

INSPECTION REPORT

**QUADRING COWLEY AND BROWN'S
PRIMARY SCHOOL**

Donington, Spalding

LEA area: Lincolnshire

Unique reference number: 120552

Headteacher: Mr D Sales

Reporting inspector: Eileen Chadwick
19115

Dates of inspection: 21 - 22 May 2002

Inspection number: 195747

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and junior
School category:	Voluntary controlled
Age range of pupils:	4 to 11 years
Gender of pupils:	Mixed
School address:	Church End Donington Spalding Lincolnshire
Postcode:	PE11 4SQ
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Appropriate authority:	The governing body
Name of chair of governors:	Mr D LeSage
Date of previous inspection:	2 June 1997

INFORMATION ABOUT THE INSPECTION TEAM

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

This thriving village school educates boys and girls between the ages of four to eleven. It serves the rural community of Quadring village and also attracts pupils from the surrounding area. It is smaller than most primary schools with 110 pupils and is oversubscribed in Years 2, 4 and 6. Overall, there are similar numbers of boys and girls although, in Year 5, there are twice as many girls as boys and, in Reception, twice as many boys as girls. All pupils are taught in classes containing two age ranges, including the ten in Reception. However, in Years 5 and 6 pupils are taught as single ages for English and mathematics each morning. Seventeen per cent are on the school's special educational needs register, which is broadly average and slightly higher than when last inspected. The proportion with statements of educational need is below average. There are no ethnic minorities and none speak English as an additional language. Six per cent are known to be eligible for free school meals, which is below average and lower than when last inspected when it was average. The overall mobility of pupils joining or entering later than at the normal point of entry is average; however, it is high by Year 6 as one third entered the school late between Years 3 to 6. Pupils' overall attainment on entry is average, including that of late entrants, yet the school's task is to provide for a very wide range of attainment ranging from well above to well below average.

HOW GOOD THE SCHOOL IS

This is a very good school. It prepares pupils very well for their secondary education and, by the age of eleven, pupils reach very high standards in mathematics and high standards in English, science and information and communication technology (ICT). The school won a national school achievement award for the excellent results achieved in national tests for eleven-year olds in 2001. The very good leadership and management by the headteacher, and the strong commitment of all staff, result in much good teaching and learning, and these are excellent in Year 6. By the age of eleven all pupils, regardless of their starting point, achieve very well. The dedication and hard work of all staff ensure that all pupils can take advantage of the broad and worthwhile curriculum offered. The school gives very good value for money.

What the school does well

- By Year 6 pupils attain very high standards in mathematics and well above average standards in English and science because teachers often have high expectations and there is much very good teaching in the juniors.
- Standards in ICT are well above average by the end of Year 6 and, throughout the school, pupils apply their ICT skills well to other subjects.
- The strong leadership of the headteacher, the very good teamwork of all staff and the good support of the governors ensure the school has the vision and quest for constant improvement.
- The school offers a challenging curriculum that provides rich opportunities for pupils to develop their intellectual, creative and sporting skills.
- The climate for learning and opportunities for personal development are very good and result in pupils who often behave very well and successfully take responsibility for their own work and behaviour.

What could be improved

- The consistency of good quality teaching in a minority of lessons.
- Information for parents about the school's work.
- Funding, so that key staff can perform their management roles, and the accommodation and some resources can be improved.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school's good progress since its last inspection in June 1997 has transformed it from a good to a very good school. Standards reached by eleven-year olds are higher than those observed at the time of

the previous inspection. Test results for seven-year olds are similar in English and higher in mathematics. The quality of teaching in the Foundation Stage and in Years 1 to 6 continues to be often at least good and there is a much higher proportion of very good and outstanding teaching. The key issues for action, identified by the last inspection, have been well addressed. There are now rigorous schemes of work in all subjects, lesson plans are thorough and assessment and recording systems are now good and are systematic through the school. The school has made satisfactory progress in improving resources in the library, but this has been limited because of budget limitations beyond the school's control. The school has a good capacity to continue to improve in the future.

STANDARDS

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

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

Key

very high A*

well above average A

above average B

average C

below average D

well below average E

The school's cohort is small so care must be taken in interpreting changes from one year to the next as the results of one pupil makes a considerable difference to percentages.

The findings of the inspection agree with the school's 2001 test results and judge standards in English and science to be well above average whilst standards in mathematics are very high compared with all schools. The rate of improvement over the last four years has been in line with the national trend. The school sets demanding targets to maintain or improve standards and is on course to meet these this year. In English, standards are above average in speaking and listening and high in reading, writing and spelling although a few pupils are careless with the presentation of their work and do not always take care with their handwriting. In mathematics, pupils' mental skills and ability to solve mental problems are excellent. In 2001 tests in mathematics, nearly all achieved at least the expected Level 4 and two thirds reached higher levels. This outstanding achievement is because of consistently very good teaching in mathematics through Years 3 to 6. In science, pupils' investigative skills are good whilst their knowledge of science is often very good. Their ability to apply science to everyday life and to design and technology is very good. Standards in ICT are well above average with impressive work in mathematics and computer control technology.

The findings of the inspection for seven-year olds show standards are average in speaking and listening, reading and writing and above average in mathematics, science and ICT. Compared with standards over a three-year period these standards show good improvement in mathematics in the proportion of pupils reaching the higher level, Level 3, and are similar in reading. However, inspection shows that in writing fewer are attaining higher levels compared with reading and mathematics. Pupils write very neatly and punctuate work well. However, there are limited examples of extended pieces of writing. Children in Reception reach average standards in communication, language and literacy, above average standards in mathematics, knowledge and understanding of the world and personal, social and emotional development. Standards are average in creative development and physical development. Reception children make good progress overall.

Pupils' overall achievement is good by Year 2. By the time the pupils leave the school most have achieved very well, including pupils with special educational needs. The achievement of higher attaining pupils is very good whilst the achievement of gifted and talented pupils is satisfactory. The progress of pupils in Year 6 is excellent and accelerates because of much outstanding teaching.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils are enthusiastic about school and enjoy the challenge of new learning. They take a pride in their school and often try their best.
Behaviour, in and out of classrooms	This is often very good in the playground, around the school and in class. This contributes greatly to the school's friendly and caring atmosphere.
Personal development and relationships	Very good. Pupils take responsibility very well and, by Year 6, work with the minimum of supervision showing great responsibility for their own learning.
Attendance	Very good.

Pupils respond positively to the family ethos of the school and the school's high expectations of them. Most initial and subsequent entrants to the school thrive in this atmosphere and adapt very well to the life of the school.

TEACHING AND LEARNING

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

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

The overall quality of teaching is very good and this promotes the very good standards that pupils achieve by the time they leave the school. Very good or excellent teaching and learning were seen in each class, although this was most consistent in Year 6. The consistently high quality teaching and learning in mathematics, science, information and communication technology, design and technology and physical education in Years 1 to 6 result from teachers' good subject knowledge, high expectations and skills in providing interesting and challenging work, including problem solving. This raises standards. Teaching and learning are good in mathematics from Reception to Year 2 and very good in Years 3 to 6. Teaching and learning in reading and writing are satisfactory from Reception to Year 2 and good overall from Years 3 to 6 with outstanding teaching in Year 6. Literacy lessons are very well matched to all pupils' abilities in Years 5 and 6 when pupils are taught in single age classes. Lesson planning is good throughout and teachers make lessons interesting, lively and relevant by linking subjects. Teachers often manage their pupils very well which means pupils spend maximum time on learning, concentrate very well and make the most of their time in school. Shortcomings in a few lessons included: in mixed age classes, younger pupils' work in literacy was not always well matched to their prior attainment; class management had weaknesses causing a loss of learning pace when a minority of pupils did not pay enough attention.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Very good overall. The curriculum is broad and well organised. The wide range of visits, visitors, extra-curricular activities, including sport and music, enriches the pupils' learning. However, the lack of an outdoor area with climbing apparatus hinders Reception children's progress in physical development.

Provision for pupils with special educational needs	Good. Procedures for the early identification of pupils are fully in place. Pupils are provided with extra regular support in literacy and numeracy, which is often rigorous. Work is usually well matched to pupils' needs in class.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good overall and contributes significantly to the school's friendly, caring and purposeful ethos. Provision for moral and social development is very good whilst provision for spiritual and cultural development is good. Whilst the behaviour policy is often applied very well, the behaviour of a very small minority of late entrants is not so successfully managed in a few lessons.
How well the school cares for its pupils	Good. Adults have very good relationships with the pupils and provide high quality care and support. Assessment procedures are good.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher gives the school very clear and purposeful leadership and sets high standards by his own exemplary teaching. This results in strong teamwork between all staff and a shared vision for constant improvement. Subject co-ordinators provide good support for other teachers in curriculum planning. However, the deputy headteacher does not have enough time to perform her management role because of the limitations of the budget.
How well the governors fulfil their responsibilities	The governing body fulfils its responsibilities well. Governors take an active role in monitoring the school's performance, curriculum provision and finances.
The school's evaluation of its performance	The school carefully analyses the results of annual tests to ensure high standards are maintained. The headteacher carefully monitors teaching but the monitoring of subjects by co-ordinators is not rigorous. There has been very little funding available for releasing them so they can work with other teachers.
The strategic use of resources	Very good. The budget is managed very prudently and the school secretary provides excellent day-to-day support and management of finances. The excellent teaching of older pupils in single age classes is achieved through the willingness of the headteacher to take a heavy workload. The school has very good procedures for judging how well money is spent.

Classroom assistants provide valuable support. The accommodation lacks the space for the staff to have a proper staff room, the hall has been used as a classroom for two years and is a thoroughfare, which sometimes interrupts the pupils' learning and limits time for gymnastics. This is unsatisfactory. The number of up-to-date computers is good and these are very well used. However, the under funding of the school over a period of time has had its impact on resources and there are not enough large books for shared reading in the infants, and some of the reading books are old.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none">• Their children like school.• The progress their children make.• The strong sense of community and family atmosphere.• The hard work and dedication by all the staff.• Extra-curricular activities.	<ul style="list-style-type: none">• The information about what is being taught.• Information about their children's progress.• The time taken to address some concerns.• Accommodation, as more space is needed.

The inspection team agrees with all parents' positive comments. However, pupils' home/school reading records do not give parents enough information about how reading will be taught, what the children are expected to achieve and how well they are doing. Furthermore, there is not enough information about the curriculum to be taught. There is no evidence that parents' concerns are not addressed; however, the senior management have heavy teaching responsibilities and are not always immediately available to discuss concerns. The team agrees that aspects of the accommodation need to be improved.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

By Year 6 pupils attain very high standards in mathematics and well above average standards in English and science because teachers often have high expectations and there is much very good teaching in the juniors.

1. Pupils enter the school with broadly average attainment and assessments made on entry to Reception over the past few years show that this includes significant minorities who are well below or well above average. In the 2001 Year 6, and the current Year 6, the overall attainment of pupils who entered between Years 3 to 6 has been average overall, although in the current Year 6 few attained the higher Level 3 in their Year 2 national tests taken in other schools. By Year 6, pupils' overall attainment is well above average in English and science and very high in mathematics. This represents very good overall achievement, including excellent achievement in mathematics, compared with pupils' earlier attainment on entry.
2. Detailed analysis of the range of attainment in 2001 national tests for eleven-year olds shows all pupils achieved at least Level 4 in English and science and very nearly all did so in mathematics. This was excellent achievement for the minority of pupils who entered school with below average attainment. Compared with national averages, and similar schools, the proportions reaching Level 4 in English and science were very high. The proportions reaching the higher Level 5 are also impressive. Nearly a half attained Level 5 in English, nearly two thirds attained Level 5 in mathematics whilst over a half did so in science. The proportions achieving the higher Level 5 far exceed the proportions with higher attainment on entry further indicating very good overall achievement.
3. Inspection confirms these high standards and that very good progress is made overall between Years 3 to 6. Pupils' achievement in mathematics is excellent by Year 6 and accelerates because of outstanding teaching in this year. Several pupils in the current Year 6 are hoping to achieve Level 6. A further reason for pupils' excellent achievement in mathematics is that in Years 3 to 6 the quality of teaching is often at least very good. In English, the quality of teaching is very good for older pupils and good overall in Years 3 and 4. In mathematics, teachers' subject knowledge is strong. This enables teachers to put their high expectations into practice through planning and teaching a very rigorous mathematics curriculum. Teachers' relaxed and friendly styles and very good class management complete this favourable picture. In Years 5 and 6 the pupils are taught as a single age range in small classes for English and mathematics and pupils' work is very well matched to their previous attainment throughout each part of lessons.
4. An excellent mathematics lesson in Year 6 showed many pupils were achieving at higher levels. In this lesson many pupils knew how to interchange decimals, fractions and percentages which is very good attainment for this age. Pupils showed they were flexible thinkers and could use a wide range of methods for calculating answers. All pupils were achieving at least satisfactory standards and had at least a sound grasp of number facts, fractions and percentages. Pupils thrive when solving problems, are quick and often accurate. During this lesson the teacher provided an excellent level of challenge for the range of attainment during group work and a very good level of challenge during the class session. During the class session, the relaxed atmosphere, fast pace and the targeted questions to match pupils' different levels of understanding included all. The teacher made mathematics enjoyable, challenging and achievable for all. The teacher made very good use of white boards for the pupils to work out answers and to show their thinking. This enabled the teacher to see how the class was learning. Through very successful ongoing assessment he fine-tuned his teaching to match work, pace and questioning to enable pupils of all abilities to successfully learn. All pupils took an active part in the lesson and developed their mental skills excellently.
5. In mathematics, teachers use assessment very well to match pupils' work to their prior attainment. They provide the right level of challenge and ensure pupils develop confidence in their

own abilities. There is a very high emphasis upon numeracy, its application to other areas of mathematics and to other subjects. This enables the pupils to see the relevance of developing their mental skills. In a very good class lesson for Years 3 and 4, pupils counted in multiples of 30 up to 360. This was linked to previous learning about the number of right angles in circles. The whole class numeracy work was relevant for all pupils, as the teacher used a good range of methods to help the pupils count on, count back and check results, ensuring younger or lower attaining pupils achieved success. The subsequent group work, on the geometry of right angles, was very well matched to pupils' needs. Higher attaining pupils measured right angles using protractors and solved problems involving mental calculations up to 360 degrees whilst younger or lower attaining pupils learned to identify right angles in their classroom. Both the teacher and the assistant provided very good support during group work. The class assistant was well prepared and had the relevant subject knowledge. Pupils who enter late sometimes have weaker mental skills and are not as confident in mathematics as original entrants and, where needed, teachers provide practical resources to ensure pupils develop their understanding and are not left behind. By Year 6, all pupils have strong belief in their own mathematical ability and are enthusiastic about mathematics.

6. By Year 6, pupils have good speaking and listening skills. They speak clearly and confidently in small and large groups, paying close attention to what others say and offer their own ideas. They successfully read a wide range of texts and have very good research and comprehension skills. They develop these using a good range of fiction, non fiction and ICT work across the curriculum. For example, pupils use the Internet or Encarta to find information, for example when they study passages from sacred texts such as the Quran to learn about religions other than their own. In science, they gain information about the solar system to ask their own questions, which are often as advanced as "What causes the tilt of the earth". Many achieve satisfactory standards in writing and a substantial proportion attains higher than this. Pupils write clearly for a good range of purposes, with good punctuation and spelling. They use technical vocabulary very well, for example in science and geography, often using very precise language to demonstrate their thinking. Many pupils write imaginative poetry, expressing feelings with colourful imagery. Pupils' handwriting is often neat, joined and legible but a few pupils in Year 6 are untidy and do not always join their letters as well as they should. Pupils develop their handwriting skills well in the infants, through regular instruction, but handwriting practice is less regular by Year 6 and a significant minority of late entrants who join between Years 3 to 6 do not write as well as those pupils who began in the infants.
7. Throughout the school, pupils are encouraged to read and write for a wide range of purposes in all their subjects. Teachers and pupils have a shared quest for meaning. In an excellent poetry appreciation lesson in Year 6, pupils studied the poem "Jabberwocky" as part of a series of lessons on the work of Lewis Carroll. The teacher brought the poetry alive by his ability to use practical examples, for example he used a metre ruler when asking what the author could have meant when using imagery such as the "vorpal sword". The teacher provided an excellent balance between instruction, demonstration and questioning and encouraging the pupils to research and think for themselves. As a result the pupils learned rapidly in a range of learning styles including learning through absorbing facts, offering ideas, researching and listening to each other. Pupils were given very good opportunities to develop their speaking skills and to understand new vocabulary. The teacher used drama most effectively to bring meaning to the poem and to enable all to understand some more unusual language, for example "gire and gimble". The pupils showed their love of language as they eagerly explored meanings, suggesting ideas, for example one pupil offered "these words sound as if they are Viking words".
8. No science lessons were seen in Years 3 to 6 although a science lesson was observed in Year 2. Examination of pupils' work in Year 6 shows pupils have good investigative skills and very good scientific knowledge and indicates the quality of teaching is very good. Pupils apply science very well to everyday life and to design and technology because of the regular opportunities provided. Pupils' ability to hypothesise and conclude are very good aspects of their investigative skills and pupils greatly develop their thinking skills through science. Throughout the school pupils develop their scientific knowledge through practical enquiry and apply mathematics very well. In a good practical science lesson in Year 2, the teacher managed pupils very well and this enabled her to

put her high expectations into practice. Pupils were given a good balance between expressing their ideas and learning skills. Pupils' above average skills in investigative science were apparent in the way they behaved so responsibly during practical work, understood the basics of "the fair test" and accurately measured, using standardised units, how far their toy cars travelled down different slopes.

Standards in ICT are well above average by the end of Year 6 and, throughout the school, pupils apply their ICT skills well to other subjects

9. Both boys and girls use computers as natural tools for learning throughout the school. This enables them to attain high standards in all areas of ICT. The use of ICT in different subjects, particularly English, mathematics and science, enhances pupils' learning in their subjects. Pupils' ability to research for information, for example for their homework or class work, is excellent. A significant number of pupils do not have home computers with Internet facilities but eagerly use these at break and lunchtime so they can complete their homework assignments. Pupils select from different software sources for their research, as with Encarta or the Internet for their geographical research by asking their own questions, for example, "How are waterfalls formed? What is a meander? ". Pupils present their work in different forms for different audiences, for example they use Power Point to combine the results of their research in text and graphics to make slide shows for presentations for showing the whole class the results of their research for their geography studies on glaciers. They are just at ease when designing newspapers and presenting information about community events in "The Quadring Express", "The Quadring Guardian" or "The Daily Quadring". Pupils' ability to present the information using a range of scripts and fonts, and to combine this with pictures to interest their audience, is very good, for example when providing an account of a French market day in Spalding. Pupils' ability to handle data is equally impressive. Pupils select and use from a range of graphs, including pie charts, line graphs or bar charts, and use spreadsheets for data bases.
10. Pupils attain high standards in control technology. In an excellent lesson when the pupils learned how to write programmes for switching traffic lights on and off in a sequence the teacher provided a very good balance between instruction and problem solving. There was an excellent balance between individual and paired work, which enabled the pupils to share ideas. Pupils' ability to solve problems using repeat procedures was impressive. Pupils have also designed a computer controlled burglar alarm that activates once "the burglar" steps on a hidden pressure pad switch. Pupils' ability to evaluate the effectiveness of their designs for real world applications is very good.
11. From Reception through to Year 6 computers are a part of the pupils' daily life and, by Year 2, standards are above average and pupils apply their ICT well across the curriculum. Pupils use the Internet to select information about different animals, for example hedgehogs and owls. They use Encarta to ask their own questions, for example "What do monkeys eat". When word processing they select fonts in different styles, sizes or colours to design labels for around the classroom, for example "No football boots to be worn in the classroom" or "Hot water, beware". In science, some very good data handling was seen when pupils investigated how cars move on different surfaces. Standards in ICT have improved well since the previous inspection because resources have been improved and the school has further developed teachers' subject knowledge in ICT.

The strong leadership of the headteacher, the very good teamwork of all staff and the good support of the governors ensure the school has the vision and quest for constant improvement

12. The school consistently achieves high standards and prepares pupils very well for secondary school. There is no complacency and, at the heart of this, is the vision and quest for constant improvement by the headteacher and his teaching and non-teaching staff. The headteacher and his staff work very effectively together as a team on school improvement and have an accurate view of the school's strengths and weaknesses. The leadership and management of the school by the headteacher are very good and this strong leadership has been maintained since the previous inspection. The headteacher has a substantial teaching commitment and at the same

- time manages the school very effectively. He works tirelessly for the benefit of the school, expects, and achieves, high standards. He sets very high standards by his dedication and his ability to lead by the example of his own exemplary teaching and sensitive leadership.
13. The school's worthwhile aims include acquiring the broadest range of academic, practical and aesthetic skills and knowledge; to be able to apply these in everyday life and to develop an enquiring mind through observation, experimentation and discussion. These are very well met. This stems from the headteacher's vision and quest for developing a broad yet rigorous curriculum in a relaxed and friendly atmosphere and his ability to enable other teachers to also meet these aims. Pupils thrive in a challenging and happy environment. The headteacher works closely with his capable deputy. The school improvement planning process is shared with staff and governors to form the basis for determined future action. The school rigorously analyses its assessment data and, on the basis of this information, evaluates its teaching methods. For example, this has brought about improvements in mathematics this year in the proportion achieving Level 3 in Year 2.
 14. The headteacher regularly monitors teaching. The deputy and subject co-ordinators regularly monitor and support teachers in their planning and, occasionally, monitor teaching. The monitoring has been limited by the constraints of a very tight budget. The close teamwork of all staff in this small school has ensured that the school has maintained its strengths since the previous inspection and further improved standards of attainment and the quality of teaching.
 15. The school is outward looking and the links it has formed with its Beacon School have played an important part in training staff, enabling them to see some exemplary practice. The governors are closely involved with the school, and work effectively with the headteacher in determining the direction the school takes. Governors carefully monitor the work of the school and provide very valuable support. The school secretary, who is also a governor, provides excellent support. This greatly helps the smooth running of the school despite the headteacher's large teaching commitment. Finances are managed very prudently and efficiently. The school plays an important part in community life.

The school offers a challenging curriculum that provides rich opportunities for the pupils to develop their intellectual, creative and their sporting skills

16. The school offers a broad, rich and challenging curriculum that is relevant because of the way teachers link subjects to real life. The school has made very good progress since the previous inspection in improving curriculum planning as there are now rigorous schemes of work, recording and planning systems. This has ensured pupils achieve very well and develop their skills and knowledge across a broad front, including their academic, practical, physical, aesthetic and creative talents. Design and technology, art, music and physical education are strengths of this school as well as the core subjects of English, mathematics, science and ICT. The school provides a quality education in the full range of National Curriculum subjects and also offers French. The school is able to do this because of the way teachers make very effective use of time by linking subjects and encouraging the pupils to apply skills from one subject to another. A key to this success is that each subject is rigorously taught.
17. There are some very good design and technology links with art, mathematics and science. Some high quality work was seen in design and technology, art and mathematics in Year 2 when pupils designed and made cushions. Pupils carefully observed the inside of different fruits and cucumbers and then skilfully produced detailed observational drawings in pastels and crayon to show their geometrical shapes. Pupils created drawings that were imaginative impressions rather than accurate drawings and their use of colour was stunning. The pupils' subsequent design and technology work when designing and making cushions incorporated geometrical patterns in felt based on their earlier designs of their fruit. The quality of finish was very good. Some very good cross-curricular textile work in art and design and technology was also seen in Years 3/4 when pupils applied art to design and technology when designing and making purses. Pupils' ideas for purses for different purposes were very creative. Pupils were enabled to put these ideas into practice because of the way in which craft skills were carefully taught and learned, including careful stitching. Pupils' end products ranged from Leeds United wallets to dainty purses held on

wrists. The high quality of finish was achieved because of the way pupils selected colour, trimmings and shapes for their best aesthetic effects.

18. The development of pupils' creativity and practical skills is a strong feature from the youngest age. In Year 1, pupils visited the local church and made rubbings of different patterns on tiles, walls and artefacts. On return to school pupils made patterns and drawings of their observations and then designed and made clay tiles using their ideas for patterns. The detail of some of the observations was excellent, indicating a few pupils were already talented in art. This was recognised by the teacher. Some good quality work was seen in Year 6 when pupils designed and made models to show their work on earth and space in science. In this project pupils solved scientific and design and technology problems and used construction materials, including wood, and mechanical parts from construction kits. For example, one group designed and made models to test how long shadows are at different parts of the day, whilst another solved the problem of how to show the apparent movement of the sun across the sky during the day. Throughout, each subject is rigorously taught and pupils' understanding is strengthened because of the way they apply their skills and knowledge in one subject to another.
19. The school provides pupils with a well-rounded education in physical education. All pupils, from Reception to at least Year 2, have a weekly swimming lesson. The school teaches a wide range of sports including dance, gymnastics, games and athletics and offers a good range of sporting extra-curricular activities. Many pupils participate in extra-curricular sport and this enhances pupils' personal development. The school teams often perform well and have represented the area in Tag Rugby, athletics and dance. Once again this is possible because of the strength of teachers' subject knowledge and is also the result of teachers' dedication to providing extra-curricular activities for the benefit of the pupils. Pupils are encouraged to develop their interest and talents in physical activity and healthy living from an early age and older pupils are encouraged to cycle to school along safe pathways.
20. In a very good games lesson in Year 2 the teacher used a good range of teaching styles to provide a balance between opportunities for pupils to develop skills, practise, express ideas and to begin to evaluate and improve their work. Her brisk pace and own involvement in physical activity set a high standard and kept the pupils moving smartly, motivating them to do their best. Her demonstration and teaching of skills was particularly effective, for example when teaching the pupils how to hold a tennis racket she said "Shake hands with your racket, say good afternoon racket". This captured the pupils' imagination and they quickly learned how to correctly hold their rackets. Pupils also developed their team and competitive skills very well in this lesson when playing simple team bat and ball games. The teacher's enthusiasm was transmitted to pupils throughout and pupils' performance improved rapidly because they greatly enjoyed the lesson.

The climate for learning and opportunities for personal development are often very good and this results in pupils who often behave very well and successfully take responsibility for their own work and behaviour

21. All adults in this school work closely and effectively as a team with the sole purpose of providing their best for the pupils in their care. This is transmitted to the pupils who learn from the care and consideration they are shown by all adults who care for them and guide them. The atmosphere of the school is purposeful and is one where pupils' happiness, well-being and enjoyment of school count. Pupils thrive in this family atmosphere, whether they begin school in Reception or join as later entrants to the school. All adults know the pupils well and pupils know what is expected of them and how the routines of the school operate. Pupils' moral development is promoted by the very good examples set by adults and the care that is taken to develop very good relationships. Pupils are given a very clear moral code through the Christian ethos of the school. Teachers usually consistently reinforce this and often apply the behaviour policy very well in their classes.
22. Prayer is a regular feature of assemblies and, whilst there is an appropriate Christian approach, there are suitable opportunities for pupils to develop an awareness and understanding of other faiths and cultures. Pupils are encouraged to support pupils less fortunate than themselves by supporting charities. They are encouraged to take pride in their beautiful environment and the

school takes part in the National Litter Pick Up each year. There is very good provision for pupils to develop spiritual awareness through the curriculum. Mathematics, music, art, literature, science and technology past, present and future are used to inspire pupils and to heighten pupils' awareness of the impact of culture, knowledge, discovery and invention on society. Pupils in this school are awakened to a love of learning and learn to respect their own and the contributions of others.

23. From the earliest days in Reception, pupils are provided with systematic opportunities for developing their social skills and ability to co-operate and work together in small teams. By the age of eleven, pupils' ability to work in small teams, make joint decisions and take responsibility for their own learning is excellent. Visits widen the pupils' awareness of places outside the village and every year the pupils take part in Spalding Flower Festival and the local bulb growing competition. Pupils develop an awareness of the world of work through this project as the area is nicknamed " Little Holland" and the growing of bulbs is an important part of the economy. The overall very good provision results in pupils who have high self-esteem and are very keen to learn. Pupils are courteous to each other and adults and their behaviour is often very good. Pupils' behaviour and enthusiasm for learning are excellent by the time they leave the school at eleven years old.

WHAT COULD BE IMPROVED

The consistency of good quality teaching in a minority of lessons

24. All lessons observed were at least satisfactory and many were at least good. However, satisfactory lessons all had weaker elements. In literacy and numeracy, apart from in Years 5 and 6, pupils are taught in mixed age classes. Teachers often successfully provide for the wide range of attainment throughout different parts of numeracy lessons which results in much good or better learning. However, when pupils are taught in mixed age classes for literacy, teachers do not always provide well enough for the wide range of attainment in different parts of lessons. This results in some pupils underachieving for some of the time. Although the oldest age group, and the higher attaining pupils from the youngest group, are often well provided for, younger average and lower attaining pupils underachieve during class shared text time. This is for several different reasons: not enough time is spent on reading shared texts together; not enough opportunity for the pupils to recognise repeating word patterns in the text; the reading of the shared text is too hard for some pupils. This is because shared texts are often better matched to the older or more able pupils in the class and results in a loss of time for effective literacy teaching for some younger pupils in each class. Although classroom assistants are well trained for introducing phonics work, sometimes they do not successfully combine all the skills that need to be taught during whole class reading sessions. These are: linking sounds, finding word patterns, instructing, actively involving pupils in reading together and pointing to words clearly during the reading of texts.
25. Another weakness concerns class and behaviour management of younger junior pupils. This occurs infrequently and sometimes when a different teacher from the regular teacher teaches the class. On these occasions, time is lost correcting pupils for their misbehaviour rather than establishing class rules, consistently applying them and using a more positive approach to behaviour management. This causes a loss of learning time in otherwise well prepared lessons and the class is allowed to become too noisy. The bad behaviour of a very small minority of late entrants in this class, who recently arrived together, is a cause for concern. The school has already identified this and is seeking solutions. These pupils do not often affect the learning of others in this class because pupils' behaviour is often skilfully managed. The school realises these pupils need behavioural support from outside specialists and is already seeking advice on this.

Information for parents about the school's work

26. A quarter of parents who responded to the questionnaire said they did not think the school provided enough information on their children's progress. Whilst the inspection finds that information for parents is satisfactory overall, there are two weaknesses. The school does not provide enough information about the curriculum to be covered. This means parents are unclear about what pupils are learning and what they are expected to achieve. Additionally, pupils' home/school reading records are unsatisfactory. These do not give parents enough information about how reading will be taught, what the children are expected to achieve and how well they are doing. There is no system to show the overall structure of the reading systems that are being used at different stages. Home/School reading records are not well presented and show only teachers' and parents' comments and books read.

Funding, so that key staff can perform their management roles, the accommodation and some resources can be improved.

27. The school manages its limited budget very well. As with most small schools, costs are high for each pupil, compared with larger schools, as the school's overhead costs per pupil are high. Despite the school's very prudent spending, the school's financial reserves at 1.5 per cent of the budget are too low. A deficit budget for 2002/3 was projected for the current year although a government grant has provided extra funding to prevent this happening and, once again, the contingency fund is expected to be 1.5 per cent.
28. Financial savings have had to be made. These have been made by limiting the time for releasing the deputy and subject co-ordinators to perform their roles during the working day. This means that the school does not have to spend money on supply teacher cover. However, although the deputy is very supportive she cannot fully support the headteacher in managing the school because of the lack of time for her to do this. The deputy is not able to develop and use her management skills to full advantage and to reduce the workload for the headteacher. This has had an adverse affect on the availability of senior personnel to act immediately if there is a need to communicate informally with parents, for example. Thirty per cent of those parents who replied to the questionnaire did not feel that communication with them was always effective.
29. Although literacy and numeracy co-ordinators have had a little time to observe lessons and to support teachers, this has not been enough. The teachers in this school have particularly strong subject knowledge in mathematics and there is more informal support and monitoring than with literacy. This has resulted in consistently strong teaching through the school. The literacy co-ordinator is separated from the rest of the building because of the position of her classroom and there are therefore fewer opportunities for providing informal support. The literacy co-ordinator does not have enough time to monitor books or lessons. This is having an adverse impact on the consistency of at least good quality teaching through the school. As the headteacher is the science co-ordinator he monitors pupils' learning during his regular monitoring of teaching. However, other subject co-ordinators have not yet had opportunities to monitor teaching and learning because of the very tight budget. All co-ordinators willingly give up their own time to meet with colleagues and to support them in their planning and guide them on the best practice.
30. The underfunding over a long period of time has led to a lack of resources in some areas. There are not enough Big Books for the infants for shared class reading, especially for the younger pupils in each class; some of the personal reading books are also old and dated although they provide a sound, structured approach for introducing the early stages of reading for pupils. Improving the school library "when funds allow" was a key issue from the last inspection. Although the school has made satisfactory progress on this key issue, greater progress has been limited by lack of funds. The school uses its ICT facilities excellently and resourcefully to support the development of pupils' reading and research skills.
31. Provision for a safe outdoor play area, with climbing and clambering apparatus, for Reception children is unsatisfactory. Although the school has plans it cannot put these into action because of the lack of funding. The accommodation has not been updated because of the lack of funding and the use of the hall for class teaching purposes is not only inconvenient but adversely affects the amount of time available for physical education in the hall. Several parents commented that

they felt that pupils erecting and taking down tables in the hall after and before assemblies caused a loss of teaching time. Although this is done very efficiently, the inspection team agrees it is not a satisfactory arrangement.

32. The staffroom is also the school secretary's office. The full staffroom can be plainly seen by all visitors when they first come to the school. This is not a professional arrangement for the secretary or the teaching staff and space in this room is too tight to accommodate both the secretary and the staff. There were a few other concerns regarding the accommodation that have been communicated to the governors.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

(1) **Improve the quality of teaching so it is all of a consistently good quality by:**

- Training teachers and assistants to always match reading and writing closely to pupils' previous skills during literacy shared text time; ensuring enough time is spent on teaching shared reading and all pupils are actively involved.
- Providing support for behaviour management in the small number of lessons where it is needed.
- Involving outside agencies so that a programme is designed for improving the behaviour of the few pupils who enter late with behaviour problems. *
- Monitoring the outcomes of the above actions and taking steps to improve them without delay if actions are not successful.

(paragraphs 24 and 25)

(2) **Improve information about the school's work by:**

- Improving pupils' home/school reading records so parents are clear about their children's reading targets and provide parents with more information about the reading schemes, phonics and what is expected at each stage.
- Providing regular information about the curriculum to be covered.

(paragraph 26)

(3) **Provide funding so that :**

- The school can release the deputy headteacher so she can further develop her role and provide more support for the headteacher.
- The school can regularly release subject co-ordinators to support and monitor other teachers' work, including teaching and learning.
- The school can improve the provision of outdoor play for Reception pupils so they can fully develop their physical skills. *
- The school has proper classrooms for all its teaching and does not need to use the school hall. *
- The accommodation for the school secretary and staffroom is improved. *
- Resources for whole class shared reading and reading books are improved. *

(paragraphs 27-32)

**The school has already identified these priorities.*

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	19
Number of discussions with staff, governors, other adults and pupils	12

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	3	5	7	4	0	0	0
Percentage	16	26	37	21	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. [When the total number is substantially less than 100, add] Care should be taken when interpreting these percentages as each lesson represents more than five 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)	110
Number of full-time pupils known to be eligible for free school meals	7

FTE means full-time equivalent.

Special educational needs	YR – Y6
Number of pupils with statements of special educational needs	1
Number of pupils on the school's special educational needs register	19

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	6
Pupils who left the school other than at the usual time of leaving	4

Attendance

Authorised absence	%	Unauthorised absence	%
School data	4.2	School data	0.0

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

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

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 1 for the latest reporting year	2001	7	3	10

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys			
	Girls			
	Total			
Percentage of pupils at NC level 2 or above	School	80 (100)	90 (90)	100 (100)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys			
	Girls			
	Total			
Percentage of pupils at NC level 2 or above	School	80 (95)	100 (100)	80 (100)
	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)

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 2 for the latest reporting year	2001	6	7	13

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys			
	Girls			
	Total	13	12	13
Percentage of pupils at NC level 4 or above	School	100 (100)	92 (89)	100 (100)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys			
	Girls			
	Total	11	12	13
Percentage of pupils at NC level 4 or above	School	85 (100)	92 (89)	100 (94)
	National	72 (70)	74 (72)	82 (79)

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

Please note standards are not reported where the total cohort, or each cohort for boys or girls, is lower than 11

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	100
Any other minority ethnic group	0

This table refers to pupils of compulsory school age only.

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	4.9
Number of pupils per qualified teacher	22.4
Average class size	24.4

Education support staff: YR – Y6

Total number of education support staff	3
Total aggregate hours worked per week	76

FTE means full-time equivalent.

Recruitment of teachers

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

FTE means full-time equivalent.

Exclusions in the last school year

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

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

Financial information

Financial year	2001/02
	£
Total income	245,250
Total expenditure	241,250
Expenditure per pupil	2,174
Balance brought forward from previous year	0
Balance carried forward to next year	4,000

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	110
Number of questionnaires returned	68

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	55	40	1	1	3
My child is making good progress in school.	50	46	0	1	3
Behaviour in the school is good.	35	56	9	0	0
My child gets the right amount of work to do at home.	29	49	12	4	6
The teaching is good.	59	34	1	3	3
I am kept well informed about how my child is getting on.	29	43	10	15	3
I would feel comfortable about approaching the school with questions or a problem.	63	26	4	6	0
The school expects my child to work hard and achieve his or her best.	50	40	4	3	3
The school works closely with parents.	31	37	18	12	3
The school is well led and managed.	40	46	4	10	0
The school is helping my child become mature and responsible.	37	54	4	4	0
The school provides an interesting range of activities outside lessons.	40	44	6	6	4

Other issues raised by parents

- Many parents were pleased with the school and a substantial minority said they had transferred their children from other schools because of the school's high reputation.
- Parents were often very appreciative of the hard work and dedication by teachers, including providing for extra- curricular chess activities.
- A few parents said the school was sometimes defensive when parents expressed any concerns.