

INSPECTION REPORT

WILLOUGHTON PRIMARY SCHOOL

Willoughton

Lincoln

LEA area: Lincolnshire

Unique reference number: 120497

Headteacher: Malcolm Beresford

Reporting inspector: David Cann
2009

Dates of inspection: 10th-13th June 2002

Inspection number: 195961
Full inspection carried out under section 10 of the School Inspections Act 1996

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INFORMATION ABOUT THE SCHOOL

Type of school: Infant and Junior

School category: Community

Age range of pupils: 4 - 11

Gender of pupils: Mixed

School address: Northfield Lane
Willoughton
Gainsborough
Lincolnshire

Postcode: DN21 5RT

Telephone number: 01427 668381

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Appropriate authority: The governing body

Name of chair of governors: Mrs M Fields

Date of previous inspection: 30th June 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
D J Cann 20009	Registered inspector	Mathematics Science Information and communication technology Design and technology History Physical education Equal opportunities	What sort of school is it? How high are standards? How well are pupils taught? How well is the school led and managed?
P Dannheisser 01165	Lay inspector		How high are standards (attitudes, values and personal development)? How well does the school care for its pupils? How well does the school work in partnership with parents?
V Wilson 25775	Team inspector	English Art Geography Music Religious education Special educational needs Foundation Stage	How good are curricular and other opportunities?

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REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	6
Information about the school	
How good the school is	
What the school does well	
What could be improved	
How the school has improved since its last inspection	
Standards	
Pupils' attitudes and values	
Teaching and learning	
Other aspects of the school	
How well the school is led and managed	
Parents' and carers' views of the school	
PART B: COMMENTARY	
HOW HIGH ARE STANDARDS?	10
The school's results and pupils' achievements	
Pupils' attitudes, values and personal development	
HOW WELL ARE PUPILS TAUGHT?	12
HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?	14
HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?	15
HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?	16
HOW WELL IS THE SCHOOL LED AND MANAGED?	17
WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?	19
PART C: SCHOOL DATA AND INDICATORS	20
PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES	24

PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Willoughton Primary School has 59 pupils on roll, aged 4 to 11 years. The school serves the rural community of Willoughton and the surrounding area. Pupils are drawn from a wide range of socio-economic backgrounds and their attainment on entry is broadly average. Currently only 5 per cent of pupils are eligible for free school meals, which is below the national average. Twenty-seven per cent of pupils are on the special educational needs register, which is above average. No pupils come from ethnic minority backgrounds.

HOW GOOD THE SCHOOL IS

Willoughton Primary School offers pupils a secure, happy environment in which they develop good attitudes to learning and make sound progress. The headteacher and staff work closely together to provide a high level of personal attention and care which helps pupils to develop as individuals. In Year 6, results in English and mathematics are above those achieved nationally and in other subjects pupils achieve satisfactory skills and knowledge. The school gives satisfactory value for money.

What the school does well

- Pupils attain standards in mathematics that are above those expected for their age both at Year 2 and Year 6 and they progress well.
- Pupils are confident in their use of computers and demonstrate skills in information and communication technology that are substantially above those expected from pupils in Year 2 and Year 6.
- Pupils have a positive and interested approach to their work. They benefit from the happy and supportive atmosphere in the school and the good relationships that encourage them to develop their self-esteem and feel valued in the school community.
- The school is good at developing pupils' awareness of social and moral issues and offers them a good programme of personal education.
- The school has a very good partnership with parents and the local community which it serves well.

What could be improved

- Standards of pupils' speaking and writing in English.
- The range of pupils' learning at the Foundation Stage and the development of their learning through play and personal experiences.
- The use of learning objectives in lesson planning.
- The use of assessment information to extend pupils' skills in the mixed age classes.
- The extension of staff skills through a wider range of training

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in 1997 when seven key areas for development were identified. The school has made good progress towards addressing these areas, although some still require attention.

The school has completed schemes of work for all subjects and planning is now better at identifying what pupils should know and understand at each stage of development. In planning lessons, however, teachers still do not define the exact learning objective for a session of work and thus they do not always motivate pupils as effectively as they could. Time is better used and lessons are normally purposeful and well paced. Although the homework policy has been completed and shared with parents, there are still inconsistencies in how much and how often work is set and marked. Children under five engage in physical activities regularly but there are limitations in the range of learning experiences that they can enjoy in other areas. The procedures for monitoring and promoting good attendance have been improved and there is a child protection policy although not all staff have received recent training in protection procedures. There have been significant improvements in the procedures for monitoring expenditure. The school is in a good position to plan, finance and maintain further developments to raise the quality of education.

STANDARDS

Since the number of pupils sitting Year 6 tests was less than 10, no table of results is published for the school.

Standards of attainment have improved since the last inspection. With very small numbers of pupils in each year group comparisons of test results are unreliable. However, current pupils in Year 6 are achieving levels in reading, writing, mathematics and science that are above expectations. While pupils' speaking skills are in line with those expected nationally, their command of spoken and written vocabulary is not as high as their attainment in other subjects. While pupils listen well, they have too few planned activities for developing their speaking skills through discussions and debate. Writing skills are not sufficiently employed in subjects such as science, geography and history and this limits their progress. Pupils of all ages make good use of information and communication technology and demonstrate skills and knowledge that are above those expected. Progress in mathematics and information and communication technology is good, and in other subjects it is satisfactory. Current pupils in Year 2 are attaining standards in reading, writing, mathematics and science that are above expectations. They make good progress through well focused and purposeful lessons and respond to the many challenges set for them. Children enter the school with skills that are broadly average and they achieve the goals expected for them by the age of five. They make sound progress in language and number but there are too few opportunities for them to learn through play and exploration which limits their creative development and the range of vocabulary they use. Throughout the school, pupils with special educational needs make sound progress and respond well to the support given to them. The school achieved the targets it set for Year 6 pupils last year and is likely to achieve challenging levels this year.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils are keen to learn and enthusiastic about their school
Behaviour, in and out of classrooms	Behaviour is good both in class and out and pupils are sensitive to one another's feelings.
Personal development and relationships	Pupils take on responsibility well when it is given to them and relate very well to one another.
Attendance	Very good.

TEACHING AND LEARNING

Teaching of pupils in 22 lessons:	Reception	Years 1 – 2	Years 3 – 6
Quality of teaching	Satisfactory	Good	Satisfactory

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

Teaching and learning are satisfactory overall and good for pupils aged 5 – 7 years. This judgement represents a significant improvement since the last inspection. Teachers have good relationships with their pupils. They create a supportive and encouraging atmosphere to which pupils respond well. Teachers' knowledge and planning are sound but they do not always identify the precise learning goal for each lesson. As a result, pupils are not always motivated in the most effective way and pupils and teachers cannot easily evaluate how well learning has progressed at the end of a lesson. The quality of literacy and numeracy teaching is satisfactory and teachers make good use of support staff to assist the learning of pupils with special educational needs. Teachers generally make good use of the National Literacy Strategy in organising English lessons but the development of writing skills in other subjects is not well developed. Pupils are encouraged to read regularly and use books and computers for research but opportunities for speaking are not regularly planned. Mathematics lessons are well structured and begin with challenging mental arithmetic sessions which stimulate pupils' learning well. In most lessons, pupils are encouraged to share their methods of working and explain their ideas in a way which promotes understanding. Teachers extend pupils' numeracy skills well across a range of subjects like science, geography and design and technology. Teachers make good use of information and communication technology to extend learning and pupils are skilful at using computers for presentations. Teachers are keen to extend pupils' skills more rapidly but are aware of the need to develop basic skills such as verbal communication, vocabulary as well as typing skills. Teaching for children under five satisfactorily develops their personal, literacy and number skills but does not give them enough opportunities to learn through imaginative play and discovery.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Learning for children under five is not well developed across all the expected areas. Older pupils receive a broad programme of study that covers all National Curriculum requirements and is enhanced by visits, visitors and pupils' extensive use of information and communication technology.
Provision for pupils with special educational needs	Support for pupils is satisfactory both from class teachers and support staff but aspects are in need of refinement to raise staff expertise.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Pupils' understanding of moral and social issues is well developed and their spiritual and cultural development is satisfactory.
How well the school cares for its pupils	There are sound procedures for monitoring pupils' welfare and progress but they have been applied informally and only recently have staff started to record and analyse them systematically.

The school has a very good partnership with parents that is appreciated by the vast majority of parents. A high proportion of parents actively support the school by helping in class, fund raising or accompanying school trips and activities.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher's energetic and committed leadership is respected by parents, teachers and pupils. He is well supported by the whole staff team and many parent volunteers.
How well the governors fulfil their responsibilities	The governors are active in fulfilling their responsibilities and provide strong support for the headteacher and staff.
The school's evaluation of its performance	The headteacher and staff monitor their performance in a number of ways but do not make enough use of assessment information to evaluate the effectiveness of teaching.
The strategic use of resources	Financial and personnel resources are well deployed to provide a sound quality of education but the training of support staff and teachers needs extending to ensure their skills are developed.

In this small school, staffing levels are good but inevitably stretched to cover all the expectations at the Foundation Stage. In addition, while accommodation is well used, the limited facilities for the Foundation Stage and for physical education restrict learning in these areas. Resources are satisfactory. The school applies the principles of best value effectively.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

Twenty-one parents attended a meeting prior to the inspection and there were 37 responses to the questionnaire (63 per cent of those distributed)

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none">• Children like school and make good progress• The school is well led and managed• Pupils behave well and are helped to become more mature• Teaching is good and pupils are expected to work hard	<ul style="list-style-type: none">• There is not enough homework and it is not set consistently enough

Inspectors agree with parents' positive comments about the school and judge that homework is not consistently organised to ensure that parents and pupils can make the most of the learning opportunity available.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. Pupils achieve levels that indicate that they make good progress as they advance through the school. With very small numbers of pupils in each year group comparisons of test results are unreliable. However, current pupils in Year 2 and Year 6 are attaining levels that are above those expected for their age in English, mathematics and science. The school's results have varied from year to year but overall they have improved steadily since the time of the last inspection. Boys and girls attain similar levels in the test results.
2. Test results for pupils at Year 6 have been above average in English and mathematics in all years since the last inspection except in 2001 when they were below average. The year group of pupils who were tested in 2001 contained many who were on the special educational needs register. The targets the school set in 2001 were realistic and were achieved. Results in science have improved since the last inspection but have been closer to the national average. Current pupils in Year 6 have good skills in literacy, numeracy and science and their progress is good. The ambitious targets set for pupils in 2002 are likely to be met as well.
3. Test results of pupils at Year 2 have been consistently well above the national average in reading and writing since the last inspection except in 2001 when results were well below. In mathematics, results have been more variable but have been mainly above average until 2001 when they were in line with the national average. Pupils' progress has been satisfactory when measured against their skills on entry and results reflect the differences in the abilities of pupils in the different year groups. Current pupils are attaining good levels in English, mathematics and science. Their results are likely to be above those expected from pupils of their age nationally and in line with those achieved in similar schools.
4. Children enter the school with skills that are in line with those expected. Most attain the early learning goals expected of them but their progress is not satisfactory across all areas of learning. Children reach the expected levels in their personal development, in mathematical skills, in their knowledge and understanding of the world and in physical development. They acquire satisfactory skills in writing and reading but do not have enough opportunities to develop their spoken vocabulary and creative skills. They make satisfactory progress in developing their skills for listening, and in beginning to read and write. However, they are not questioned sufficiently to encourage them to extend their vocabulary or prompted to express their ideas. In addition, a lack of indoor space and facilities restrict children's learning in role-play and in experiencing a variety of materials. Overall standards have been maintained at a similar level to those reported at the last inspection and outdoor play activities have been improved.
5. The clear learning structure of the literacy hour has contributed to pupils' improved standards of attainment in English. In Years 1 and 2 pupils achieve satisfactory standards in listening and follow instructions well. However, while pupils make confident observations in class, teachers do not always place enough emphasis on developing their vocabulary and helping them to explain their ideas. Pupils' standards of speaking and listening are satisfactory by the end of Year 6. They respond to questions and willingly speak in front of the class, school and in parents' assemblies. However, pupils are not given enough opportunities and guidance to extend their thoughts through debate or to prepare oral presentations of their work and ideas. As a result their spoken skills do not develop as well as their reading. Standards in reading are above average and pupils of all ability levels discuss books with enthusiasm. Pupils also attain good standards in writing

but while their progress is good by Year 2, pupils are not extending their skills sufficiently by Year 6. Standards of handwriting, grammar and spelling are above average but writing often lacks interesting description. Where pupils use computers extensively for their work, their moderately slow typing speeds limit their output and thus their opportunities to develop ideas and stories in an exciting way. Pupils also have few opportunities to develop their writing skills in other subjects. In science pupils do not always produce full accounts of their experiments and there is little description of research in history and geography.

6. Pupils attain good levels in numeracy throughout the school. Skills in mental arithmetic are often very good and pupils use and apply their knowledge well in a number of practical activities. Pupils' learning is greatly enhanced by the use of information and communication technology in all classes. Pupils in Year 6 achieve impressive levels in handling data, creating and interpreting graphs very well and using technical terms accurately. Teachers are knowledgeable and enthusiastic about teaching numeracy and make lessons challenging and fun for pupils.
7. Most pupils achieve good levels in science and develop their knowledge well through a range of investigative activities. Teachers place a considerable emphasis on developing pupils' skills in observation and are effective in harnessing their enthusiasm for practical work. However, the amount of completed written records is not as good. Pupils are not always pressed to apply rigorous scientific methods in their analysis and reporting.
8. Pupils attain very good standards in information and communication technology. The school has excellent resources and teachers' skills are generally high. Pupils use computers extensively for a range of tasks throughout the school although access is more limited in Years 3 and 4. Pupils of all ages are at ease in using and exploring the programs available to them. In Years 5 and 6 pupils work on computers with confidence and attain very high standards in communications and research. Typing skills are adequate but do limit the speed and quantity of output for some pupils. In addition, pupils' speaking skills are restricted by the time spent at the computer and the emphasis on visual communication linked to information and communication technology.
9. Pupils attain satisfactory levels in all other subjects. Pupils achieve the expected levels across all areas of physical education in spite of the limitations in the school's facilities.
10. Pupils with special educational needs make satisfactory progress as a result of the well-organised support given to individuals and groups. Teachers are well aware of the needs of individual pupils and work closely with classroom assistants to ensure that those on the register are given appropriate help. Pupils with behavioural problems are very well supported and fully integrated into school life.

Pupils' attitudes, values and personal development

11. Pupils' attitudes to their school are good, as they were at the time of the previous inspection. Most show good attitudes towards their work. Throughout the school, pupils are keen to learn. They apply themselves enthusiastically and most work hard in lessons. They are eager to respond to questions, thinking hard and usually raising their hands to answer rather than calling out. They listen carefully with respect, and are eager to participate when they are asked to. They are comfortable with the wide range of ages within classes. For example, when the reception children recited the alphabet the older pupils in the class listened – joining in under their breaths. Young pupils remained on task in group work whether or not an adult was working with them. In mixed-age classes younger pupils benefit from the role models provided by their older classmates and they are mature and considerate.

12. The school makes every effort to include the few pupils whose behaviour difficulties require extra classroom support from adults. They work within the classroom as much as possible, only occasionally being withdrawn for cooling-off periods when necessary.
13. Pupils behave well in and around the school. Parents confirm that their children are happy to be at school. Pupils show considerable ability to work independently, for instance when creating bar charts and graphs on their computer in a maths lesson. However they also show an ability to appreciate each other's work and to consult and learn from each other. Occasionally older pupils can be a little restless, especially when working in class with younger pupils, but their attitudes are never less than satisfactory.
14. Behaviour during assemblies is very good and pupils listen quietly and attentively. Pupils use the playground well playing together in groups of mixed age and gender. There is a marked lack of oppressive behaviour, including bullying or sexism. No pupils have been excluded for several years. Pupils respect their environment and keep it tidy. Lunch times are very pleasant occasions. In good weather pupils sit on rugs in the playground to eat their sandwiches, obviously enjoying each other's company.
15. There are some good opportunities for personal development. There is no school council but pupils have been asked to contribute to a survey about their school. There are lists of helpers for the week. The older pupils are used to arriving in good time and often start their day before lessons by continuing some work from the previous day and by working on the computer creating designs on screen.
16. Relationships are good. Staff provide good role models. In this small school there is a friendly and supportive atmosphere. Relationships are very good between pupils and staff, amongst the pupils themselves and between all the adults who work or volunteer their time at the school. The pupils enjoy their lessons and all the extra activities centred at school, from horse riding to the annual dramatic production.
17. Attendance figures are well above the national average. The level of unauthorised absences in the previous year was higher than usual because of the poor record of one or two pupils who have since left the school. The school works closely with the educational social worker who responds to requests for support and visits the school regularly. Punctuality is good. Registers are well kept and conform to requirements.

HOW WELL ARE PUPILS TAUGHT?

18. Teaching is effective in raising pupils' attainment as they advance through the school. Good teaching in Years 2 and 6 helps to stimulate pupils' results in tests and the overall quality of the lessons seen was satisfactory.
19. Teachers generally have very good relationships with pupils and build on these to engage pupils' interest and attention in lessons. In the best lessons, teachers are successful in creating a very purposeful atmosphere in which pupils willingly apply themselves to complete the tasks set for them. In the computer based classes for Years 5 and 6 pupils are treated very maturely and their attention and application are first class. Pupils are very responsive and work independently. Their high level of motivation is reflected by their enthusiasm to complete tasks voluntarily in their lunch break. In some lessons however pupils are not given opportunities to use their initiative and to become involved in planning their own work. As a result pupils' application and interest fall away and their attainment is modest. This was reflected in a history lesson where pupils spent too much time talking and did not complete the written task. In science, pupils carry out a good range of investigations but results tables and records are not always completed properly.

20. Planning of lessons is thorough and consistently effective for Years 1 and 2 but not always precise in Years 3 to 6. In Years 1 and 2 the teacher carries out regular evaluations of lessons and monitors pupils' progress closely. Learning objectives are well defined and shared with pupils. This provides a clear focus for learning to which pupils respond well and is a valuable basis against which to assess their progress. In a mathematics lesson, pupils were given precise instructions as to what data they were going to collect and they undertook the tasks set for them with enthusiasm. Objectives were less well defined for older pupils and as a result there was not the same urgency for pupils to complete the goals set. In good lessons, pupils were given time targets and were regularly checked and helped to maintain the pace of learning. When a pupil was found with his screen saver displayed, the teacher could chide him for having done nothing for five minutes and prompted him back into action.
21. Teachers know pupils' abilities and interests well but they do not use assessments to help pupils develop skills in all subjects. Teachers have a lot of contact with pupils both in class and out. The regular conversations adults and pupils have together help teachers to know what pupils like and can do well. However, they do not carry out enough detailed assessments of pupils' skills and knowledge against National Curriculum criteria. They record skills more regularly now than they have done before but there are still lengthy gaps between these evaluations. As a result teachers do not regularly define the needs of all pupils in the mixed age classes. Higher attaining pupils are given extension work but the precise skills which they might extend in subjects like science or history are not identified. Teachers are defining areas for pupils to improve in English but in other subjects they have not developed the system of setting targets well. Pupils with special educational needs know their targets in literacy and numeracy. They are involved in setting them and know how they are trying to improve.
22. Teachers often begin lessons with good questioning that recalls the work the pupils covered previously. They use this opening session effectively to check on pupils' knowledge and adjust the way they introduce the subsequent material. Some sessions are well timed and stimulate pupils' attention but there are some instances where teachers speak too much and do not encourage pupils to contribute their ideas. Teachers' knowledge is generally good and specialist skills from volunteers and visitors are well deployed in teaching subjects like information and communication technology, sport, art and music.
23. In literacy, pupils are given a good introduction to a range of texts and reading skills are well developed in subjects like history, geography and religious education. Writing skills are developed satisfactorily in literacy lessons but teachers do not expect a sufficiently high standard or quantity of written work in other subjects. Questioning varies and does not always challenge pupils to deepen their thinking and extend their vocabulary in spoken communication.
24. Teaching is good in numeracy and mental arithmetic activities are well managed at the beginning of lessons. Support staff are well deployed, principally for lower ability pupils who benefit from working in small groups. There is a good emphasis on problem solving activities and pupils enjoy explaining their working and sharing methods in class. Number skills are well developed in other lessons such as science and design and technology.
25. The amount of homework set for pupils is not consistent and the routine for setting it is not well established and followed in all classes.
26. Pupils with special educational needs receive a satisfactory level of individual support related to their particular learning targets. This helps them to make sound progress. The contribution of learning support assistants ensures that all pupils are fully included in learning.

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

27. The school offers a satisfactory curriculum for pupils in Years 1 to 6. It meets the requirements for each subject of the National Curriculum and for religious education. Several improvements have helped to maintain these standards since the previous inspection. The successful introduction of the National Literacy and Numeracy Strategies has contributed to improved standards of planning for English and mathematics. Schemes of work are now suitably based on nationally approved guidelines and are appropriate for each age group. Teachers do not consistently record a lesson's learning objectives, however. This makes it difficult for them to assess accurately how well pupils learn. Excellent resources provide Years 5 and 6 pupils with individual access to a computer. This helps these pupils to make good progress in developing information and communication technology skills. However, the emphasis on computer work reduces their opportunities for verbal language development.
28. The quality of the curriculum for children in the Foundation Stage is unsatisfactory. Although improvements have been made to resources for outside play, adults do not give children enough chances to explore materials and develop their own ideas. This approach limits the development of their imagination and their expressive language skills. Classroom lessons allow children too few occasions to engage in active learning. The lack of role play and other stimulating play activities restricts the progress of children especially in developing language and creative skills.
29. The curriculum is suitably adapted for pupils with special educational needs. Teachers plan activities that provide good support for them and reflect the targets agreed in their individual learning plans. Learning support assistants generally work effectively with individuals and groups and liaise closely with teachers. Learning targets are discussed between teachers, pupils and parents and reviewed regularly. These targets are usually appropriate but learning strategies are not always precise enough to identify how pupils are to learn and progress. A range of outside agencies supports the school when appropriate and extra staff are supplied to support pupils' learning. All pupils have equal access to each aspect of school life. This includes a good range of out-of-school sports and musical activities as well as residential visits to the Lake District.
30. The school provides well for pupils' personal, social and health education. Teachers arrange discussion times on a range of topics which provide good opportunities for pupils to talk about issues that they face in everyday life. Sex education and learning about healthy lifestyles are included in the science curriculum. This includes topics to raise pupils' awareness of the dangers of the misuse of drugs. The school nurse supports this teaching with pupils in Years 5 and 6.
31. The local community makes a good contribution to pupils' learning. Pupils benefit from the expertise of parents and other visitors who help to enrich their experience of art, dance and poetry through a range of interesting experiences. The arts project organised by a local cluster of schools currently helps pupils in Years 5 and 6 to enjoy music and drama activities. Satisfactory partnership arrangements with local secondary schools involve visits from senior secondary school staff to talk with pupils about the next stage of their education.
32. The school's provision for personal development is good overall, with improvements in the promotion of pupils' moral and social development. Arrangements for encouraging pupils' spiritual development are satisfactory. Pupils learn in religious education lessons about some special symbols and beliefs of different groups of people. They consider standards for living together, and identify ideals such as equality, peace and respect for animals. Teachers offer good opportunities for raising pupils' awareness of the wonders of nature.

Reception class children are fascinated to hear how a dragonfly was seen shedding its pupa by a pond and to be able to examine it for themselves. Pupils in Years 3 to 6 are interested in looking at minute fossils in rock through a magnifying glass, describing them as millions of years old. There is no specific programme of content for the daily acts of collective worship. Themes are appropriate, but the occasion is not conducted with any sense of it being a special time. Prayers are perfunctory and no moments for personal reflection were observed.

33. Provision for pupils' moral and social development is good. Within this small community there is an unobtrusive acceptance of the need to behave with respect towards others in school. This is enhanced by examples of fairness and consideration to others displayed by teachers and other adults. It shows that pupils gain an awareness of the consequences of their own and others' actions in response to the school's expectations. The harmonious atmosphere at playtime or during the 'picnic groups' at lunchtime show how well pupils of widely varying ages behave towards each other. Suitable opportunities are planned into religious education lessons for pupils to discuss issues of right and wrong. The 'Dipsy' puppet used in assemblies helps them to focus on particular aspects of behaviour. Awards for behaviour, as well as good work in 'Excellence assemblies' are evidence of the school's recognition of all forms of effort. Residential trips enable older pupils to experience living together in different surroundings as they explore a contrasting environment away from home and school.
34. The school's provision for pupils' cultural development is satisfactory, showing some improvement in pupils' awareness of the traditions observed in other cultures. Extended visits from Japanese students introduce pupils to an understanding of contrasting lifestyles. Satisfactory opportunities for pupils to learn about festivals and customs of their own and other cultures are evident in curriculum planning. Involvement with the drama group and the visiting performance poet helps to enrich their understanding of how the arts contribute to everyday life. However, teaching does not introduce pupils to a sufficient range of stories, art and music from the ethnic minorities who form part of the UK and the Commonwealth.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

35. The school maintains sound procedures for looking after the pupils. The good relationships contribute to a caring school in which pupils feel secure and safe.
36. Pupils have a strong sense of being valued and included in the school. The school and grounds are well looked after and safe. All staff have received basic first aid training. Regular professional checks are made of fire fighting equipment, portable electrical equipment and play apparatus. However, although the school undertook risk assessments some two years ago, there are no regular formal health and safety inspections of the premises and grounds by governors or staff.
37. Child protection procedures are satisfactory. There is a brief but satisfactory policy, which was not the case at the previous inspection. However, the school has not made sure that all staff have had up-to-date training on this aspect of their responsibilities. Pupils are carefully supervised at playtime and lunchtime although they cannot be adequately watched while in the secluded gardens because of the lack of staff. Good records are kept of all accidents and the treatment given. The school does not have an explicit race equality policy.
38. Arrangements for monitoring personal development are good. Anti-bullying and behaviour policies exist and they are applied consistently. Pupils are encouraged to take personal responsibility to evaluate their own conduct if they have experienced problems. They

record their own progress and share this with staff and with their family. Fortnightly 'excellence assemblies' celebrate academic and social achievement.

39. Procedures for assessing pupils' learning are satisfactory overall and good for pupils in Years 1 and 2. Thorough records of pupils' achievements are based on methodical observation of their progress. This is well used to plan lessons and ensure pupils' progress is maintained. For pupils in Years 3 to 6 assessment of pupils' progress is managed effectively in English, mathematics and science but is not consistently developed in other subjects. On entry to the school pupils are assessed and the information is well used to plan their learning in language, mathematical and social skills. This helps to give a clear view of children's progress when they are reassessed at the end of the year. Throughout the school, records are kept and shared with staff regarding pupil's progress in end of year and standardised tests. These cover English, mathematics and science but do not extend into other subjects. Teachers have a good overview of what pupils can do and make accurate predictions of what they should achieve and these are shared with parents. The process of setting targets to help pupils improve their work has begun in English and is helping to focus teaching and learning. This level of scrutiny has not yet been applied to other subjects. Teachers have good informal knowledge of pupils' achievements in other subjects but because details are not recorded consistently it is difficult to ensure that pupils' progress is accurately monitored. Teachers know pupils who need extra support and challenge but do not systematically record their problem areas or learning strengths. As a result tasks are not always accurately planned to extend their learning in the mixed age classes.
40. Small classes and careful observation lead to good identification of pupils with special educational needs. Procedures are strengthened by good advice from the local learning support agency on possible teaching strategies for pupils with behaviour problems. Regular reviews of pupils' progress comply with the Code of Practice¹ and pupils are being consulted and involved in setting targets for themselves. The school now specifies pupils' categories of need according to the new requirements but has not yet refined all the learning targets. There is a good level of communication between staff to ensure that pupils' developments are noted and these are reflected in planning their learning.
41. Individual pupils' attendance is monitored satisfactorily, an improvement since the previous inspection. Registration conforms to requirements and registers are completed correctly. Staff work closely with the social services when necessary and pupils and their families know the importance of good attendance. In this small school, where all pupils and their families are well known, there is a close monitoring of any pupil who may be having attendance difficulties. Currently there are no such problems.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

42. Parents have positive views of the school. The well-produced prospectus provides a very good introduction. Information from the parents' questionnaires and the comments made at the parents' meeting held before the inspection, were supportive. All parents say they are comfortable about approaching the school although a few parents do not think the school works closely with them. Some parents are not happy with the amount of homework their children receive and do not think that it is regularly marked. The homework policy has been agreed and promises 'regular, informal feedback to children and parents. However, the weekly programme is not implemented on a consistent basis to ensure that this homework is effective as a way of extending pupils' learning. Parents of younger pupils receive the home/school reading diary and their written comments are welcomed and responded to.

¹ Code of Practice – this gives practical advice to schools and local education authorities about their responsibilities, duties and tasks to ensure that pupils who have special educational needs receive the most appropriate help and support to further their learning and personal development. This is a statutory duty under the Special Educational Needs and Disability Act 2001.

43. The effectiveness of the school's links with parents is very good. Many parents are involved with the school and come in to help in class or with other activities such as school trips, football club, horse riding and swimming. The school's jubilee project is planned to involve the community and parents. There is an active 'Friends' group, which supports the school by raising money and arranging many social activities. Funds have helped the school provide musical instruments and other resources. The impact of pupils' families is very positive and there is a strong feeling of community involvement and support. Parents say that this feeling has strengthened in recent years and that their relationships with all the staff are very happy.
44. Parents are appropriately informed about their children's progress, and school events. At the end of the year, parents are invited to discuss reports on their children's academic progress. The reports contain suitable detail and evaluation. Parents of children with special educational needs are kept well informed of their children's educational plans. The headteacher and the staff involved in supporting pupils hold regular reviews together with parents and pupils. The headteacher's letters keep parents fully informed about events and issues and there are termly letters about the forthcoming curriculum. Each year parents (as well as pupils and governors) are asked to put forward their ideas for changes and improvements. This open consultation on aspects of the curriculum has given parents a strong feeling of ownership and involvement.

HOW WELL IS THE SCHOOL LED AND MANAGED?

45. The headteacher gives good personal leadership which is well respected by parents and pupils. He has a clear vision of how he wants the school to develop and has worked successfully to provide good levels of care and support for pupils while promoting high attainment. The school has made satisfactory progress in addressing the recommendations from the last report and offers pupils a stimulating and balanced range of teaching across all the subjects of the National Curriculum and religious education. The school has maintained key strengths such as the attitudes of pupils while improving other areas such as pupils' attainment, the use of teaching time and relationships with parents. It meets its declared aims of encouraging children to achieve their full potential and to develop their personal and creative skills.
46. The staff generally work well together in planning the curriculum and in identifying areas for improvement. However, with only three teachers, formal systems for monitoring planning and assessment are not rigorously applied. The school accepts that these require further development to ensure that regular systems are in place to evaluate and improve lesson planning. Staff effectively draw on their individual skills and are good at supplementing the skills with assistance from parent volunteers in art and physical education. The school makes very good use of the specialist skills available in the office to raise pupils' attainment in information and communication technology.
47. The headteacher, staff and governors are closely involved in evaluating the school's performance and in agreeing the development plan. The school development plan sets clear priorities with timings and personnel defined. There is an appropriate emphasis on raising pupils' attainment in literacy and numeracy but this has not been achieved at the expense of pupils' skills and knowledge in other areas of learning. The current plan has placed considerable emphasis on developing pupils' attainment in information and communication technology which has been successfully achieved. Pupils and staff make very effective use of the school's computer resources. This is also evident in the use of technology in office and financial administration which is of a very high standard. The school has produced its own very effective prospectus in-house with the expertise of the office administrator.

48. The organisation of special educational needs is satisfactory and the headteacher as co-ordinator takes an active role in supporting staff in dealing with pupils' needs. He monitors individual education plans and helps to create resources to support targets. He has worked with outside agencies to help develop staff skills and ensure early intervention for special educational needs pupils in the school. The school has established good support for those pupils who need support for their behaviour and classroom assistants are successful in implementing appropriate strategies. Nonetheless, the number of courses attended by support staff is limited and their first-hand experience of recent good practice is thus not well developed.
49. Governors take a close interest in the school's affairs and evaluate its performance carefully. They have improved their involvement and impact on the school considerably since the last report. They meet regularly and keep themselves well informed of developments. Through their well-organised working parties they are effective in monitoring the school's finances, premises, curriculum and special educational needs provision. Governors visit the school regularly and their visits to the classrooms are appreciated as a valuable way of strengthening their links with staff and pupils. They help to promote the school's development and have been active in preparing the bid for funding the new building.
50. Currently, the headteacher and administrative staff monitor the school's finances very effectively. They maintain their own records to ensure up-to-date and accurate information is readily available. Governors maintain a close check on budgets and spending is well planned to support school developments. The school applies the principles of best value in agreeing contracts. The school makes good use of its grants which are correctly applied to support raising standards and pupils with special educational needs. The level of operating surplus is carefully monitored and controlled.
51. Staffing levels are appropriate in the school but currently the number of pupils is not sufficient to fund a separate teacher for the Foundation Stage. As projected numbers rise in Autumn 2002, the current arrangement will be improved with the appointment of a new teacher to the school. The school deploys classroom assistants effectively to assist pupils with special educational needs. The headteacher and visiting advisers evaluate teaching and provide appropriate support for staff. However, other staff have little chance to observe and exchange good practice. The number of training courses that staff attend is unsatisfactory. The location of many courses does not make attendance easy but the need for teachers and support staff to keep pace with skills and requirements is not being met. Staff have not had recent training on child protection, for example, and the skills and knowledge of supporting pupils with special educational needs and at the Foundation Stage are underdeveloped. There are proper systems for performance management in the school although the headteacher is the only mentor.
52. Resources are very good in information and communication technology and satisfactory in all other subjects except physical education where they are unsatisfactory for older pupils. The school makes good use of its computers and is building up the range of software to meet the needs of younger pupils. The library is stocked at a satisfactory level and classroom books are well displayed and maintained. While classrooms are adequate in size the school lacks specialist facilities for physical education and the support of pupils with special educational needs. The new building planned for this year will address the latter issue but the school has yet to find a long term solution to its lack of indoor physical education space.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

53. In order to raise the standards in the school, governors, headteacher and staff should:
- extend pupils' speaking and writing skills by incorporating guided discussions as a way of improving their spoken vocabulary and by developing writing activities across the curriculum in subjects like science, history and geography, linked to the development of literacy skills;
(paragraphs 5, 22, 23, 27, 64-75, 96, 105, 123)
 - increase the range of pupils' experiences at the Foundation Stage to incorporate better opportunities for them to learn through play and personal discovery and to extend their communication and language skills;
(paragraphs 4, 28, 55-63)
 - improve lesson planning to identify precise learning objectives;
(paragraphs 20, 27, 87)
 - extend the way teachers use assessment information to ensure that pupils' progress is closely monitored in all subjects;
(paragraphs 21, 39, 46, 82, 92, 96)
 - develop skills through an improved programme of training for all staff.
(paragraphs 48, 51)
54. Governors should also include the following items in their action plan:
- ensure that all staff receive training in child protection procedures;
(paragraph 37)
 - draw up the necessary policy on promoting racial equality;
(paragraph 37)
 - agree a long term solution to the lack of adequate physical education facilities for older pupils.
(paragraphs 52, 118-120)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	22
Number of discussions with staff, governors, other adults and pupils	10

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
Number	0	2	7	12	1	0	0
Percentage	0	9	32	54	5	0	0

The table gives the number and percentage of lessons observed in each of the seven categories used to make judgements about teaching. Care should be taken when interpreting these percentages as each lesson represents almost 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)	59
Number of full-time pupils known to be eligible for free school meals	3
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	16
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	3
Pupils who left the school other than at the usual time of leaving	4

Attendance

Authorised absence

	%
School data	4.4
National comparative data	5.6

Unauthorised absence

	%
School data	0.2
National comparative data	0.5

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

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

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2001	5	5	10

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Number of pupils at NC level 2 or above	Total	7	7	10
Percentage of pupils at NC level 2 or above	School	70 (83)	70 (100)	100 (100)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Number of pupils at NC level 2 or above	Total	8	8	9
Percentage of pupils at NC level 2 or above	School	80 (100)	80 (83)	90 (83)
	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	4	3	7

National Curriculum Test/Task Results		English	Mathematics	Science
Number of pupils at NC level 4 or above	Total	4	4	7
Percentage of pupils at NC level 4 or above	School	57 (77)	57 (88)	100 (88)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Number of pupils at NC level 4 or above	Total	3	5	7
Percentage of pupils at NC level 4 or above	School	43 (88)	71 (88)	100 (88)
	National	72 (70)	74 (72)	82 (79)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	59
Any other minority ethnic group	0

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

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

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

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	3
Number of pupils per qualified teacher	20
Average class size	20

Education support staff: YR – Y6

Total number of education support staff	3
Total aggregate hours worked per week	42

FTE means full-time equivalent.

Financial information

Financial year	2001-2002
	£
Total income	163,053
Total expenditure	158,297
Expenditure per pupil	2,778
Balance brought forward from previous year	4,720
Balance carried forward to next year	7,498

Recruitment of teachers

Number of teachers who left the school during the last two years	1
Number of teachers appointed to the school during the last two years	1
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.

Results of the survey of parents and carers

Questionnaire return rate 37%

Number of questionnaires sent out	59
Number of questionnaires returned	22

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	68	23	9	0	0
My child is making good progress in school.	41	45	9	0	5
Behaviour in the school is good.	59	36	5	0	0
My child gets the right amount of work to do at home.	36	41	18	5	0
The teaching is good.	54	32	9	0	5
I am kept well informed about how my child is getting on.	36	50	9	0	5
I would feel comfortable about approaching the school with questions or a problem.	73	27	0	0	0
The school expects my child to work hard and achieve his or her best.	68	32	0	0	0
The school works closely with parents.	50	36	14	0	0
The school is well led and managed.	59	41	0	0	0
The school is helping my child become mature and responsible.	74	18	5	0	3
The school provides an interesting range of activities outside lessons.	62	33	0	5	0

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

55. Although most children attain the early learning goals by the age of five, the range of learning activities in the Foundation Stage is not satisfactory. Children reach the expected levels in their development of personal and mathematical skills and make satisfactory progress in their knowledge and understanding of the world and in physical development. They acquire satisfactory skills in writing and communication but do not have enough opportunities to develop their spoken vocabulary and creative skills. Since the last inspection, outdoor play activities have been improved. However, a lack of indoor space and facilities restrict children's learning in role-play and in experiencing a variety of materials.
56. Most children attend pre-school playgroups before starting school. Good relationships with parents and a welcoming atmosphere help children to settle quickly in their new environment. In the current organisation the class teacher with overall responsibility has a mixed-age class which contains children who are under five as well as pupils in Years 1 and 2. Assessments of children's development when they enter the reception class shows that standards are broadly average. Although most children make satisfactory progress towards the early learning goals, the curriculum is narrowly implemented. The content is suitably planned for literacy and mathematical development but there are too few opportunities for active learning. Lack of space limits children's experience of creative and imaginative activities. The area is not enriched by an array of inviting materials that would encourage children to explore and experiment. Children with special educational needs are identified early and suitable learning targets are planned. However, the needs of these children are not clearly identified in lesson plans to ensure that they follow structured activities designed to improve specific learning skills.
57. The teacher with responsibility for this age group does not have enough direct contact with the children to influence and extend their learning sufficiently. Management of the children is good. The conscientious learning support assistant supervises children's learning activities while the teacher works with pupils in Years 1 and 2. The adults work together very harmoniously in the calm organisation of two classes in one room. Learning plans are suitably based on the early learning goals and satisfactorily build on children's earlier progress. However, the methods used to implement the planning are not entirely suitable for this age group. Children are occupied rather than challenged, so their progress is slower than it might be. Adult input consists mainly of instructions or reminders and staff do not expect high enough standards of achievement. There is little scope for children to experience a variety of ways to present their understanding or to use their imagination. There is not at present a full awareness of all the learning needs for the children in the Foundation Stage.

Personal, social and emotional development

58. Children make satisfactory progress in this area and by the time they are five, nearly all meet the early learning goals. Children work together well, share materials, take turns and help each other with activities in a harmonious atmosphere. This reflects the courtesy and respect evident between the adults and the good examples that they offer. Children's self-confidence develops well because adults listen to children and praise them for their good effort. This helps children to listen to each other and to feel secure when speaking to the group. Tasks are clearly explained, so children know what is expected and concentrate on the activity willingly. Because of this very explicit direction, however, there are few opportunities for children to develop independence by initiating their own ideas. Children

understand how to behave when sitting in a group, but the learning support assistant does not always insist on the same high standards as the class teacher.

Communication, language and literacy

59. Most children meet the standards expected for this age group by the time they leave the reception class. They make satisfactory progress in developing their skills for listening, and in beginning to read and write. The teacher plans suitable opportunities in a variety of situations for children to listen to adults and to each other. This helps them to learn to listen carefully and respond appropriately to instructions. Children learn to express their ideas in front of others because there are clearly understood procedures for taking turns when speaking in a group. Children take turns to tell the class about what they did during the half term break, for example. However, they are not prompted and questioned sufficiently to encourage them to extend their vocabulary or clarify their ideas. Children of average and above average ability know their letter sounds and names and link them with appropriate words. This results from suitable simple games and the 'Letter of the week' focus. The effects are evident in their attempts to write words using initial sounds and in selecting letters correctly to spell words when using the computer. They read from their reading books, showing a secure knowledge of all the words and correcting their own mistakes. The children with below average reading standards know some letter sounds and enjoy telling stories from book illustrations. They make good efforts to form letters correctly when they write words to match pictures. Children's shared reading of *The Bear Hunt* story leads to their acting and illustrating 'over', 'around' and 'through' to confirm their understanding of the word meanings.

Mathematical development

60. Children make satisfactory progress in their mathematical understanding. Children of average and above average ability are expected to meet the early learning goals. Regular practice means they confidently count to ten and beyond, and count backwards to zero. They become familiar with higher numbers by chanting in tens to 100 with older pupils. Responding to suitable strategies such as rhymes, games and number cards, most children respond accurately to rapid 'add 1, less 1' instructions. Children of above average ability add two numbers together correctly and record the answers in their books. After examining, discussing and making patterns with shapes children successfully recognise and name circle, triangle and square and rectangles. Children's satisfactory understanding of space and direction is evident in vocabulary used to describe the way home from school. One child knows it is 'straight ahead, then turn that way', pointing correctly to right and left. Learning is not always planned to include suitable practical activity to help children's understanding. For instance, when drawing round plastic coins they did not understand that each piece represents a different amount of money. Lack of interest in the task quickly led to children's loss of motivation and effort.

Knowledge and understanding of the world

61. Children come into contact with a satisfactory range of experiences to help their understanding of the world around them. By the time they are five they achieve the level of understanding expected by this age. Children make good progress in using computers, showing competence in basic keyboard skills and mouse control to select colour and move objects around the screen. They look at plants growing in the nature garden and learn about different forms of animal and insect life. Interesting opportunities for close examination of objects help the children to increase their observation skills. They are particularly interested in examining a queen bee cell and dragonfly pupa case. Their colourfully painted model cameras show careful construction with cartons joined together with sticky tape. Children begin to be aware that certain objects have special meanings for different people. They examine and talk about a Bible, and are told about the Torah.

Physical development

62. The children make satisfactory progress and will achieve the early learning goals. Outside activities now offer improved opportunities for children's physical development. Children benefit from moving around in a secure outside play area and regular use of large climbing equipment. The adventure play apparatus allows for children to be more adventurous and try out movement ideas for themselves. They confidently ride around the playground on tricycles and scooters at playtime adjusting speed and direction to avoid others. They enjoy practising 'Bear Hunt' movements together in a line but as these are formally directed and demonstrated children do not interpret the movements in their own ways. Children have good opportunities to develop small movements when using pencils and scissors, manipulating jigsaw pieces or fastening clothing.

Creative development

63. Although children make satisfactory progress in meeting the early learning goals, this area of learning is not fully developed. There are few instances where children are encouraged to use their imagination. They use a small range of materials to make colourful pictures and models. Their animal paintings show a good idea of shape and colour. However, activities are mainly desk-based using a narrow range of materials and having a uniform outcome for each child. For example, although children cut out and attach cotton wool to paper themselves, the resulting sheep are identical, as are their bear masks. Children successfully learn to manipulate materials but not in a sufficiently creative way. During the inspection no children were seen using paint, sand or mouldable materials. There is a sand tray and dressing-up clothes at one end of the computer corridor but no instances of imaginative play were observed in which children could act out their own ideas and develop their language skills. Learning is very closely directed which means that children have few opportunities to explore and experiment for themselves. Materials and activities do not provide the richness of sensory experiences expected for this age group. Children enjoy a good range of musical experiences. This helps them to learn how sound patterns can be changed as they sing, play percussion instruments and move to music.

ENGLISH

64. Pupils achieve good standards at the end of Years 2 and 6. Standards in reading and writing are higher than those reported at the last inspection but pupils' speaking skills are less well developed. Pupils make satisfactory progress in reading by Year 6 but do not reach their full potential in writing and in their speaking skills. Pupils with special educational needs are identified early and receive appropriate individual support related to their particular learning targets. This helps them to make satisfactory progress. Learning support assistants make an important contribution to ensuring that all pupils are fully included in learning. There is no significant difference between the attainment of boys and girls.
65. The clear learning structure provided by the literacy hour has contributed to the improved standards of attainment. The school's concentration on learning with computers in Years 5 and 6 ensures that pupils progress very well in gaining information and communication technology skills. This strong emphasis offers very good opportunities for pupils to work independently, to express ideas and research information. However, it also limits their time for developing verbal language skills. Although classes are small and there is a positive learning environment pupils do not have enough experience of discussing, debating and presenting issues at an appropriate level.
66. By the end of Year 2 pupils achieve satisfactory standards in speaking and listening. Well-planned opportunities for listening in small and large groups encourage pupils to listen carefully. Most pupils are very good listeners and follow instructions well. Suitable

activities are arranged in each area of the curriculum for pupils to read aloud and describe their work. For example pupils in Year 1 were pleased to read some of their writing to share what they had learned about spelling patterns. Year 2 pupils each selected a poem and confidently read it to the class. However, although pupils' responses are adequate and confident, there are few specific measures planned to encourage them to ask questions or to extend their answers, opinions and explanations.

67. Pupils' standards of speaking and listening are satisfactory by the end of Year 6. Most pupils listen attentively to instructions. They respond adequately to questions and are confident to give brief descriptions of their work. However, when the teacher's lesson introduction is too long, or there are not enough opportunities for pupils to contribute their ideas, they do not make enough progress with their spoken language. Pupils are not challenged to extend their thoughts through discussion and debate or to plan interesting ways of presenting their work verbally. This element does not have a strong emphasis in lesson plans and therefore pupils do not progress beyond a narrow range of speaking skills.
68. Standards in reading are above average by the end of Year 2. Pupils enjoy reading and most describe with interest the events and characters in their reading books. More able pupils read fluently with good expression and attention to punctuation. Less able pupils use letter sounds successfully to build up unknown words. Average and above average pupils know how to locate information from a book index or contents page and that the library books are categorised according to subject matter. One pupil correctly described the function of a glossary and accurately defined the word 'cocoon'. Shared reading of the big books helps pupils to identify spelling patterns and to learn how punctuation marks help them to read with suitable expression.
69. Pupils make sound progress throughout Years 3 to 6 and maintain good standards in reading. They read from a range of different books and talk about their favourite authors, such as Philip Ridley. Good opportunities for shared reading involve all pupils in reading from a suitable range of texts, including poetry and non-fiction. Pupils in Years 5 and 6 make good use of their reading skills and concentrate hard to locate required information from computer sources such as the Internet. On occasion, however, this takes too long and there is not enough time to develop the spoken and written elements of a lesson to a sufficiently high standard.
70. Pupils' standards in writing are above average by the end of Year 2. Their developing use of joined handwriting shows that this style is regularly taught and practised. Some work cards and computer fonts display varying letter patterns, however, which means that pupils do not have consistent writing models. Most pupils make satisfactory progress in recognising simple spelling patterns. Higher attaining pupils successfully integrate new spellings into their own sentences. Less able pupils make good attempts to write unknown spellings phonetically, making good use of their knowledge of letter sounds. Pupils' writing about a Bible story shows their awareness of a story's events in the right order, with a convincing beginning, middle and end. Their 'If I were Queen' writing shows an imaginative response to questions on their reading.
71. By the end of Year 6, pupils' standards in writing are above average. Writing is logical and appropriately sequenced, using relevant vocabulary. Pupils' writing shows that they are interested in the variety of tasks set for them. Their work is suitably expressed and adequately punctuated. Even so, pupils' progress is not as good as it might be. Their writing lacks sufficient interesting description or range of expressive punctuation. Satisfactory attempts at more colourful writing followed the Lake District visit. Among the better examples are 'The cold icy breeze chilling us and rushing us round the fell' and 'Up above the clouds were grey and glowing'. Most of the writing, however, shows little descriptive vocabulary and no use of adverbs. Most pupils write in a consistent joined

style of handwriting. Pupils with special educational needs benefit from opportunities for additional handwriting practice when necessary. Satisfactory spelling of most words shows that pupils learn effective spelling strategies. Pupils know how to locate information from books and computer text but note taking skills are under-developed in Years 3 and 4. Opportunities for pupils to write in other subjects are not well developed which limits the way pupils develop confidence and skills in writing in a variety of styles.

72. Pupils in Years 5 and 6 use their computers very competently to produce most of their writing. This ensures attractive presentation. They do not use the spell check facility to assess the consistency of their spelling. As a result, writing shows several spellings of the same word. Their use of on-line dictionaries helps with word definitions but when a disproportionate amount of time is spent searching for a site, the resulting writing is rushed and the quality barely satisfactory.
73. Teaching in Years 1 and 2 is good. The assessment of pupils' achievements is effectively used to plan suitable activities for the next stage of their learning. Lesson plans clearly indicate what pupils will be doing but do not always describe the learning objective underlying the activity. Pupils are managed very well and learning materials are carefully organised. Clear explanations help pupils of all abilities to understand what each group will do. The teacher uses the end of the session very successfully to assess pupils' understanding of their learning. Pupils' descriptions of their work help to develop their confidence in speaking and lead to an awareness of their achievement. There are occasions, however, when pupils have more listening than speaking opportunities. This limits opportunities for them to extend their thinking and their vocabulary. When reading the 'big book' together, pupils answer questions without pointing to words in the text. This means that less able pupils do not always link the explanation with the print. Learning activities show an appropriate balance between computer and written work, giving appropriate time for practising writing and keyboard skills.
74. Teaching in for pupils in Years 3 to 6 is satisfactory overall. Teachers manage pupils well and plan a suitable range of lessons that enable pupils to make satisfactory progress in their learning. When the lesson plan is not consistently followed, as in some afternoon sessions, pupils' motivation is weaker and progress slows down. Lesson objectives are not always identified which makes it difficult for teachers to assess how far learning has been successful. This means that subsequent learning is not always planned to build on what pupils have achieved. Learning support assistants are well deployed to help different groups of pupils to work at their own level. The very good learning atmosphere fostered by the Years 5/6 teacher encourages pupils to put good effort into their work. Questioning does not always challenge pupils sufficiently to deepen their thinking and extend their vocabulary. Teachers do not expect a sufficiently high standard of work from pupils, particularly in Years 5/6. The time invested in computer learning is very successful for developing pupils' skills in information and communication technology. However, this does reduce the time for practising verbal presentation skills and is not always justified by high quality results.
75. Overall leadership of the subject is good. Careful analysis and tracking of pupils' attainment, together with regular monitoring of teaching, have enabled the school to identify key areas for development. However, monitoring has not focused on the need to record each lesson's learning objectives to ensure that pupils make suitable progress. Recently introduced writing assessments allow teachers to identify how individual pupils need to improve their work.

MATHEMATICS

76. Pupils attain levels that are above average by the end of Year 2 and Year 6. With small numbers of pupils in each year group there are wide variations in results from year to year but attainment has risen strongly since the last inspection. In most years results have been well above average although they were lower in 2001 at both Years 2 and 6. Current Year 6 pupils are attaining levels that are above average. They have very good skills in mental arithmetic and can use and apply their knowledge well. They attain very good standards in handling data and creating and interpreting graphs accurately, greatly assisted by their competent use of computers.
77. In the 2001 end of Year 2 national tests standards were in line with the national average but below those found in similar schools. Current pupils are attaining levels that are above those expected for pupils of this age. Well-planned teaching helps pupils to acquire skills and put them into practice in a variety of practical ways. Pupils generally start school with average skills in number and make good progress by the end of Year 2. There is no significant difference between the attainment of boys and girls.
78. The results of 2001 tests for Year 6 pupils show standards were well below both the national average and that achieved in similar schools. There were a high number of pupils with special educational needs in the year group. Pupils made satisfactory progress but did not achieve results as high as those achieved nationally. Current pupils are all attaining above the levels expected and have well-established skills. Over the last three years there have been no significant differences between the attainment of boys and girls.
79. By the end of Year 2, most pupils add and subtract two digit numbers confidently. They have a good understanding of place value and find the smallest and largest number in a group of numbers. They know which numbers add up to 10 and are competent in using them. Pupils recognise and name simple two and three-dimensional shapes and they measure using non-standard units. They represent data on simple block graphs such as the shapes that other pupils prefer and their likes and dislikes of certain foods. Pupils are good at solving problems involving multiplications and sharing and are confident at doubling and rounding numbers to reach the correct answers. Pupils make good use of computers to carry out their work and are particularly at ease in handling and presenting data in pictorial form. Classroom assistants provide good support for pupils with special educational needs. As a result they make good progress.
80. By the end of Year 6, many pupils' skills in handling numbers mentally and applying their knowledge quickly are of a good quality and have a positive effect on the progress they make. Pupils of all abilities participate willingly in mental arithmetic sessions and demonstrate confidence in using 7 times and 9 times tables as well as calculating and comparing decimals, percentages and fractions that they are making in mathematics. There is a good emphasis on developing pupils' mathematical language in Years 5 and 6 but this is not so well developed in Years 3 and 4. Older pupils talk about the median and the mode in looking at data and are confident in distinguishing between the two. In comparing methods younger pupils are not pressed to explain how they have reached their answers to make them define and share their methods. Pupils in Years 3 and 4 make sound progress and cover the expected elements of the subject, although their skills in using and applying their knowledge are not fully developed. They attain satisfactory levels in their work on number, money and time, know the names and properties of regular shapes and have identified which can tessellate and which cannot. Pupils handle data but do not regularly use information and communication technology to extend their learning.
81. Pupils in Years 5 and 6 identify right angles and know when an angle is larger or smaller than a right angle. They have a secure understanding of different types of quadrilaterals and use the correct terms accurately. Pupils have a satisfactory understanding of

probability and are very good at presenting data using different types of graphs. Pupils understand how to check their answers by carrying out inverse operations and use the terms accurately. There are some satisfactory examples of numeracy being used in other subjects. For example, younger pupils produce graphs to demonstrate how much and what types of fruit and vegetables they eat over a period. In Years 5 and 6, pupils use information and communication technology to present their work on data handling and the results of their data analysis. Pupils develop their number and recording skills well in science as in noting temperatures.

82. Teaching is good overall. All teachers plan their work in accordance with the National Numeracy Strategy and make very good use of classroom assistants. Support staff are well deployed to increase the confidence of lower ability pupils in Years 3 and 4 and specific guidance for individuals helps to keep them on task. While there is adequate space in the classroom, conditions for pupils working in the staff room are cramped and the lack of tables to work on make it difficult for pupils to work neatly. Where teaching is very good in Years 5 and 6 there is a good emphasis on problem solving activities. Pupils enjoy being challenged to use their mental skills and as a result the quality of learning is very good. For example, in the Year 6 class pupils responded well to the challenge of working out whether to express answers as a fraction or a decimal. Good use is made of plenary sessions to praise, summarise and draw on pupils' explanations. Pupils' attitudes to their work are generally very good especially in Years 5 and 6 where they respond very well to being treated in a mature manner. Teachers keep a close check on pupils progress but do not always identify when to challenge pupils' thinking to make them look more deeply in order to identify patterns in their answers. Teachers are setting targets for pupils but do not always make them sufficiently specific to focus pupils on how to improve their work. Pupils are managed very well in most classes and relationships are good.

SCIENCE

83. By the end of Years 2 and 6 most pupils are achieving higher levels than those expected for their age. Standards have improved significantly since the last inspection as a result of the increased attention to scientific enquiry and the introduction of better checks on how pupils skills are developing. Teachers ensure that pupils' learning builds on what they already know and extends their skills at each stage. Pupils are also encouraged to collect evidence to test their ideas. The teachers and classroom assistants give good support to children with special educational needs who achieve well and work confidently with others. Higher attaining pupils make good progress because they are often challenged with extension activities.
84. Pupils in Year 1 start with a sound knowledge of science gained through first hand observations of materials and growing plants. They make good progress in Years 1 and 2 when pupils are encouraged to develop their abilities through investigations. This was evident in work related to sound when pupils discussed and recorded what they could hear inside and outside the school. The teacher involved all the pupils in carrying out experiments as to how they could affect their hearing of certain sounds by turning their heads and muffling their ears. Pupils quickly developed an understanding of how sounds travelled to them and how sound waves differed from light waves. Pupils proposed their own ideas which were sensitively used by the teacher to increase their knowledge and understanding. Pupils also appreciated that sound travels through materials in a way in which light does not. Pupils know mini-beasts can be found in a variety of habitats and described what they have observed through microscopes. They know that plants need water and light to grow and have carried out experiments with cress seeds to compare how plants develop in different conditions. Pupils have a good knowledge of materials and classify them according to their properties and uses, listing items for building like wood, plastic and bricks as well as items found in the home such as cutlery and textiles. Pupils are encouraged to use a good range of specific vocabulary to define these qualities.

Pupils have carried out a number of investigations which help them develop their skills in observation. They record the observations in a set format which guides them through the stages of scientific investigation. Pupils make good predictions as in considering which materials might be the most absorbent. They compare these to their actual findings in a mature way as in assessing which is the warmest place in the classroom. *'I was wrong'*, declared one pupil frankly. Throughout the work observed pupils make good use of mathematical skills, develop literacy in writing up their investigations and employ information and communication technology where possible to record their findings.

85. In Years 3 and 4 pupils were captivated by investigating a wide variety of rock samples. The teacher's collection was augmented by contributions from pupils some of whom were knowledgeable and communicative. This well prepared hands-on session provoked much discussion about the different types of rock on display and this led into a number of other areas of enquiry. Pupils examined the rocks closely to identify fossils and could make informed explanations as to why they were found there. The tasks connected with the study, however, concentrated pupils more on observation and drawing than on acquiring and developing methods of scientific enquiry. Nonetheless, many pupils learned the difference between sedimentary and igneous rocks and could distinguish between crystal and granite.
86. By the end of Year 6 pupils have a developing scientific knowledge and have acquired a good range of investigative and experimental skills. Analysis of work shows that pupils in Years 3 to 6 have carried out a good range of scientific enquiries. Pupils develop a good understanding of the properties of materials as they classify wood and metals. They accurately identify which conduct electricity and which are magnetic. They compare materials which are good insulators and improve their mathematical skills in measuring and recording results. Years 5 and 6 pupils present their findings on computer but not pupils in Years 3 and 4. Pupils make good progress in their understanding of living processes. They have a good understanding of plant structures and mostly know the function of each part in making plants grow. Those who thought that the roots only kept the plant in place were corrected. Pupils in Year 6 use a good range of vocabulary to describe their investigations and suggest ways to improve their experiments. In discussing ways of changing materials from solids into liquids and gases, pupils have a good knowledge of the processes of evaporation and condensation. They distinguish between filtration and separation and know which processes are reversible and which are not.
87. Teaching is good for pupils in Years 1 and 2 and satisfactory for pupils in Years 3 to 6 although pupils' learning is clearly good throughout the school. Good teaching is linked with the good relationships evident in the school. In most lessons, teachers and pupils are positively engaged in searching for knowledge together and this creates a sense of common purpose to which pupils respond well. Teachers have a satisfactory knowledge of the subject and often enthuse about things that interest them, an approach which catches pupils' interest and promotes learning. However, while teachers in Years 3 to 6 direct pupils towards a good range of investigative activities, they do not insist they always follow a methodical pattern which guides learning. For example, pupils working on computers in Years 5 and 6 do not use a template for recording investigations which builds on the good approaches used in Years 1 and 2. Teachers record learning objectives for lessons and share them with pupils but they do not always identify a precise target to ensure the best use of sessions. *'To consolidate our knowledge of gases'* lacks clear focus and even *'to recognise and describe different rocks'* is too general to define exactly what pupils should learn and to enable teachers and pupils to measure whether they have achieved the goals set. Although many pupils acquire knowledge and confidence in using technical terms, teachers are not consistent in providing key words for them to learn and use. Sometimes vocabulary aids are too long, as they are when teachers provide the names of 20 different rocks, and sometimes there is not enough insistence that pupils should know and use a few terms accurately. Resources in the subject are sound and

teachers make good use of opportunities to extend learning through practical activities and first hand observation. Teachers assess pupils' progress informally and have begun to carry out regular checks to augment the annual tests in Years 3 to 6. There is however, not enough formal recording of pupils' understanding at the end of each unit of study to help teachers plan for the needs of all those of higher or lower ability.

ART AND DESIGN

88. No art lessons were observed during the inspection. However, evidence from displays of work and the pupils' portfolios shows that pupils achieve average standards of attainment by the end of both Years 2 and 6. This shows that standards are similar for pupils in Years 1 and 2 and lower for pupils in Years 3 to 6 compared with the judgements made at the last inspection. There is no portfolio of work for pupils in Years 3 to 6 or sketchbooks to show what progress has been made or how pupils develop their ideas. Pupils with special educational needs are fully involved in all activities and receive extra focused support where necessary.
89. Pupils follow suitable themes based on a nationally approved scheme of work. They develop satisfactory drawing and painting skills using the narrow range of resources available. Miniature drawings and paintings by Years 1 and 2 pupils show suitable use of line, colour and pattern in their pictures of people and plants in the neatly prepared portfolio. These show good control of tools but work is on an exceptionally small scale for pupils of this age. No contrasting examples were observed, which would give pupils experience of working with a wider variety of tools on a larger scale. There are no readily accessible art materials for pupils to investigate in Years 1 and 2.
90. Examples of intricate pattern work in Years 3 to 6 show good observation and layout of characteristic symbols studied in illustrations of aborigine art. Painted drawings of people in special clothes show appropriate use of colour and controlled brushwork. Examples of work in the style of Van Gogh show observant study of flamboyant brush strokes. In general, however, activities do not challenge pupils to extend their ideas of texture or tone. Undemanding representational paintings and torn paper shapes are carried out at an immature level.
91. Pupils benefit from the good expertise provided by a voluntary parent helper during lessons and in an art club. This assistance is an asset to the school in developing pupils' experience of three-dimensional modelling and working on a larger scale. Well-formed papier-mâché models of the Taj Mahal, the Eiffel Tower and the Leaning Tower of Pisa are carefully finished and painted. Construction of an inner framework helps pupils to understand the need for a stable base for model making. There are good opportunities for pupils to develop their computer skills in art. All pupils are competent at manipulating line and colour to create images, such as the simple landscapes based on memories of the Lake District visit. The ICT co-ordinator guided Years 5/6 pupils in successfully manipulating digital photographs of the visit to create a photomontage.
92. Teaching is satisfactory and is supplemented by the valuable contribution of a parent volunteer. This helps to fill some of the gaps in teaching provision. The art and design curriculum is based on too narrow a range of materials and content for pupils to practise the range of skills and experiences that would improve their progress. The individually recorded assessment of pupils' achievements in Years 1 and 2 give a clear picture of pupils' capabilities within the range of skills taught. This level of observation is not recorded in the same detail for older pupils and therefore lessons are not based on pupils' earlier progress.

DESIGN AND TECHNOLOGY

93. Standards of attainment are in line with those expected for pupils by Years 2 and 6. No lessons took place during the inspection and evidence is based on discussions with pupils and teachers and a scrutiny of plans and work completed. Standards have been successfully maintained since the last inspection.
94. By Year 2, pupils have made models which include levers and pivots, using a range of materials. Pupils have designed these and plotted how to place their pins and moving parts. They produce plans of good quality which incorporate drawings and labels and identify the materials needed and the steps they will follow in construction. Completed articles are well finished and successfully meet the design objectives. Thus Father Christmas does go up and down the chimney when the lever is pushed and elements of cards 'pop up' as intended. Pupils discuss whether their designs have worked as well as they hoped and suggest ways of improving them in the future. Pupils also carry out work in designing and making salads. Their work in making puppets is also of satisfactory quality and develops their manipulative skills as well as developing their understanding of how to join materials effectively. Pupils' work in these projects is well linked to their studies of healthy food and materials in science. They make good use of numeracy skills in measuring and constructing and writing skills are successfully developed in the way they produce their plans and designs.
95. By Year 6 pupils develop their knowledge of materials and construction techniques satisfactorily. They follow projects that cover food technology and making models with moving parts and electrical elements. They prepare plans of sound quality but do not always indicate enough detail and thought about how to overcome possible difficulties. In discussion, pupils have good ideas about the problems they might encounter but completed written work does not reflect this nor is there enough time given to written evaluations. Pupils successfully employ information and communication technology to create very good design work, importing photographs and illustrations.
96. Teaching is effective in covering all aspects of the subject but does not ensure that pupils make maximum progress in understanding all the concepts involved. Teachers do not place sufficient emphasis on developing pupils' knowledge and use of language especially in written tasks. Assessment of pupils' progress is not well developed and thus while pupils develop at a satisfactory level there is not always enough challenge for pupils of different abilities.

GEOGRAPHY

97. During the inspection no geography lessons were observed because this term the school is focusing on a Golden Jubilee project which is principally aimed at developing history skills. Discussion with pupils and an analysis of their work indicate that standards are in line with expectations at the end of both Years 2 and 6. This shows that standards are similar to those reported at the time of the last inspection. The curriculum is now effectively based on a comprehensive scheme of work. Resources are just adequate but the school recognises that this is an area for development, particularly for map work.
98. By the end of Year 2 pupils have a satisfactory knowledge of local places and can name nearby towns, such as Gainsborough and Scarborough. Looking at travel brochures and following the travels of 'Barnaby Bear' with pupils on holiday helps them to develop their awareness of other countries and their distance from where they live. Pupils consider the school grounds and identify the parts that they like. They suggest ways to make the environment safer. Their carefully written comments show good observation of detail, such as 'The drain is coming up', 'The tap box needs painting' and 'The post is very wobbly'. Pupils' well thought out suggestions include 'You can nail it down or cement it'. The work is suitably illustrated with photographs and pupils' drawings of relevant features. Simple sketch maps show that pupils are gaining a satisfactory understanding of recording

details of place. They use metre sticks to measure different parts of the playground. This activity, together with recording measurements offers suitable practical application for their learning in mathematics.

99. At the end of Year 6 pupils gain valuable experience of contrasting areas when they study part of the Lake District during their residential visit. Their written descriptions of Ashness Fell and Rydal Water show relevant observations of the characteristic features of this area. They discuss the contrast in land use and explain their satisfactory understanding of the reasons crops are not grown in hill farming areas. Their recall of the main details of the water cycle shows that the principle is appropriately understood.
100. Curriculum planning and evidence from pupils' discussion and written work show that teaching is satisfactory. The organisation of the curriculum so that no geography is taught for a whole term suggests that pupils may suffer a loss of continuity in practising their geography skills. Possible incidental opportunities for maintaining this awareness are missed. For example, the Queen's many visits to different venues around the country are listed but not marked on the large map of the UK.

HISTORY

101. Pupils' attainment is in line with national expectations by Years 2 and 6. During the inspection, only one lesson took place and was observed. No overall judgements can be made about teaching but a scrutiny of pupils' work and discussions with them and teachers indicate that pupils make sound progress in the subject. They have a satisfactory knowledge of the elements covered but older pupils do not have enough opportunities to develop writing skills through their work in the subject. At the last inspection pupils' attainment was judged to be in line with expectations and these standards have been maintained.
102. Pupils have a sound idea of present and past by Year 2. Their work in connection with the Queen's Jubilee helps them to understand this and how life has changed in fifty years. They recognise how clothes and houses have altered. Pupils draw from parents' and grandparents' recollections to understand how domestic equipment has improved and how this has altered people's lives. They study the different cameras people have used as well as looking at an interesting range of photographs they have helped to collect. Pupils in Year 2 also study key events such as the Great Fire of London and people of note such as Guy Fawkes and Florence Nightingale. They appreciate that conditions were very different in the past and how picture evidence can help us identify changes.
103. In Years 3 and 4, pupils know that the Romans invaded England and are interested in the way that their army was organised. Pupils appreciate something of the difficulties invaders had in moving about England on foot and horse and know that the Romans developed roads and settlements. They know that archaeologists have helped in discovering elements of the past and have a sound understanding of how to seek out and evaluate available resources. Pupils have visited Lincoln and know that the Romans used wax tablets at school rather than paper. In Years 5 and 6, pupils have benefited from a visit to the Jorvic Centre at York where they have learnt how Vikings lived from their own observations of the displays. Pupils consult computer based encyclopaedias and text books and they draw information from a variety of sources in developing their understanding of a subject. Higher attaining pupils carry out extension activities in looking at manuscripts and writing about their findings at the museums visited.
104. Pupils in Years 3 to 6 also gain a valuable insight into changes over the last fifty years in connection with the Queen's Jubilee. Their work is linked to a pageant which the school aims to mount, with parents and staff participation, as part of the village's Jubilee celebration. The event is designed to combine music and drama skills as well as historical

knowledge. Pupils discuss elements in class and draw information from books and interviews.

105. While pupils produce notes from their research, there are few opportunities for them to write at length about their findings. Pupils record their visits to Lincoln and York but are not asked to communicate their knowledge through writing extended or imaginative accounts. In the lesson on changes over the last fifty years, pupils were content to talk about elements but did not readily commit their ideas to paper. There is insufficient emphasis on developing good written records and pupils are not prompted to use terms precisely and acquire new vocabulary. Teaching follows the national guidelines and introduces pupils to the expected range of skills. Pupils' knowledge is greatly enhanced by the visits and first hand experiences they enjoy.

INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)

106. Standards are well above national expectations for pupils in both Years 2 and 6. The school has very good resources and pupils respond willingly to the opportunities that they receive for working on computer. Teachers' skills are generally at a high level and they make good use of them. Standards have improved significantly since the last inspection. Pupils in Years 5 and 6 carry out most of their work on computer and are developing the competence to use a variety of applications. The only aspects that require attention are to improve the typing skills of older pupils and to extend the use of software at all ages but particularly for pupils in Years 1 and 2.
107. Pupils in Years 1 and 2 use computers with confidence. They use the mouse to click on and move pictures and know how to use many of the icons. In a mathematics lesson, pupils enlarge the font size to help them read and record their answers on screen. They compile tables of results using appropriate symbols to make block graphs. In Year 2, pupils create patterns and write labels in a variety of fonts. They practise basic spellings and calculations and are well supported by adults. They are competent in saving their work and can print items as instructed.
108. In Years 3 and 4, pupils demonstrate good skills as they use computers for numeracy and literacy. They write articles and incorporate illustrations. They access the Internet for information and obtain data from computer based encyclopaedia. Mathematical skills are well developed in data handling and in presenting data in graphs. Pupils in Years 5 and 6 write nearly all their literacy, numeracy and science work on computer. They work with a high degree of confidence and show competence with figures and in writing notes. In writing extended pieces, they are sometimes limited by their typing skills and the quantity of output is restricted where time is short. They are good at using the Internet to find information and know the importance of writing the website address correctly. They talk about useful sites and how they can be used to support learning. They can download from a site and know how to send e-mails. Pupils have created their own animated presentations using 'PowerPoint' and describe the facilities and events at school to their parents. They have been involved in competitions using computer-generated displays to illustrate their study of the environment. Pupils make very good selections of pictures taken with the digital camera to create montages of their trip to the Lake District. In their work in English and geography, they incorporate illustrations from different sources to add relevant detail to their accounts. Higher attaining pupils know how to represent information in different formats and how to manage a database. Pupils store and communicate information and the processes of control and modelling are understood and satisfactorily taught.
109. Where direct teaching was observed it was of good quality. Pupils in Years 5 and 6 receive thorough and effective instruction. They are regularly guided to use a variety of applications in their day-to-day work which develops their confidence in exploring the

potential of computers. They also receive very good introductions to graphics programs that enable them to create effects such as collages of images or to import illustrations into their written work. Teachers are following national guidance on the units of work that meet the requirements of the National Curriculum. They are aware of the need to adjust their planning to match pupils' levels of attainment and to ensure that the high attaining pupils are stretched. Teaching is strong on extending their learning on communications and research. The co-ordinator has a high level of technical skill which is used well in the school. She provides guidance for teachers, pupils and parents that is much valued. She also has the technical skill to manage the network and provide support throughout the school. Pupils' work is stored in their own folders, assessed and corrected. This provides a comprehensive record of pupils' attainment and progress. The school has good plans to improve the deployment of resources next year and is aware of the challenges that exist in extending pupils' skills at such a fast rate.

MODERN FOREIGN LANGUAGES (FRENCH)

110. Pupils in Years 3 to 6 receive instruction in French and attain standards which are in line with those expected for their age. One lesson was observed during the inspection and further evidence was obtained from discussions with pupils and staff and observations of pupils' work and teachers' plans. Teaching has been introduced since the last inspection and is effective in extending pupils' awareness of other cultures. Classroom displays were well organised and linked to the football World Cup. Questions and captions in French encouraged pupils to increase their understanding of French as well as obtain information about players and events.
111. Pupils understand and use a range of simple greetings and phrases with enthusiasm and take an active part in oral and written activities. They count up to 20 and differentiate between genders in the use of *le* and *la* and in using pronouns. Pupils reply to questions about their name, age and where they live and most describe how many brothers and sisters they have. Pupils' responses are at an elementary, mechanical level and they lack confidence in using and applying their knowledge to unfamiliar situations, as in questions to a classmate. Their written work is sound in content and provides a satisfactory way of supporting their learning. Pupils write short lists of vocabulary, such as the names of pets, which they learn well. They are accurate in copying conversational phrases such as '*la date de mon anniversaire est....*' which helps them see as well as hear the language. Pupils' writing is accurate and corrected well to help them learn the importance of correct spelling but accents are not emphasised as yet.
112. Teaching is satisfactory and creates a positive response from most pupils who take part with interest. The teacher extends pupils' knowledge of language and French culture with enthusiasm and this holds their attention well. She is skilful at varying her questions to match the level of understanding of different pupils and knows her pupils very well. They respond to her encouragement and jokes. In conversational exchanges, pupils repeat phrases but their level of comprehension is not sufficiently tested to ensure that they understand all the elements which they say. With a mixed age class there is inevitably repetition and there is not enough challenge to extend the learning of older pupils while not being too demanding for the younger. The teacher has struck a good balance between oral, written and cultural learning which makes lessons a valuable experience for pupils, especially to extend their understanding of life outside Lincolnshire.

MUSIC

113. Pupils achieve standards that are expected for their age groups throughout the school. Standards of attainment have been maintained since the last inspection. One teacher leads a weekly music lesson for reception children and Year 1 pupils and also for older pupils. This allows pupils of all abilities, including those with special educational needs to have the same opportunities to develop and enjoy their musical experience.

114. Pupils sing hymns and songs tunefully and with good rhythm in daily assemblies. Their well-pitched voices show attentive listening to the piano accompaniment. However, the occasion is not used to give pupils time to listen to short excerpts of recorded music in order to extend their listening repertoire and set aside a moment for quiet thought and reflection.
115. The learning programme is suitably planned to give pupils good opportunities for performing in class and to a wider audience in school musical productions. Pupils play an interesting selection of percussion instruments and combine different instruments to achieve a variety of sounds. Years 3 to 6 pupils enjoy producing rhythmic patterns and following musical notation on the board. They accurately beat rhythms over a steady pulse responding suitably to signals to vary the volume. Good concentration and repeated practice help them to improve accuracy of rhythm and varying textures to the sounds. The after-school recorder club is currently attended by three enthusiastic boys who are making good progress in their playing and reading of music.
116. One lesson was observed during the inspection. On this basis, the quality of teaching is judged to be good. Thorough subject knowledge, together with good management and organisation of the lesson helped pupils to respond with unselfconscious effort and enjoyment. Pupils made good progress in their understanding. There were no opportunities for them to evaluate the quality of sound produced, however, or to suggest how to improve their music. The arts club organised by a group of local schools offers further opportunities for pupils in Years 5 and 6 to develop their musical skills.
117. Satisfactory subject leadership ensures that all pupils have regular experience of performing, composing and listening to music, making good use of staff expertise.

PHYSICAL EDUCATION

118. As a result of wet weather only one lesson could be observed during the inspection and a full appraisal of pupils skills is not possible. However, pupils in Year 6 attain levels in games that are in line with those expected and they make satisfactory progress. Pupils follow a programme of study that covers all the elements expected for pupils of this age but the lack of adequate facilities on site limits pupils' experiences especially in bad weather. The school does not have a large enough indoor area for physical education. There is a well surfaced hard area outside where pupils develop games skills and undertake some gymnastic and dance activities. Pupils have regular sessions on the village sports field close to the school where facilities are adequate and used well. For pupils in Years 1 to 4, gymnastics and dance are studied satisfactorily in the village hall but the space and resources are inadequate for pupils by Years 5 and 6. To extend the learning of older pupils, the school takes them to local schools and facilities for swimming and gymnastics where pupils receive satisfactory instruction. However, these arrangements place an undue burden on teachers' ingenuity to ensure pupils have sufficient regular exercise and instruction.
119. In the one lesson observed, pupils were enthusiastically involved in developing a range of appropriate games skills. They walked to the sports field in an orderly and safe manner in spite of the excitement of going to the postponed session. They demonstrated a satisfactory level of skills in passing, throwing, striking and catching balls while pursuing a variety of activities. Pupils have a good understanding of the tactics and co-operation required in team games and worked together supportively and well. Teaching concentrated on simple skills and was well balanced between letting pupils play and exercise and emphasising how they might improve their performances. The teacher made good use of the classroom assistant and a volunteer parent to ensure that pupils were divided into three groups for different sports and there was an appropriate division of

pupils by ability levels. Teachers assess pupils skills informally and provide a good level of support to those who need extra guidance or explanation. Higher ability pupils are involved in inter school competitions and all pupils can attend extra-curricular sessions in football and cricket which are well supported and run by parents.

120. Pupils attitudes to sport are very positive and the school does the best it can to respond to this with the very limited facilities available. The possibility of sharing resources and facilities with other neighbouring schools is being further investigated. However, while games resources are satisfactory, gymnastic equipment is only just adequate for younger pupils.

RELIGIOUS EDUCATION

121. The evidence from inspection is that all pupils attain average standards of attainment. Standards reported at the time of the last inspection have been maintained. Pupils with special educational needs are fully involved in lessons supported appropriately in carrying out their learning tasks. Teachers plan lessons that follow the requirements of the locally agreed syllabus.
122. Pupils in Years 1 and 2 listen to stories from the Bible and think about and discuss the message being given. Their perceptive writing shows their awareness of helpful or unkind behaviour. For example, pupils record their understanding of how the 'good man' and the 'ill man' respond in the story of the Good Samaritan. They describe their ideas of God being 'kind', 'helpful' and 'understanding'. Pupils know about some of the important symbols, places of worship and leaders of some of the major world faiths represented in Britain today. Their writing and pictures show that they are aware of some of the similarities and differences between Christian, Muslim and Jewish places of worship.
123. The sound range of topics covered by pupils in Years 3 to 6 includes discussion about people of strong beliefs and principles such as Martin Luther King, John Bunyan and Mother Teresa. Pupils' discussion shows satisfactory understanding of the principles of equality between people, pacifism and anti-hunting. However, their writing is minimal, showing little depth of thought and limited progress in developing their factual writing skills. Written work shows a satisfactory assimilation of religious concepts but inadequate expression of this understanding.
124. Teachers' planning, together with pupils' written evidence, indicates that the quality of teaching is satisfactory. There is an appropriate balance between each element of the curriculum with suitable opportunities for pupils to discuss and record their understanding. Pupils' individual written assessment tasks provide the teacher of Years 1 and 2 with helpful information on pupils' achievements.
125. Pupils visit the local church and have received visits from the Church of England minister, from members of the Mormon community and Jehovah's Witnesses. This has enabled pupils to consider similarities and differences between some faiths of the western world. Although pupils learn facts about other major world religions, the curriculum does not include direct contact with adults or children from non-Christian faiths. A narrow range of learning resources means that this aspect of learning is not adequately supported and limits pupils' understanding of beliefs and traditions from other cultures.