

## INSPECTION REPORT

### **DUNHOLME ST CHAD'S CE (VC) PRIMARY SCHOOL**

Dunholme

LEA area: Lincolnshire

Unique reference number: 120569

Headteacher: Miss J Frost

Reporting inspector: J Rutherford  
20408

Dates of inspection: 8<sup>th</sup> – 10<sup>th</sup> July 2002

Inspection number: 195146

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

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## INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and Junior
School category:	Church of England (Voluntary Controlled)
Age range of pupils:	4 to 11 years
Gender of pupils:	Mixed
School address:	Ryland Road Dunholme Lincoln Lincolnshire
Postcode:	LN2 3NE
Telephone number:	01673 860597
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Appropriate authority:	The Governing Body
Name of Chair of Governors:	Mrs A Moore
Date of previous inspection:	20 <sup>th</sup> – 22 <sup>nd</sup> May 1997

## INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
20408	John Rutherford	Registered inspector	Mathematics Information and communication technology Physical education	The school's results and pupils' achievements. How well pupils are taught? How well the school is led and managed?
11575	Catherine Fish	Lay inspector		Pupils' attitudes, values and personal development. How well the school cares for pupils? How well the school works in partnership with parents?
17757	Judith Willis	Team inspector	Foundation Stage Science Art and design Design and technology Music Equal opportunities	
28320	Robert Willey	Team inspector	English Geography History Religious education Provision for special educational needs	How good the curricular and other opportunities for pupils are?

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

Dunholme St Chad's is a Church of England (Voluntary Controlled) Primary School for pupils aged four to 11 years. It is situated in a village to the north-east of Lincoln, which is rapidly expanding. This year, 46 new pupils have been admitted in mid-year to give a total of 161 on roll. All the pupils, apart from those in Year 3, are currently taught in classes containing more than one age group for many of their lessons. There is a fairly broad socio-economic mix within the village, which is not fully reflected in the low free school meals figure of six per cent. When pupils start in the reception class, their attainment is in line with the national average. Fifteen pupils are identified as having a special educational need including three who have significant needs arising from emotional and behavioural difficulties, autism and sensory impairment. This is below the national average for primary schools. A very small proportion of pupils are from minority ethnic backgrounds. No pupils speak English as an additional language.

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

Dunholme St Chad's is a good school that has improved rapidly in the last two years. The very good leadership of the headteacher and governors, along with the determination of the staff to succeed, will help the school to go on improving in the future. The school has particular strengths in helping pupils to become effective learners who have very good attitudes, values and behaviour. The school provides good value for money.

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

- Pupils achieve well and attain above average standards in English, science, information and communication technology, physical education and music because the quality of teaching throughout the school is good.
- The quality and range of learning experiences provided for the pupils are good.
- The leadership and management of the headteacher and governors are very good. This is making a very strong contribution to the improvement of the school.
- Personal and social education and the procedures for promoting acceptable behaviour are very good. As a result, pupils' behaviour and attitudes to work are very good. Their ability to work well together helps them to achieve well.
- The provision for pupils with special educational needs is very good.
- The partnership with parents and the wider community is very good.

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

- More challenge could be provided for higher attaining pupils in mathematics in order to raise standards overall from average to above average.
- The good assessment and target-setting procedures being used in English are not yet applied to mathematics and science as well.
- Subject leaders now need to be given more responsibility for monitoring and improving pupils' achievement; for example, by regularly analysing their workbooks.

*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 very good improvement since the first inspection in 1997; most of it in the last two years under the leadership of the current headteacher. The most significant improvement has been in the quality of teaching, which has improved from one half being unsatisfactory to three-quarters being good. Weaknesses in whole-school schemes of work, lesson planning, setting targets and marking have been effectively tackled and teachers now have a strong framework for promoting good pupil achievement. The school has also made good improvements in relation to the other weaknesses that were found. Standards in information and communication technology are now good because teachers have been trained and they follow a good plan from the reception class to Year 6. The contribution of the governing body to strategic planning is now very good because they know the work of the school so well. Teachers who are subject leaders are taking on many more responsibilities to influence the quality of work across

the school and they are now ready to do much more of this. The combined strengths of the governing body, headteacher and subject leaders give the school a very good capacity to improve in the future.

## STANDARDS

Performance in:	compared with			
	all schools			similar schools
	1999	2000	2001	2001
English	D	A	B	D
Mathematics	C	A	D	E
Science	D	A	D	E

**Key**

Well above average    A  
 Above average        B  
 Average                C  
 below average        D  
 well below average   E

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

Too much emphasis should not be placed on any one year's performance because the number of pupils taking the tests is small and variations in the number of pupils with special educational needs, along with the large intake of pupils mid-year affect standards. In 2001, too few pupils attained above average standards in mathematics and science by the end of Year 6 and this led to a fall in standards. The 2002 results, however, which the school received just before the inspection, show a considerable improvement in the number of pupils exceeding the expected Level 4 in all three subjects. This year, almost one half of the pupils exceeded the expected level in English. In English and science, all pupils attained at or above the expected Level 4. In mathematics, performance has improved, but not to the same extent as in English and science. Inspection evidence shows that standards are above average in English and science and pupils are achieving well. In mathematics, standards are average and pupils' achievement is satisfactory.

In 2001, test results for pupils at the end of Year 2 were above average in reading, writing and mathematics. Teachers' assessments for science show that standards were below average. The 2002 test results show improvement, although national comparisons are not yet available. Reading is a particular strength with one half of the pupils exceeding the expected Level 2. Inspection evidence shows that standards are above average in English and science and pupils are achieving well. Standards in mathematics are average and pupils' achievement is satisfactory. By the end of Years 2 and 6, pupils' achievement in mathematics is not as good as in English and science because some higher attainers are not achieving as much as they could. Children in the reception class achieve well overall from their broadly average attainment on entry to the school. The school sets challenging targets, which show the teachers' commitment to high expectations. This year, it just exceeded the target for English and was just below the target for mathematics.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. From the youngest age pupils work with great concentration and perseverance.
Behaviour, in and out of classrooms	Very good. Pupils understand why it is important to behave well in school.
Personal development and relationships	Very good. Pupils' ability to work collaboratively makes an important contribution to their achievement.
Attendance	Good. There are very few unauthorised absences.

The headteacher and staff teach pupils to take responsibility for their own behaviour. On the whole, pupils respond well to this and their enthusiasm, mature behaviour and ability to work co-operatively establish a good climate for learning.

### TEACHING AND LEARNING

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

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

Good teaching throughout the school enables all pupils to learn effectively and achieve well overall. The teaching of literacy and numeracy skills is good overall, both within English and mathematics lessons and in other subjects such as science, information and communication technology and geography. Teaching is very good when activities are planned to provide the correct levels of challenge for all the different attainment groups in a class, but, in mathematics, it is only satisfactory in two-fifths of lessons because some of the higher attainers have not been given sufficiently challenging work. In English, teachers are developing very good methods for giving pupils detailed targets for their future achievement. A similar approach is planned for mathematics and science. Pupils' independence and initiative are particularly strong features of their learning throughout the school and contribute well to their achievement. Pupils with special educational needs have very clear targets on their individual plans and teachers work in close partnership with support assistants to help pupils to achieve them. In general, the team of classroom assistants makes a very good contribution to pupils' learning.

### OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good. Teachers plan interesting activities in most subjects.
Provision for pupils with special educational needs	Very good. There are clear procedures for the early assessment of special educational needs and pupils' individual education plans are very well planned and monitored.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good. The school implements its aims for a Christian ethos of care, mutual respect and positive relationships. Spiritual, moral and social development are very good and the school provides good teaching about the wider multicultural society.
How well the school cares for its pupils	The school provides a very good learning environment and procedures for monitoring pupils' achievement are satisfactory

The curriculum meets statutory requirements, although there is some imbalance between the time given for English and mathematics and all the other subjects. The school is planning to review this. The attention given to pupils' personal development is a particular strength. The school enjoys a very good partnership with its parents. It has very good links with them and they receive very good information.

### HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Very good overall. The headteacher provides excellent educational direction for the school and is now preparing other key staff to take on a more influential role.
How well the governors fulfil	Very good. The governors are very effective in policy making and



their responsibilities	keeping the school under review. They manage the school's expansion very well.
The school's evaluation of its performance	Good. The school has effective procedures for identifying strengths and areas for development.
The strategic use of resources	Very good. Prudent budget management enables resources to be increased in line with the growing intake of pupils.

Very good leadership ensures effective practice in line with the school's aims for high quality teaching and learning. The school compares its performance with similar schools and sets challenging targets for further improvement. The school is appropriately staffed. The accommodation is satisfactory overall and there is a suitable range of resources

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

<b>What pleases parents most</b>	<b>What some parents would like to see improved</b>
<ul style="list-style-type: none"> <li>• Their children's achievements.</li> <li>• Their children like coming to school.</li> <li>• Pupils' behaviour and personal development.</li> <li>• The quality of teaching.</li> <li>• The leadership of the school.</li> <li>• The approachability of staff.</li> <li>• The recent improvement of the school.</li> </ul>	<ul style="list-style-type: none"> <li>• The impact of rising pupil numbers on class size and classes containing more than one age group.</li> <li>• The amount of homework.</li> <li>• The information received from the school.</li> <li>• The range of activities outside the school.</li> </ul>

The inspection evidence confirms the strengths that please parents most. The school understands the concern about the impact of rising numbers and has made appropriate provision. In September there will be two extra classes, giving single-age groupings for the majority of pupils and, by Easter 2003, a permanent building extension will be completed. In relation to the other concerns, the inspection evidence indicates that provision is generally good or very good. The school provides an appropriate amount of homework in line with a clear policy. Teachers provide very good information for parents through reports on progress, termly curriculum plans, curriculum evenings and newsletters written by pupils. The range of activities outside lessons is good, taking into account the sporting, cycling proficiency, theatre, computer and mathematics clubs and residential experiences.

## **PART B: COMMENTARY**

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

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

*In this report, the term 'attainment' is used when making judgements on how well pupils are doing compared to national standards, and 'achievement' is used when making judgements against what we should expect for the particular pupils being considered. When judging attainment, we mainly consider what it is like at three key points in the pupils' primary education: at the end of reception when most pupils are aged five years; at the end of Year 2 when most pupils are seven and at the end of Year 6 when most pupils are 11 years. Almost all pupils take the National Curriculum tests and assessments (SATs) at the end of Years 2 and 6.*

1. When children enter the school, their range of attainment is in line with the national average. They achieve well in the reception class and most reach or go beyond the national Early Learning Goals for five-year-olds. About one third of them exceed many of the goals for mathematical development and communication, language and literacy. Their very good speaking and listening skills contribute to their achievement; for example, they are confident in talking about their stories or activities and frequently ask questions about new ideas. In mathematical work, they have a good understanding of number and can do simple additions or subtractions up to ten. They can complete challenging tasks such as making symmetrical patterns, which is helped by their enjoyment of the work and their ability to concentrate. They can work very well independently and they co-operate with others in small groups. Most children meet the Early Learning Goals for their knowledge and understanding of the world and creative development; for example, they know what plants need before they can grow and they can design and make their own vehicles. Pupils do not achieve as much as they could in physical development at the moment because of the temporary loss of outdoor play facilities due to building alterations. Overall, the school's provision for the youngest children has made steady improvement since the first inspection when it was judged to be satisfactory with some good features.
2. By the end of Years 2 and 6, standards in National Curriculum tests are generally above average due to the very good leadership and good quality of teaching, although there is some fluctuation from year to year because of the impact of individual differences and a large mid-year intake on small year groups. Targets for the school's performance in tests are appropriately challenging and the small variations from actual results are linked to pupils who were admitted after the targets were set. This year the school just exceeded the target for English and was just below the target for mathematics.
3. The test results for reading, writing and mathematics at the end of Year 2 in 2001 were above the national average. The school has recently received results from the 2002 tests and they show overall improvement, including an increase in the proportion of pupils attaining above the national expectation in all three subjects. Although no national comparisons are yet possible, the increase in reading is particularly notable and one half of the pupils now attain above the national expectation. Standards in science in 2001 were below average. The 2002 results show considerable improvement with all of the pupils attaining the national expectation and almost one half of those exceeding it.
4. In the Year 6 test results in 2001, standards were above average in English, but below average for mathematics and science. Results were below those of similar schools because of the low number of pupils gaining higher levels, particularly in mathematics and science. The recent 2002 test results show considerable improvement in the proportion of higher attainers in all three subjects, although standards in mathematics are still lower than in English and science. Performance in English shows similarities to reading at Year 2, with one half of the pupils attaining above national expectations. Pupils with special educational needs achieve well in relation to the suitably challenging targets on their individual education plans. The majority of their targets are to improve work in English.

5. Evidence from the inspection is broadly in line with the test results. Lesson observations and the analysis of pupils' work indicate that achievement from Years 1 to 6 is good overall in English and science, whereas it is satisfactory in mathematics because some higher attaining pupils are not achieving as much as they could. Overall there has been an improvement since the first inspection when standards were mostly in line with or below national averages at Years 2 and 6.
6. As the test scores indicate, reading is a particular strength in the school. In Year 1, many pupils can already use reference books skilfully and by Year 2 they can read a fiction book with enough understanding to be able to write a thoughtful evaluation of it. By the time pupils leave the school, their reading is well above average and they can appreciate the literary style in challenging books. Pupils develop good reading habits and many love their books, as demonstrated by the Year 4 pupil who felt 'energised' by his story. They apply their reading skills to research tasks in other subjects, such as older pupils studying the Greek roots of English words in history lessons. They also extend their writing skills by using computers to produce work for a range of interesting purposes; for example, pupils in Years 1 and 2 create interesting invitations and in Years 5 and 6 they write their own plays. In general, standards in writing are above average by the end of Years 2 and 6. The younger pupils confidently attempt unknown words to avoid interrupting the flow in their extended pieces of writing and the older ones show a vivid choice of words in imaginative stories. Standards in speaking and listening are above average throughout the school and this contributes to pupils' achievement in a number of subjects. In an English lesson for Years 5 and 6, for example, some pupils gave a well prepared and very interesting talk. After this, the other pupils devised pertinent questions to ask the presenter. In a Years 4 and 5 science lesson, groups of pupils extended their understanding of food chains by discussing how to sequence them in a range of habitats. Year 6 pupils in a mathematics lesson solved challenging problems about reflecting shapes by talking them through with a partner.
7. In mathematics, pupils' achievement overall is improving as a result of the considerable amount of work being done throughout the school to improve teaching and it is now satisfactory. Too few pupils achieve the higher levels, either because tasks are insufficiently challenging for them or, when more challenging tasks are provided, the teacher has not identified all the pupils who are capable of benefiting from them. By Year 2; for example, most of the pupils can recognise the main features of three-dimensional shapes and make models of them from pictures, while about one third of them are ready for more challenge. In some of the work in Years 3 to 6, all pupils in a class do the same tasks, which are insufficiently demanding for many of them. When given the opportunity, the higher attainers can successfully tackle more challenging tasks; for example, in a Year 5 activity on translating shapes, they can combine translation and rotation and in a Year 6 activity on reflecting shapes in a grid, they can accurately predict the coordinates before the shape is moved. However, there are sometimes pupils who would benefit from these higher levels of challenge, but who are not given the opportunity to do so because they are placed in a group identified as middle attainers.
8. Lesson observations and analysis of pupils' workbooks show that achievement is good in most aspects of science throughout the school. Pupils in Years 1 and 2 are developing good skills in carrying out scientific investigations on plants, materials and forces. They record their results in a variety of ways, including written reports, diagrams or tables and they can draw simple conclusions, which show that they are beginning to understand cause and effect. They ask good questions and make predictions based on their knowledge of life cycles. A particularly strong feature is how they record what they have learned and what they still need to learn on 'mind maps'. In Years 3 to 6 pupils achieve well in learning about life processes and living things. Pupils in Year 3 learn much about what minibeasts need to survive when they create a habitat for them, while pupils in Years 4 and 5 understand the relationships between different habitats and food chains. In Year 6, pupils gain a good knowledge of micro-organisms and how some are helpful while others cause harm. By Year 6, pupils can plan an investigation that is a 'fair test' of what is being studied, but they do not always use their scientific knowledge to explain their results or make further predictions.

9. Standards in information and communication technology have improved considerably since the first inspection, when it was judged to be average by the end of Year 2 and below average by the end of Year 6. Pupils now attain levels that are above average by the end of Year 2 and well above average by the end of Year 6, especially when using computers to develop their writing in a range of styles. Standards are also above average throughout the school in music and physical education. In religious education, pupils have a good knowledge and understanding of Christianity and their awareness of other religions is satisfactory. In design and technology, art and design, geography and history, pupils' achievements are satisfactory and standards are in line with national expectations by the end of both Years 2 and 6. There is no significant difference in the attainment of boys and girls.

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

10. Pupils' attitudes, behaviour and personal development are very good, which is a considerable improvement since the first inspection. Attendance and punctuality are good and there are very few unauthorised absences.
11. All parents who replied to the questionnaire said that their children like coming to school and are enthusiastic about all that they do. This is supported by the inspection evidence, which shows that pupils' behaviour is very good in most lessons and they are eager to learn. They listen well to what their teachers say and thus are able to get on with the tasks confidently. From an early age they work industriously; for example, in a creative lesson in the reception class, children worked with great concentration and perseverance for half an hour to complete their collage. Very occasionally, pupils lose interest because they are set a task that is too challenging. Pupils with special educational needs have very good attitudes to work and they try hard. Older pupils are very enthusiastic about school life in general and many participate in clubs and other activities. Their positive attitudes were demonstrated during the inspection when they willingly accepted a theory lesson in their cycling proficiency club even though it replaced an outdoor practice because of torrential rain. Pupils are willing to talk to adults about their work and they do so confidently and courteously.
12. Behaviour in and out of the classroom is very good and there is no bullying. There have been no exclusions. Pupils respond well to the open and friendly atmosphere in school and to the school's personal, social and health education provision. The school has worked hard to create a culture in which pupils take responsibility for their own behaviour. Most do this very effectively because they have developed an understanding of why they must behave well through organised discussion. They also understand that a very small number of pupils behave differently because of their special educational needs and they do not allow this to distract them from their own work. Pupils are very good at working together in pairs and groups, which makes a strong contribution to their good achievement in lessons. Pupils are supportive of each other and encourage those who have special educational needs, particularly in sports activities. As they get older, they take on more responsibility around the school; for example, Year 6 pupils become heads of school, house captains, school council members and librarians. They fulfil these roles very effectively and with enthusiasm.

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

13. During the inspection, three-quarters of the teaching was good or better. None was less than satisfactory. Teaching is consistently good across the three main stages of the school; reception, Years 1 to 2 and Years 3 to 6. This is a major improvement compared with the first inspection when almost one half of all teaching was unsatisfactory. The school has effectively tackled the weaknesses in subject knowledge, planning, expectations, marking, use of assessment and pace of lessons. The quality of teaching in this inspection was particularly noteworthy because of the number of supply teachers who were employed during the week to cover unavoidable vacancies and absences. Their induction and the quality of planning for them was very good, therefore, they were able to ensure that there was no disruption to pupils' learning.

14. The improvement in teaching is closely linked to the current work on enabling pupils to improve the effectiveness of their learning. Teachers and support assistants have received training in this as part of a project organised by Lincolnshire Local Education Authority's psychology service. The inspection evidence indicates that the impact of this is good, especially in the way that teaching encourages pupils to be more actively engaged in the learning process. In mathematics lessons in Years 4 to 6, for example, pupils do not just listen and answer questions during the whole-class introduction, but they are given a series of small challenges to solve by discussing them with partners. Each challenge moves their learning forwards at a good pace and the teacher assesses their discussion carefully before deciding the next step. In English, pupils are given the opportunity to develop their skills in asking questions as well as answering them. In a Year 2 science lesson, pupils showed that they have been taught to 'map' what they have learned so far and what they still need to learn in order to give a greater sense of purpose to future work.
15. Teachers involve pupils in assessing their own achievements. For instance, in information and communication technology, pupils keep their own record of new skills and evaluate how much they have learnt from an activity. In the most effective lessons, teachers enable all pupils to achieve as much as they can by setting open-ended challenges; for example, when Year 5 pupils make patterns in mathematics by planning their own sequence of translations and rotations or when Year 2 pupils make up their own target game and scoring system in physical education. In order to meet all the pupils' different approaches to learning, teachers combine listening, looking and action in the lesson. This was seen to very good effect in Years 4 and 5 science work on food chains, which included enacting them on the field, putting pictures of them into sequence, reading reference materials and listening to explanations.
16. Teaching is effective in information and communication technology because tasks are related to real life situations, such as making a slide presentation about a youth club for Dunholme, which combines writing, pictures and data that the pupils have collected. Pupils' independence and initiative are particularly strong features of learning throughout the school and contribute to their good achievement. This is seen in all classes when they work very well indeed in groups that are not directly supervised by the teacher and in a Year 6 theatre club, when they confidently propose how they think a speech should be presented. In some lessons, if pupils lose their concentration, the teacher reinvigorates their thinking by leading them through some 'brain gym' exercises. Overall, teachers create a real climate for learning in their classrooms and pupils are really enthusiastic and interested in their work. A particularly good example of this was seen in a Year 3 science lesson, when an investigation into the movements of minibeasts in a new habitat utterly fascinated most of the pupils. Because of their training and commitment, classroom assistants provide very good support, both in preparing lessons and working with pupils during them.
17. Within the good learning environment, the teaching of literacy is good. English lessons are well planned, with good pace and high levels of demand, carefully matched to the different attainment groups within the class. Questioning encourages good use of vocabulary in fully developed answers that combine opinion and evidence. Pupils are required to produce extended pieces of their own writing and this is supported in all subjects by ensuring that worksheets do not stifle their capacity to do so. There is systematic teaching of basic reading skills from the reception class onwards, so that by the age of seven most pupils have a good range of strategies for identifying unknown words, including sounding them out, recognising syllables or using the meaning in the text. Teachers develop pupils' reading skills in lessons other than English; for example, by setting tasks to research from books and information disks (CD-ROMs) in a science lesson on food chains. In general, however, the school library does not encourage individual research. Teachers also use other subjects to give pupils a range of interesting purposes for writing; for example, by writing presentations to promote a point of view as part of their work to develop computer skills.
18. The teaching of numeracy skills is good overall. Every mathematics lesson starts with a brisk session to sharpen pupils' basic number knowledge and mental calculation skills. Teachers use a range of good methods to make these interesting; for example, counting in intervals to a

percussion rhythm for younger pupils and playing challenging number games for the older ones. Teachers also provide some stimulating ways to help pupils to understand aspects of shape, space and measures; for example, plotting the route of a snail on its way to eat a lettuce and looking at how shapes are rotated in the pattern on a tie. In the better mathematics lessons, the teacher identifies accurately all the pupils who are capable of attaining above average levels and then provides suitably challenging work for them. This is not, however, done consistently across the school. Occasionally, the pace of learning is slow when lesson introductions are extended because too many examples are used to reinforce the same point. Teachers reinforce pupils' mathematical skills in other subjects; for example, in geography, they teach Year 6 pupils how to use graphs to record the temperature and rainfall in Nigeria. In Information and communication technology, Year 2 pupils use data handling programs to produce a range of pie charts and bar charts showing favourite fruits and pop groups.

19. In science, the quality of teaching is good throughout the school. Teachers have good subject knowledge and enthusiasm, which they transmit to pupils in well-planned lessons. Pupils, therefore, show much interest and curiosity in what they are doing and achieve well. The marking of pupils' work contributes to this achievement when it is accompanied by short additional tasks to reinforce a particular learning point. Teachers enable pupils to develop a range of methods for recording their work independently. Much of the work is planned to provide suitable levels of challenge for most pupils, although there needs to be more demanding scientific investigations for Years 3 to 6.
20. Assessment of pupils' work is good in English and satisfactory in mathematics and science. In English, all teachers work towards the overall school targets by precisely assessing pupils' attainment levels and setting them targets to improve. The targets are placed prominently in pupils' workbooks and teachers link marking to them. This process is not yet quite so well developed in mathematics and science, although further work is planned and this should help teachers to provide work that is more accurately matched to the needs of the higher attainers. The first inspection identified weaknesses in setting targets and assessing achievement and the school is now making a good response to it.
21. The quality of teaching in the reception class is good overall. It is very good in personal, social and emotional development, communication, language and literacy and mathematical development. It is good in knowledge and understanding of the world and satisfactory in creative development. The temporary lack of outdoor provision meant that there was no teaching in physical development in line with the curriculum guidance for the under-fives. The very good teaching is lively, stimulating and well planned to meet the needs of all children. Teachers have high expectations for behaviour, concentration and listening skills and the children respond to these very well. There is a good balance between directed and free-choice activities to prepare the children for moving up to Year 1. On some occasions the large amount of time spent on literacy and numeracy causes children's concentration to wane in the other areas of learning. Teachers plan good literacy and numeracy targets for the children and these are shared with parents so that they can more effectively provide support at home.
22. Teaching is good in information and communication technology, music and physical education. In information and communication technology, teachers have had sufficient training to be able to teach basic skills in the new computer room and they have devised some very good activities for pupils to practise them; for example, conducting local surveys and presenting the findings. They are beginning to use computers effectively to enhance learning in other subjects; for example, writing in English, data handling in mathematics, art and design and research in science and geography. Classroom assistants have also been trained to use computers and they can provide good support to pupils while they are working. In music, teachers' enthusiasm and high expectations motivate the pupils to attain high standards. In athletics and games, well-planned, energetic lessons provide carefully sequenced sets of activities that improve pupils' performance steadily. The teaching of design and technology, geography and religious education is satisfactory, but no teaching could be observed in art and design and history.

23. The teaching of pupils with special educational needs is very good. Work is well planned to meet their individual needs; for example, in a mathematics lesson, the teacher provided a computer program that helped a pupil to understand the effects of different kinds of movements on shapes. Learning support assistants understand the purpose of lessons and enable their pupils to achieve well without restricting their independence. They also make a good contribution to assessing their pupils' needs and planning for their future education. The school has a good homework policy and provides an appropriate amount of work that is relative to the age of the pupils. The tasks set for homework effectively support learning in school because they consolidate new skills or require the pupils to find out more about a topic.

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

24. The first inspection judged that the school offered a broad, balanced and relevant range of learning experiences that met the requirements of the National Curriculum and the locally agreed syllabus for religious education. This provision has been maintained and updated, with teachers using the latest national guidelines when planning their work. The quality and range of learning experiences offered to pupils are good. The headteacher and staff have devised an effective approach to planning, which ensures that National Curriculum requirements are fully met for all pupils, irrespective of whether they are in classes with one or more than one age group. The curriculum for pupils in the reception class provides a wide range of stimulating and challenging activities, except in physical development because the school is temporarily lacking appropriate outdoor facilities.
25. The school has effectively implemented the National Literacy and Numeracy Strategies for the teaching of English and mathematics. The introduction of the National Literacy Strategy, however, has had a significant impact on the time balance within the overall curriculum. The current time allocation for English approaches one-third of the teaching week, which is significantly higher than in schools nationally. This has taken time from other subjects such as design and technology where pupils' achievement is lower than it could be as a result. The headteacher is aware of this imbalance and intends to consider it as part of a curriculum review in September 2002. Teachers are already developing some good practice in using time effectively by making links between subjects. In a Year 2 English lesson, for example, pupils' understanding of science was extended through a discussion about how the brain controlled different parts of the body. Not all links are quite so successful and occasionally cause the main point of the lesson to be lost.
26. Provision for pupils with special educational needs was satisfactory at the time of the first inspection. It is now very good and these pupils achieve very well throughout the school. They benefit from the whole of the curriculum, which is in line with one of the school's main aims. The headteacher, as the special educational needs co-ordinator, has established clear procedures for registering concern about individual pupils, assessing their needs and setting up individual learning programmes. These programmes are very good and are used as examples of effective practice for other schools within Lincolnshire Local Education Authority. Class teachers, learning support assistants and parents contribute to the programmes, and, as a result, they provide clear targets that are well suited to the particular needs of the pupils. The school makes effective use of national booster programmes to improve the attainment of pupils who need additional teaching.
27. There is a very good programme for pupils' personal, social and health education. Teachers effectively use a well-planned scheme during 'circle-time' discussions, with the support of a co-ordinator who has particular skills in this work. In addition to the scheduled topics of sex, alcohol and drugs education, teachers have time in which they can choose topics of immediate relevance to their pupils. The school organises visits from experts to enhance the programme; for example, police and fire officers lead sessions on safety and the school nurse contributes to health and sex education. The nurse is also regularly available to talk to parents about any health issues. Teachers effectively plan health education into other subjects and activities; for example, the danger of smoking is a part of Years 5 and 6 science and a successful 'Healthy Living' week increased pupils' understanding about diet and exercise.

28. The curriculum is enriched by many visits to places of interest such as the Magna Science Centre, Greyfriars Museum and Skegness 'Sea World'. A residential visit to Norfolk for pupils in Year 6 makes a very good contribution to their personal development as well as enriching their learning. The school's links with the community make a very good contribution to the range of pupils' learning experiences, especially village groups, the parish council, a local industrial firm and nearby shops. The vicar, who is a governor, is actively involved in the school and he helps to maintain regular contact with the local church. Many visitors to the school make the curriculum more real and interesting for the pupils; for example, the local librarian has story telling times, grandparents talk about how life has changed and theatre workshops demonstrate drama in learning. Several extra-curricular activities are provided for all pupils above the age of seven and they make a very good contribution to the development of personal and social skills. Football and netball teams play in local tournaments and there are clubs for those interested in computers, mathematics and theatre arts. The school is part of the Lincoln City Football Club's community outreach programme. The school works in a very good partnership with other local schools and the Lincolnshire Local Education Authority's psychology service to develop skills in improving pupils' learning. Good liaison with the local high school helps to provide a smooth transition for Year 6 pupils. Before they transfer, they spend three days in their new school, doing a range of activities to help them to become accustomed to their new phase of education.
29. The school provision for pupils' spiritual, moral and social development is very good, which is a significant improvement on the judgements in the first inspection. This aspect of work is a strength of the school and it has a significant influence on pupils' achievement. It is in line with the values expressed in the school's aims to be a faith community. Spiritual development is provided in much classroom work, but it is particularly evident in religious education lessons and assemblies dedicated to personal development, when the teachers focus pupils' thinking on such issues as love, hate and the differences between people. Governors have recently drafted a policy on spirituality to provide guidance in developing this work further. As a voluntary controlled Church of England school, the commitment to Christianity is clear whilst other faiths are recognised and respected.
30. The school's work on moral development gives pupils a clear understanding of the difference between right and wrong. Each class has a 'circle time' that is thoughtfully planned to create good opportunities for pupils to develop self-esteem, respect and awareness of the needs of others. In a Years 4 and 5 lesson, for example, pupils were required to identify and describe the positive features of their classmates. The school provides some very good activities to promote the social development of Year 6 pupils. They are given additional responsibilities, which enable them to contribute significantly to the smooth running of the school; for example, they organise the words and music for singing in assembly, collate the house points won by pupils throughout the school and produce termly newsletters. A Year 6 council provides some pupils with opportunities to take the initiative in such matters as fund-raising for charity and buying sports equipment. They enjoy these tasks and carry them out very competently. In fact, the council has been so successful that there are now plans to enlarge it. Pupils at all stages of the school learn to care about their environment and value the people within it.
31. The school's provision for cultural development is good and includes a well-planned programme of visits and visitors. There is, however, a need for more direct contact with other cultures that are part of the broader multicultural society. Pupils extend their understanding of different cultures, past and present, through their history, geography and art work. They hear music from other ages and sometimes from other cultures. They learn about different faiths, beliefs and traditions through religious education, although they do not visit places of worship beyond the local Christian churches and Lincoln Cathedral. Visitors, including the Bishop of Grimsby, enhance pupils' understanding of the local Christian heritage.

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

32. The school's provision for ensuring the health, safety and welfare of its pupils is very good. The school has built well upon the good provision found in the first inspection. The staff create an



atmosphere in which pupils feel welcome, valued and safe. This is maintained even when there are a number of staffing changes. The very good quality of relationships helps pupils to adopt positive attitudes to school and to do their best in their work. Pupils new to the school are very well supported; for example, they are allocated a 'buddy' until they settle in. Pupils with special educational needs are effectively included in the whole life of the school. The school has good procedures for the earliest possible identification of pupils who have learning difficulties, and appropriate support is quickly provided in accordance with the new national Code of Practice. Staff maintain a very good system for monitoring and recording this additional support and the impact it is having.

33. The procedures for child protection are very good, and in line with Lincolnshire Local Education Authority's policy. Two designated teachers have received training and they have briefed the other staff on the signs to look for and the procedures to be followed. A good health and safety policy covers all relevant aspects of school life, including trips, the safe storage of cleaning materials and daily checks on the school grounds. Alarms, appliances and equipment are tested as required and fire drills are held termly. Pupils are well supervised throughout the day.
34. There are very good procedures and policies in place to promote sensible behaviour and eliminate any form of harassment. These are supported by the kind and caring ethos of the school, in which pupils have respect for themselves and others. The most important principle for the school is that pupils learn how to take responsibility for the quality of behaviour by discussing the rules that are needed and why. 'Interpersonal skills' sessions are provided so that they can consider behaviour and its impact on others. The discussion leads to very clear guidelines about how good behaviour is reinforced and misbehaviour deterred. Pupils experiencing difficulties with their behaviour are very well supported by specific plans and additional adult assistance. Although there is no significant incidence of bullying, the headteacher and staff make pupils aware that they can bring any concerns to them and they will be taken seriously. Staff tackle any problems very effectively through discussions with individuals or groups and, where necessary, they seek parental co-operation. They methodically record any serious incidents and a member of the governing body regularly monitors the records.
35. The monitoring of pupils' personal development is very good. Annual reports show that teachers have a very good knowledge of pupils' strengths and the areas that could be improved. This was confirmed by parents at the meeting prior to the inspection. The school demonstrates the value it places on pupils' personal development by giving awards every week in assembly for exemplary behaviour as well as good work. The procedures for monitoring and promoting regular attendance are good. Clear guidance for marking registers is followed consistently, and an efficient system is in place for parents to notify the school of absences. Should problems arise, the headteacher meets parents to establish the reasons. She also encourages parents of pupils who arrive late to improve their children's punctuality by clearly explaining the reasons for a prompt and efficient start to the day.
36. At the time of the first inspection the assessment of pupils' attainment was satisfactory. Overall, it remains satisfactory, although very good practice has been established in English as part of the implementation of the National Literacy Strategy. In this subject, teachers have a very good knowledge of what their pupils know and understand and they use this information well to set targets for pupils' future work. Marking is then linked to these targets, with comments on what has been achieved and what still needs to be done. Teachers use their assessments to analyse what areas of work need more emphasis in future lesson planning. These procedures are not yet consistently applied in mathematics and science, although there are plans to do so. This needs to be done quickly because the challenge of the work is not consistently matched to pupils' attainment levels, particularly in mathematics. Data is generally well used to analyse school performance as a whole and the achievement of particular groups of pupils, such as boys and girls.

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

37. Parents from all communities have very positive views of the school and are very supportive. This is a marked improvement since the first inspection. The pre-inspection questionnaire showed a very high level of satisfaction with many aspects of school work. All agreed that the school is well led and managed, staff are approachable, the behaviour of pupils is good and their children like coming. The inspection evidence confirms that these are strengths of the school. A small proportion of parents have some concerns, such as the range of activities outside lessons, the information they receive and the amount of homework set. Inspectors looked carefully at these issues and the evidence indicates that they are not major areas for concern. The range of activities outside lessons is good when trips out, visitors to school and the opportunities for residential experiences are taken into account. The information parents receive is very good overall, and the provision of homework effectively supports pupils' learning throughout the school.
38. The information given to parents is of a very good quality overall. Regular general information is provided through newsletters, some of which are produced by Year 6 pupils. Parents receive a very good outline of what pupils will be learning each term, often accompanied by requests for help with resources, photographs, artefacts, information or classroom assistance that will enrich the lessons. This outline is seen as helpful by parents. The annual reports that parents receive about their child's work are very good. While the greatest emphasis is placed on English, mathematics and science, all other subjects are reported in sufficient detail for parents to know what their children can do and what are their priorities for improvement. Parents are invited to discuss the report with teachers if they wish in the summer term. Class and group targets are set early in the autumn term and then discussed with parents in order to engage their support in helping their children to meet them.
39. The school has very good formal and informal procedures for regular contact with parents. Parents are always welcome to come into school if they have concerns, which was particularly commended at the parents' meeting prior to the inspection. Most teachers are in the playground at the start of the day and they deal with minor queries or arrange a longer meeting for later. The headteacher is always in the playground at the start of the day to greet pupils as they arrive and to talk with parents about anything concerning them. Opportunities for parents to meet formally with teachers are arranged in the autumn and spring terms. The school tries to vary the days and times so that as many parents as possible can attend. The response is generally very good. The school always endeavours to make contact with parents who do not attend to ensure that they are receiving the information they need. A number of meetings are held to keep parents informed about what pupils are being taught. One on numeracy was held just before the inspection and the attendance was good.
40. Staff and parents work very effectively together where appropriate. Parents are asked to co-operate with the school over any issues relating to behaviour and their support is generally forthcoming. Parents of pupils with special educational needs are informed as soon as the school has a concern, and they are involved fully in the process of assessment, planning and review. A few parents are able to give valuable support in the classroom or with trips and visits, which is greatly appreciated by the school. A supportive 'Friends Association' arranges a number of events during the year at which parents and staff can meet informally. In addition, it raises money that helps the school to enrich their children's education. Recently, play equipment, CD players and a clock to mark the millennium have been purchased. Contributions made towards the cost of transport for school trips help to keep the cost to parents down and, therefore, include all pupils. The headteacher and governors welcome parents' opinions about the school; for example, a recent questionnaire consulted them about the atmosphere and behaviour in school, their child's enthusiasm and the ease of access to staff.

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

41. Overall leadership and management are very good. This is a considerable improvement on the first inspection that found weak leadership and satisfactory management. The school has improved rapidly. Two years ago it required additional monitoring and intervention by the Lincolnshire Local Education Authority, whereas it is now good. This improvement has been

driven by the excellent leadership of the headteacher, working in a very good partnership with the governors and an extremely committed, hard-working staff. Together they create the 'Christian ethos of care and concern for others' that is central to the school's explicit values. It is very evident in their aims and policies for equal opportunities and inclusion, which provide a very good environment of collaborative learning for all pupils.

42. The headteacher provides a very clear direction for the quality of education in the school, which provides the focus for staff development and has a clear impact on pupils' achievement. The direction is based on a vision that is summarised in the school brochure: 'High quality teaching and learning is provided along with independent learning to empower individuality and creativity in order to establish and realise goals'. This is translated into a set of aims detailing what the school will provide to promote effective, independent learning for all pupils. All teaching and support staff have received training that enables them to put these aims into practice, and inspectors observed how this is contributing to raising pupils' achievement. Examples are: involving pupils in making choices about strands of their future learning; using teaching methods that combine looking, listening and practical activity and providing tasks that enable pupils to deepen their understanding through questioning and discussion. The school has developed this work in partnership with Lincolnshire Local Education Authority's psychology service and is now becoming recognised, locally, as a centre of good practice. The headteacher maintains the emphasis on high quality teaching by regularly observing lessons and providing constructive feedback on how well they meet the school's aims. Teachers respond well to this and continuously improve their effectiveness. A measure of their success is that the inspection found almost three-quarters of teaching to be good or better, which compares very favourably with the first inspection when almost one half was unsatisfactory.
43. Until recently, most of the leadership in curriculum and teaching has come directly from the headteacher. Current developments in delegating leadership to key stage co-ordinators and subject leaders are good and an essential part of the headteacher's plan to give the school a capacity for continuing improvement in the future. The teachers with subject leadership responsibilities are already beginning to influence the quality of work across the school; for example, by providing guidance on planning and by leading groups of colleagues in the joint assessment of pupils' work to establish greater consistency. They are given some time each term to carry out these tasks. The key stage co-ordinators have recently been formed into a senior management team with the headteacher to provide more collaborative leadership on whole-school matters.
44. The school has a good range of strategies for identifying what it does well and areas for development, including analysis of test data, monitoring of teachers' planning, observation of lessons, interviews with pupils and questionnaires to parents. This was a weak area of work in the first inspection. The strategies are organised into a well-structured annual programme that enables the school to review its performance on a continuous basis. It provides the headteacher with a very clear understanding of how well the school is progressing and what still needs to be done, which was evident in the school's self-evaluation form that was completed in preparation for the inspection. Much of the monitoring and evaluation is carried out by the headteacher, with key stage co-ordinators and subject leaders just beginning to be involved. This is mainly because they have only recently assumed their roles and have been going through a process of preparatory training. The evidence from the inspection is that they are now ready to play a much more significant part in evaluating pupils' achievement by analysing their workbooks and observing them in lessons. They will then be more able to support the work of the headteacher in improving standards, particularly in mathematics.
45. The priorities for future improvement are set out in a very good school development plan. They are mostly appropriate, although the inspection indicates that there is a need to continue the recent work on improving mathematics. The plan effectively links future improvements to current work and provides a manageable timescale for achieving them. Very clear criteria have been established so that the school can judge the impact of new approaches on the quality of pupils' learning and standards of attainment. Financial expenditure and staff training are linked directly to improvement priorities because a well-structured annual planning cycle integrates school

development planning with budget planning and performance management. The annual process of setting targets is also built into the cycle to ensure that the development plan can make provision for any improvements needed to meet them. In line with best value principles, the school sets itself challenging targets by using data analysis to compare pupils' performance with other schools locally and nationally. Although targets and actual performance vary a little because of the rapidly changing school population, the commitment to high expectations is clear.

46. The governing body makes a very good contribution to strategic leadership and management. They know clearly the strengths and areas for development within the school because of open communication with the headteacher and staff. Having seen the school in difficulties, they are now more aware of the questions to ask in order to account for its performance. In discussion with an inspector they said that 'they can now be much more active partners in leadership because they understand more clearly what they are making decisions on'. They work effectively with the school through a good structure of committees and individual governors with specific areas of responsibility. The curriculum committee enables the governors to be actively involved in preparing policies in partnership with the school instead of simply receiving documents from them. A good example of this occurred recently when the headteacher and governors used the school's effective learning strategies as part of their process for preparing a policy on spirituality. Governors nominated to link with staff on literacy, numeracy and special educational needs have a detailed awareness of the school's work and are very supportive. The literacy and numeracy governors, for example, agree a termly programme of visits to each classroom, often with a specific focus such as the types of questions being asked or the nature of interactions between pupils. The governor for special educational needs is closely monitoring the implementation of the inclusion policy and its impact on different groups of pupils, including the higher attainers. During this work, individual governors have been able to experience at first hand the impact of the recent expansion on class size, accommodation and resources and, therefore, help the governing body to make more informed decisions about future developments.
47. The finance and staffing committee make a very strong contribution to strategic management by planning budgets well ahead and building in alternative options in case circumstances change. They are supported by very good budget information from the school secretary who is also a governor. They have helped the whole governing body to manage the recent rapid expansion of the school very skilfully, ensuring that there are always sufficient staffing, resources and accommodation without major detriment to the budget. An outcome of this is that the school is accommodating a 40 per cent increase in pupil numbers within a year, and there is no major disruption to pupils' education. They have set aside 11 per cent of the budget, without detriment to current resource levels, in order to equip the new accommodation next year. Overall, the management of the budget is very good and there is rigorous financial control. The additional funding for special educational needs and information and communication technology has been effectively used to improve quality in those areas of school work. In particular, the school uses money allocated to special educational needs very well to provide specific support for pupils with a Statement of Special Educational Needs and more general support for others with a learning difficulty. The school increases the additional funding by about one half from its basic budget, which shows the high level of commitment to this group of pupils.
48. The school has sufficient teaching and support staff with the knowledge and skills to teach the National Curriculum and meet the needs of the pupils. The support staff receive good training, related to their specific roles and to the overall school priority on effective classroom learning. They work very well in collaboration with teachers to meet the needs of particular individuals and enrich the experience of pupils in general. They have a good recording system to communicate with teachers about the progress of particular pupils. Assistants who support pupils with special educational needs contribute their knowledge to the review and planning process. The headteacher manages staffing very well, ensuring that any changes cause the absolute minimum of disruption to pupils' learning. A particularly good example of this was seen during the inspection when the school had to cover two unavoidable vacancies and an absence with a group of part-time and supply teachers, some of whom shared classes. Such was the quality of their preparation for the work, that they maintained good continuity of learning for the pupils.

Performance management processes are used effectively to provide good professional development for all staff. The support for newly qualified teachers is very good and has enabled one of them, within a short time, to make a good contribution to the work of the school beyond her own classroom. The emphasis is very much on ensuring that the pupils get the best quality of education and when this is compromised, the governors and headteacher take appropriate decisive action.

49. The accommodation is adequate, in good condition and very clean, with the exception of the library and computer room, which are not easily accessible and are uncomfortable. There are also insufficient books and other equipment in the library to develop the skills of independent research. A new library and computer room are planned as part of the good programme of expansion to provide permanent accommodation for the growing number of pupils. This has meant the temporary loss of outdoor play provision for the under-fives, but plans are in place to restore this by Easter 2003.

## **WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?**

The school is improving very rapidly. In order to improve standards further, the governors and senior management team should carry out the following actions:

- a) in mathematics, identify all the pupils who are capable of attaining above average standards and provide more challenging work for them;

(See paragraphs 4, 7, 18, 66-68 and 73)

- b) to raise standards further in mathematics and science and apply the good assessment and target-setting procedures being used in English;\*

(See paragraphs 20, 36, 64, 73, 78 and 79)

- c) delegate to subject leaders more responsibility for monitoring, evaluating and improving pupils' achievement.\*

(See paragraphs 43, 44, 64, 73, 80, 83, 88, 92, 96, 104 and 114)

A minor point that governors may wish to address in their action plan is to ensure that the new library will contain sufficient books and equipment to provide a centre for independent research for the pupils.

(See paragraphs 49, 60 and 65)

\* The school has already identified these areas as in need of improvement.

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	35
Number of discussions with staff, governors, other adults and pupils	22

### Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	1	10	13	9	0	0	0
Percentage	3	30	40	27	0	0	0

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

### Information about the school's pupils

Pupils on the school's roll	YR - Y6
Number of pupils on the school's roll (FTE for part-time pupils)	161
Number of full-time pupils known to be eligible for free school meals	9

FTE means full-time equivalent.

Special educational needs	YR - Y6
Number of pupils with statements of special educational needs	2
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	0

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	46
Pupils who left the school other than at the usual time of leaving	10

### Attendance

#### Authorised absence

	%
School data	4.7

#### Unauthorised absence

	%
School data	0.1

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



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

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2001	12	15	27

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	9	11	12
	Girls	14	15	15
	Total	23	26	27
Percentage of pupils at NC level 2 or above	School	85 (94)	96 (94)	100 (94)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	11	10	10
	Girls	14	15	14
	Total	25	25	24
Percentage of pupils at NC level 2 or above	School	93 (94)	93 (94)	89 (94)
	National	85 (84)	89 (88)	89 (88)

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

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

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2001	8	11	19

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys			
	Girls	9	7	10
	Total	16	14	18
Percentage of pupils at NC level 4 or above	School	84 (93)	74 (100)	95 (100)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys			
	Girls	9	9	10
	Total	15	16	18
Percentage of pupils at NC level 4 or above	School	79 (93)	84 (100)	95 (100)
	National	72 (70)	74 (72)	82 (79)

Percentages in brackets refer to the year before the latest reporting year. Where numbers are omitted from the table of results, it is because there were fewer than ten boys in the year group.

**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	159
Any other minority ethnic group	2

*This table refers to pupils of compulsory school age only.*

**Teachers and classes****Qualified teachers and classes: YR - Y6**

Total number of qualified teachers (FTE)	6.4
Number of pupils per qualified teacher	25.1
Average class size	32.2

**Education support staff: YR - Y6**

Total number of education support staff	4
Total aggregate hours worked per week	80

*FTE means full-time equivalent.*

**Recruitment of teachers**

Number of teachers who left the school during the last two years	2
Number of teachers appointed to the school during the last two years	2.6*
* (plus 2 for Sept 2002)	
Total number of vacant teaching posts (FTE)	1
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	2
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

*FTE means full-time equivalent.*

**Exclusions in the last school year**

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

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

**Financial information**

Financial year	2001-02
	£
Total income	323,800
Total expenditure	307,830
Expenditure per pupil	2,052
Balance brought forward from previous year	18,640
Balance carried forward to next year	34,610

## Results of the survey of parents and carers

### Questionnaire return rate

Number of questionnaires sent out	154
Number of questionnaires returned	49

### Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	63	37	0	0	0
My child is making good progress in school.	51	47	2	0	0
Behaviour in the school is good.	43	57	0	0	0
My child gets the right amount of work to do at home.	26	60	11	2	2
The teaching is good.	59	39	2	0	0
I am kept well informed about how my child is getting on.	38	48	15	0	0
I would feel comfortable about approaching the school with questions or a problem.	67	33	0	0	0
The school expects my child to work hard and achieve his or her best.	53	43	4	0	0
The school works closely with parents.	27	61	10	0	2
The school is well led and managed.	47	53	0	0	0
The school is helping my child become mature and responsible.	47	51	2	0	0
The school provides an interesting range of activities outside lessons.	18	49	20	0	12

### Other issues raised by parents

In a small number of written comments attached to the questionnaires, there was appreciation for the work of the headteacher and most staff in providing a school where children make good progress in learning and personal development. There were mixed views about homework with some opposing it, some requesting a more regular approach and some wanting more feedback about it.

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

### **AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE**

50. The school makes good provision for children aged five and under in the reception class, which is an improvement since the first inspection when it was judged to be satisfactory. Until the end of this school year, the children are being taught for part of the week in a class that also includes Year 1 pupils. From September 2002 they will be taught as a single year group and purpose built accommodation is planned for them by Easter 2003. Many children enter the reception class from the village playgroup, which is accommodated in a mobile classroom on the school site. There is very good liaison and the induction programme of teachers' and children's visits ensures a smooth transition into reception. Evidence from baseline assessments shows that children's attainment on entry to the school is broadly average. They achieve well throughout the year and many are on course to exceed the Early Learning Goals for personal and social development, mathematical development and communication, language and literacy. They are on course to reach the Early Learning Goals in knowledge and understanding of the world, creative development and physical development.
51. The quality of teaching is very good in three areas of learning; personal, social and emotional development, communication, language and literacy and mathematical development. It is good in knowledge and understanding of the world and satisfactory in creative development. The temporary lack of outdoor provision meant that there was no teaching in physical development in line with the curriculum guidance for under-fives. The regular teacher was unavoidably absent during the inspection, so the class was taught by two supply teachers with very good support from the classroom assistant. The very good teaching comes from a lively and inspirational style that conveys enthusiasm to the children and makes them keen to learn. The supply teachers have high expectations for behaviour, concentration and listening skills and the children respond to these very well. Clear explanations, well-focused questions and interesting tasks that build on previous learning enable children to achieve well. Good medium-term planning effectively amalgamates the under-fives' curriculum with the National Curriculum for Year 1 and ensures appropriate activities for both age groups. A good balance between directed and free-choice activities is provided for the under-fives in preparation for them moving up to Year 1. In most areas of learning, teachers plan a wide range of stimulating and challenging activities that meet the needs of all children. However, on some occasions, the length of time spent on literacy and numeracy during the morning proves tiring for many children and their concentration wanes in the afternoon. Teachers plan good literacy and numeracy targets for the children and these are shared with parents so that they can more effectively provide support at home.

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

52. Children achieve well in this area of learning and most will exceed the Early Learning Goals by the end of the reception year. The school ethos of good relationships and independent learning is clearly evident in the reception class as children are encouraged to develop an awareness of others and a responsibility for their own learning. Praise and encouragement are very well used to develop children's confidence and self-esteem and to reinforce high expectations for behaviour, concentration and careful working. Children are interested and excited about their learning and confident in attempting new activities. They frequently offer suggestions for what they could do or how they might do it and they confidently ask questions about areas they do not understand. They sit quietly when appropriate and demonstrate good concentration when completing tasks. By the end of the summer term, children have formed good relationships with staff and other children and they work well together in pairs or small groups. They share materials well and their behaviour is good. They show an awareness of the needs of others and how they can help each other in different ways; for example, a child suggested that they should send a card to their absent teacher and another talked about helping a child who had been hurt in the playground.

## **Communication, language and literacy**

53. Around one third of the children will exceed the Early Learning Goals in most aspects of communication, language and literacy and most others will attain them. Speaking and listening skills are mainly good and sometimes very good. They listen well to stories and poems and enjoy joining in. They can retell familiar stories and talk about what happens in a story or in pictures. They sequence events in a story correctly using cut-out pictures, and some can draw their own sequence then label them with simple sentences. Most children can recognise, write and name the sound of the letters of the alphabet, including combined sounds such as 'ch' and 'sh'. They successfully build letters to make single syllable words of three or more letters and they can recognise and suggest rhyming words. When reading a poem with the class teacher, children pointed out the rhyming words without prompting and one child asked why there were no full stops in the poem. Work in children's books shows that many are beginning to write simple sentences independently. Others are able to write sentences using a word bank or can copy sentences written for them by the teacher. The high attainment in this area is a direct result of very good lesson planning, which combines clear explanation and demonstration with activities that are well-matched to children's abilities.

## **Mathematical Development**

54. Work during lessons and in books indicates that many children are on course to exceed the Early Learning Goals in their understanding and use of number and pattern. These children are beginning to count beyond ten and to recognise, write and order numbers up to ten. Their work in books shows that most have a good understanding of simple addition and subtraction up to ten and can match small sums of money to the corresponding coins. They are beginning to count in tens or fives and show an awareness of time, including the order of the days of the week and how hours are shown on a clock face. Overall, children's achievement is good because the teacher and classroom assistant provide high quality explanation, supported by good practical activities for group work. Children enjoy these and concentrate hard to complete the challenging tasks, such as making a ladybird with a symmetrical arrangement of spots.

## **Knowledge and understanding of the world**

55. A well-planned curriculum provides appropriate opportunities for children to develop their knowledge and understanding of the world through topic work. Most children are on line to attain the Early Learning Goals by the end of the reception year. They understand that plants need water and sunlight to grow. They can draw a plant from observation and accurately name the root, leaves, stem and flower. Children show curiosity and interest in how things work; for example, they experiment with winding mechanisms when making a well for Jack and Jill and when helping Incy Wincy Spider to climb up a spout. They can draw simple designs for vehicles and then construct them using dowel for the axles so that the wheels turn. As part of a seaside topic, children can experiment with sand and water and can imagine a rock pool. They explore different materials and can sort them by how they look and feel. Teachers use computers effectively to enrich learning. For example, the children use an art program to make seaside pictures and a spelling program to build simple three-letter words.

## **Physical development**

56. Provision for children's physical development is currently inadequate. This is because the outdoor play space was lost when a new classroom was built, however, a new area is planned as part of the building project for Easter 2003. At the time of the inspection, therefore, there were only limited opportunities for children to develop their physical skills and spatial awareness through free exploration of climbing equipment, large construction toys and wheeled toys. Children show satisfactory hand-eye co-ordination when using a pencil, scissors or glue stick in their classroom activities.

## **Creative development**

57. Children's achievement in creative development is satisfactory and most are on line to meet the Early Learning Goals by the end of the reception year. They have appropriate levels of skill in observational drawing, cutting, sticking and sewing. A variety of relevant activities are planned, which are linked to other areas of learning. They can weave, print and make collages or models in an exciting and imaginative way; for example, they use re-claimed materials to make vehicles to their own designs. In a topic on the seaside, they learn through role play in their 'travel agent's office' and they can use their voices or percussion instruments to make the different sounds on the beach. They can link their present work with what they have done before, for example, when consolidating their understanding of symmetry by making a collage of a shell. Overall, the activities are well planned and motivate children to apply good creative effort.

## **ENGLISH**

58. In the first inspection, standards attained by pupils in Years 2 and 6 were reported to be mainly at the level of pupils' performance nationally, with only a small proportion below this. The results in the 2001 national tests show that standards in English at both ages have improved and are now above average. The school has recently received the test results for 2002 and, although national comparisons are not yet possible, they show that the rising trend continues. A notable feature of these results is that in reading by the end of Year 2 and in English overall by the end of Year 6, one half of the pupils attain above average standards. The inspection findings are in line with these good results.
59. Standards of speaking and listening are above average by the end of Year 2. Pupils are achieving well. They follow teachers' explanations closely and listen carefully to each other's contributions in lessons. They speak audibly and express their ideas clearly. These skills are developed from the reception stage, as was seen in a religious education lesson when pupils were asked to retell the 'Parable of the Sower' in their own words. By the end of Year 6, they are achieving well and have developed good speaking and listening skills. This is well illustrated when pupils make presentations to the rest of the class on a topic of their own choice. They are taught to organise their ideas by making notes from which to speak. A pupil giving a talk about horses spoke with authority while the other pupils listened attentively before asking appropriate, well-phrased questions. Years 5 and 6 pupils, having read a passage from 'The Charge of the Light Brigade', worked in pairs with dictionaries and thesauri, to annotate the text and gain a better understanding of it. Their vocabulary is very good and, in discussion, they used such words as 'menacing', 'trustworthy' and 'devoted' when interpreting the text, and 'heroic', 'propaganda' and 'glorifying' when describing the poem. They then performed the poem twice, refining the clarity and drama in the second attempt. A theatre arts club meets at lunch-time each week, in which pupils are currently preparing a presentation of Roald Dahl material for a leavers' show. This makes a very good contribution to the development of speaking and listening skills, particularly because pupils are thoroughly involved in making the decisions on how it should be expressed.
60. Pupils throughout the school achieve well in reading. By the end of Year 2, standards are above the national average. They have numerous good opportunities to read during the school day, both in English lessons and in other subjects. Reading strategies are developed well with younger pupils and by Year 2 they can make good use of letter sounds, syllable recognition and the meaning of the text to work out new words. As a result, these pupils read with good understanding, confidence and recall. Their work on book reviews is well displayed and demonstrates good skills in making evaluations. They state what they liked about a book and which characters they prefer. During a Year 1 English lesson on non-fiction books, pupils demonstrated that they already have good information-finding skills. They know where to locate the 'contents', 'index', 'glossary' and 'blurb' and what purpose they serve. Reading levels by the end of Year 6 are well above average. Skills developed in earlier years are consolidated as pupils continue to expand their skills in reviews and analysis. They compare and contrast

literary styles in narrative and poetic forms and develop a rich vocabulary as a result. They demonstrate a wide range of reading interests, read regularly and enjoy challenging texts. A Year 6 pupil confessed to be 'reading four books at once'. The limitations of the school library inhibit pupils' opportunities for personal research in an appropriate environment, although pupils can find things out from books in their classrooms and, increasingly, through access to the Internet.

61. Standards in writing are above average by the end of Years 2 and 6. Pupils are achieving well. By the end of Year 2, the majority write in sentences, consistently using capital letters and full stops. Handwriting is at the expected level with the majority using a neat joined script. Spelling is good and pupils are confident enough to make very good attempts at unfamiliar words without interrupting the flow of their writing. Pupils retell familiar stories putting the events in the correct sequence, and higher attaining pupils write alliterative poems showing a good choice of vocabulary. By the end of Year 6, pupils' writing is above average. Pupils write with good control for different purposes and audiences, including some good creative work. Their writing is well structured because they are given many opportunities to model their own work on published writers. Most pupils make good vocabulary choices and they use their words precisely and imaginatively. In all classes, pupils use computers well to draft and edit their writing in order to improve it. In this work, pupils can use an appropriate style related to a particular purpose; for example, when Year 2 pupils produce invitations to an event and when Year 6 pupils write a play. Pupils develop good independence when writing for a range of interesting purposes in other subjects, for example, when explaining causes or making predictions in science and comparing different localities in geography.
62. The quality of teaching for younger pupils is consistently good. As a result, most of them achieve well. They follow the clear instructions of the teacher and respond well to the challenges set. They attain above average standards in writing because teachers have high expectations, teach the basic skills effectively and provide good opportunities to write for a wide range of purposes across the curriculum. An example of this occurred in Year 2 when pupils were introduced to techniques for note taking and given a very good model upon which to base their work. Open-ended tasks provided good levels of challenge for all levels of attainment. Lessons are well planned and delivered at a good pace with well-focused questioning and an appropriate level of fun. Teachers enable pupils to achieve well by equipping them with a good vocabulary for talking about English; for example, when the teacher of a Year 1 group asked 'What do I mean by "recount"?', a pupil answered that 'this tells us what has happened and the verbs will be in the past tense'.
63. In lessons with older pupils in Years 3 to 6, the quality of teaching is also good and sometimes very good. Teachers have good subject knowledge and use this well to plan lessons that are interesting and challenging for pupils. They ensure that all pupils are engaged throughout the whole of the time. When pupils are asked for their response to a passage, they are reminded that answers are neither right nor wrong, but that it is important to have an opinion and to be able to justify it. English lessons are lively and demanding, so pupils enjoy them and take great pride in the work they do. Tasks have levels of challenge that are well suited to the different levels of attainment in the class. A good volume of work is expected and there is a good balance of worksheets and free writing. Teachers' high expectations promote good quality work and very good behaviour. The very good relationships between pupils and teachers and appropriate humour ensure that most pupils enjoy their literacy lessons and are achieving well. Pupils with special educational needs achieve well because of effective teaching strategies based on collaborative planning with the learning support assistants.
64. The headteacher became the co-ordinator upon her arrival in 1999. She monitors teachers' planning and standards of pupils' work. She ensures that planning is jointly done so that pupils in classes containing more than one age group are not disadvantaged. Learning objectives are consistent for each year group, even though the context and content may be different. To guide teachers' assessments, she has developed a school portfolio of work that she has graded according to national criteria. Teachers track pupils' achievements closely over time and use this information well to set targets for their future work. Pupils are very clear about their targets

and when teachers mark their work, they make comments on how well they are working towards them or what still needs to be done. These procedures give teachers a clear awareness of each pupil's achievements within the class and how to match the difficulty levels of work accurately.

65. Since the first inspection, teachers have responded well to the introduction of the National Literacy Strategy and to the very good support and guidance provided by the subject co-ordinator. As a result, the improvement in teaching is good and this is reflected in the improving standards. The school has a library, but it is small and cramped with insufficient space for class teaching, and it is also used for teaching music. This unsatisfactory state of affairs is to be resolved next year when a new library will be included in the building extension programme. There are currently insufficient books or other resources for independent research, although the school makes good use of the local library service.

## **MATHEMATICS**

66. Inspection evidence shows that standards are broadly average by the end of Years 2 and 6. Achievement is satisfactory. This is a similar position to the previous inspection. There has been some improvement in the work of higher attainers, which was judged to be unsatisfactory throughout the school, however, there is still room for more. In the National Curriculum tests of 2001, the overall performance of Year 2 pupils was above that for all schools nationally. When performance is compared with schools that have a similar context, the proportion of pupils reaching the national average level is in the top five per cent, but the proportion reaching above average levels is comparatively low. The performance of Year 6 pupils in the 2001 tests was below that for all schools nationally and well below schools that have a similar context. The very low proportion of pupils attaining above average levels is the main reason for these poor comparisons. The 2002 tests show improvement in the proportion of higher attainers for both age groups, but it is not yet possible to make comparisons with schools nationally. The improvement in the Year 6 tests is particularly noteworthy and reflects the considerable amount of work being done throughout the school on improving teaching. However, the proportion of higher attainers is still lower than in the other subjects tested and this is supported by evidence from the inspection, indicating that some pupils are not achieving as much as they can.
67. In Years 1 and 2, pupils identified by the school as average and higher attainers are mostly working in line with age-related expectations when about one third of them could be working above. Some identified as the lower attainers are achieving well and are close to reaching average standards. By the end of Year 2 the average and higher attainers know how to write sums of money, match coins to amounts and solve problems involving totals and change. Using pencil and paper they can quickly add and subtract large numbers such as 99, by using the nearest multiple of ten then adjusting it accordingly. Mentally, they can quickly count on and back in steps of two, five and ten from numbers up to one hundred. They can recognise three-dimensional shapes such as a cube, cuboid, pyramid and cylinder. They are beginning to describe the differences between them in terms of number of edges, vertices and faces, using the correct terminology, and they can make simple models of them from pictures. In a lesson, about one third of the pupils showed readiness for more challenge when they started exploring combinations of existing shapes to make new ones on their own initiative. One pupil posed the question 'If a cylinder is a prism, is a prism a cylinder?'. Lower attaining pupils can also describe shapes and make accurate models of them. They can add single-digit numbers to two-digit numbers up to 40, identify combinations of coins to make totals up to one pound, identify missing numbers in a sequence up to 100 and write down how many hundreds, tens and units are represented in a diagram showing place value.
68. In Years 3 to 6, most pupils are working at or near the expected levels for their age. Some pupils identified as higher attainers are working to the full extent of their ability and reaching above average standards, although in some classes, more pupils could be working at these higher levels. In a Years 5 and 6 class, for example, some of the pupils identified as average attainers demonstrated that they could be working at the same level as the higher attainers, who were achieving well in the challenging task of predicting how coordinates of shapes change



when moved in a four-quadrant grid. There are good examples of appropriate challenge in some of the work seen in exercise books; for example, in a Years 4 and 5 class many of the pupils identified as average and higher attainers progress on to the data-handling work normally done by Year 6 pupils. However, this is not consistent in every class and there are often instances when all pupils do exactly the same work, such as additions and subtractions, which many average and higher attainers can complete easily without ever getting any incorrect.

69. Pupils in most classes are particularly good at working independently and in collaboration with partners, which helps them to make good progress in lessons. Much learning comes from discussing answers to questions, collaborating on solutions to open-ended tasks and co-operating on practical activities, which is a considerable improvement on the first inspection when pupils were not developing sound work habits. In one very good lesson, the teacher set a series of increasingly complex challenges involving the reflection of shapes in mirror-lines at different orientations. As pairs of pupils discussed their solutions, the teacher assessed their understanding and increased the support or challenge as required. Pupils with special educational needs achieve well with a combination of effective classroom support and thoughtfully adapted tasks. In one class, a pupil was helped to grasp the concept of translating shapes by using a computer program that clearly demonstrated the process in action.
70. The quality of teaching is good overall. Teaching was good or very good in three-fifths of the lessons observed and satisfactory in the others. In the very good teaching, expectations are high and the work is suitably adapted for the different ages and ability levels within the class. This is much better than in the first inspection when a large proportion was unsatisfactory, due to low expectations and weak planning. During the inspection, many classes were taught by recently appointed supply teachers, but very good planning and induction enabled them to avoid disruption of the pupils' learning. The most effective parts of lessons are when the teacher sets interesting challenges to the pupils and continually assesses their response to decide whether to increase the challenge or provide more practise. An example of this was in a lesson when some pupils successfully reflected a square in a mirror-line. They were set the further challenges of reflecting a right angled triangle, then positioning it farther away from the mirror-line and finally placing the mirror-line in a diagonal position. In another lesson, during questions to improve mental calculation skills, the teacher continually adapted the level of challenge to suit pupils of different ages and abilities. He required the pupils to write their answers on white boards and show them, so he could identify who needed more help or more difficult questions. Some pupils are clearly accustomed to tackling challenges within lessons; for example, Year 3 pupils took the initiative in raising the level of difficulty when they persuaded the teacher to let them continue doubling multipliers in a series of questions, until they got to two times 48 is ninety-six.
71. Stimulating activities are planned to make pupils enthusiastic about learning; for example, a lesson on translating and rotating shapes started with a display of patterns on ties and wallpaper. In another class, links were made to interesting work in science when the teacher used the idea of a slug travelling to eat a lettuce, in order to illustrate how to plot routes on a grid. Teachers use information and communication technology well to extend pupils' data handling skills in practical investigations. For example, Year 2 pupils conduct surveys in school and show their results in a range of bar graphs and pie charts, while Years 5 and 6 pupils are taught how to present and interpret data from more extensive surveys in the village. Pupils in a Year 2 class enjoy mental calculation work when they have to practise counting-on silently in twos, fives, and tens in time to a percussion beat, and say the number they have reached when the beat stops.
72. In a small number of lessons, the pace of learning is slowed slightly when whole-class introductions are too long, usually because too many examples are used to reinforce a particular point. In these classes, it was noticeable how quickly the pupils settled to work when they moved on to interesting practical, investigative activities. In all classes, the lesson planning is designed to match group activities to the different ages and ability levels within the class. In most, this matching is accurate, but, in some, the higher attaining groups are insufficiently challenged or pupils identified as average attainers could be working at higher levels. In the most

effective group work, the teacher provides more open-ended tasks for higher attainers and they generate their own high levels of challenge. For example, pupils in Year 6 are required to draw their own shapes on a four-quadrant grid and question their partners on what the coordinates will be when it is reflected in any of the axes. Most teachers have established good routines for independent group work in their classes, which enables them to spend an uninterrupted period of time with a particular group in order to move their learning forwards. Classroom support assistants and parent helpers make a good contribution to learning in groups by talking to pupils about their tasks and reinforcing the correct use of mathematical vocabulary.

73. New procedures for the leadership of mathematics have recently been introduced and are developing well. A teacher has been the co-ordinator of the subject for a year and is already using effective strategies for improving the quality of teaching and learning across the school. These include: monitoring planning and then offering advice on teaching activities or resources; leading a whole-school practical mathematics project; collating a portfolio of pupils' work to guide future assessment and teaching model lessons. An action plan shows how her role will develop to include the evaluation of work in classrooms. This needs to be implemented as quickly as possible, along with the systematic analysis of pupils' exercise books. The priority is to provide constructive feedback that will help colleagues to establish consistency in identifying higher attainers and providing suitably challenging work for them. This will be supported by improving methods of assessment and target setting as a basis for grouping pupils and setting appropriately challenging work. Assessment methods are currently satisfactory in providing constructive feedback to pupils, which helps them to improve.

## SCIENCE

74. Overall, attainment in science is above average by the end of Years 2 and 6. Pupils are achieving well. This is an improvement on the first inspection when standards were average in Year 2 and below average in Year 6.
75. Pupils in Years 1 and 2 are developing good skills of scientific enquiry. Year 2 pupils make suggestions about how to carry out an enquiry into what makes plants grow well. With good teacher support they set up their own investigations and keep careful detailed diaries of the growth of beans under different conditions. At the end of the investigation they all have a clear understanding that plants need water and light to grow well. Some pupils planted bean seeds in sand and were surprised to learn that plants could grow for a while without soil. They are eager to ask questions about this and to develop their understanding further. They can make suggestions about the next stages of growth of the plant showing a developing understanding of the life cycle. They produce 'mind maps' to record what they know so far and what they still have to learn. In Year 1, pupils make clear and careful observational drawings of plants and label their parts accurately. Work in Years 1 and 2 books shows that pupils are developing a good understanding of materials and their properties and a satisfactory understanding of how the forces of push and pull can be used to make things move in different ways. Pupils use a good range of methods to record their science work, including charts and tables. They are beginning to make links between cause and effect and are able to write simple statements about what they have found out from their investigations.
76. In lessons observed during the inspection, pupils in Years 3 to 6 made good gains in their learning about life processes and living things. When Year 3 pupils created a habitat for minibeasts, they demonstrated their understanding that it needs to provide shelter, food and the right conditions of light, dark, dry and damp. They were intrigued while they observed and recorded the behaviour of ants in their habitat. In a Years 4 and 5 lesson, pupils deepened their understanding of the relationship between habitats and food chains because they were given an excellent range of learning methods including role play, constructing models, group discussion and using the computer for research. In Years 5 and 6, pupils learn about micro-organisms and understand that some are harmful while others are useful. In an investigation on bread, they understood that yeast is a live micro-organism, which caused the bread to rise. Work in books indicates that pupils cover similar areas of learning in all four year groups, but at different levels. Achievement in physical processes and materials is satisfactory and, in some areas, good.

Pupils study electrical circuits and by the end of Year 6 are beginning to understand the difference between parallel and series circuits in terms of flow of electricity and brightness of bulbs. They learn about changes in the state of materials from solid to liquid to gas and how to separate materials by filtering and evaporation. Achievement in the skills of scientific enquiry is satisfactory overall. Pupils can make predictions then plan a fair test to carry out an investigation and they record work in a variety of ways including charts, tables and line graphs. They state what they have found out, but there is little evidence of going beyond this to identify and explain patterns or to evaluate their work.

77. Pupils show great enthusiasm for science and as a result, demonstrate sustained concentration and interest in their work. They work well together in pairs or small groups and discuss complete tasks. Both literacy and numeracy skills are extended effectively in science lessons; for example, when Year 2 pupils measure and record the growth of their bean plants and when Years 5 and 6 pupils use line graphs to present their findings. Pupils develop a good scientific vocabulary and use this well in writing about their work.
78. Teaching in science is good throughout the school. One lesson was excellent and none was less than satisfactory. Teachers plan their lessons well with clear learning objectives that the pupils understand. They relate new ideas to previous learning and effectively reinforce them at the end of lessons. In the best lessons, their good subject knowledge, effective use of questioning and overall enthusiasm promote good learning by creating interest and curiosity. In some classes containing more than one age group, the planning tends to be targeted at an average level for the older pupils and all do the same tasks. This effectively challenges the younger pupils, but the higher attaining and some average attaining pupils in the older age range are not provided with sufficiently challenging activities on a regular basis. This is especially the case in the teaching of scientific enquiry skills in Years 3 to 6. Pupils with special educational needs make good progress because of the well planned teaching provided by teachers and learning support assistants.
79. Pupils' achievements in scientific knowledge and understanding are assessed at the end of each unit of work, although this does not apply so much to their scientific enquiry skills. Assessment is used well to improve pupils' achievement; for example, marking reinforces learning or corrects misunderstandings and sometimes pupils are given short tasks to improve on a particular area. Pupils' work in their books shows a good variation in styles of recording. Worksheets are used appropriately, either as a framework to guide pupils on how to record findings or as a method for reviewing what they have learnt. Overall, pupils have many opportunities to record work in their own way, using pictures, charts, tables and different styles of writing. This is a great improvement since the last inspection, which indicated an overuse of poor worksheets.
80. The headteacher provides good leadership of the subject and is doing much work to continually improve the scheme of work in order to raise standards. To ensure that pupils in classes containing more than one age group do not miss or repeat work, the curriculum is effectively structured into a two-year cycle that gives coverage of all areas of knowledge and understanding over six terms. This planning is based on a nationally accredited scheme, but it is thoughtfully adapted and enriched by the school to make it more relevant to their own pupils. Science is identified as a priority in the school improvement plan for the next academic year and there is a clear vision for its future development. A very good action plan recognises the need to develop the teaching and learning of scientific enquiry skills and to monitor the achievement of pupils of different abilities. There are also good plans to develop the wildlife area further to include both a pond and a bog area.

## **ART AND DESIGN**

81. There were no opportunities to observe art and design lessons during the inspection and the range of work displayed around the school was limited, so no judgements have been made on the quality of teaching and learning in the subject. However, based on the evidence in portfolios, pupils' sketchbooks and the few displays, standards in art and design are judged to be broadly

average throughout the school and pupils are achieving appropriately. This is similar to the findings of the first inspection.

82. The range of art and design styles and techniques covered throughout the school is satisfactory. In Years 1 and 2, pupils have opportunities to develop their skills with an appropriate range of materials and processes while producing art and design that is linked to their work in other subjects. This includes observational drawings of plants, historical artefacts and seashells. Pupils print with geometrical and other cut-out shapes to make symmetrical patterns. They use a variety of materials for collage and they weave with textiles. In painting, they demonstrate good skills in colour-mixing to produce the different shades in flowers. They can use a range of methods to compose seaside pictures, including paint, crayons and computer art programs. For example, Year 1 pupils can use the computer to produce good line drawings and apply colour to them. Work in Years 3 to 6 shows an appropriate progression of skills and techniques. Observational drawings of musical instruments in pencil and charcoal show the beginnings of shading to represent three-dimensional objects. A display of paintings of chairs in the style of Van Gogh is accompanied by writing about the key features of his life. Pupils study art and design from other cultures and they can make representations of Ancient Greek pottery using collage, wax resist and painting. On a trip to Greyfriars museum, pupils produced Greek-style clay masks of a good standard. Pupils in Years 5 and 6 are currently studying the style of African art and producing similar patterns and scenes.
83. The art and design co-ordinator was unavoidably absent during the inspection and not available to discuss leadership of the subject. However, she has made an acceptable start in developing planning guidance and frameworks, linked to a nationally accredited scheme of work. Some of these link the materials and processes to year group topics and other subjects of the curriculum. However, the planning does not indicate the expected progression from year to year in the development of skills and techniques. The monitoring of pupils' achievements in art and design across the school is planned for the future. Resources for the teaching of art and design are adequate. There is a reasonable collection of posters and prints depicting work by famous artists and art and design from other cultures.

## **DESIGN AND TECHNOLOGY**

84. By the end of Years 2 and 6, standards of attainment in design and technology are average and achievement is satisfactory. This is broadly similar to the findings of the first inspection. All pupils have equality of access to the design and technology curriculum and there are no differences in achievement between boys and girls.
85. Scrutiny of work in Years 1 and 2 indicates that pupils have learned about winding mechanisms and applied this to tasks linked to their favourite stories; for example, designing and making a well for Jack and Jill, or mechanisms to help Incy Wincy spider to climb up the spout and The Lighthouse Keeper to obtain his lunch. Pupils make good use of construction kits to enhance this work. They have also learned techniques for turning wheels on axles, which they have applied to their designs for wheeled vehicles made from reclaimed materials. In the one lesson seen for this age range, Year 1 pupils were working on sewing seashell designs based on their own carefully executed observational drawings. They selected their own materials from the varied range available and were developing satisfactory basic sewing skills. They work with interest and concentration, well supported and encouraged by classroom assistants. All the work on display and in a portfolio of photographs was finished to a good standard, indicating high expectations by the teachers.
86. In Years 3 to 6, the scrutiny of pupils' work and the small amount of teaching show a satisfactory range of activities. Pupils have an acceptable understanding of the processes of designing and making, but they have not yet established the methods of evaluating their work to make further improvements. They can design and make sandwiches, musical instruments, an alarm box with an electrical circuit and buzzer, balloon-powered buggies and papier mâché vases in the ancient Greek style. The focus of work during the inspection week was on structures. Pupils in Year 4 are in the process of designing and making chairs, while in Years 5

and 6 they are designing and making various types of shelter for different purposes. They gather information for their design by testing existing structures and shapes for strength. In the one lesson observed, pupils were able to explain to the inspector how they discovered that rolled paper produced a stronger support than folded paper. They also investigate materials to see how waterproof they are and include this in their design brief. In carrying out their work, however, they employ a limited range of joining techniques, using mainly sellotape and masking tape, with insufficient thought to the look of the finished product.

87. In the two lessons observed during the inspection, the quality of teaching is satisfactory. Teachers' planning shows a sound understanding of the design and technology curriculum and appropriate activities related to other subjects. Expectations for the quality of finished products are high in Years 1 and 2, but less so in the work seen in Years 3 to 6. Lack of time and timetabling constraints in the upper part of the school mean that design and technology is sometimes taught as an activity alongside information and communication technology. The very different requirements of the two subjects, along with the limited space available for a whole class to do both simultaneously, lowers achievement in design and technology.
88. The design and technology co-ordinator was unavoidably absent during the inspection and, therefore, not available to discuss her leadership of the subject. However, the evidence is that she has made a reasonable start. She has modified the national guidance so that it is relevant to school requirements and she has given guidance on how to link activities to other subjects of the curriculum. Planning is monitored to ensure that all pupils in classes containing more than one age group do not miss or repeat activities, and portfolios of good work are being assembled to guide future teaching. The planning is satisfactory overall and provides a number of interesting activities involving an appropriate range of tools, mechanisms and joining techniques. It includes the use of rigid and malleable materials, food, textiles, card and paper. There is an adequate range of tools, equipment and other resources to support the teaching of the subject. Monitoring of pupils' achievements is planned for the future.

## **GEOGRAPHY**

89. Scrutiny of pupils' work, discussions with pupils and teachers and the observation of one lesson indicate that standards at the end of Years 2 and 6 are average. Pupils throughout the school, including those with special educational needs, achieve satisfactorily. Overall, the judgements are similar to those made in the first inspection.
90. By the end of Year 2 pupils carefully observe their surroundings and can make a simple map to record their route to school. They look at the main features of Dunholme and express their likes and dislikes about what they see. They consider the improvements they would like to see, especially to the leisure facilities. Pupils become increasingly aware of the world beyond their village in a topic that looks at the seaside. They can contrast the environment of Dunholme with that of Cromer on the Norfolk coast. By the end of Year 6, pupils can apply their knowledge about river systems and the water cycle to studies of good and poor drainage near the school. They can compare the erosion, shape and ecology of a local beck with the Niger delta. They can find Nigeria on a world map and talk about some of its basic physical features and climate. They can identify differences in the development of trade and farming between Benin and Lincolnshire. Through this and other similar work, geography makes a good contribution to the cultural development of pupils throughout the school. Pupils' work is always neatly presented with good spelling, handwriting and punctuation. Maps are carefully drawn and there were some especially good examples of this in Year 2.
91. The quality of teaching in the one lesson observed was satisfactory. This observation, combined with discussions and analysis of pupils' work, indicates that the tasks provided are appropriate for the age and ability of the pupils and work is always completed and marked. Pupils' literacy skills are improved in geography because few worksheets are used and they are required to write independently for interesting purposes. Year 6 pupils improved their mathematics skills when they drew graphs to record the temperature and rainfall in Nigeria. In a Years 4 and 5 class, pupils are effectively taught how to use information and communication technology to

carry out research about other countries. Teachers organise some good geography fieldwork during the residential visits to Kingswood in Norfolk.

92. The co-ordinator has been in post for 12 months and she works jointly with the headteacher. They have organised a well-structured two-year cycle of planning, in line with national guidance, which ensures good continuity of learning for the pupils in classes containing more than one age group. They monitor the work that is displayed around school and in pupils' books in Years 1 and 2. This monitoring will be extended to classroom observations during the next year. They have collected a portfolio showing good examples of pupils' work and these will be graded against national criteria in order to provide a guide to assessment. An audit of resources at the end of years 2000-2001 showed that, apart from a good selection of atlases, there was a shortage of the books required to support the latest national guidelines. Teachers make good use of the library loan service to offset this deficiency. Resources otherwise are satisfactory and are stored centrally in the resource area.

## HISTORY

93. In the first inspection, standards in history were judged to be satisfactory as they matched national expectations. Although no teaching could be observed during this inspection, it is clear from an examination of pupils' work and discussion with both teachers and pupils, that these standards have been maintained. Achievement by the end of Years 2 and 6 is satisfactory. By the end of Year 2, pupils recognise that the subject is about people and things from the olden days. They can distinguish between the past and present and are developing a good understanding of periods of history. They talk enthusiastically about being at the seaside in the olden days, knowing that some things, like swimwear, have changed, but others, such as building sandcastles, have remained the same. They can also identify how toys have changed over time, particularly the materials from which they are made. They learn about some famous people and can recount facts from the life of Florence Nightingale.
94. By the end of Year 6, pupils' understanding of the timescale of history is well established. They are able to identify a period in which they would have liked to live and can give good reasons for their choice. They understand the work of an archaeologist and can identify such prime sources of historical knowledge as the Acropolis and the treasures of Tutankhamun. They have good recall of the work on the Greeks that they did earlier in the year. They know that the country was divided into city-states, that the two most important of these were Athens and Sparta and that there were differences between them. They can remember such notable figures as Hippocrates, Homer and Archimedes and explain some of the famous things that each did. They also know the names of the most important Greek gods. They extended their literacy skills when they studied English words that have a Greek root.
95. No lessons were observed during the inspection, therefore, no judgements about teaching can be made. However, interviews and work on display show that history is brought to life in a good range of ways. In a Greek theme day, for example, pupils wore chitons and peplos, tasted Greek food, which they made in design and technology, and took part in mini-Olympics. A pupil's grandmother, who had been evacuated during World War II, visited school to describe her experiences. Pupils attend the local Greyfriars museum when it runs workshops linked to the National Curriculum. Years 5 and 6 pupils attended one of these in connection with their work on Ancient Greece and they made such artefacts as masks and jewellery.
96. The co-ordinator has been in post for four years. She monitors planning and scrutinises some pupils' work, but has no opportunity to observe lessons in order to provide guidance. There is a well-structured planning framework, based on national guidelines, which provides a two-year cycle of teaching to meet the needs of pupils in classes containing more than one age group. There is useful assessment of pupils' achievement at the end of some units of work, but this is not yet consistently applied across the school. Resources in school are adequate and well supplemented by artefacts borrowed from the Lincolnshire Local Education Authority's museum service. The budget allocated to the subject is being used to develop a range of visual evidence such as videos, photographs and information disks for the computer.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

97. In the few lessons observed and the analysis of work, pupils are achieving well by the end of Year 2 and standards are above average. They are achieving very well by the end of Year 6 and standards are well above average. This is a considerable improvement since the first inspection when a key issue was to improve unacceptable standards by securing better progression in learning. The school has effectively tackled this by providing a systematic programme of teaching combined with more computers and training for the staff.
98. By the end of Year 2, pupils show a good range of word-processing skills. They can create an attractive invitation card combining pictures and words that use a range of fonts, letter-sizes and colours. They use a data-handling programme to produce bar graphs and pie charts for information they have collected on such topics as favourite fruits and pop groups. They can very competently use 'drop-down' menus to select shapes and fill them with colour and they use 'text-boxes' to locate their writing in a specific place. Some can independently open a 'floppy disk' to select a file and they can make a new file to save completed work. Pupils' confidence and independence helps them to achieve well in lessons. They are also beginning to show good independence in keeping their own record of new skills learnt. Work in Year 2 builds on a good programme for Year 1 pupils, which emphasises drafting their writing straight onto the screen and then self-correcting it. They can use art programs to produce simple, recognisable pictures and, in doing this, they show competence in using the 'mouse' to draw line shapes and fill them with colour.
99. By the end of Year 6, pupils can combine a number of different ICT applications in one project. They use word-processing to design a questionnaire on a youth club for Dunholme, then they input the information into a data-handling program to produce charts, and finally they prepare a 'slide' presentation to support a talk on the subject. Previous work shows that some pupils have a very high level of skill in word-processing their own plays using the correct layout and they can 'scan' in a picture to illustrate the cover. They use different print styles to show context, instructions and words in the dialogue that need a particular form of expression. Pupils are using self-assessment sheets consistently and these are beginning to build up into a useful record of achievement.
100. In the small number of lessons that could be observed during the inspection, teaching was good with some very good aspects. Teachers are making effective use of the fairly new ICT room to teach basic skills and give the pupils plenty of opportunity to practise and consolidate them. The most effective teaching relates the skills to a real-life purpose; for example, conducting a survey and making a presentation of the findings. Training has provided the teachers with sufficient subject knowledge and confidence to give the pupils a clear explanation and demonstration of new processes. Classroom support assistants have also received appropriate training and they can provide good support to pupils while they are working on computers.
101. Much of the improvement is recent and this has been concentrated on the teaching of basic ICT skills in the computer suite. Teachers have made a satisfactory start in planning for pupils to apply and extend these skills to learning in other subjects; for example, writing in English, data handling in mathematics, art and design and research in science and geography. There are computers in all the classrooms to support the continuing development of this work. Curriculum plans and pupils' work show that provision is made for all the required aspects of ICT. A recently designated co-ordinator provides useful guidance on planning and she monitors what is taught to ensure that all aspects of the National Curriculum are covered.

## **MUSIC**

102. Standards in music are above average throughout the school. Pupils are achieving well. This represents satisfactory improvement since the first inspection when standards were in line with national expectations. All pupils are fully included in the statutory elements of music and girls and boys achieve equally well. In the lessons and work observed during the inspection, pupils in

Year 1 use their voices and percussion instruments well to represent the sound of the sea. They understand the difference between fast and slow or loud and quiet in their music making and they can follow the conducting of the teacher. In Year 2, pupils begin to represent musical sounds with pictorial symbols and use these to produce simple compositions. They also succeed in interpreting the mood and emotions of a piece of music. In a very good singing lesson, older pupils demonstrated their understanding of the terms 'staccato' and 'legato' in two contrasting songs. During acts of worship, pupils sing hymns with feeling and enthusiasm as the mood or theme dictates. None of the staff currently play the piano so pupils sing to recorded tapes and they demonstrate a good sense of timing. Pupils show their feeling for the pulse and rhythm of the music when they perform actions. Overall, music makes a very good contribution to pupils' spiritual and social development; for example, the whole school takes part in singing lessons, which are of high quality and reinforce the ethos of togetherness. Pupils with special educational needs achieve well with very good support and encouragement from the staff.

103. Teaching observed during the inspection was good and some was very good. Teachers have a good knowledge and understanding of the subject and their planning is based on national guidelines. In singing, throughout the school, teachers' enthusiasm and high expectations promote good achievement. This was particularly evident in those lessons taken by the two teachers who regularly work together to lead the school in singing sessions and hymn practice. Their pace and use of praise and joy in the music inspired some high quality singing from the pupils, in which there was a good sense of tempo and mood. In Years 1 and 2, the teaching of musical composition and appreciation is good. In Years 3 to 6, teachers provide pupils with good opportunities to develop their musical understanding and good links are made with other subjects. In a religious education lesson, for example, pupils were given the opportunity to represent the story of Noah's Ark musically. In all lessons, the management of classes is good, which allows pupils to express themselves sensibly and well. In addition to statutory music provision, peripatetic teachers provide violin and guitar lessons to some pupils, but these were not observed during the inspection.
104. The subject is adequately led by a co-ordinator who has only held the position for a short time. She has a good vision for the future development of music in the school. At present she has a clear understanding of the impact of teaching and learning on standards for the younger pupils, but she has had little opportunity to monitor the older ones. Music training for the whole staff is planned for next term to develop further their subject knowledge and teaching skills. The school is adequately resourced for the teaching of music. There are sufficient percussion instruments for class lessons and some keyboards for use in Years 3 to 6. There is a compact disc player in each classroom and a good range of appropriate discs to use on them, including music from other cultures. Pupils enhance their public performance skills when they visit the local church to perform in carol concerts and other festivals throughout the year. The local secondary school also helps by offering the use of their theatre space.

## **PHYSICAL EDUCATION**

105. Standards are above average by the end of Years 2 and 6 and pupils achieve well throughout the school. This is an improvement since the first inspection when standards were judged to be satisfactory. By the end of Year 2, most pupils show good control in throwing small balls and beanbags and catching them with one hand or two. They can throw accurately towards a target and, in a busy playground, show good ball control and awareness of the others around them. They can invent their own games, which involve throwing beanbags through hoops at varying distances and heights and they devise some intricate, but plausible, scoring systems to go with them.
106. Year 6 pupils showed appropriate levels of skill when competing in relay races in the rather cramped hall, which was used because of bad weather. Their agility and awareness of others around them were good and helped them to avoid collisions. They could pass and receive batons competently. Pupils in Years 4 and 5 show good athletics skills in a number of running activities. Most respond well to the teacher's coaching about arm movement and improve their performance. They show good co-ordination in 'shuttle running' to pick up and return a number



of beanbags spaced at intervals and in 'egg and spoon' races. They respond to competition sensibly, participate enthusiastically and show good stamina when exerting themselves. Pupils with special educational needs are fully included in lessons and are given good encouragement by both the teacher and the other pupils.

107. Teaching is good overall. Lessons are lively with plenty of energetic activity, which provides very good exercise for the pupils. Each lesson has a good range of tasks that are carefully sequenced to provide good learning progression; for example, when throwing and catching skills are developed into games situations. Teachers coach new skills effectively and they can assess which pupils need further guidance and who can demonstrate good performance to the others. They maintain a good pace in lessons because they carefully organise the equipment and teaching space beforehand. Very occasionally the pace is slowed because tasks are over-complicated or explanations are unclear to the pupils.
108. The co-ordinator provides useful guidance to colleagues. She has prepared a planning framework, which ensures that all parts of the National Curriculum programme are covered. A good range of extra-curricular clubs and inter-school competitions in netball, football and athletics is provided. Pupils make a good contribution to organising these; for example, the Year 6 council decided that the school needed some new strips so they started some fund-raising to buy them.

## **RELIGIOUS EDUCATION**

109. Religious education is taught to all pupils. The school uses the latest national guidance to support the locally agreed syllabus and pupils attain the expected standards by the end of Years 2 and 6. Their achievement is satisfactory. This is similar to the first inspection. Pupils show that they are acquiring a good knowledge and understanding of Christianity and a satisfactory awareness of the other principal religions represented in Britain.
110. By Year 2, pupils can discuss what they know of God and consider the place of God in people's lives. They understand how people pray and ask for guidance. They understand the point of some well-known New Testament stories such as 'The Good Samaritan' and they can talk about the importance of the Ten Commandments. They also know some facts about Hinduism; for example, the celebration of Diwali and the story of Rama and Sita. They are aware of the Hindu representations of gods, particularly Ganesh. They can discuss their own feelings, particularly of love and hate.
111. Between Years 3 and 6, pupils develop a growing understanding of the beliefs and lifestyles of followers of the major religions in Britain today. They know some of the holy days in Judaism such as Yom Kippur, Rosh Hashana and Sukkot, the gods and goddesses in Hinduism, especially Krishna, Ganesh and Hanuman and the five pillars of Islam. They know more detail about Christian beliefs and lifestyles, such as where the Bible came from, the festivals of Easter and Christmas and symbolism in worship. Many pupils express their thoughts clearly and demonstrate a growing understanding of the place of religion in people's lives.
112. In the two lessons observed during the inspection, the quality of teaching was satisfactory. The lesson observations and scrutiny of pupils' books indicate that work is appropriately challenging for most pupils; for example, extension activities are provided for higher attainers. Few worksheets are used and pupils are required to write independently for a range of purposes, which helps to improve literacy skills. In a good lesson with reception and Year 1 pupils, different learning objectives were set for each age group and also for the different ability groups in the class. Teachers encourage reflection and contemplation on matters affecting the lives of the pupils; for example, how hatred builds up between people with differences and how that hatred can be removed. Such discussion is clearly in line with the ethos of harmonious relationships within the school.
113. A good programme of visits and visitors enriches the work in the classroom. The work on Diwali was brought to life by a visit from a Hindu lady who described how the festival would be

celebrated in her home. Close links with the church are very evident. The local vicar, who is a governor, frequently comes into school to take assembly or discuss spiritual and moral issues with some of the classes. The Bishop of Grimsby also visited the school earlier this year. The school has at least one termly service in the parish church and some Christmas services. The church has an 'Education Sunday', which is a service of affirmation for the staff and governors of the school. The 'Leavers Concert' takes place in the church each year and it is also used to exhibit pupils' work. St Chad's Day is celebrated with a service that sometimes takes place in the church.

114. The co-ordinator has only recently taken full responsibility for the subject. She is currently building up a portfolio of samples of pupils' work and her good plans for the future include developing systems to monitor and evaluate teaching and learning. The school is increasing its resources for the teaching of Christianity, Judaism and Hinduism, with help from the dioceses and the local church.