this work now makes successful use of the local environment. Pupils' work is planned under topic headings, which has strengthened links with other subjects. The

procedures to monitor the quality of teaching and learning are appropriate. The staff use assessment well to identify the strengths and weaknesses in learning for most pupils. However, the few higher attaining pupils aged seven are capable of achieving a higher standard. Parents make a significant contribution to pupils learning as they work with their children at home and help with small groups of pupils in school.

ART AND DESIGN

115. All pupils achieve satisfactorily to attain the standards that are normally expected for pupils aged seven and eleven. Standards were similar at the time of the previous inspection for pupils aged eleven but were above average for pupils aged seven. However, there is less time spent on the art curriculum than previously. Because of the introduction of the National Literacy and Numeracy Strategies, the curriculum time for other subjects has been reduced. Only two lessons were observed. Judgements are based on discussions with pupils and staff, scrutiny of teachers' planning and pupils' previous work.
116. By the age of seven, pupils are developing skills that are appropriate for their age. The youngest pupils investigate a variety of materials to paint and draw pictures. The older pupils develop appropriate observational skills as they work in paint, chalk and charcoal to draw and colour flowers and animals. Pupils work in three dimensions building on their previous skills of working with reclaimed materials and clay. The pupils acquire appropriate knowledge and understanding of the techniques used in art as they study the work of some well-known artists such as Monet.
117. By the age of eleven, pupils build satisfactorily on their previous knowledge and are introduced to new skills and knowledge through purposefully structured activities. They acquire skills of working with materials and tools, and are encouraged to express their ideas and feelings. They work well together, learning from one another and making improvements as they work. Pupils learn about different styles and techniques of famous artists such as Paul Klee, Andy Warhol, Picasso and develop their own style of drawing and painting. They use a suitable range of materials to draw, paint, model, print or work in pastels. They mix colours well to produce a range of blends. Their understanding of a range of artists' work makes a positive contribution to their cultural development. Art and design is used to support other areas of the curriculum such as mathematics and information and communication technology. For example, some pupils use the computer to design and make cards and drawings. The older pupils study Paisley patterns and work with paint and textiles, embroidering leaf shapes and printing patterns in shades of red, yellow and brown. They attain average standards but achieve well because their work is careful and detailed. This makes a good contribution to their information and communication technology and mathematical skills.
118. The quality of teaching and learning from the two lessons observed was very good for pupils aged six and good for pupils aged seven and eight. The teachers plan and prepare their lessons and resources well. Pupils learn skills of working with materials and tools systematically and are encouraged to express their ideas and feelings and build on their previous learning. Pupils with special educational needs get good support and make similar progress to other pupils in lessons. Teachers demonstrate clearly the objectives and techniques of their lessons and invite pupils to evaluate their progress. As a result, the pupils make improvements in their initial designs or the resources they use. Pupils enjoy the practical aspects of using and choosing a range of paints and materials to illustrate their work. In the very good teaching, the pupils in Year 1 made rapid progress in understanding the impressionist techniques

used by Claude Monet. The skilled knowledge of the teacher focused the pupils' attention on how an impression is created. As a result the pupils used Monet's original print of poppies to create their own pictures in pastels and crayons, which were all very different but all equally very good quality. In all classes it was evident that pupils take great pride in their work. Throughout the school art is successfully linked to the planned topics. This term, pupils' work encompasses observational and creative work to do with the environment. This helps pupils to apply their knowledge and skills in other subjects.

119. Since the previous inspection the school has continued to provide a breadth of experience. The staff work satisfactorily together to manage the subject appropriately. The school has adopted the national guidance as a scheme of work. This ensures the overall coverage of the curriculum. The use of art portfolios as a useful aid to guide and assess the progression of pupils' skills in the topics for study as they become older is planned for the future. Visits to art galleries, for instance to view the work of Frank Bramley, enriches the curriculum by providing valuable first hand experiences of artists' work. The quality and quantity of resources are very good and easily accessible.

DESIGN AND TECHNOLOGY

120. Standards are average by the ages of seven and eleven. They were similar at the time of the previous inspection. However, the quality of the curriculum and the provision of resources have improved. All pupils, including those with special educational needs and English as an additional language, achieve satisfactorily. Only one lesson was observed. Judgements were based on discussions with pupils and staff, scrutiny of teachers' planning and pupils' previous work.
121. By the age of seven, pupils use a variety of construction sets, malleable materials and paper and boxes to make a range of models and artefacts. Pupils in Year 1 worked satisfactorily to design a dress for Cinderella. Pupils in Year 2 further their knowledge and understanding of the properties of materials as they used a variety of papers to make a suitable card with a pop-up mechanism. Between the ages of seven and eleven, the pupils develop and extend their earlier skills. For example, pupils in Year 4 designed and made a fruit salad, considering healthy eating. In Years 5 and 6, as part of their work on Ancient Greece, pupils appropriately designed and made their own puppet theatres. They created a satisfactory range of stories and puppets from traditional tales such as the 'Three Little Pigs' to entertain the younger pupils.
122. Pupils make satisfactory progress in both key stages. Pupils, between the ages of seven and eleven, extend their knowledge and understanding of tools and materials, working with wood and textiles. They cut, join and assemble their mini-theatres with increasing control. Pupils are encouraged to choose their materials to suit the purpose of the artefacts and evaluate their work. They learn and apply their knowledge appropriately. However they know less about control and mechanisms because there are insufficient opportunities planned into the curriculum. The development of specialist vocabulary and numeracy is encouraged when the pupils measure, make and annotate their designs. The pupils with special educational needs, and the pupils with English as an additional language make similar progress throughout the school when they are well supported in their design and technology learning by the class teachers and the support staff. The pupils throughout the school say they enjoy their lessons and they are keen to discuss what they are doing.

123. In the lesson observed, pupils aged seven, eight and nine were designing a playground. The quality of teaching and learning was good. Pupils worked very well together discussing their ideas and improvements. Pupils in Years 3 and 4 are quick to develop and improve their designs as they work. It was noticeable how pupils had considered others and planned for safe activities. Pupils in Year 2 took Polaroid photographs of their playground, which helped them to identify areas as a focus for design. The quality of the teachers' planning is good, assisted by the national guidance.
124. There is satisfactory management of the subject by the staff. There are regular assessments by the staff made of pupils' progress at the end of each topic. The pupils' work is monitored and evaluated appropriately. The use of the national guidance has a positive impact on pupils' progress and standards. Resources are very good and are easily available. However, limited use is made of information and communication technology in the design process.

GEOGRAPHY AND HISTORY

125. No history was timetabled during the period of the inspection and it was possible to observe only one geography lesson at each key stage. Evidence from conversations with pupils, their previous work and displays around the school indicate they have a developing sense of the passage of time, the environment and the world in which they live. As most of the pupils show considerable interest in their work, they achieve well. The pupils' interest is aroused by the stimulating variety of strategies used by the teachers to motivate them, for example field study visits and drama.
126. Standards in both subjects, at the end of both key stages, are in line with expectations for pupils aged seven and eleven. This represents a broadly similar picture to the last inspection. Fewer opportunities, mainly due to curriculum time restraints, were found for extended writing in Key Stage 2 history. As a result, achievement is in line with expectations, rather than above, which was the case when the school was last inspected. The effective support given to pupils with special educational needs ensures they achieve well and make good progress.
127. Pupils in the Years 2, 3 and 4 class have a clear idea of the notion of the recycling of materials and the problems associated with the use of landfill sites. They achieve well in moving to this understanding from their previous work related to the potential spoiling of the playground by litter when the number of available bins is unwittingly reduced. Some higher attaining pupils make good progress in their understanding when using computers to access data about the amount of material that is recycled. There is good achievement by all pupils in the oldest class, when they build on their previous understanding of the effect of human activity on the environment, as they effectively discuss the issue, using correctly such terms as 'global warming', 'ozone layer' and 'pollution'. Key Stage 2 pupils are also achieving well in their developing understanding of the characteristics that there may be between two different locations. They use information and communication technology well to draw graphs to show temperature differences, for example between this country and India. Interpretative skills and the understanding of maps are satisfactorily developed. Pupils in Year 1 achieve well in developing an appreciation of trade between countries, for example when examining the source of pineapples.
128. Evidence from the pupils' previous historical work shows that they make good progress through the school in their appreciation of chronology. Key Stage 1 pupils show satisfactory standards of attainment in their understanding of major historical

events, for example the Great Fire of London and Pepys' observations of it. Pupils in Year 6 use this knowledge effectively when talking about the consequences of such an event. In a local study of Roman Lincoln, Year 2 pupils combine well their developing historical and geographical skills to suggest where they might build a garrison. The achievement of Year 3 pupils is good when given the opportunity to write freely about their feelings, for example on knowing the 'Romans are Coming' and on a visit to a Roman bath. In discussion, Year 6 pupils show an awareness of major historical events, such as the arrival of the Normans and the First World War, and effectively describe the characteristics of such periods as the Ancient Greeks and the Victorians.

129. The overall quality of the teaching of geography is good. The teachers' planning is very good and this results in a very systematic approach to the pupils' learning. The objectives are very clearly set and conveyed to the pupils. This helps all pupils to achieve well. The pupils are clearly motivated by the teachers' approach, in the Years 4, 5 and 6 class, to examining the impact on human activity on the environment. Their co-operation and collaboration in preparing a dramatic interpretation of an environmental issue makes a significant positive impact on learning, as does the very good classroom management skills of the teacher. The teachers have good subject knowledge and this helps to ensure question and answer sessions introduce topics well and consolidate learning very effectively. The pupils' general level of response is good, with most working hard to improve their learning. However, some Year 2 pupils lose motivation and concentration when introductions are overlong. As a result, their learning is not as good as it otherwise might be and progress suffers. All teachers use the skills of, and deploy, support staff very well, which helps to provide good learning opportunities for all pupils.
130. The staff effectively manage the subjects co-operatively. As a result, all teachers are effectively involved in changes and developments. There is an effective system of monitoring and assessing pupils' progress and modifying the curriculum in the light of experience. The level and quality of available resources have a positive impact on pupils' learning.

INFORMATION AND COMMUNICATION TECHNOLOGY

131. By the ages of seven and eleven the pupils attain average standards. Standards in information and communication technology (ICT) are not as good now as they were at the last inspection, when they were above average. This is largely due to the major rebuilding programme during the last year and the time taken to install new resources for the increased demands of the curriculum. This has had a major impact of inhibiting pupils' learning. The new resources are providing the pupils with more opportunities to learn about the computer and to practise their skills as they study other areas of the curriculum. The teachers have also become more confident in using the computers and with the further planned opportunities to develop their own expertise they will become more secure in their use.
132. By the age of seven the pupils achieve well and attain average standards. They make satisfactory progress in developing their skills and their understanding. This is mainly the result of sound teaching. Teachers have worked effectively to ensure that the pupils are independent in their use of the computers. Year 1 pupils use their word processing skills to write stories. Pupils use a paint program to select colours, brushes and confidently draw pictures and greeting cards. A mechanical robot is used well to support mathematical and geographical concepts of direction. Pupils program this floor robot to follow a route around a designed map. Pupils are

independent and confident in their work and enjoy demonstrating their skills. They comfortably use a camera, listening centre and understand the applications of ICT in their everyday lives. For example, the Year 2 pupils particularly enjoyed using a camera to take pictures of their playground so they could suggest improvements in a design and technology lesson. While their skills in art and writing are developing well, their skills in data-handling are less well developed.

133. By the age of eleven, all the pupils achieve well and attain average standards as the result of the opportunities provided to practise and use their skills. For example, in Years 3 and 4 they have used an art program to good effect as they represent the explosion of colours, celebrated at the Indian festival of Holi. In Year 3, pupils access a Word document and type in their logos for drinks selecting their font style, size and colour. The camera is widely used throughout the school to capture many significant moments. Older pupils captured the images of the hatching and first days of the baby ducklings. Discussions with Year 6 pupils show that they access the Internet and use a number of search engines to find out about specific subjects. They each have a file and are able to save their work such as writing, for later use. The pupils use the word processor to copy out pieces of text and poems and to draft and redraft their work. Some have used Excel, a data-handling program, to contrast the seasonal rainfall patterns between Calcutta and London.
134. The teaching and learning from the one lesson observed in Key Stage 2 was satisfactory. The lesson was well prepared and during the initial introduction the pupils responded well. However, the pace was slow, which left insufficient time for pupils to demonstrate their learning. The teachers have worked hard since the previous inspection to improve their teaching of this subject. Overall staff use the scheme of work to plan their lessons carefully. Time is used well to develop aspects of the curriculum and the teachers ensure that they have as much adult support as they can with these lessons so that all the pupils have their work carefully monitored.
135. Because there was a major upheaval due to the building extension during the last year, the pupils were unable to use the computers effectively, which hampered their progress in certain aspects of the subject such as control technology, data-handling and the use of ICT across the curriculum. However, these aspects have been identified as priority areas for improvement this year. Pupils are at many different starting points in their application of skills and knowledge in ICT. All pupils, including those with special educational needs, are provided with appropriate support and guidance to attain the expected standards. The higher attaining pupils aged eleven, are on course to attain above average standards by the end of the year. The displays of pupils' work throughout the school demonstrate pupils using cameras, constructing graphs, stories and poems. Pupils have responded well because they enjoy using the computers, cameras, listening centres and learning new skills. Once they have mastered new skills they are keen to practise and refine their work and need little encouragement for new learning.
136. The staff work together to manage the subject well to develop pupils' skills. The national guidance is used well to guide their planning which is regularly monitored by the headteacher. This ensures appropriate coverage of the curriculum and identifies where additional resources are needed. The school has wisely spent its national grant money on hardware and has also a good range of software to support the subject across the curriculum. There are good quality resources. The teachers are about to take up their national computer training and are looking forward to further improving their expertise. Teachers make their own assessments of pupils' work and realise that a more coherent system of assessment will be essential in the future as the pupils develop their expertise at very different rates.

MUSIC

137. As was the case during the last inspection, there were limited opportunities to observe the range of musical activities that are offered to the pupils. There is insufficient evidence, therefore, to make a secure judgement of standards in the subject, or of the progress made by pupils with special educational needs.
138. However, in the one short observed lesson, involving infant pupils, it indicates that pupils know the names of a range of percussion instruments and accurately play a scale up and down. The personal confidence and development of one pupil is effectively enhanced when 'conducting' the orchestra. Singing in assembly was well controlled, with most pupils keeping an appropriate tempo and pitch. Whilst the recorded music played in assembly added much to the atmosphere of the occasion, the opportunity to extend the pupils' musical knowledge and understanding was lost as no mention of the piece or composer was made.
139. A part-time specialist music teacher took the one observed lesson. The learning of the pupils was enhanced in this very good lesson by the clear display of the aims to which reference was effectively made. The teacher had high expectations, not only of behaviour but also for pupils' achievement, for example by extending their musical language using such terms as 'pitch', 'compose' and 'timbre'. The pupils respond enthusiastically to the well-planned lesson showing considerable enjoyment. The pupils' learning is reinforced very well by the teacher during the closing session. All pupils were included in all aspects of the lesson, with the support to a profoundly deaf child being particularly sensitive and effective.
140. The musical experiences of the pupils are broadened by the regular opportunities to take part in a range of concerts, productions and services, such as harvest festival and Christingle. Provision is made for nearly half of the Key Stage 2 pupils to receive tuition on a range of instruments, including guitar, percussion, string, brass and woodwind. Such an important provision has expanded considerably since the last inspection to the considerable benefit of music generally in the school. The subject is managed appropriately by the staff to ensure a suitable range of learning opportunities are available to support the curriculum. For example, pupils between the ages of seven and eleven attended a formal orchestral concert given by the London Symphonia. The school also plans to introduce a choir, now a music specialist is available. Good assessment procedures ensure the curriculum is amended as appropriate.

PHYSICAL EDUCATION

141. Despite the lack of on-site facilities, for example a hall, the school successfully seeks to provide pupils with a broad range of physical education opportunities. Since the last inspection there has been an improvement in the pupils' experiences, as the school has managed to make provision for swimming in one term a year. However, during the course of the inspection, it was possible to observe only one Key Stage 1 lesson and none in Key Stage 2 so there is insufficient evidence to make an overall evaluation of standards. The teaching of cricket skills, undertaken by Lincolnshire County cricket staff, was also observed.
142. Year 1 pupils show an ability to hop, some on either leg, follow instructions, carry out activities within their own space and move about without bumping into one another.

Many notice the increase in their heart rate during the warm-up session. There is good achievement in independence as most show self-sufficiency in getting changed before and after the lesson. Some of the oldest Key Stage 2 pupils show good eye/hand co-ordination when using a cricket bat. Achievement is good in catching and throwing a small ball. Standards in swimming are good. The school reports that last year all eleven-year-old pupils could swim safely, competently and unaided for at least 25 metres.

143. The teaching and learning was good in the one lesson observed. As a result of the teacher's good class management skills and her effective use of demonstration, the pupils learn to catch, bounce and pass a ball well. The pupils gain in confidence and skills, sharing obvious enjoyment and enthusiasm for the activities. Overall, the pupils, including those with special educational needs, make good progress. Pupils listen to instructions and behave well.
144. Teachers' planning indicates that as broad a curriculum as possible is provided. The subject is collectively well managed. In addition to travelling to swimming, the school has obtained the use of another school's hall for gymnastic and dance activities. Provision is also made at a local playing field for football, hockey, athletics and cricket. The school's netball team was recently successful in a county schools' competition. The school has worked hard to make a suitable physical education curriculum possible.

RELIGIOUS EDUCATION

145. No religious education lessons were timetabled during the course of the inspection. However, pupils' previous work was examined and conversations held with a number of the older children. On the basis of this evidence, the pupils' attainment is in line with the expectations of the local agreed syllabus at the ages of seven and eleven. This reflects the findings of the previous report.
146. Year 2 pupils show a satisfactory understanding of the importance of celebrations, for example birthdays and weddings. They link this effectively to important celebrations within the Christian calendar, for example Ash Wednesday and Easter. This work is successfully built upon at the end of Key Stage 2 when celebrations within other religions are considered, for example the Hindu spring festival of Holi, as well as further more detailed work on the events surrounding Easter. The symbols that are important to the world's major religions are known to most of the Key Stage 1 pupils. This knowledge and understanding is well developed into Key Stage 2, where Year 6 pupils could identify some of the main aspects of non-Christian religions. For example they describe clearly the requirement of Islam to pray five times a day and the importance of food within the Hindu faith.
147. In discussion with pupils, they show enthusiasm for the work they do in religious education. They have an emerging appreciation of the need to be aware of all beliefs. The breadth and relevance of the religious education curriculum are well supported by the school's use of the local church and visits to Lincoln Cathedral. As part of the school's programme to extend the pupils' appreciation of the faith background of other people, a visit was made to the school by a Jewish speaker and links are being established with a multi-faith school in Leeds. This is an important development.
148. The new county agreed syllabus is being successfully incorporated into the school's planning procedures under the guidance of a member of staff and the subject is being well managed. The school has a good range of resources to support religious education teaching, including a range of artefacts from the world's major religions. These help the pupils' learning significantly.