

INSPECTION REPORT

KETTON C of E PRIMARY SCHOOL

Ketton, Stamford

LEA area: Rutland

Unique reference number: 120179

Headteacher: Mrs Dawn Aspinall

Reporting inspector: Mr Tom Shine
24254

Dates of inspection: 5th - 7th March 2001

Inspection number: 196358

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:	Controlled
Age range of pupils:	4 - 11
Gender of pupils:	Mixed
School address:	High Street Ketton Stamford Lincolnshire
Postcode	PE9 3TE
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mrs Donna Dickinson
Date of previous inspection:	10 th - 11 th November 1998

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
24254	Tom Shine	Registered inspector	Science Religious education Physical education Equal opportunities	How high are standards? How well are pupils taught? How well is the school led and managed?
19374	Wendy Sheehan	Lay inspector		Pupils' attitudes, values and personal development How well does the school care for its pupils? How well does the school work in partnership with parents?
22927	Pauline Osborne	Team inspector	English Information and communication technology Art and design Design and technology The foundation stage	How good are the curricular and other opportunities offered to pupils?
10144	Mary Marriott	Team Inspector	Mathematics Geography History Music Special educational needs	

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

This is a small, voluntary controlled Church of England primary school for 4 to 11 year-olds. There are 116 pupils on roll but the gender balance is uneven, with 68 boys and 48 girls. They are organised in four classes and, with the exception of the reception, all have mixed age groups. Attainment on entry to the school fluctuates, and has been below average for a number of years. The children currently in the foundation stage (*up to the end of reception*) for example, were slightly below average in most of the expected skills, when they entered the reception class. 27 per cent of pupils, a proportion which is above the national average, are on the special needs register. These range from specific learning needs to speech or communication difficulties. Eight pupils have a statement of special educational needs (SEN); this is seven per cent of the school roll and is well above average. The socio-economic backgrounds of the pupils are broadly average, with equal numbers coming both from a large council estate and a large estate of privately owned houses. About 12 per cent of pupils are entitled to free school meals; this is about average for schools of this type. All pupils are white and the one pupil with another language is fully fluent in English.

HOW GOOD THE SCHOOL IS

This is a good school with some outstanding features, including very good teaching and the exceptionally strong leadership and management of the headteacher and deputy head. All groups of pupils, including those with SEN, make very good progress in English and mathematics and attain standards in these subjects that are above the national average. These are impressive, taking account of their attainment on entry. The school strongly emphasises educational inclusion and all groups of pupils are fully integrated. The school provides good value for money.

What the school does well

- Teaching throughout the school is very good, overall, and pupils make very good progress.
- By age eleven, standards in English and mathematics are above average.
- The head and deputy-head provide outstanding leadership and are well supported by the governing body.
- Provision for pupils with SEN is very effective and helps them make very good progress.
- Children in the foundation stage are very well supported and they make a very good start to their education.
- Pupils' very good attitudes and behaviour help them to learn very well.

What could be improved

- Standards in information and communication technology (ICT) are unsatisfactory in Key Stages 1 and 2, because there is insufficient technology, including computers, to enable pupils to make adequate progress and to support their learning in other subjects.
- Standards in science have not improved at the same rate as English and mathematics since the last inspection.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

Since the last inspection in November 1998, the school has made good progress in most of the issues that were identified. For example, good progress has been made in raising standards in English and Mathematics. Progress in science has been less marked as they remain in line with those expected and broadly at the same level as at the last inspection. Good progress has been made in monitoring the curriculum and spiritual development is better than at the last inspection. Report writing has also improved. Standards in ICT have not kept pace with those nationally as there is insufficient technology, including computers, for pupils to practise their skills and use throughout the curriculum. Since the previous inspection in June 1997, when the school was placed in *Special Measures*, the school has made remarkable progress. The most improved area has been in the quality of teaching.

STANDARDS

The table shows the standards achieved by 11 year olds based on average point scores in National Curriculum tests.

Performance in:	compared with			
	all schools			similar schools
	1998	1999	2000	2000
English	D	A	B	B
Mathematics	C	B	B	B
Science	D	A	C	C

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

This table shows that, taking account of the performance of *all* pupils in the year group, standards are above average in English and mathematics. They are also above average when compared to the performance of pupils' in similar schools, that is, *schools with a comparable proportion of pupils entitled to free school meals*. In science, they are in line both with the national average and when compared to similar schools. Compared to schools whose pupils achieved similar scores in their National Curriculum tests and assessments in 1996, when these pupils were aged seven, their progress has been above average in English and mathematics and has been broadly average in science. Taken together, the overall trend in the last three years is similar to the national trend and is steadily progressing upwards.

Inspection findings closely mirror the above table. Standards in English and mathematics are above average at age eleven and this represents very good progress compared to their attainment on entry to the school. At this age, in these subjects, pupils are achieving very well. In science, standards are broadly in line with the national average. Insufficient emphasis is given to writing and recording evidence, and to consolidating pupils' knowledge. Targets for 2001 in English and mathematics are slightly below those set for last year and reflect the school's knowledge of this year group, which, at 16 pupils, is quite small. Targets for science are marginally above those for last year, but, if achieved, are still unlikely to exceed the national average.

The results of the National Curriculum tests for pupils aged seven, show that standards in reading and writing are in line with the national average and also with those in similar schools. In mathematics, they are below average and are well below compared to similar schools. In teacher assessments for science, they are well below the national average. However, compared to their attainment measured on entry, they are actually doing quite well, particularly in English and mathematics. Inspection findings show that standards in reading, writing, mathematics and science are broadly average. This is a slightly stronger group than last year's Year 2. Throughout the school, pupils with SEN make very good progress.

In most other subjects, standards are broadly in line with the standards expected when pupils are seven and eleven. The exceptions are in art and design and music, where, at these ages, standards are above average and in ICT where they are unsatisfactory in Key Stages 1 and 2. In religious education, pupils' attainment broadly meets the expectations in the locally agreed syllabus.

Although attainment is below average when children enter the reception, they benefit from outstanding teaching and are on course to achieve and, in some cases, even exceed, the early learning goals, by the time they enter Year 1.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils' attitudes make a significant contribution to their very good progress.
Behaviour, in and out of classrooms	Very good. Pupils' behaviour helps to create a good learning environment.
Personal development and relationships	Pupils have very good relationships with each other and with staff. They are happy to take on responsibility.
Attendance	This is slightly below the national average, but is satisfactory, overall.

Pupils' very positive attitudes and behaviour contribute well to pupils' learning.

TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years	aged 7-11 years
Lessons seen overall	Excellent	Very good	Very good

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

In the last inspection, in June 1997, teaching was judged to be satisfactory, overall, and good in 30 per cent of lessons. Since then, there has been a considerable improvement. In this inspection, all lessons were at least satisfactory, 96 per cent were good or better and, in nearly half of all lessons, teaching was very good or excellent. In the lessons seen, teaching is outstanding in the foundation stage (for children up to the age of five) and is very good in the rest of the school, overall. Throughout the school, the teaching of literacy and numeracy is very good, as teachers have a very secure grasp of the national strategies to teach these skills.

The needs of all pupils are met very well, including those with SEN who are very well supported. Pupils respond positively to this very good teaching and their learning is well matched to their ages and capabilities. The exception is in ICT where pupils do not make the progress of which they are capable. This is because the lack of computers and other technology in the school inhibits their learning. In science, in the lessons seen, pupils made good progress, but it is clear that their progress is not consistently at this level and they could make better long-term progress. In the majority of lessons, teachers plan their lessons well and have good knowledge and understanding of their subjects. They ask incisive questions that test pupils to think about their previous learning and enable the teachers to assess their knowledge and progress.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good. The curriculum is broad and balanced and meets statutory requirements. In science there is insufficient emphasis on writing. The curriculum for the foundation stage is very good.
Provision for pupils with special educational needs	Very good. The school identifies their needs early and support provided by teachers and learning support assistants is very effective.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good, overall. All staff provide very good role models; pupils have great respect for their teachers and provision for pupils' moral and social development is very good.
How well the school cares for its pupils	The school cares well for its pupils.

The school works very well with parents, but parents would be able to help their children more at home if they were given more information about what their children are learning at school. It places strong emphasis on

the teaching of literacy and numeracy skills. The school's monitoring of its pupils' academic performance is good.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher provides outstanding leadership and management and is very well supported by her deputy.
How well the governors fulfil their responsibilities	The governors are very supportive and fulfil their statutory responsibilities well.
The school's evaluation of its performance	This is good. The headteacher monitors teaching to improve classroom performance and teachers track the progress of pupils well.
The strategic use of resources	Satisfactory. Funding for SEN is used well, but there is a higher than usual under-spend in the budget, the purpose for which has not been identified.

The number, qualifications and experience of the teaching and support staff are very good. Accommodation is also very good. Resources in some subjects are good, but, overall, are satisfactory. In ICT they are unsatisfactory, as there are insufficient computers in the school. The headteacher provides very clear educational direction for the work of the school and, although there is a large under-spend in the budget, it applies the principles of best value appropriately.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Children like school. • They make good progress. • Behaviour is good. • Teaching is good. • The staff are approachable when parents visit. • It has high expectations. • The school is well managed and led. • It helps children become mature and responsible. • The range of activities outside of lessons. 	<ul style="list-style-type: none"> • The amount of homework. • Information about their children's progress.

Inspectors agree with parents' positive views. Parents felt that homework is given inconsistently. However, inspectors found that the provision of homework, overall, is satisfactory. The annual reports to parents have improved, but parents do not receive information about the curriculum to be studied.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. When children enter the foundation stage in the reception, their attainment fluctuates from year to year, depending on the proportion of children with special educational needs (SEN) and the gender balance of boys and girls, but baseline assessment shows it to be generally below average. Children make a good start to their education and quickly begin to build on the skills and knowledge they bring from home and from the pre-school provision based on the school site, but privately run. They benefit from outstanding teaching and, by the time they leave the foundation stage, most children are on course to reach the early learning goals in all areas of learning, (personal, social and emotional development; communication, language and literacy; mathematical development; knowledge and understanding of the world; physical development and creative development). Some children are on course to exceed the goals. High attaining children make very good progress, as a result of the teacher's detailed planning and some were already working within the National Curriculum at the time of inspection. Children also benefit from the arrangements, introduced this year, in which they are taught in a single age group rather than the mixed-age groups in other classes.
2. The performance of seven-year-olds in the most recent National Curriculum tests shows that standards in reading and writing were in line with the national average and were also in line with the performance of pupils in similar schools. In mathematics, they were below the national average and were well below when compared to similar schools. Teacher assessments in science were well below average. Given that when these pupils first entered the school in 1997 their assessment of attainment was the lowest in the County, these results are better than they first appear. However, even with the good progress children made as a result of the teaching, it was not possible to bring them up to the expected level in all areas such as mathematics and science, because of the low starting point. The current Year 2 has a number of pupils with special needs, but the overall attainment level is higher than last year's. Inspection findings show that standards in reading, writing, mathematics and science are broadly average. In relation to their prior attainment, all pupils are achieving well.
3. Inspection findings for eleven-year-olds show that standards mirror the 2000 National Curriculum tests as they are above average in English and mathematics, overall. This represents very good progress both compared to when they first entered the school and with schools whose pupils achieved similar scores in the 1996 National Curriculum tests. In science, standards are broadly average, overall. Pupils with special educational needs (SEN) are strongly supported and achieve well. The overall trend in results over the last three years is similar to the national trend and is progressing upwards, although there are fluctuations because of the relatively small cohorts.
4. Standards are improving in English and mathematics, as the very good quality of teaching is having a positive impact. All teachers are at ease with the national strategies for literacy and numeracy and these have added greater structure and rigour to their lessons. Pupils with SEN are identified early and are benefiting from the emphasis on and reinforcement of basic skills provided by these strategies. In addition, the general quality of teaching has improved significantly. Targets for English and mathematics for this year, whilst slightly below those of 2000, are realistic but challenging for a small group of 16 pupils. Standards in science, although satisfactory, are not as good as those in English and mathematics and would benefit from encouraging pupils to improve their skills in writing up their observations and experiments.
5. At age seven, pupils' skills in speaking and listening are above average as they build well on the good progress they have made in the foundation stage. They benefit from the opportunities to speak and listen in assemblies and in class and group discussions and use Standard English well when appropriate. They speak clearly to their class and to visitors and answer questions confidently. By the age of eleven, pupils maintain these good standards in speaking and listening

and continue to benefit from the many opportunities to practise these skills. A particular feature at this age is the ability of many pupils to give assured presentations. All pupils feel valued members of the class and are confident to speak and answer questions, knowing that their views and contributions are appreciated by their teacher.

6. At age seven, pupils' standards in reading are in line with those expected for this age. These pupils read simple texts accurately and with reasonable understanding. When confronted with unfamiliar words they use letter clues and their knowledge of the word's context in the text to help them read these words. They enjoy reading and read a wide range of texts, including poems and stories. Above average pupils read a range of books fluently and accurately and are able to say why they prefer certain authors. These pupils are also confident in using the classification system to locate both fiction and non-fiction books. Pupils with SEN enjoy reading and achieve well in relation to their prior attainment. By the age of eleven, most pupils read widely and accurately and their standards are above average. They have good understanding of what they are reading and are able to summarise the stories well. They have good research skills, are confident in using the library and are able to retrieve information, using both traditional methods such as non-fiction texts and electronically within the limits of a restricted number of computers. Pupils with SEN continue to make good progress and they are achieving well in relation to their previous attainment.
7. At age seven, the overall standard of writing is in line with that expected for pupils this age. Average and above average pupils are beginning to have a sound grasp of punctuation, using full stops and capital letters accurately. Although their spelling is improving, it is not applied consistently in their longer pieces of writing and is often used inaccurately. Below average pupils are still struggling to use full stops appropriately. Pupils with SEN use personalised wordbooks effectively to help them with their spellings. By the age of eleven, pupils' writing covers a range of styles for different purposes and audiences. Above average pupils write in the style of well-known poets and authors and use words imaginatively in both simple and complex sentences. For pupils with SEN, targets for literacy are included in their individual education plans, helping them make good progress. Handwriting and presentation are consistently good. On occasion, information and communication technology (ICT) is used effectively in English, but there are insufficient computers in Key Stages 1 and 2, for pupils to have adequate opportunities to develop and extend their skills. Standards of attainment in ICT applied to other subjects, generally, are below average. Literacy is used well in other subjects, for example, in mathematics, science and in history.
8. At age seven, pupils benefit from rapid sessions in mental mathematics or tables at the beginning of lessons and are very secure in adding and subtracting multiples of 10. Many have good knowledge and understanding of their multiplication tables. Most pupils have secure knowledge of place value when adding and subtracting. Above average pupils are able to add on 20's and 10's from 50. Pupils with SEN benefit from the very effective support and make very good progress. Although the overall standard is in line with national expectations, there is a significant minority of pupils whose standards are above average. By the time they are eleven, most pupils have secure knowledge and understanding of their tables, including, during the inspection, the 9 times table. They are able to transfer fractions to decimals and are familiar with written methods for long division. Above average pupils are able to find quick ways of multiplying 2 two-digit numbers, for example, 87 times 30. The presentation of all pupils is good. Numeracy is used well in other subjects such as science. The school is on course to achieve its targets in English and mathematics.
9. In science, attainment is broadly in line with expected standards when pupils are aged seven. Work in pupils' books shows appropriate emphasis on scientific enquiry, where, for example, they conduct an experiment relating exercise to its effect on increased rates of breathing. However, insufficient opportunities are given to pupils to write up their findings and much written work consists of completing simple work sheets. This is also the case in life processes and living things where, having studied their topic of Health and Growth, they complete worksheets but are not asked to practise recording their knowledge and so consolidate their learning. In the lesson seen, pupils' knowledge of life processes and living things, as expressed through their topic, was greater than the work in their books would indicate. For example, pupils have sound knowledge about healthy eating and the importance of exercise, but they are not encouraged to write at length and

spend too much time filling in work sheets. At age eleven, the quantity of written work continues to be less than might be expected, although the overall standard of work is broadly average. Work in pupils' books shows emphasis on scientific enquiry, related to materials and their properties and life processes and living things, although all the areas of science are covered. In a good lesson in Year 6, all pupils made good progress in studying how the feeding relationships in a seashore habitat could be represented by food chains and food webs. However, this short-term progress was not sufficiently built on over time. The written work that eventually followed consisted mainly of completing worksheets and an opportunity to provide more demanding tasks to record their knowledge and to consolidate the progress made within the lesson was not taken. Numeracy is used well in science.

10. In ICT, standards are below those expected for pupils aged seven and 11-years-old. At the last inspection, standards were broadly in line with those expected for pupils' ages. This was an improvement since the previous inspection when the raising of the subject was identified as a key issue. However, the school has not kept pace with the general level of improvement nationally. There have been some developments. For example, each class is connected to the internet and additional programs have been bought to support literacy and numeracy teaching. There are insufficient computers and many are in need of replacement. This lack of provision severely hinders pupils' progress throughout most of the school. The exception is in the foundation stage where provision is good and the children make good progress, so that, when they enter Year 1 their attainment is at expected levels. Because only two or three pupils are able to use the computer at a time in the rest of the school, there are very limited opportunities to develop word processing skills or to reinforce and research information to support learning in other subject areas of the curriculum. There is a lack of equipment to support control technology, for example to enable pupils to monitor changes in temperature, or to turn on lights and, by the age of eleven, pupils' attainment in these areas is unsatisfactory. Provision in the reception class (the foundation stage) for ICT is good and children make good progress.
11. In most other subjects, standards are broadly in line with the standards expected when pupils are seven and 11-year-olds. The exceptions are in art and design and music where, at ages seven and eleven, standards are above average. In religious education, pupils' attainment broadly meets the expectations in the locally agreed syllabus.
12. Pupils with SEN learn well throughout the school. Evidence in pupils' individual education plans and reviews shows that very good progress is made towards their targets. Pupils' progress is such that many pupils are removed from the SEN register. In the questionnaire, most parents were happy with the standards in the school and with their children's progress. At the meeting, parents felt there had been significant improvements in standards over the last few years.

Pupils' attitudes, values and personal development

13. Pupils attitudes, behaviour and personal development are all very good and a strength of the school. They have continued to improve since the last inspection.
14. Pupils' very good attitudes begin in the reception, where they are eager to participate in activities, join in discussions and concentrate well. These positive attitudes continue as pupils progress through the school and are influential factors, contributing to their very good learning. All pupils, including those with SEN, are very polite and courteous. In all lessons observed, pupils listened readily to their teachers and to each other and were interested and fully involved. When, in Year 6, pupils were learning to dance the samba, both girls and boys alike participated fully and enthusiastically. In lessons, pupils gain increased self esteem by the high value the teachers place on their answers and responses.
15. Pupils' behaviour is very good and there have been no exclusions. Pupils know the rules and are well aware of expected behaviour, ensuring a calm orderly atmosphere for learning. In lessons, pupils exhibit very high standards of behaviour. Pupils are encouraged to do their best and a range of suitable rewards are offered appropriate to the pupils' ages. Pupils aspire to having their name in the "Golden Book" and are extremely proud if their name appears there. At playtimes, behaviour is

very good, pupils mix well and support others who may be upset or feel lonely, *"We let others join in"*, said pupils in Year 4, explaining that no one was excluded from their football game. No bullying or oppressive behaviour was observed during the inspection.

16. Pupils' personal development and relationships in the school are very good. The warmth and friendliness that pupils and staff offer to visitors is very impressive. In discussion about what they like, pupils said, *"All pupils are kind and friendly"*. They have great confidence in the staff, both teaching and non-teaching, and are able to develop their own personal skills from the examples and standards set by the staff. This was evident by the polite and pleasant manner in which adults were greeted, for example visitors and the inspection team. Pupils are very confident. In Year 5 and Year 6, they are given a wide range of responsibilities to help with the smooth running of the school. In particular, their help in the infant playground at lunchtimes shows a strong sense of responsibility and maturity. Pupils respect the role of other pupils as monitors and accept their instructions readily. There are good opportunities for pupils to take responsibility for their own learning, for example in the class for Years 5 and 6 pupils are expected to prepare a presentation for the class. They reflect well and understand appropriately how their actions make others feel. In an assembly where a modern day version of the Good Samaritan story was told, pupils were able to understand the problems of stereotyping. When they were asked why the old lady was frightened as the young boy on his scooter stopped, one pupil replied, *"Its because she didn't look inside the person, only at what he was wearing"*. The personal development of pupils with SEN is very good. The school places emphasis on this area of learning which has a very positive impact on behaviour and relationships. They help each other and take opportunities to organise themselves for their lessons and to grow in confidence as they move through the school.
17. Attendance in the school is satisfactory, although the rate for 1999/00 was slightly below the national average. A contributory factor is the significant number of parents who take their children away from school for holidays, in particular during the summer term and this has an adverse effect on pupils' learning. Pupils are punctual, thus ensuring that lessons start on time. The absence rate of pupils with SEN is not significantly different from that of other pupils.

HOW WELL ARE PUPILS OR STUDENTS TAUGHT?

18. At the last inspection, teaching was satisfactory in 100 per cent of lessons, of which 30 per cent were good. The overall quality, therefore, was sound, but this was much better than the previous report in 1997, when 37 per cent of teaching was judged to be unsatisfactory. Since then, there have been significant changes of staff with the unsatisfactory teachers having left and teaching having improved very significantly. The overall quality of teaching is now very good. In the foundation stage, it is outstanding, with all lessons being good or better and over 83 per cent being very good or better. For pupils aged 6 and 7 it is very good, overall, with 100 per cent being good or better and 38 per cent being very good or better. For pupils aged 8 to 11, it is also very good, overall, with over 92 per cent being good or better and over 38 per cent being very good or better. The remainder, less than 8 per cent, is satisfactory.
19. There are a number of factors that have contributed to this improvement:
 - very good teachers have replaced those that have left;
 - all teachers have a good grasp of the national strategies to teach literacy and numeracy;
 - there is regular monitoring of teaching by the headteacher; and
 - the teacher who shares the teaching in class 4 with the headteacher provides very good support and allows the headteacher time to monitor teaching and undertake other administrative duties.
20. There were insufficient lessons seen in design and technology, geography, history, information and communication technology and music, to make overall judgements about the standard of teaching in these subjects.
21. Teaching in the reception class is consistently high. The class teacher, the nursery nurse and

learning support assistants have very good relationships with the children and know them very well. In most lessons, the teacher displayed excellent knowledge of the children's lives. Questions such as, "Where are you going later?" and "Has Mummy got the car sorted?" were heard frequently, giving children informal moments to talk and express themselves. She liaises closely with parents who are welcome to stay with their child as long as necessary, giving the children a sense of security and wellbeing. Her excellent class control enables her to gently nudge the class back in the direction she wants them to take, when necessary. When a few children enraptured in the teacher's story became excited, she quietly said, "I'm not going to continue if you shout out" and there was an immediate positive response. The teacher's very good knowledge of the needs of these children ensures that they make very good progress in all the areas of learning.

22. Teachers have very good knowledge and understanding of most subjects, especially English and mathematics. The teaching of literacy and numeracy skills, is very good. In English and literacy, in the lessons seen, teaching is good in 100 per cent of lessons. Teachers throughout the school have a good understanding of the structure of the literacy hour. They emphasise younger pupils' phonic skills well, supporting their reading and spelling effectively. In mathematics and numeracy, 20 per cent of lessons are good and 80 per cent are very good or better. Teachers place most emphasis on numeracy, including skills in mental dexterity, but they still maintain an appropriate balance across all aspects of the mathematics curriculum. In the best lessons, teachers provide plenty of opportunities for pupils to use and apply their mathematical skills and the use of technical language is encouraged. In the lessons seen, the teaching of science is good, overall. All teachers have good subject knowledge and are confident in most aspects of the subject; for example, they placed appropriate emphasis on scientific enquiry. However, they do not place enough emphasis on the process of writing up detailed observations.
23. The good relationships between the teacher and the children, established in the reception, continue as they progress through the school. Teachers have high expectations of academic and behavioural standards and classroom routines are well managed. Because they know all their pupils well, teachers are able to ensure that the atmosphere in their classroom is one in which all pupils feel valued. It follows that the management of classes is very good. Teachers are particularly skilled in ensuring that the needs of all pupils are met well at all times and this is a particularly positive feature of the school. The exception is in ICT, where, despite the keenness and enthusiasm of the pupils, and the encouragement of the teachers, they do not make the progress of which they are capable, because of the lack of computers.
24. Pupils with SEN are very well taught and the quality of support is very high. Assessment is used well to track their attainment and progress. Targets, included in the pupils' individual education plans, are closely focused on what these pupils need to do to progress over time and pupils are fully aware of them. Record keeping and the maintenance of pupils' files are excellent. Learning support assistants are very well deployed and support individual and groups of pupils with their tasks. These are monitored and modified by the class teachers and the special educational needs co-ordinator (SENCO) to meet individual needs. The emphasis is on developing pupils' independence. The quality of support, on the occasions when pupils are withdrawn from lessons, is effective.
25. Good planning is a strong feature in the best lessons; they are based on the teachers' high expectations of what the pupils can produce and move along at a good pace, maintaining pupils' interest. Work is appropriately directed to the needs of different groups in the class. Teachers have clear objectives which they share with their pupils at the outset of the lesson. In a good lesson in the class for Years 5 and 6 in English, the teacher explained, "*Today we are going to read and understand narrative poems and to write and use the structure of poems to write extensions. We are also going to examine rhyming patterns.*" The scene was set well, pupils responded enthusiastically with their interest and concentration being very good and the whole class was fully involved and understood clearly what had to be done. In a good lesson in ICT, the teacher shared the objectives with the class, at the outset of the lesson; "*To learn to control and solve problems; to compare old and new technology; to make decisions together by speaking and listening to one another*". Despite the limitations of the technology available, pupils made satisfactory progress because of the good teaching.

26. Good, incisive questioning that challenges pupils effectively to think about what they have already learned, is another strong feature in the best lessons. These questions also enable the teachers to assess whether pupils have sufficiently grasped the concepts to move on to the next stage of learning. In an English lesson in Year 3, the teacher asked, *“Who can tell me what a noun is?”* All members of the class were keen to show their knowledge and one replied, *“It’s the name of something”*. In a good physical education lesson in the same class, the teacher began by asking, *“Why do we warm up?”* Many children raised their hands and one replied, *“Because warming up will avoid damage to the joints and ligaments and will make them supple”*. For those pupils who had forgotten the reason for warm up, this was a timely reminder to take it seriously. In a religious education lesson in Year 6, continuing the work on Islam, the teacher asked, *“Some Muslims celebrate Christmas, why do you think that is?”* This provoked an interesting discussion among the pupils which one summed up by saying, *“Some Muslims appreciate Jesus as a prophet even if they don’t see him as the Son of God”*.
27. The marking of pupils’ work is generally satisfactory and often contains helpful comments to show pupils how they could improve their work. Some parents felt that homework is given inconsistently, but inspectors found it to be satisfactory. In the questionnaire, the vast majority of parents were happy with the quality of teaching.

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

28. The curriculum is broad and balanced and meets the requirements of the National Curriculum, and, in religious education, the requirements of the locally agreed syllabus. Teachers plan lessons around objectives, which are known to the pupils and reviewed at the end of each lesson. The weakness in ICT identified in previous reports remains because improvements have not kept pace with curriculum developments in this area. The school has insufficient computers and requires equipment to develop control technology, including its use in design and technology. Due emphasis is given to the teaching of English and Mathematics and the skills learned in these subjects are applied well to other subjects. In the foundation stage, the teacher plans to ensure that, by the time they leave reception, children are on course to reach or exceed the early learning goals in all areas of learning, depending on their levels of attainment.
29. Curriculum planning is very good and has developed well since the last inspection. It is well supported by the schemes of work from the Qualifications and Curriculum Authority (QCA) and the National Literacy and National Numeracy projects. The teaching of basic skills in English and mathematics has been strengthened by the introduction of the National Strategies, both of which the school has implemented well. In science, teachers do not spend enough time on encouraging pupils to write up the results of their investigations. An effective homework policy and home agreement policy are kept in place together with rules to keep children safe and to help them be fair to others when using the Internet.
30. The provision for extra-curricular activities to extend pupils’ experience is good. Visitors to the school recently have included a Woodcarver who has worked with the children and peripatetic music staff who come on a regular basis to play instruments for the children. Children in Years 3 and 4 are given the opportunity to learn the recorder and all children who wish to learn an instrument are able to do so upon payment of a fee. Good provision is made for out-of-school activities in sport for all pupils. Sporting clubs include cross-country, football, netball and gymnastics. There is also a drama club.
31. Children have the opportunity for visits outside school, for example, to Castle Cement to see the closing of the Bat Cave, The Dome, to Rascals and to the local library and churches. The older children are given the opportunity to take part in residential visits in Norfolk and Derbyshire. The visits have a geographical and scientific link and children contrast the visit location with the area in which they live and observe rock pools and the formation of glaciations.

32. The schools' equal opportunities policy, aims and objectives are reflected well in its curriculum and organisation, including the grouping of pupils of different attainment. The school has a clear policy for early identification and support for pupils with SEN and follows a well-established policy of inclusion. The SENCO works very effectively with subject co-ordinators and teachers to provide clear, focused individual education plans for pupils. She also offers guidance to teachers and learning support assistants on the implementation of these plans in the classroom. All pupils are provided with an appropriate curriculum, which enables them to work towards identified targets for improvement. The present practice of withdrawing pupils from lessons to meet their individual needs on a regular basis is well thought out and carefully managed so that pupils do not consistently miss the same lessons. The quality of the learning support assistants greatly enhances the teaching of the curriculum to pupils with individual needs and ensures that they gain full access to the full range of the curriculum, including enrichment activities.
33. The school has a suitable policy for sex education and this is taught through the personal, social and health education programme, which is good. Drugs awareness is also appropriately covered.
34. There are opportunities for the pupils to contribute to the local community, for example, through their contribution to the display in the Rutland County Museum. There is a playgroup within the school building and the children benefit from the excellent links provided through their close physical proximity to the reception class and the excellent knowledge of the Co-ordinator for the foundation stage. Very good relationships have been built up and are very beneficial to the children. The school has good links with the local secondary school to which pupils' transfer at the age of eleven and this is illustrated by the Bridging Project that takes place in the summer term. Overall, pupils are prepared well academically and socially for the next stage of their education.
35. The overall provision for the spiritual, moral, social and cultural development of pupils is good and within this, moral and social provision is very good. All adults who work in the school provide good role models and good examples of social and moral behaviour in their relationships with each other and with the pupils. In lessons, pupils listen with respect to each other when discussing work. For example, in a dance lesson in the class for Years 5 and 6, pupils commented positively on the performances of others. Teachers focus on establishing good relationships by encouraging pupils to think about the way they interact with adults and other pupils. For example, in the class for Years 1 and 2, pupils enjoyed a Jewish style social gathering, where pupils ate biscuits and drank juice whilst talking about their lesson. One pupil replied *"It's like acting like a grown up"*. Pupils of all ages mix very well together. At lunchtime, pupils in Years 5 and 6 spoke with maturity about what they liked about school; *"teachers"* being their first choice. Pupils are encouraged to raise funds for needy groups, including children in Mozambique, the National Society for the Protection of Cruelty to Children and a Blue Peter Appeal, developing pupils' awareness of the wider community. The lunchtime arrangements encourage older pupils to help youngsters, leading to a comfortable social mixing of all age groups. Lunchtimes are civilised occasions. Pupils work very well together, are considerate, and wait patiently, for example, to take their turn on the computers.
36. The provision for spiritual development has improved since the last inspection and is now good. In collective worship, good opportunities exist for pupils to reflect and develop their Christian beliefs. The school has good links with the Church group who visit the school weekly to take assemblies and who contribute well to developing pupils' spirituality. The high standard of teaching provides opportunities for pupils to wonder and explore their thoughts and feelings. In a religious education lesson, the lighting of a candle gave pupils the opportunity to reflect on what the candle meant to them. The wide variation in their replies from "silent" and "calm" to "Florence Nightingale" were all treated with equal respect and sensitivity, by other pupils and their teacher. In a reception class, children displayed amazement as they succeeded in signing a song using no voices; *"I sang the song in my head!"* exclaimed one excited child.
37. Cultural provision is good, overall. Visits to places of cultural interest such as Burghley House, Peterborough Cathedral and the Greenwich Dome enhance both pupils' cultural and social development. During the inspection, there were few displays showing the multicultural nature of the wider society. However, through subjects such as religious education, music, dance and geography, good understanding of other cultures' richness and diversity is developed. In the reception class, work on aboriginal folklore stories and artwork, effectively enriched children's

knowledge and understanding of the world.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

38. The provision for health and safety and child protection is good. This is an improvement since the last time this aspect was reported. Teachers and support staff know their pupils well and care for them sensitively. The Health and Safety policy is comprehensive and gives clear guidance, including procedures in specific subject areas. First aid procedures are fully in place and “*I have hurt me*” letters are sent home when necessary. The caretaker undertakes a daily survey of the premises and ensures that they are maintained to a high standard. The Health and Safety sub-committee reviews them regularly and decides on priorities for improvement, such as, the paving slabs at the front of the school that have recently been re-laid. Road safety is a concern the school has been very effective in addressing. The recently installed zebra crossing, the recruitment of two junior road safety officers and the discussions on starting a “walking bus”, demonstrate the school’s positive commitment to ensuring a safe environment for its pupils. The school has a clear child protection policy and all relevant staff have been trained in the procedures. When children enter the foundation stage, they settle quickly and confidently into the school routines and are made to feel very comfortable with their surroundings.
39. Procedures for monitoring and promoting good behaviour are well established and are very effective. Teachers are very consistent in their approach to rewarding positive behaviour. The behaviour policy, which is based on simple rules, has been sent to parents to make them aware of how the rewards and sanctions are applied. Sanctions are in place to deal with inappropriate behaviour and are implemented effectively to monitor and improve the few pupils who give concerns. Lunchtime supervisors have received training on managing behaviour and promoting play and their ideas, enthusiasm and relationships with the children are reflected in their very good behaviour. During the inspection, one minor incident was handled sensitively and with understanding; the policy of using the report book was implemented immediately to monitor carefully the individual pupil concerned.
40. Procedures for monitoring attendance are unsatisfactory. Some registers are not completed in line with statutory requirements because absences are not identified in the registers, although they have still been authorised. Despite this, the relationships between staff and their pupils and parents are such that they are suitably aware of the reason for any pupil’s absence. Holidays taken during term time are recognised as a concern and the school is doing all that could reasonably be expected to deter this practice. For example, it has included a paragraph in the school prospectus and governors’ annual report to parents, explaining the negative effect of these holidays on children’s learning.
41. The school’s procedures for recording and tracking individual pupil progress are good. The good procedures reported at the last inspection have been maintained and the assessment data resulting from the good use of these procedures are used well in guiding short, medium and longer term planning. Baseline assessment is used to help track pupils’ progress, the Headteacher keeping comprehensive assessment records for pupils in each year group. It is from this information that school targets are set for the National Curriculum tests for pupils when they are seven. Tracker books record the termly progress of each child. Test scores in the optional statutory assessment tests form part of the annual progress review data for each pupil. Some examples of very good marking were seen in which a pupil in Year 6 was set targets on completion of writing task: “*some very good ideas... but it did not get really frightening! Description, feelings, atmosphere etc are all important, not just a list of events! Go through and count the adjectives you used – you’ll only need one hand!*” The child responded in writing, “*You’re right. I only got five! Sorry!*” The use of this approach supports pupils’ progress very effectively. Reporting to parents is good and include National Curriculum test results when pupils are seven and eleven. Opportunities for self-assessment are given within the report. Teachers know their pupils well, contributing to the good personal support provided for them.
42. Throughout the school, there is a comprehensive and coherent approach to the assessment of pupils with SEN, the results of which are used to plan future work. These pupils are consistently monitored on a daily basis. This monitoring is carried out by the learning support assistants, who

record their findings and discuss the next stage of learning with the class teachers. Part of the culture in the school is the expectation that many pupils with special needs will progress to the point where they can be removed from the SEN register.

43. Procedures for monitoring and supporting pupils' personal development are very good. One member of staff has been trained in counselling skills and is very effective in supporting pupils where there is a need. All staff understand and respect the personal problems of their pupils and adopt a very sympathetic and understanding approach when talking to them. Many of the procedures are informal, but are still extremely effective. Lessons, including personal, social and health education, religious education and responsibilities given to pupils, in class and around school, are used very effectively to support and promote their increasing maturity. The school monitors, for example, are very diligent and confident.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

44. Parents' views of the school are very positive. It is clear from the parental questionnaire that all parents appreciate that if they have any concerns they can readily approach the school to discuss matters.
45. The school's links with parents are very good. At the last inspection they were reported as being good. Parents and carers are encouraged to be fully involved as partners in their children's learning from the time they enter the reception class. The parents of younger children are encouraged to go into the school in the morning and they are made to feel comfortable in the school's surroundings. Information provided for parents is detailed and includes a newly launched termly newsletter. However, currently, parents receive no information about the curriculum to be studied that would help them support their children's learning at home. Pupils' annual reports now give clear indications of their learning and where they can improve. They also provide pupils with a useful opportunity to evaluate their achievements and areas for improvement. The information provided to parents of pupils with SEN is of good quality. They are well informed about their children's progress and are actively involved with reviews and target setting.
46. The school encourages parent helpers and values their contribution. The school's parent teacher association is well supported in its fundraising activities, such as the summer fete and Christmas Bazaar. It has provided a wide range of items for the school, including cameras, outdoor play equipment and a television and video recorder, that significantly improve the quality of the learning resources.
47. In the parental questionnaire and parents' meeting two concerns were raised by parents. On the issue of homework, the inspection found that the school adhered to its policy. In discussions with pupils and observations in lessons, homework, including reading, spelling and researching, was given out regularly. On the issue of information on pupils' progress, the inspection found that with two parents' meetings a year, the pupils' annual report and the spring open evening, the school was providing similar opportunities as other schools. In addition, good opportunities exist for individual parents to gain further information on progress whenever they require it.

HOW WELL IS THE SCHOOL LED AND MANAGED?

48. The headteacher provides outstanding leadership and management and clear educational direction for the work of the school and is very effectively supported by her deputy. The school went through a difficult period after the inspection in 1997, when the headteacher at that time was absent for about a year immediately afterwards and the current headteacher was in an "acting" role. Most of the key issues arising from that inspection flowed from weaknesses in leadership and management. The headteacher did well to lead the school out of special measures in less than 18 months, when progress was reported as being good in six out of the seven issues and satisfactory in the other issue. Since the last inspection in November 1998, she has grown well into the role. In English and mathematics, standards are very good in relation to pupils' prior attainment. For example, the average results in reading and writing in 2000 for pupils in Year 2, but disappointing for mathematics that were below the national average, are good when compared to their baseline assessment. The results exceeded predictions in 53 per cent of cases and, of those not exceeding expected levels, all were on the SEN register. Teaching has improved significantly since the last inspection and the headteacher monitors teaching well.
49. The management and organisation are of a very high quality and ensure that the school meets the needs of pupils of all ages and prior attainment, including those with SEN. The headteacher and the SENCO (who is also the deputy) are dedicated to the principle of inclusion. This principle is reflected in the school's motto "success for all" and they have organised very good systems which support the learning of all pupils. The headteacher says, "*We are an inclusive school providing for the needs of all children, very able, SEN, and those with physical difficulties*". The SEN policy document is clearly written and is easy for parents to understand. It sets out the school's stance on inclusion and the school's arrangements for meeting the needs of pupils. The school's mission

statement contains the aim to “offer equal opportunities to all pupils irrespective of gender, race, religion or social background”. Children in the foundation stage are particularly well managed and supported. The school knows its pupils well and tracks their progress thoroughly. Target setting is improving. Targets for pupils aged 7 are set in the knowledge of the results of baseline assessment. Targets for pupils about to leave the school are set in the light of their National Curriculum test results when they were seven and amended by knowledge gleaned from the optional National Curriculum tests taken in Years 3 and 4.

50. There is a purposeful working atmosphere in the school and a good ethos for learning. Staff and governors work well together as a team. Staff new to the school are inducted very well. Performance management has replaced staff appraisal and an outside consultant has been appointed. The school places strong emphasis on staff training and this is reflected in the award of Investors in People status in March 2000.
51. The governing body is very supportive and fulfils its statutory responsibilities effectively. Governors are well informed and the chair visits the school regularly to discuss issues with the headteacher. They have a good understanding of the strengths and weaknesses in the school and are effective in their role as being questioning but supportive. The governor with responsibility for SEN regularly holds discussions with the SENCO and reports back to the governing body. The school has only recently begun to draw up a development plan. Greater clarification is needed in setting out the school's main priorities and in identifying the costs of proposals. The school's aims and values are reflected very well in its work, but they are less clearly identified in the development plan. The chair of the finance committee is knowledgeable and committed and agrees that the governors need to be more involved in school financial management and development planning. Spending decisions are linked appropriately to educational priorities, but are not consistently linked to their financial implications. Grants to support SEN are very effectively and efficiently used and a landfill grant from a local factory has been used well to improve the playground area.
52. However, there is a large under-spend in the budget, the purpose for which is not identified in the development plan. This grew up over a number of years, under the auspices of the previous headteacher. The school identifies the need for laptop computers to supplement the current unsatisfactory provision. However, this identified need does not fit easily with the statement in the development plan that the school is unable to afford them. Other possible uses for the under-spend in the development plan, alongside an agreed time-scale, ought to be clearly identified whilst still leaving a prudent balance for contingencies. There has been some confusion about whether to plan for a financial or academic year and the governors should make a firm decision about this.
53. The school secretary provides effective support and ensures that office routines run smoothly. There is appropriate use of new technology for financial control and school administrative work. All the recommendations in the recent auditor's report have been addressed.
54. The quality of teaching and support staff is very good to meet the demands of the curriculum and to enable pupils to make very good progress. Accommodation is also very good, overall, and provides a productive learning environment. Although resources for many subjects are good, they are unsatisfactory for ICT, but are satisfactory, overall. This is because in ICT, they are inadequate to enable pupils to make satisfactory progress. In the questionnaire, most parents were happy with how the school is led and managed. At the meeting, parents were very satisfied with the management of the school.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

55. To raise standards and improve the quality of education, the headteacher, staff and governors should:

i. raise pupils' attainment in ICT in Key Stages 1 and 2 by:

- providing more computer equipment to enable pupils to improve their skills and to extend these to learning and research in other subjects (*paragraphs 7, 10, 23, 28, 29, 82, 85, 94, 116*);
- providing more equipment, including software, for control technology (*paragraphs 10, 28 106*).

ii. raise standards further in science throughout the school by:

- providing more time for pupils to record their evidence and scientific findings in writing to consolidate their learning (*paragraphs 9, 22, 29, 91, 92, 94*);
- providing more challenging writing tasks (*paragraphs 9, 91, 92*).

OTHER ISSUES WHICH SHOULD BE CONSIDERED BY THE SCHOOL:

- the priorities in the school improvement plan are not linked to their financial implications and the plan does not contain clear proposals to spend the budgetary surplus within a set time frame (*paragraphs 51, 52*);
- parents receive insufficient information about what their children are studying at school to enable them to support their children's learning at home (*paragraph 45*);
- some registers are not completed in line with statutory requirements (*paragraph 40*).

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	27
Number of discussions with staff, governors, other adults and pupils	32

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
11	37	48	4	0	0	0

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

Information about the school's pupils

Pupils on the school's roll	YR–Y6
Number of pupils on the school's roll (FTE for part-time pupils)	116
Number of full-time pupils known to be eligible for free school meals	14

Special educational needs	YR–Y6
Number of pupils with statements of special educational needs	8
Number of pupils on the school's special educational needs register	31

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

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	12
Pupils who left the school other than at the usual time of leaving	4

Attendance

Authorised absence	%
School data	5.7
National comparative data	5.2

Unauthorised absence	%
School data	0.1
National comparative data	0.5

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

Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2000	10	9	19

National Curriculum Test/Task Results		Reading	Writing	Mathematics
	Total	15	15	15
Percentage of pupils at NC level 2 or above	School	79 (100)	79 (89)	79 (100)
	National	84 (82)	85 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
	Total	15	15	15
Percentage of pupils at NC level 2 or above	School	79 (100)	79 (100)	79 (100)
	National	84 (82)	88 (86)	88 (87)

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

Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2000	11	6	17

National Curriculum Test/Task Results		English	Mathematics	Science
	Total	13	13	14
Percentage of pupils at NC level 4 or above	School	76 (78)	76 (72)	82 (78)
	National	75 (70)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
	Total	12	13	13
Percentage of pupils at NC level 4 or above	School	71 (72)	76 (72)	76 (72)
	National	70 (68)	72 (69)	80 (75)

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

Individual data for boys and girls are omitted as there were less than 11 boys and girls in Key Stage 1 and less than 11 girls in Key Stage 2, and the results of such small age groups would be unreliable

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	116
Any other minority ethnic group	0

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

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

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

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	4.7
Number of pupils per qualified teacher	24.7
Average class size	29

Education support staff: YR – Y6

Total number of education support staff	8
Total aggregate hours worked per week	178

FTE means full-time equivalent.

Financial information

Financial year	1999/2000
	£
Total income	248195
Total expenditure	247713
Expenditure per pupil	2337
Balance brought forward from previous year	27140
Balance carried forward to next year	27622

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	116
Number of questionnaires returned	61

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	69	30	1	0	0
My child is making good progress in school.	50	46	0	0	4
Behaviour in the school is good.	54	45	1	0	1
My child gets the right amount of work to do at home.	31	45	18	2	4
The teaching is good.	65	28	2	0	5
I am kept well informed about how my child is getting on.	39	37	16	4	4
I would feel comfortable about approaching the school with questions or a problem.	81	19	0	0	0
The school expects my child to work hard and achieve his or her best.	64	30	2	0	4
The school works closely with parents.	42	43	8	1	6
The school is well led and managed.	74	18	2	2	4
The school is helping my child become mature and responsible.	60	33	0	2	5
The school provides an interesting range of activities outside lessons.	53	40	2	0	5

Summary of parents' and carers' responses

Inspectors agree with parents' positive comments. In the questionnaire, 20 per cent of parents were not happy with homework, whilst at the meeting some parents felt it was given inconsistently. However, inspectors felt that homework was satisfactory. The same percentage was not happy with the school's reports, although, at the meeting, most parents felt they had improved since the last inspection. Inspectors find that reports give clear information about how pupils have improved, but more information about what pupils are studying would help parents give them more support at home.

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

56. Children enter the reception class (the foundation stage) at the beginning of the school year in which they reach the age of five. The work for these children is planned so that they are working towards the early learning goals. Assessments made when they enter the reception indicate that children's attainment is below average. Information from these assessments is used very well to establish targets and to track each child's progress effectively.
57. The excellent knowledge of the co-ordinator for the foundation stage and the outstanding teaching result in most children being on target to achieve the early learning goals by the time they are ready to enter Year 1. All children, including those above average and others with special educational needs (SEN) make very good progress, as a result of the teacher's targeted planning, and some are already exceeding the early learning goals. The teacher and support staff plan well together to provide worthwhile learning experiences within a calm but purposeful working atmosphere. Provision for children in the foundation stage was good at the last inspection, but it has improved by the current arrangement whereby there are no mixed-age groups in this class.

Personal, social and emotional development

58. Children enjoy coming to school and they are encouraged to work together in many ways. Most are well on target to achieve the expected outcomes in this area of learning by the time they are ready to leave the reception. They are given many opportunities to develop independence, take responsibility and to work co-operatively, for example by finding pairs of socks and clearing away toys. They learn to share and take turns when playing in the sand tray. Further opportunities are given for independent work through imaginative play activities.
59. The teacher encourages the children to respect the feelings of others. When reading "The Little Red Hen" the teacher's skilful questioning promoted thoughtful attitudes. When the teacher asked, "Did little Red Hen's friends help her?" and "How do you help one another?" a child replied, "We help one another when we share our toys when we want to play with them."

Communication, language and literacy

60. Children make very good progress and by the age of five, the majority are on course to achieve the early learning goals. Some higher attaining children had progressed to the extent that they were seen to be working within the early stages of the National Curriculum. Children develop very good skills in speaking and listening as a result of the high priority given to these skills, supported by carefully planned activities. The children chose a weather picture and the teacher asked, "Is that right I wonder? Could you wear shorts today? A child replied, "No, because it would be freezing." A wide variety of opportunities to share and talk about stories and rhymes is given as children join in singing "It's Monday today, good morning everybody", and listen to well known stories such as "The Little Red Hen."
61. Many children understand that print conveys meaning and, in shared reading, they show understanding of words such as *author* and *title*. Higher attaining children are given shared writing opportunities in a small group where the use of a word-book helps them to begin writing on their own. Children's knowledge of letter sounds is very well established through the letter-a-week programme and the sensory approach to teaching. Children are taught to use all their senses when learning to write letters and this approach is effective in helping them make progress. Children write and spell their names accurately. Stories are shared with adults and other children and they know they can find things out from books. Higher attaining children read simple books fluently and with expression and they are able to talk about what they have read.

Mathematical development

62. Children make very good progress in this area of learning, overall, and most are on course to achieve the desirable learning outcomes by the age of five, with some achieving beyond. They benefit very well from their teacher's lively approach to teaching and learning, which involves all children. For example, a wide variety of games are played on a regular basis to reinforce concepts and number names, such as numbers on a washing line. Giraffe puppets are used to help the children count and the children use socks to identify patterns, helping them to count in pairs.
63. Everyday activities such as the collection of dinner money are used to increase the children's knowledge. In one lesson for example, the teacher said, *"I have an envelope here. Has it coins or notes inside?"* The children replied, *"Coins,"* to which she asked, *"How do you know?"* The children responded, *"Because it makes a noise."* At this point the teacher opened the envelope and encouraged the children to identify the six one-pound coins inside and to count them. Through such everyday experiences children's mathematical vocabulary is extended as they use language such as 'more', 'less', 'greater' and 'smaller', 'heavier' or 'lighter' with growing confidence.

Knowledge and understanding of the world

64. Children's knowledge of the world progresses very well through the wide range of experiences they are given in the reception. Full use is made of the rich environment surrounding them as children are introduced and re-introduced to the foliage and seeds of the trees and flowers in the school grounds, the surrounding areas and the school pond. They have a good awareness of the local river and its wildlife; the school field and the calming peaceful atmosphere of the local church. The children participate in many investigations such as growing crocus and daffodil bulbs and using instruments in different ways to change sounds from loud to quiet.
65. Pupils are introduced to computers at an early age and the resource provision for the reception children is good. Programmable toys such as the Roamer are used confidently with adult support. Children learn to word process their name and to use the space bar on the computer. High attaining children are working beyond this level and are able to use programmes such as "Dazzle" independently to make birthday cards. Children use tape recorders increasingly confidently with adult support. Because of this provision and the very good teaching, children make good progress and are well on target to achieve the early learning goals, for this area of learning, by the time they are ready to start in Year 1.

Physical development

66. Children are encouraged to improve their physical skills through a range of activities. The school reception class has direct access to a large secure well-equipped playground where the teacher and support staff provide a stimulating physical environment. The children also have considerable access to the large spacious hall.
67. Children move safely and confidently as they manoeuvre their toy cars to the petrol pump, take baby dolls to the shop, or race around objects in scooters and cars. Most children are on course to achieve the early learning goals by the time they are ready to leave the reception. Planned developments for this area of learning include the purchase of bikes, slides and climbing frames, which will further extend the physical development of the children.

Creative development

68. Children are encouraged to be creative. For example, they are taught to use coloured pencils, brushes and scissors effectively when drawing and painting their pictures. They act, mime and sing well. Children are absorbed in imaginative play when they visit "Ketton Garden Centre" and work together to make lists of the things they need such as "flowerpots", "seeds" and "a watering can".
69. They mime stories with the guidance of the teacher and are enthusiastic and interested in these activities. Their quiet absorption indicates the very good connections they are making to their

earlier work on letter sounds. Very good opportunities are given to develop their artistic skills. They use triangular and round sponges to make pictures of caterpillars and glue and crepe paper to make attractive sunflowers.

ENGLISH

70. The 2000 National Curriculum tests in reading and writing when pupils were aged seven were in line both with schools nationally and with similar schools. This represents good achievement compared with the assessments made when they first entered the school, and showed they were the lowest attaining group in the local education authority. The performance of pupils when they were eleven was above both the national average and that in similar schools. When compared with schools whose pupils achieved similar scores in the 1996 National Curriculum tests when they were seven, these pupils have made good progress. Overall, girls achieve higher standards than the boys. This statement however, needs to be treated with caution, as the year groups were small, with, for example, less than 10 girls at ages seven and eleven. Inspection findings broadly reflect the test results. By the time the pupils are eleven, their standards are higher than they were at the last inspection.
71. Pupils with special needs are identified early and benefit from the reinforcement of basic skills, as teachers follow the National Literacy strategy well. This strategy has been implemented effectively and is clearly having a positive impact on the attainment of all pupils. This, together with the consistently good quality of teaching, is the main reason for improvement in attainment throughout the school, over the last few years. Above average pupils are given work that is challenging and enables these pupils to make good progress.
72. In speaking and listening, pupils build well on the good progress made in the foundation stage and, at ages seven and eleven, their overall attainment is above the standards expected. In assemblies and group discussions, pupils speak clearly in Standard English. Pupils are given many very well planned opportunities to speak in lessons. For example, they read aloud together with expression in the introductory session to the literacy hour, but these opportunities to develop their skills are not restricted to literacy lessons. Many opportunities are given for pupils to refine their skills in response to good questioning such as in science lessons. In art and design in Year 2, pupils' listening skills were encouraged as one group described to another the process of how they drew their self-portraits.
73. By age eleven, these good standards are maintained, as pupils benefit from the many very good opportunities to practise these skills. At this age, pupils are able to give very confident presentations, about "PowerPoint" and J K Rowling. They talk and listen with assurance and communicate ideas very clearly. As part of a discussion on characters within the fiction book she was reading a girl in Year 6 commented, "Authors can influence whether or not you like a character. Sometimes the description is incomplete so you can add your own ideas as well". All pupils pay careful attention to the class teacher during the literacy hour. All listen thoughtfully in lessons answering eagerly and confidently whilst waiting politely for their turn. Their response is encouraged as self-esteem is raised through the value the teacher places on the answers of all pupils. For example, when studying the poem "The Highwayman" by Alfred Noyes, pupils in Year 6 were asked to look at abbreviations. One pupil with special needs responded by referring to the last line of the poem and noticed that there were speech marks. The teacher responded, "Well done, they are speech marks, now, can you find another abbreviation?"
74. Pupils' attainment in reading at age seven is in line with, and by the age of eleven is above, the expected standard. At age seven, the majority of pupils are able to read simple passages and to demonstrate accurate understanding of what they have read. They use letter and clues gleaned from the context to help them read unfamiliar words. In the literacy hour they enjoy reading and sharing texts such as "The Giant's Accidents" and "The Blue Cockatoos" and are interested in a wide range of literature, including poems and stories. Some pupils with SEN enjoy reading aloud from simple reading matter and use the pictures as clues to help them identify words. Above average pupils read a range of texts fluently and accurately and are able to say which particular

authors they prefer and why. For example, one pupil in Year 2 was able to say who was her favourite author, *“Anne Fine, because she always gives her books amusing titles like Goggle Eyes.”* Above average pupils locate fiction books in the library, using their alphabetical knowledge and find non-fiction books classified by colour.

75. Pupils continue to build on this sound start and most read widely and fluently by the age of eleven. In the literacy hour they read accurately, making confident contributions to lessons and, when reading individually, they are able to talk about significant events in the book and about other authors they have read. They are able to use the fiction and non-fiction library well. Above average pupils are able to show an understanding of various texts and readily identify the features in writing to justify their views. For example, one pupil commented, *“William the Rebel is enjoyable not only for the way the gang gets into trouble, but, for the way they get out of it. I find that very amusing.”*
76. By age seven, standards in writing are broadly in line with the standards expected and by the age of eleven they are above the expected standard. At age seven pupils write punctuated sentences, using full stops and capital letters. The literacy strategy is developing their spelling skills and deepening their understanding of word patterns and endings. However, although spelling is generally improving it is often inaccurate and pupils do not pay sufficient attention to this aspect, especially in their longer pieces of writing. Pupils with special needs use personalised wordbooks to help them with their spelling and they are able to locate spellings they require with support. Above average pupils are encouraged to choose words for variety and interest and this is reflected in their writing as in this example, *“The hare has got yellowy brown cuddly fur ...her face is creamy white and her nose is as pink as a pickle.”* Below average pupils are able to convey meaning through their writing and are beginning to show an understanding of the use of full stops, although there are often inaccuracies.
77. By the age of eleven, pupils’ writing demonstrates a range of styles for different purposes and audiences. Most pupils are able to extend their use of language by modelling their writing very well on that of famous poets and authors. For example a pupil used “The Highwayman” as a model to write:
- “The moon was a glistening jewel upon the high damp trees,
The wind was a howling baby, and it rustled through the leaves,
The forest was a trail of darkness, in the lonely world.”*
78. Above average pupils choose words imaginatively and use them with precision. Simple and complex sentences are structured into paragraphs as in this typical example:
- “The animals flew, scampered and ran back to the great tree. They were very sad to see it in such a condition. They went up to it, rested their heads on it and cried. The silver tears of the animals trickled into the huge cuts of the great tree and within seconds the tears had mended the great tree and everything was peaceful again.”*
79. Pupils with SEN make very good progress as they are influenced by very good individual education plans, careful monitoring and lively teaching. As a result these pupils are fully involved in lessons. For example, in the autumn term, some of these pupils in Year 6 were unable to use accurate punctuation, but by the spring term they were using punctuation correctly to delineate sentences. The learning support assistants give very good support within the classroom, helping children identify word patterns to help with their spelling.
80. There is a consistent approach to pupils’ *handwriting*, although the skills that most seven-year-old pupils acquire when they practise their handwriting are not systematically used in all of their written work. However, by the age of eleven, pupils make very good progress and writing is fluent, joined and legible, with pens being used consistently. Literacy skills are used well in other subjects, for example as in science when a pupil wrote, *“I predicted that there would be more air in the soil than in the sand, because soil doesn’t have little granules like sand, so therefore the soil clumps must*

have more air, because there would be more spaces."

81. The quality of teaching is of a high standard across the school. The features of this very good teaching include very secure subject knowledge and mastery of the teaching of the basic skills. Planning and preparation are detailed and lessons are well organised and managed. The relationships between staff and pupils are very good. Above average pupils are challenged appropriately and below average pupils are well supported by carefully planned work. Learning support assistants are used effectively and they make a positive contribution to pupils' progress. Teachers and other staff make very good use of encouragement and feedback during lessons. Assessment of pupils' progress is used well to ensure that tasks that match the learning needs of the pupils are built into the lessons. Teachers manage their classes very well and pupils respond to their teacher's high expectations of very good behaviour. The positive attitudes of the children, their high levels of concentration, together with their very good behaviour enable all groups of pupils to learn well.
82. The Co-ordinator, other staff and governors have worked hard to implement the National Literacy strategy and to improve standards in spelling and handwriting. There is a clear English policy in place. Developments have been very well monitored and the local education authority has given valued support. Resources for English are very good, but the occasional good examples of ICT being used effectively are not replicated sufficiently, because of an inadequate amount of computers and software for the subject.

MATHEMATICS

83. The results of the 2000 National Curriculum tests show that standards are below average when pupils are seven and are well below, compared with the performance of similar schools. However, compared to when they first entered the school, when their assessment scores showed their attainment was the lowest in the local education authority, these pupils have made good progress. The national test results in 2000 for 11-year-olds show that standards are above both the national average and those in similar schools. Inspection findings show that standards of the seven-year-olds are in line with those expected and, therefore, better than the test results would suggest. This is because this year group, as the assessment of children on entry indicates, is stronger than the previous cohort and in relatively small year groups can be disproportionately affected by small differences in the number of SEN pupils. Inspection findings reflect the test results when pupils are eleven and show improvement since the last inspection.
84. Although the overall standard of pupils aged seven is broadly in line with national expectations, there is a significant minority whose attainment is above that expected. Most pupils have sound skills in mental mathematics and a secure grasp of number skills. A significant number demonstrate good knowledge and understanding of their multiplication tables and are very confident learners in using and applying mathematics and number. This was shown in an excellent lesson seen during the inspection, when higher attaining pupils were adding and subtracting multiples of 10, for example $40+30+10=80$, or $50-20-10=20$. Other pupils understood and could add $5+3=8$, $50+30=80$ securely. Pupils with SEN were very well supported and were consolidating their learning within place value.
85. Many pupils in Key Stage 2 develop their own strategies when solving problems, can interpret tables and charts and are familiar with ways of presenting data. Above average pupils are given sufficiently challenging tasks. For example, in a class for pupils in Years 3 and 4, pupils were solving problems, using division and understood the relationship between division and subtraction. Pupils in Year 6 showed good understanding of using standard written methods for long multiplication and how to apply these to decimals. In the mental and oral part of the lesson pupils had secure knowledge and understanding of multiplication tables, including the nine times table. Above average pupils are very secure in converting from fractions to decimals. Pupils are very confident in using and applying mathematics and number and are confident in using their knowledge of multiplication tables. This helps their attainment in other areas of mathematics. The standard of presentation of the pupils' work is very good. There was no discernible difference in the

performance of girls and boys and, in the lessons seen, all pupils, including those with special needs, made very good progress throughout the school. There is evidence of effective use of ICT in shape, space and measures, but overall, technology is insufficiently used in mathematics.

86. Pupils' response in lessons is very good and their attitudes are very positive. They behave well, enjoy the subject, have high levels of concentration and give teachers their full attention. Relationships between pupils and with their teachers, the learning support assistants and other adults, are very good.
87. The general quality of teaching is very good. This is a significant improvement since the last inspection, when the overall quality of teaching was judged to be satisfactory, although there were some examples of good teaching. In the best lessons, teachers share their detailed learning objectives with their pupils so they know exactly what has to be done and are fully involved. They return to these at the end of the lesson to ensure that they have been achieved. They move their lessons along at a good pace, maintaining pupils' interest and concentration. Teachers' high expectations of pupils' standards of work ensure that it is appropriately matched to the various levels of attainment in their classes and they constantly emphasise key mathematical vocabulary. They begin their numeracy lessons with quick-fire questioning, giving the pupils appropriate time to answer. In some lessons, time targets are set, as in the class for pupils in Years 3 and 4 on 'quick maths', where they were given a strict time limit for completion. Teachers and the learning support assistants ensure that pupils with SEN are helped appropriately, ensuring that they make very good progress towards the targets set for them.
88. Assessment procedures are very good. Pupils are continually assessed in those areas on which teachers are focused and are recorded regularly. The results of the national tests, including non-statutory assessment tests, are used to group pupils and to set future targets. Pupils are made aware of these targets. Above average pupils are 'fast-tracked' and take part in lessons in appropriate ability groups. Day-to-day marking is generally satisfactory and in some cases it is detailed, with helpful comments to show pupils how to improve their work.
89. With the exception of ICT, the school has good resources for mathematics and they are used well to support pupils' learning. The co-ordinator for mathematics is very committed and works very hard to improve standards in the subject. She has monitored planning and the teaching of numeracy throughout the school and ensures that appropriate assessment opportunities are built into the planning. The effectiveness of the strategy to teach numeracy is very good and numeracy is supported well in other subjects.

SCIENCE

90. Teacher assessments for seven-year-olds in 2000 indicate that standards were well below the national average. The National Curriculum tests for 11-year-olds show that standards were in line with the national average and were also in line compared with similar schools. Inspection findings show that when pupils are seven standards are broadly average. This is better than the teacher assessments would suggest. The seven-year-old group in 2000 was well below average when they entered the school, but, nevertheless, progress was less than what might have been expected. At age 11, standards are broadly average and mirror the results in the recent National Curriculum tests. These findings are similar to those reported at the last inspection.
91. An analysis of work in pupils' books, when they are seven, shows that work has been covered in all areas of science (scientific enquiry; life processes and living things; materials and their properties; and physical processes). For example, there is evidence throughout pupils' work of appropriate emphasis on scientific enquiry. In life processes and living things, pupils study their topic of Health and Growth and note the need for healthy eating. Much of the work is on work sheets and there is not enough emphasis on pupils recording the results of their own observations and investigations. In a work sheet entitled "*I care for my body*", for example, they identify accurately the need for exercise and rest, good food and cleanliness. However, after they have conducted an experiment on the effect of exercise on breathing, pupils' written work consisted of drawings and filling in

diagrams of the experiment and was not very demanding. In materials and their properties, pupils correctly place the correct definitions against scientific names for example, metal is *“a material that is shiny and strong and a good conductor of heat and electricity.”* In physical processes, pupils demonstrate knowledge that pushes and pulls are examples of forces, but most work consists of completing worksheets. In the one lesson seen for pupils of this age, pupils continued to study their topic of Health and Growth and learned that babies and children need to be looked after while they are growing. In so doing, they made simple comparisons between the needs of a baby and those of a young child. In this lesson, all pupils had very good attitudes and made good progress, because of the good teaching, but insufficient time was left for pupils to record their findings, reflecting the general lack of work in pupils’ books.

92. Work in the books of pupils aged eleven is broadly average, overall, but there is less written work than would normally be expected for pupils of this age. There is emphasis on materials and their properties and life processes and living things suitably intertwined with scientific enquiry. For example, in answer to the question, *“Does air weigh anything?”* pupils wrote various hypotheses, ranging from *“Air does have weight because it has strength”* to *“Air doesn’t weigh anything because you can’t catch it”*. Evidence of experiments with balloons are written up neatly to test these hypotheses and to prove that air does have weight. In life processes and living things, pupils compare the characteristics of healthy and unhealthy indoor plants. They note that healthy plants have strong firm dark green leaves and damp soil, against the limp light leaves and dry soil of the unhealthy plants. One pupil wrote that, *“The unhealthy plant has become weak because it has been kept in a place where it has no sun. We could improve its appearance by putting it in a place with warmth and light. It needs to be watered often and needs to have a hole in the pot so that its roots don’t rot”*. However, this was the work of an above average pupil and most was not up to this level. Pupils have appropriate knowledge of scientific method noting that the write-up of their experiments should begin with a prediction, followed by the method noting the results and finishing with the conclusion. In a lesson for pupils in Year 6, they studied how food chains and food webs can be used to represent feeding relationships in a seashore habitat. They show good knowledge of technical vocabulary such as photosynthesis, vegetarians, carnivores, omnivores, consumers, producers, and predators. They have good knowledge of food webs and are able to postulate what would happen to the seaweed, starfish and crabs in a seashore habitat, if the sea became polluted and the shellfish had died off. However, the tasks they are asked to complete consist of worksheets and, although in this lesson all pupils made good progress, they are given insufficient opportunities to write and record their findings in a mature way and progress over time is no more than satisfactory. In lessons, therefore, pupils’ oral work, judged by the knowledge displayed in conversation and in response to the teachers’ questions, is of a higher standard than that in their books. Pupils were well behaved and had very good relationships with their teacher.
93. In the lessons seen, teaching ranged from good to very good and was good, overall. There were a number of strengths that promoted pupils’ good progress:
94. Good questioning challenged pupils to think about what they had already learned and enabled the teacher to assess whether they were ready to take the next steps or decide that more consolidation was needed. *“Can anyone remind me what our topic in science is?”* asked the teacher of her pupils in Year 2. All pupils nodded in agreement as one pupil replied, *“Health and growth”*. A brief exchange followed and was all that was required to convince the teacher that the class had a secure grasp of the main concepts.
95. Most teachers’ good knowledge and understanding of the subject enabled them to set work at levels of difficulty appropriately matched to the attainment of the different various groups of pupils, and to monitor their work knowledgeably.
96. Although lessons were generally well planned and there was a good balance between the teacher’s plenary introduction and opportunities for questions and answers, there was insufficient time allowed for pupils to commit their learning to paper to consolidate their progress. The curriculum would benefit from adjustments to allow more time for pupils to record their scientific knowledge and findings from experiments at greater length. ICT is used insufficiently to support learning in science.

97. Teachers work well with the learning support assistants and, together, they provide very effective support for pupils with SEN. Work is reasonably well marked. When one child wrote that he did not think the test to see whether there was more air in soil or sand was fair, the teacher recorded *"How could you make it so?"*
98. The co-ordinator has been in the post only recently and is aware that, now literacy and numeracy are well established, the time is now right to raise standards further in science. There has been little monitoring of standards in the subject, so far, but the school intends to improve its monitoring this year by the introduction of optional statutory assessment tests in Years 3 and 4. Homework is given appropriately and resources for the subject are good.

ART AND DESIGN

99. During the inspection, one lesson was seen in each of the key stages. Judgements about attainment, therefore, in addition to these lessons, are based on an analysis of pupils' work, school documents, teachers' planning and discussions with pupils. Attainment at the end of both key stages is above expected standards, overall. These standards represent an improvement since the last time they were reported on.
100. At age seven, pupils use a variety of media well. They paint colourful pictures of themselves, using poster paint and make textured collages, using natural and unnatural materials. They make a variety of colourful patterns and pictures and use branches and wool effectively in tree weaving. Children are encouraged to use a range of materials and methods, including clay in their art lessons. The teachers, through very good questioning, encourage their pupils to speak about their developing work and to make improvements building on their past work as a guide. In the class with pupils in Years 1 and 2, the teacher asked, *"How will you use your drawing to help your painting?"* One child replied, *"The drawing I've made will be the guide for the shape of my face, and where my neck is and where the hair goes on my face."* There is good pattern work in geometric designs, using coloured pencils and this is linked well with work in mathematics.
101. Older pupils build on this good start and, by the age of eleven, developments include the skilful use of pastels, charcoal, pencils and paint. Children are encouraged to look at the work of other artists. When planning the making of a tapestry based on the story "The Night came to the World" by Sean Taylor, they studied post cards of the Stamford Tapestry. Detailed observations were made through careful analysis of various aspects of the tapestry, including Stamford Fair and Stamford Churches. The very good charcoal impressions of the Titanic illustrate the good progress of most pupils. Pupils with special needs make very good progress, because of the quality of the overall support they are given.
102. Pupils enjoy art lessons, are keen to produce pleasing results and work very well during lessons, as they concentrate on producing their best work. They share tools and materials well and behaviour is thoughtful and caring.
103. In the lessons seen, teaching was good overall. Teachers plan well, their lessons are well structured and teamwork with the learning support assistants is good and very helpful to the groups they are guiding. They have good knowledge of the subject and use good questioning. The pace of the lessons is good, maintaining pupils' motivation and interest.
104. The co-ordinator is knowledgeable and enthusiastic and has a strong impact on the attainment and progress of the pupils. She helps staff to develop their own creativity through workshops, which give them opportunities to experiment with colour and drawing. Their gains in confidence help them teach more effectively. The co-ordinator has a very clear idea of the school's needs. For example, she has decided that development work in the subject should be focused upon resources to support work on famous artists. Art display is good, although there is a lack of multicultural display to reflect the wider society. The use of ICT is very limited, but, on occasion, is used effectively.

DESIGN AND TECHNOLOGY

105. Only one lesson, in Key Stage 1, was observed during the inspection. In addition to this lesson therefore, judgements about standards are based on an analysis of pupils' work, teachers' planning and discussions with pupils. Overall, children are attaining at levels expected for their age, but more opportunities could be given to extend the learning of high attaining pupils at age eleven. There is insufficient evidence to make overall judgements about teaching and insufficient work seen to judge pupils' progress. During the inspection in 1997, the need to raise standards in the subject was identified as a key issue. Following the subsequent inspection (in 1998), progress on addressing this issue was reported as good and standards were at the expected levels. These standards, therefore, have been broadly maintained.
106. From the evidence available, including teachers' planning, photographic documentation and discussions with pupils, it is clear that a variety of opportunities are given throughout the school in accordance with the QCA scheme of work. At age six, pupils design and make a plate and are given opportunities to talk about this. At age seven, work in pupils' folders shows that they have designed and made a truck. They fixed wheels to axles and made and tested vehicles, showing that they have used a range of components in a variety of ways. At this age, a number of opportunities are given for planning and evaluating designs. In the lesson seen, the objective was to design and make a candleholder for Florence Nightingale. The pupils were encouraged to produce designs and to select appropriate materials. Good resources, in the form of a variety of candleholders, some made of wrought iron, others of brass, shaped in various patterns, were used as a stimulus for interest and discussion. Pupils worked well, producing good designs, which they then modelled in play-dough and evaluated their work, before starting to make the finished candleholder. They were told that the candleholders could be made of clay or any other suitable material and considered carefully what to make them from. The teacher used careful questioning to help her pupils develop their understanding of appropriate materials. For example, after one child decided to choose papier mache for the candleholder, the teacher's good questioning made her realise that this was not a suitable material. The discussion centred on flammable substances and the composition of papier mache. "*What is papier mache made of?*" asked the teacher. "*Paper*", replied the child. "*Can we make a candleholder out of papier mache?*" continued the teacher. "*No, it would burn*", concluded the child.
107. By age eleven there are examples of imaginative projects that have been undertaken. As a result of the school visit to Lands End and their "1960's" project, pupils in Year 6 made a Lands End catalogue to link in with their 1960's project. Pupils worked in teams and the final product showed above average skills used in the designing and making of the catalogue. However, the work of high attaining pupils at age eleven varies. In general, they would benefit from being given more opportunities to adapt and evaluate their models. For example, in designing a simple straw tower the pupil included a sound assessment of the faults of the initial design. He believed that the tower would have been sturdier with a stronger base. However, more would have been gained if he had demonstrated the suggested improvements in a modified design.
108. The curriculum is satisfactorily covered, with the exception of the use of ICT control. All children are given the opportunity to display their work. For example, the school recently entered a competition organised by the local education authority, when class 3 (for pupils in Years 3 and 4) won a prize for producing the most exhibits. The co-ordinator provides clear direction for the subject and the scheme of work provides a good structure for the development of children's skills.

GEOGRAPHY

109. When standards in the subject were last reported (during the inspection in 1997) they were identified as being in line with national expectations at the end of both key stages. These standards have been broadly maintained since then and all pupils, including those with special educational needs, make satisfactory progress as they move through the school. This judgement is based on limited evidence, as no lessons were being taught during the period of the inspection. This evidence included discussions with pupils and teachers and an examination of planning and pupils' work.

110. At age seven, pupils use “Barnaby Bear” appropriately as an on-going theme, to develop their sense of location and geographical vocabulary, *“He lives in the office and is allowed to go on holidays with us”*. Pupils take him on their holidays and bring back photographs of themselves with him in different locations. These are then placed onto a large map situated in the hall for all pupils in the school to see, giving them a clear understanding of different areas in the world. For example, he has travelled to Disneyland in Florida.
111. At age 11, pupils study rivers around the world and develop their knowledge and understanding of the Amazon rainforest, extending their breath of study by considering environmental change. They show satisfactory understanding of the value of produce, the destructive power of erosion, conservation and the daily lives of the people who live there. Geography links well with other subjects. For example, in Class 4 (for pupils in Years 5 and 6) pupils use their art sessions to make an interesting background for the rainforest display.
112. Discussions with pupils show that they have good attitudes to the subject. Pupils in Year 2 talk enthusiastically about ‘Barnaby Bear’ and his travels. In Year 6, pupils are clearly interested in geography and talk knowledgeably about creating the rainforest display in their classroom.
113. There is a sound policy and scheme of work that ensures that the school provides a satisfactory curriculum for the subject. Resources are adequate, well stored and readily available.

HISTORY

114. The previous inspection that reported on standards in the subject found that, by the end of both key stages standards were in line with those found nationally. This inspection reflects these findings. This judgement is based on evidence from pupils’ work, teachers’ planning and discussions held with the co-ordinator. In addition, one lesson (the only lesson being taught during the period of the inspection) was observed. From this evidence, it is clear that pupils, including those with special educational needs, make satisfactory progress as they move through the school.
115. At age seven, pupils are developing a sense of chronology and a feel for the passage of time. Pupils are beginning to understand the difference between the social, cultural and religious diversity of societies in Britain and the rest of the world. Pupils continue to develop their chronological awareness as they study Britain and the wider world in Tudor times. They identify similarities and differences between homes in Tudor times and homes today. In a lesson in class 3 (for pupils in Years 3 and 4), the pupils wrote a sensible advertisement for a house for sale, using examples from local papers to give them guidance in the style. In this work, they demonstrate confidence in writing for a purpose. In this lesson, teaching was good, but there was insufficient evidence to generalise about teaching in the subject. In this class, pupils have also studied King Henry the Eighth and have made an accurate time line of the lives and times in this Tudor period. Pupils in class 4 (Years 5 and 6), when studying Ancient Egypt, investigate the every day lives of men, women and children. A pupil in Year 6, having studied the history of cheese making in Yorkshire, gave a good presentation to the class, using his skills and knowledge in ICT. He described the presentation saying, *“I looked at each slide and decided what the genre was going to be of each slide.”* Opportunities are given for higher attaining pupils to pursue their own investigations and to extend and develop their work. The presentation of their work is good.
116. Pupils’ attitudes to history are very good and, in the lesson seen, it was clear that pupils enjoyed it. They are attentive and positive about their work. They work well together in pairs and in larger groups. They are considerate of the work of others.
117. The co-ordinator is well organised and manages the subject well. There is a clear policy and scheme of work. Resources are adequate.

INFORMATION AND COMMUNICATION TECHNOLOGY

118. When pupils are aged seven and eleven, their attainment is below nationally expected levels. At the last inspection in 1998, standards were reported as having improved on those identified in the previous report in 1997, when they were judged to have been below the expected standards. Raising standards in ICT, therefore, became a key issue. Whilst children make good progress in developing their ICT skills in the foundation stage, this progress is not maintained when pupils reach the ages of seven and 11. This unsatisfactory progress is due to a lack of resources, which has hindered the school in keeping up with the general improvement in the subject nationally. Of the relatively few computers that exist, some are outdated and need to be replaced. The result is that there are limited opportunities to develop word processing skills and to use the computer to reinforce and research information to support other areas of the curriculum. There is also a lack of equipment and software for control technology. There have been some improvements, such as the connection of each class to the internet and programs have been bought to support literacy and numeracy teaching.
119. Owing to the lack of equipment, only two or three children are able to access the computer at a time. This was evident, for example, in the one lesson observed in ICT, which was in class 4 (for pupils in Years 5 and 6). The lesson was well planned within the limitations of the technology available. ICT was linked well with art and design and design and technology. In controlling the lifts and doors of trucks, pupils collected, accessed and interrogated information and came to realise the need to carefully frame their questions. They were very interested in these activities and their attitudes and behaviour were very good, despite a lack of opportunities for all to have "hands-on" experience.
120. There is insufficient evidence to make overall judgements on teaching. However, teachers' work hard to improve their knowledge of the subject and the co-ordinator provides satisfactory leadership within the resource constraints. The school's need for additional computers to improve pupils' skills is clearly identified within the development plan. The budget surplus, historically created as a number of under-spends that have been annually, provides an opportunity to redress this deficiency.

MUSIC

121. The previous inspection found that standards in music were satisfactory. Inspection evidence finds that standards are above those found nationally and that progress has been good since the last inspection. The school benefits both from the expertise of a music specialist and of a part-time teacher at the school.
122. No lessons were taught during the period of the inspection, preventing judgements about teaching being made. Judgements about standards therefore, are made on the basis of music heard in assemblies, their standards as illustrated on their compact disc of Christmas songs, and discussions with pupils and teachers. Teachers' planning and the monitoring of standards also confirm that the full music curriculum is taught. Music is also well integrated into other areas of the curriculum. For example, in class 4 (for Years 5 and 6), songs have been written by the teachers and pupils listened to 'Birds of the Amazon Rainforest' to support their work in geography on the rain forest.
123. Pupils enjoy their music and join in all musical activities with enthusiasm. There is consistent progression of pupils' skills, knowledge and understanding in the subject, throughout the school, because of the expertise available. All pupils are given a breadth of experience in performance and appraisal and are developing their knowledge and understanding of composition. All pupils have the opportunity to play good quality tuned and untuned percussion instruments. In assemblies, they sing a suitable selection of songs and hymns well together, some of which are written by a member of staff. They know the words and listen carefully to the guitar, played well by the teacher, waiting for their cue to come in. As they leave the hall very quietly, they listen carefully to the music, being played, "El Condor Pasa." Pupils perform music to accompany a play, both of which are written especially for them by a member of staff each Easter. Evidence from the compact disc produced at Christmas shows good performances by pupils playing a range of musical instruments, with a teacher accompanying them on the guitar. The singing of Christmas Songs was of a very good standard, with pupils singing very rhythmically and maintaining a good quality of tone throughout. It

is not surprising that they have very good attitudes to music.

124. The subject is very well co-ordinated. Detailed termly plans include targets for development. A booklet for parents has been prepared, containing guidance on how they can help in the homework activities set for their children. Resources for music are good. This is an improvement since the last time the subject was reported on.

PHYSICAL EDUCATION

125. Standards throughout the school are broadly at the level expected for pupils' ages. These standards have been maintained since the subject was last reported. Gymnastics and dance are taught alternately in the autumn and spring terms. During the inspection, gymnastics was being taught in Key Stage 1, with dance being taught in Key Stage 2. Athletics and games take place in the summer term and include kwick-cricket. All pupils in Key Stage 2 have opportunities for swimming. The school reports that most pupils are able to swim 25 metres by the time they are ready to leave the school.
126. At age seven, pupils discussed what a rocking movement was with their teacher. Lying on their backs, they performed rocking movements satisfactorily, curling up and down. They turned onto their fronts and performed similar rocking movements. They completed their movements by slowly returning to their feet and finished with a high stretch jump in the shape of a star. When using the apparatus in the hall, they moved safely and sensibly and walked, rolled and crawled with confident fluidity. Pupils always stopped and listened to their teacher's instructions. A few boys were mildly disruptive when waiting their turn, but, overall, pupils enjoyed this experience.
127. In class 3 (for pupils in Years 3 and 4), in response to their teacher's good questioning, pupils showed that they had a good grasp of the purpose of "warm-up". They marched in time to a background of "pop-music" and worked well in pairs, creating a dance through a sequence of movements. They accurately identified different speeds in the music and mirrored each other's movements, building on their individual sequences. All pupils were fully involved in the lesson, worked well together and were very well behaved.
128. At age eleven, pupils danced rhythmically to the taped music of the samba. They used space very well and were able to assess fairly what was good about other's performances. For example, one pupil said, *"I liked their skipping, they looked happy."* Another said, *"I liked the funky moves"*. They developed different sequences, such as those for clapping, which they put together imaginatively. All pupils enjoyed the dancing and tried hard to do their best. Pupils had very good relationships with their teacher and behaved very well.
129. Teaching, overall, is good and, in the lessons seen, pupils make good progress. Teachers plan their lessons well and they move at a good pace. Teachers have good knowledge of the subject and are confident in teaching it. They know their pupils well and staff and pupils have respect for each other. Behaviour management of the class is, therefore, very good, overall.
130. The co-ordinator provides good leadership and is aware of what needs to be done to improve the subject. The scheme of work provides an adequate framework. Resources are satisfactory, and are stored in the hall, although this is not an ideal arrangement.

RELIGIOUS EDUCATION

131. Two lessons were observed during the inspection, in Years 1 and 2, and in Years 5 and 6. In addition to these, judgements are based on an analysis of pupils' work (there was no written work available for pupils in Key Stage 1), of planning, including the Agreed Syllabus and an interview with the subject co-ordinator. The current Agreed Syllabus is in its first year of implementation and pupils' standards meet its expectations by the time pupils are aged seven and eleven.
132. At age seven, pupils study Judaism and compare it to Christianity in a series of lessons. In the

lesson observed, the learning objectives were to ensure that *“Children will recognise that Jews worship collectively in the synagogue as well as at home”*, and that *“Children should be able to identify some of the features of a synagogue and explain some of the symbolism of these features”*. By and large, these objectives were achieved satisfactorily. Many pupils were able to recall that they had learned that a synagogue is where Jewish people worship in public. More were able to say that it is a Rabbi who presides over the ceremonies and they use a scroll. They were able to say it was like a bible, and was called “The Torah”. They knew they could not touch it because, *“It’s very special”* and that it faced East towards Jerusalem. They were aware that The Old Testament covered a period before Jesus. In this lesson, teaching was very good and all pupils made very good progress. The teacher’s planning was very detailed and her very good subject knowledge ensured that pupils increasingly gained in confidence, using appropriate terminology. She used resources well, for example a lighted candle to illustrate the eternal flame of Judaism. The candle was also used as a stimulus to encourage the pupils to talk about the feelings that it engendered in them, such as “Happy”, “Calm” and “Sad”. The pupils were very enthusiastic and responsive and behaved very well.

133. At age eleven, in the lesson observed, pupils were studying Islam. The objective was to appreciate customs and festivals and celebrations from the Muslim culture. They compared major Christian festivals with those of Muslims. They had a sound understanding of Ramadan, and also of Eid, celebrating the end of, and giving thanks to Allah for completing Ramadan. They made good links with the Christian season of Lent and asked sensible questions, for example, *“We celebrate Lent because Jesus fasted in the desert for 40 days. Do Muslims celebrate Ramadan for the same reason?”* Teaching was good. The teacher had good knowledge and understanding of the subject. He managed the class well and this good management was founded upon the good relationships and respect he had established with the class. The pupils were fully involved in the lesson, were keen to participate and generally acted in a very mature way. In this lesson, all pupils made good progress.
134. Work in pupils’ books shows that the Agreed Syllabus is followed well, and covers events and stories from both the Old and New Testaments. These include Noah’s Ark, the Parable of the Sower, and Mary and the Angel Gabriel. Pupils’ work is neatly presented and there are some examples of good extended writing. Some examples of the pupils’ work on the five pillars of Islam are based on work sheets and are not sufficiently difficult for most pupils, especially for those of above average attainment. Leadership of the subject is sound and resources are adequate