

# INSPECTION REPORT

**THE HECKINGTON ST ANDREW'S C of E  
PRIMARY SCHOOL**

Heckington, Sleaford

LEA area: Lincolnshire

Unique reference number: 120526

Headteacher: Mr Andrew Lane

Reporting inspector: Miss Cheryl Thompson  
22822

Dates of inspection: 27<sup>th</sup> – 29<sup>th</sup> May 2002

Inspection number: 196458

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:             | Voluntary Controlled                                  |
| Age range of pupils:         | 4 to 11   |
| Gender of pupils:            | Mixed   |
| School address:              | Howell Road<br>Heckington<br>Sleaford<br>Lincolnshire |
| Postcode:                    | NG34 9RX  |
| Telephone number:            | 01529 460633  |
| Fax number:                  | 01529 460633  |
| Appropriate authority:       | The Governing Body                                    |
| Name of chair of governors:  | Mr Mike Hardy   |
| Date of previous inspection: | 7 <sup>th</sup> July 1997                             |

## INFORMATION ABOUT THE INSPECTION TEAM

| Team members |               |                      | Subject responsibilities  | Aspect responsibilities  |
|--------------|---------------|----------------------|---|--|
| 22822        | C. Thompson   | Registered inspector | Music<br>Areas of learning for children in the foundation stage<br>Provision for pupils with special educational needs<br>Equality of opportunity | Information about the school<br>The school's results and pupils' achievements<br>How well are pupils taught?<br>How well is the school led and managed?<br>What should the school do to improve further? |
| 19743        | A. Taylor     | Lay inspector        |   | Pupils' attitudes, values and personal development<br>How well does the school care for its pupils?<br>How well does the school work in partnership with parents?  |
| 27292        | J. W. Calvert | Team inspector       | Art and design<br>Design and technology<br>Physical education   | How good are the curricular and other opportunities offered to pupils?   |
| 7531         | E. Cole       | Team inspector       | English<br>Religious education  |  |
| 18360        | C. Davies     | Team inspector       | Mathematics<br>Geography<br>History   |  |
| 14991        | A. Hardwicke  | Team inspector       | Science<br>Information and communication technology   |  |

The inspection contractor was:

Power House Inspections

“Grasshoppers”  
1 Anglesey Close  
Chasetown  
Burntwood  
Staffordshire  
WS7 8XA

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## REPORT CONTENTS

|   | Page      |
|---|-----------|
| <b>PART A: SUMMARY OF THE REPORT</b>  | <b>7</b>  |
| Information about the school  |           |
| How good the school is  |           |
| What the school does well   |           |
| What could be improved  |           |
| How the school has improved since its last inspection   |           |
| Standards   |           |
| Pupils' attitudes and values  |           |
| Teaching and learning   |           |
| Other aspects of the school   |           |
| How well the school is led and managed  |           |
| Parents' and carers' views of the school  |           |
| <br>  |           |
| <b>PART B: COMMENTARY</b>   |           |
| <b>HOW HIGH ARE STANDARDS?</b>  | <b>12</b> |
| The school's results and pupils' achievements   |           |
| Pupils' attitudes, values and personal development  |           |
| <br>  |           |
| <b>HOW WELL ARE PUPILS TAUGHT?</b>  | <b>14</b> |
| <br>  |           |
| <b>HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?</b>                         | <b>17</b> |
| <br>  |           |
| <b>HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?</b>  | <b>19</b> |
| <br>  |           |
| <b>HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS</b>                                      | <b>21</b> |
| <br>  |           |
| <b>HOW WELL IS THE SCHOOL LED AND MANAGED?</b>  | <b>22</b> |
| <br>  |           |
| <b>WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?</b>  | <b>25</b> |
| <br>  |           |
| <b>PART C: SCHOOL DATA AND INDICATORS</b>   | <b>27</b> |
| <br>  |           |
| <b>PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES</b> | <b>31</b> |

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

### **INFORMATION ABOUT THE SCHOOL**

Heckington St Andrews is an average size rural primary school. It serves the village of Heckington and its surrounding area which is neither advantaged nor disadvantaged. The village is expanding; the number on roll has increased from 183 at the last inspection, to 223; 115 boys and 108 girls. Attainment on entry to the Reception class is around the level expected. Very nearly all pupils are white with their origins in the United Kingdom. No pupils have English as an additional language. A very small number of pupils is eligible for free school meals which is well below the national average. Forty pupils are on the school's register for special educational needs including three with statements which is below the national average. The main area of need is moderate learning. There is a high turnover of pupils caused by the village expanding and families re-locating for employment. Since the last inspection, the school has been through a period of decline because of a succession of four acting headteachers. It is only since the appointment of the present headteacher in January 2001 that the school has begun to move forward again.

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

This is a much improved school providing a sound education for its pupils and satisfactory value for money. Leadership and management are very good, leading to a steady rise in standards which are now around the average level for seven and 11 year-olds. Teaching is satisfactory with reasonable strategies to promote equal opportunities and to ensure all pupils are fully included in lessons.

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

- Very good leadership and management provide clear and purposeful direction for the school.
- The Reception class gives children a good start to school.
- Relationships are very good.
- Pupils are keen to work and behave well.
- Links with parents are very effective.

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

- Although standards are improving, as yet, not enough pupils are attaining the higher levels in National Curriculum tests. \*\*
- Results of tests, assessments and marking are not used to set and share improvement targets for individual pupils. \*\*
- There is no designated outside play area for Reception children. \*\*
- Planning for mixed age classes is not always ensuring challenge for higher attaining pupils.
- Teaching time is not balanced between subjects to ensure a rich, interesting and relevant curriculum.
- Not enough opportunities are provided to foster pupils' personal development.

\*\* *Already identified by the school.*

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

### **HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION**

The school was last inspected in July, 1997. Little improvement occurred until the appointment of the present headteacher in January 2001, after which good improvement has been made in a relatively short time. In the main, the key issues raised by the last inspection have been resolved well; teaching has improved and standards have risen for seven year-olds. The capacity to improve further is very good.

## STANDARDS

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

| Performance in: | compared with |      |      |                 |
|-----------------|---------------|------|------|-----------------|
|                 | all schools   |      |      | similar schools |
|                 | 1999          | 2000 | 2001 | 2001            |
| English         | A             | E    | C    | D               |
| mathematics     | C             | E    | D    | E               |
| science         | C             | D    | D    | E               |

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

Through very strong leadership and improved teaching, standards are rising but the school acknowledges they are not yet high enough. Given that children start in Reception with around average attainment, pupils should leave the school demonstrating average or above attainment. However, there are encouraging improvements and inspection evidence shows that nearly all pupils are now achieving satisfactorily but higher attainers could do better. For 11 year-olds, standards are likely to be around average in all subjects this year when compared to all schools. The trend for improvement is broadly in line with the national trend. When compared to similar schools<sup>1</sup>, standards are well below average, although there is noticeable improvement here since 2000 when standards were very low. The school is setting realistic but challenging targets for attainment in national tests. The main reason standards are not higher is that not enough pupils are gaining the higher Level 5 because target setting for individuals is not in place. Over time, standards attained by seven-year-olds have improved considerably; for example, well below average in writing in 1997 to well above in 2001.

This year, in reading and mathematics, standards for seven-year-olds are likely to be around average although not enough pupils are attaining the higher Level 3. Standards in writing are likely to be above average. Nearly all children in the Reception class will attain the nationally determined 'early learning goals' for their age. Inspection evidence shows standards in science, information and communication technology (ICT), art and design, design and technology are in line with those expected for seven and 11 year-olds. In history and geography, standards are below those expected for seven-year-olds because not enough time is allocated to the subjects. Standards in geography remain below expectations for 11 year olds, although in history standards are in line. Not enough use is made of ICT in other subjects which restricts pupils' progress in developing, practising and refining their ICT skills. Throughout the school, standards in religious education are above those expected.

<sup>1</sup> 'Similar' schools are those with a similar proportion of pupils known to be eligible for free school meals.



## PUPILS' ATTITUDES AND VALUES

| Aspect                                 | Comment  |
|--|--|
| Attitudes to the school                | Good. Pupils like coming to school and are keen to work.   |
| Behaviour, in and out of classrooms    | Good. Pupils are naturally well behaved, courteous young people. Behaviour is good in and out of classrooms.   |
| Personal development and relationships | Good and an area ripe for improvement as pupils show themselves to be capable of a much greater degree of trust and involvement in school life than they are currently given. Relationships are very good throughout the school. |
| Attendance                             | Very good and well above the national average.   |

## TEACHING AND LEARNING

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

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

Teaching and learning are satisfactory overall and much improved since the last inspection when almost a quarter of teaching was unsatisfactory. In this inspection four lessons (8 per cent) were observed where teaching was unsatisfactory mainly because work was not matched to pupils' abilities and they did not make enough progress. However, two-thirds of the teaching observed was good or better with very good teaching seen in all year groups. The main reason that this good teaching is not yet resulting in good learning and achievement over time is because it is not always carefully matched to what individual pupils need to learn to make maximum progress. In a few lessons, it was noted that pupils of all abilities were given the same work which, on occasions, meant some struggled and others found it too easy. Teachers are not yet marking pupils' work and making specific comments to help them improve. The school has made great improvements to its assessment procedures and recognises that making more effective use of these is the next important step. Another reason that learning is only satisfactory is that insufficient time is allocated to some subjects to allow pupils to make the progress they should. Relationships within classrooms are very good and teachers manage their pupils well. In the best lessons, pupils learned a great deal because teachers were clear about what they expected pupils to learn, moved lessons along at a brisk pace and gave pupils time to practise, refine and demonstrate what they had learned. Teaching and learning for pupils in the Reception class is good overall although in the areas of literacy and numeracy, children make satisfactory rather than good progress because work is not challenging enough for the few more able children. Teaching in religious education and English is good throughout the school; mathematics teaching is good for Years 3 to 6 but satisfactory for Years 1 and 2. Teachers have a secure understanding of teaching the basic skills of literacy and numeracy which give pupils firm foundations for their future work. In the main, the school is successful in meeting the needs of all its pupils including those with special educational needs. Homework makes a satisfactory contribution to pupils' progress.

## OTHER ASPECTS OF THE SCHOOL

| Aspect  | Comment   |
|---|---|
| The quality and range of the curriculum   | Satisfactory overall but heavily weighted towards English and mathematics. As a consequence, the curriculum is not broad, balanced and relevant to the ages, needs and interests of pupils. A good range of clubs enriches the curriculum for older pupils in Years 3 to 6. |
| Provision for pupils with special educational needs   | Satisfactory. Individual education plans are suitable and pupils make sound progress. All statutory requirements are met.   |
| Provision for pupils' personal, including spiritual, moral, social and cultural development | Satisfactory. There is no systematic provision for pupils' personal, social and health education and this is an acknowledged area for improvement.  |
| How well the school cares for its pupils  | Satisfactory. Teachers know their pupils well. The procedures for checking on pupils' progress and setting and sharing targets for improvement are unsatisfactory and an acknowledged area for development.   |
| How well does the school work in partnership with parents                                   | Very well. The school has developed very effective links with parents which has a very good impact on the life and work of the school and a good impact on pupils' progress.  |

## HOW WELL THE SCHOOL IS LED AND MANAGED

| Aspect   | Comment  |
|--|--|
| Leadership and management by the headteacher and other key staff | Very good. On appointment the headteacher took over a school that had made little progress in the past four years. Together with the deputy, he has developed a very good understanding of what needs to be done to improve and has set about this with sensitivity, determination and clear vision. There is a strong commitment to improvement by staff and governors. The level of staffing is good.  |
| How well the governors fulfil their responsibilities             | Satisfactory. Governors are developing their roles rapidly and fulfil their responsibilities satisfactorily.   |
| The school's evaluation of its performance                       | Good. In a relatively short time, good procedures and systems have been put in place to monitor the work of the school. The effect of these is beginning to impact positively on the standards attained in the school.   |
| The strategic use of resources                                   | Good. The school has a very good idea of what needs to be done to improve therefore all monies are used wisely and to good effect. The principles of best value are applied well. Accommodation is good and enhanced by the outside environmental areas, although there is no designated area for the Reception class. In the main, resources are of good quality. A great deal has been spent in the last year on bringing the level of resources up to an adequate level for teaching the National Curriculum. |

## PARENTS' AND CARERS' VIEWS OF THE SCHOOL

| What pleases parents most  | What parents would like to see improved   |
|--|---|
| <ul style="list-style-type: none"><li>• The school listens to them.</li><li>• Children love coming to school and make good progress.</li><li>• The school has improved since the appointment of the present headteacher.</li><li>• Teaching is good.</li></ul> | <ul style="list-style-type: none"><li>• Some parents do not feel well-informed about their child's progress.</li><li>• There are not enough activities outside lessons.</li><li>• Some parents feel the school does not work closely with them.</li></ul> |

Inspectors agree with parents' positive comments, although teaching and pupils' progress is satisfactory rather than good. Inspectors do not agree with parents' negative comments although there are no activities outside lessons for Year 1 and 2 pupils. It is the policy of the school not to run activities for its younger pupils. There are termly progress meetings for parents and staff and the Headteacher are more than willing to meet with parents outside these times if necessary. The school endeavours to work closely with parents and there is clear evidence in homework and reading diaries that they are successful.

## **PART B: COMMENTARY**

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

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

Results show:

- initial testing in the Reception class shows children attain around the levels expected for their age;
- standards are better at the end of Year 2 (age seven) than they are at the end of Year 6 (age 11);
- Year 2 pupils are particularly successful in writing;
- compared to similar schools, except in writing, results for Year 2 and Year 6 are either below or well below average.
- there has been an improvement in standards attained by Year 6 since 2000.

Inspection evidence shows:

- improvement in standards for Year 6 continues but still has some way to go;
- nearly all pupils achieve satisfactorily but most higher attaining pupils could do better;
- nearly all children in the Reception class will attain the nationally determined 'early learning goals'.

1. Results of National Curriculum tests for Years 2 and 6 have improved since the last inspection. The school is setting challenging yet realistic targets for attainment in national tests. Improvement has been sustained for Year 2, but this has not been the case for Year 6 where standards have fluctuated from above average to well below. However, since 2000, Year 6 results have improved and inspection evidence shows that this continues into 2002 when results are likely to be around average. The weakness (acknowledged by the school) is that given their starting point, not enough pupils are attaining the higher Level 3 for Year 2 and Level 5 for Year 6.

2. Compared to similar schools, Heckington does not do well, except in writing for seven-year olds. In other subjects standards are either below or well below average. The school acknowledges that more needs to be done. There has already been considerable improvement since 2000 when standards attained by Year 6 were similar to those in the lowest five per cent of similar schools in the country.

3. In 2001, boys in Year 2 did not do well in reading compared to girls but inspectors found no noticeable difference in the performance of boys and girls this year. In this school, seven-year-old boys and girls do particularly well in writing. In Year 6, over time, there is no noticeable difference in the performance of boys and girls in English, mathematics or science.

4. Results of initial testing in the Reception class show children start school with average levels of attainment. Given this starting point, pupils should leave the school in Year 6 with at least average standards and this is only just beginning to happen. The main reasons standards have not been better are: until January 2001, a lack of clear leadership with a strong focus on standards; and the high proportion of unsatisfactory teaching (noted in the last inspection) these pupils received when in Years 1 and 2. Pupils had not made enough progress in these years and therefore started in Year 3 with gaps in their knowledge.

5. Provision and teaching for children in the Reception class are good and as a result, nearly all are likely to attain the nationally determined early learning goals in all areas of learning. In the areas of literacy and numeracy, a few higher attaining children are underachieving. Currently, not enough emphasis is placed on encouraging children to use letter sounds to help them spell and read independently and move them on at a good rate. Similarly, not enough use is made of assessment to move children on at a good rate in numeracy.

6. Teaching has improved considerably in Years 1 and 2 and National Curriculum test results provide evidence of this. Standards in Years 3, 4 and 5 are mostly in line with those expected but there is room for improvement in the proportion of pupils gaining the higher levels and this is related to the use of assessment. In the main, all pupils, including those with special educational needs, achieve satisfactorily, but with better use of assessment (acknowledged by the school) many pupils could achieve better, especially higher attainers. Standards in ICT are in line with expectations for seven and 11 year-olds; however, most pupils could do better if more use is made of ICT through subjects. The very recently arrived laptop computers, six for each class, should go some way towards promoting improvement if they are used to best advantage. Standards in geography, history and design and technology are affected by the minimum teaching time allocated to them. In geography, standards are below those expected across the school and in history, standards are below those expected for seven year-olds. In design and technology, though standards are in line with those expected, there is very little time for pupils to refine and develop the skills they learn in the subject. In art and design, standards are in line with expectations for seven and 11 year-olds. In music, not enough evidence was available on which to form a judgement on standards as was the case in physical education for Year 2; however, standards attained by 11 year-olds are in line with expectations. Standards in religious education are above those expected in the locally agreed syllabus

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

Strengths:

- very good relationships;
- pupils enjoy school and are keen to work;
- good behaviour in lessons and at break and lunchtimes;
- pupils very willing to take on responsibilities when they are offered and who are proud of their school;
- an attendance rate which is well above national averages.

There are no areas for improvement.

7. Relationships in the school are very good and a strength. Pupils have good attitudes to work and their behaviour is good. These positive attributes help pupils to learn effectively.

8. Good improvement has occurred since the last inspection and the inconsistencies in the way pupils behave and lapses in their concentration, seen in younger pupils during the previous inspection, are no longer present.

9. Pupils like coming to school and parents agree this is the case. It is shown by their very good attendance rate, which is well above the national average. Pupils are enthusiastic learners who look forward to their lessons and are keen to become involved. This was clearly shown in an art and design lesson looking at flowers and plants, where pupils had the chance to sketch in pencil, paint in watercolour or make flower plaques in clay. Their high levels of concentration in a previous art and design lesson meant they had a good understanding on which to build; for instance, they knew the term 'slip' and that clay needs to be 'wedged' to get

the air out. The way the teacher focussed on developing their skills, by using different grades of pencil and her insistence they really look at the plants through a magnifying glass, helped to ensure the work they produced was good quality. Pupil's enthusiasm, attention to detail, patience and willingness to share, all helped them to make very good progress during the lesson.

10. Behaviour in the school is good; pupils are naturally well behaved. The majority of parents are pleased with the standard of behaviour. Pupils maintain their good behaviour even when lessons are not sufficiently interesting and work is not challenging enough. Pupils are polite, friendly and enjoy having visitors in the school. Doors are held open and hymn books readily offered in assemblies. However, sometimes, they chat quietly to their neighbour too much in assemblies which spoils the atmosphere. In discussions with pupils about many different aspects of school life, they said that the school is a happy place and although there is some bullying at times, they do not feel it is a problem. Certainly, during lunchtimes, when they were playing on the field, pupils played happily and very good-naturedly. There have been no exclusions over the past academic year and this is the usual pattern.

11. Relationships are very good, both between pupils and staff and pupils and each other. Older pupils especially appreciate the sense of humour clearly displayed by some teachers! The atmosphere in lessons is harmonious and productive. They show a sense of respect for the beliefs and religions of others. In a religious education lesson for the oldest pupils, they were overheard reminding each other to be careful when handling Sikh artefacts, all of which carried special significance.

12. In terms of responsibilities and showing initiative, day to day classroom duties are carried out diligently. Pupils show themselves to be capable of a much greater degree of trust and involvement in school life than they are currently given. When talking to pupils, they expressed mature opinions about how they could improve the school. This bodes well for the pupil council the school plans to start. They are proud of the new classrooms and enthusiastic about the play equipment and all-weather pitch next to the school. They also expressed disappointment that others do not always respect this property, as they should.

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

### Strengths:

- very good relationships;
- teachers have good knowledge of the subjects they teach;
- good use made of questioning, especially in mathematics;
- good use made of the National Literacy and Numeracy Strategies to guide teaching;
- in the best lessons, teachers make the content of lessons fun and interesting.

### Areas for improvement:

- increase teachers' working knowledge of assessment against National Curriculum level criteria;
- make much better use of the outcomes of marking and assessment to set targets for individuals and provide work at the right level to help pupils (especially higher attainers) move on at a good rate;
- set more measurable targets in individual education plans;
- make much better use of ICT in all lessons;
- make learning more relevant and interesting through meaningful links between subjects;
- daily lesson planning needs to be consistent across the school;
- subject leaders need to check that what has been planned has actually been covered.

13. Overall, teaching is satisfactory. Judgements take into account lessons observed, examination of pupils' past and present work, teachers' planning and assessment. During inspection 52 lessons were observed and in these 21 per cent of teaching was very good, 44 per cent good, 27 per cent satisfactory and eight per cent unsatisfactory. Unsatisfactory teaching occurs when work is not matched to pupils' abilities so they make little or no progress. However, very nearly two thirds of teaching observed was good or better which is a commendable improvement since the last inspection when almost a quarter was unsatisfactory. There is good and very good teaching for all age groups but the unsatisfactory teaching remains in Years 1 and 2, as it was in the last inspection. Support staff make a good contribution to pupils' learning, especially those working with pupils with special educational needs.

14. The main reason that good or better teaching in lessons is not leading to better learning, achievement and higher standards is that assessment in subjects, other than mathematics, is either not in place or in need of further development. It is not sufficiently refined to pinpoint what a pupil knows and understands and what he or she needs to learn next in order to make maximum progress. As a result it is difficult for teachers to match work to pupils to ensure maximum progress.

15. There are other reasons which are more to do with school policy but nevertheless impact on teaching and pupils' learning:

- Mixed age classes and the policy the school has of setting work according to ability within each age group, make planning very burdensome for teachers. There are instances where the needs of higher attaining pupils are overlooked and lower attaining pupils struggle.
- Planning for mixed age classes is not yet ensuring skills associated with particular subjects such as science, history and geography are built up progressively as pupils get older.
- Time allocation for subjects is unbalanced; for example, not enough time is allocated for teaching history and geography and as a result, standards are not good enough. The school has responded to the pressure of having to raise standards in national tests by allocating mornings to English and mathematics; this is beginning to be successful. However, the curriculum is thus narrowed with few links made between subjects to make learning interesting and relevant.

16. Teaching for children in the Reception class is good overall but satisfactory in the areas of communication, language and literacy and mathematics. The teacher has a good understanding of the needs of young children and the national guidance to ensure children attain the nationally determined 'early learning goals'. Very good relationships within the class ensure children feel confident and secure and develop good attitudes to learning. Planning is good overall and central to the effectiveness of the planning is the good support given by the classroom assistant. Basic literacy and numeracy skills are taught satisfactorily and provide sound foundations for future learning. However, not enough use is made of assessment to make sure children are moved on at a good rate and as a consequence, a few higher attaining children underachieve and do not make the progress they should in literacy and numeracy.

17. Teaching for pupils with special educational needs is sound throughout the school and they make satisfactory progress. Individual education plans are devised by the class teacher and special educational needs co-ordinator, which means the class teacher has a good understanding of pupils' needs. To improve these plans further, there is a need for more measurable targets so that teachers and learning support assistants can see at a glance how good progress has been. Teaching and learning for higher attaining pupils is satisfactory. The best teaching caters for their needs well but where teaching is

unsatisfactory, there is not enough challenge and too much of their time is wasted in completing work that they can accomplish with ease. There are instances where accomplished readers in Years 1 and 2 are expected to plough through books at a certain level when they are more than capable of moving on to the next level or even further.

18. Planning is satisfactory, but the quality of daily planning ranges from very good to poor. Strengths are that planning is organised to ensure pupils in mixed age classes cover the same work and that most teachers have a sound understanding of the need to set and refer to a clear learning objective for what they want pupils to have learned by the end of the lesson. An area for improvement is for subject leaders to check pupils' work to make sure that what is planned actually happens. The main weakness in day-to-day planning is that insufficient use is made of teachers' knowledge of what pupils already know when planning the next lessons. As a result, some pupils do not make the progress in learning they should. In science there are not enough planned practical opportunities for investigative work to help pupils develop an understanding of fair testing or making hypotheses.

19. Relationships are very good within classes which promotes pupils' self-confidence. They feel confident in offering their ideas and opinions and know that these will be respected. Teachers manage their pupils well so that no time is wasted. In the best lessons, the content of lesson is interesting and highly relevant, for example, in a very good art and design lesson for Years 3 and 4, the teacher had provided a suitable range of resources for pupils to recognise the style of William Morris and to make their own version of the 'Strawberry Theme'. The teacher's enthusiasm for the subject was clearly evident in her presentation which meant pupils became enthused and worked at a very good rate to produce detailed pencil drawing, taking good care with perspective and proportion. In a very good music lesson for Years 5 and 6, very good use was made of an interesting range of examples of sonata form to help pupils note the order of repetition of themes. Pupils were then expected to choose a range of instruments, work together in groups and compose their own sonata. These high expectations were met well. Pupils thrived on the opportunities to work collaboratively and bring their knowledge to composing their own pieces.

20. The school makes good use of the National Literacy Strategy and the associated framework for teaching. Lessons are nearly always very firmly structured with good use made of learning support assistants to help pupils with special educational needs. Teachers have secure subject knowledge and now need to consider a more flexible approach to make their teaching and content of lessons more relevant and interesting; for example, by making purposeful links with other subjects such as science, history and geography. Teaching in English is good overall throughout the school, but learning is satisfactory because of issues already outlined. Also, reading records are not pinpointing the strategies pupils use and what they need to learn next. The quality of teaching ranges from very good to unsatisfactory. Where teaching is very good, teachers make very good use of questioning, give very clear instructions and make very good use of assessment to give pupils help and move them on in their learning. Where teaching is unsatisfactory, planning for the lesson is scant and pupils of different abilities are not catered for; as a consequence, they do not make the progress of which they are capable. In mathematics, there is a similar range of teaching. However, teaching and learning are satisfactory overall for Years 1 and 2 and good for Years 3 to 6. The introduction of the National Numeracy Strategy has raised teachers' subject knowledge and made teaching more effective since the last inspection. The pace of the 'mental maths' session is often brisk and good use is made of problem solving activities to help pupils apply their mathematical skills to real life situations. In both English and mathematics, insufficient use is made of ICT to develop pupils' knowledge and understanding of ICT skills and how ICT can be used to enhance and enrich work in other subjects.



21. Marking and its use is an area for improvement as was noted in the last inspection. Pupils' work is always marked but few comments are made to guide pupils as to how they can improve or to tell them how they are doing. In the main, homework is used satisfactorily to reinforce pupils' learning at home.

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

Overall the quality and range of learning opportunities are satisfactory, but there are weaknesses in the provision for personal, health and social education and the allocation of time devoted to a number of subjects.

The main strengths are:

- Good range of extra curricular activities;
- good links with the community;
- good relationships with partner schools;
- use of the local culture of the village.

The main areas for improvement are:

- The allocation of time spent on different subject within the whole curriculum;
- to make the curriculum broader and more interesting and relevant;
- to make a planned provision for pupils' personal, health and social education;
- extending the opportunities for pupils to become involved in decision making and taking more responsibility;
- developing multi-cultural education.

22. The school does not provide a curriculum that is broad, balanced and relevant to the ages, needs and interests of the pupils. Although it includes all subjects in the National Curriculum and religious education and complies with all statutory requirements, the school is insecure in its understanding of the effect of time allocation for several subjects such as history, geography, music, design and technology and, in Years 1 and 2, physical education. The imbalance of time limits learning opportunities for pupils to explore further and develop specific skills. It also restricts the opportunities to make learning fun and interesting by relating learning in one subject to another. Considerable time is given to the teaching of English and mathematics because standards need improving. Numeracy and literacy dominates morning sessions, restricting opportunities for all other subjects to be taught fully. The school hall was not used other than for assembly each morning during the inspection week. Personal, health and social education is yet to feature formally in school planning. Teaching time for pupils in Years 3 to 6 is at least one hour below the nationally recommended minimum 23.5 hours per week which reduces time for some subjects even further.

23. At the time of the previous inspection some curriculum weaknesses were identified. In Years 1 and 2 the curriculum was deemed narrow in the range of experiences it offered pupils and there was insufficient depth in many areas to allow pupils to consolidate learning. Currently, this remains the case. There were no schemes of work to provide teachers with a structure to support lesson planning. Inspection evidence confirms that the school now adopts a whole school medium term planning format for most subjects, which is monitored by the headteacher. There are now schemes of work and policies for all subjects, which are based upon national and local guidelines. However, some of these, such as music are not finalised yet.

24. The school has identified its intention to develop an integrated curriculum. This is demonstrated through its planning where links between subjects become more apparent and aspects of subjects taught within another lesson should be clearly identified by teachers in their planning, for example ICT. This is seen to be improving but is a major priority within the school's improvement plan. Nominated governors are to become involved in the planned management review of all curriculum subjects.

25. The national strategies for literacy and numeracy are appropriately implemented and have a satisfactory impact upon learning. Teachers now look forward to becoming more flexible in their use of the literacy strategy, although basic skills are currently taught well. In numeracy, teachers develop opportunities well for pupils to improve skills of using and applying mathematics as they relate their learning to every day situations.

26. Provision for pupils' personal, health and social education has yet to be formally planned and included in the school's curriculum. Provision for drugs education is within the science curriculum. The school nurse is involved in the school's sex education programme for pupils in Year 4 and 6.

27. There is a good range of clubs and activities for older pupils to enjoy after school and at lunchtime although school policy does not extend opportunities to pupils in Year 1 and 2. The school purchases the services of specialists for music groups such as brass and strings and for the French club. Parents and other friends of the school make a good contribution to an interesting range of activities such as tennis, swimming, football and school magazine. Members of staff run a number of other clubs and activities, which include cyber cafe', gardening, line dancing, netball, rounders, recorders and choir. Older pupils take good advantage of these opportunities, which enhance their learning and social development. There are opportunities for older pupils to represent the school in competitive matches against other local primary schools. There are no residential visits planned.

28. The school is increasingly well supported by the community. There are good links with the local church. The school includes a variety of people and groups to enhance teaching and learning in a number of subjects, for example, in the Ancient Egypt history topic in Year 3 and 4, Indian dance in physical education, geography and religious education and drama in English. There are frequent visits from theatre groups who perform in school to an audience, which includes members of the local community. The school has developed good links with the Pearoom Craft Centre and Railway museum and the headteacher contributes to the village magazine. Various groups use the school's outdoor swimming pool, which is run by the swimming pool committee from within the community. They organise swimming sessions for pupils after school in the summer term and their trained lifeguards assume responsibility for the pupils' activities, safety and well-being. The school extends its contacts into neighbouring villages and seeks to develop business partnerships. A business support plan has been prepared for ICT. The school is proud to be an integral part of the community. Overall the contribution of the community to pupils' learning is good.

29. Links with the local village primary schools and the partner secondary school are continually expanding. Headteachers now meet regularly and work more closely together. They discuss common issues and, for example, they now look forward to purchasing the services of an ICT technician who can divide the time between all schools within the cluster. The school's older pupils experience musical exchanges with Billingborough Secondary School. The headteacher is seeking to develop further positive relationships with each of the schools to which Year 6 pupils transfer.

30. Overall, the school's provision for pupils' spiritual, moral, social and cultural education is satisfactory. It has maintained the same quality of provision since the previous inspection. The school has recently compiled a draft policy and acknowledges this area is one they wish to develop. This is entirely appropriate, as there are many missed opportunities in the school day where provision could easily be improved.

31. Provision for pupils' spiritual development is satisfactory. Assemblies provide opportunities for reflection through prayer, often using the school prayer or using pupils' own work. Allowing pupils to indulge in low level chatter does spoil the atmosphere of some assemblies and means pupils are not able to fully appreciate the music being played. In the main, staff do not attend assemblies which means many formal and informal opportunities are lost to discuss themes and content of assemblies in order to encourage pupils to reflect and form their own opinions. Religious education lessons provide some good opportunities for pupils to think about their own beliefs, for example, where they were comparing the Lord's Prayer with the Mool Mantra used by Sikhs. This included a good discussion on how they could 'grow' both spiritually and morally, as well as physically. The annual visit of Arnhem veterans, who have strong ties with the village, helps pupils to understand their place in history and to appreciate what happened in the Second World War.

32. There is a satisfactory level of provision for pupils' social and moral development, although the absence of a personal, health and social education programme is having an adverse effect on opportunities for pupils' personal development. This is an area for the school to improve. In terms of the school's provision for pupils' moral development, school rules are clear and very nearly all pupils start school with a clear understanding of the 'right' way to behave. Social development is promoted by older pupils who are encouraged to help their younger peers by befriending them as 'Benji Bear' helpers. The school firmly believes in the importance of helping pupils to understand that there are those who are less fortunate. Sponsoring an African child through World Vision, as well as supporting a number of charities, is helping to convey this message. Older pupils are given jobs such as organising the hall for assemblies and all classes have special helpers. Plans for developing a school council are entirely appropriate, as there is much greater scope for involving pupils and helping them to show more ownership of the school than is presently encouraged.

33. Provision for pupils' cultural development is also satisfactory. The richness of the village, through appreciation of the windmill, church, Pearoom and railway museum is central to much of the school's work and an area of relative strength. Visiting performers are used well. For example, dancers recently worked with pupils to express themes in science and geography, namely 'forces and magnetism' and 'rivers and mountains'. There are a good number of visits out to places such as Belton House, often linked with work in history and geography. The school is aware of the need to develop multi-cultural education and again, this is quite suitable given the nature of the area. The richness of other religions and customs are skilfully covered in religious education. In a lesson during the inspection, pupils made some Parshad (a special Sikh sweet using semolina) to share with everyone in the class.

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

Strength:

- a caring atmosphere balanced with a clear momentum to raise standards.

Area for improvement:

- improve assessment procedures.

34. The school provides an atmosphere where pupils are well cared for, balanced with a clear momentum to improve academic standards. The positive picture seen during the previous inspection, in relation to the support for pupils' welfare, is still evident.

35. There are satisfactory arrangements for child protection. The named person has received appropriate training, the policy is clear and staff well briefed. Health and safety arrangements are in order and dealt with satisfactorily. Regular checks are made of the premises, with governors careful in overseeing arrangements and making their own checks to ensure the environment is safe. There are no formal arrangements for risk assessments.

36. Procedures for monitoring and promoting good behaviour are satisfactory. Most pupils are naturally well behaved. The school's expectations are explained in a useful booklet for parents, which asks both parents and pupils to sign to confirm they have discussed the codes. All staff expect, and receive, a good standard of behaviour and the inconsistencies in approach in lessons, mentioned in the previous report, are no longer evident. Codes of Conduct for both infant and junior pupils are clearly displayed in classrooms and commendations are awarded in recognition of good work and behaviour. Staff do not always insist on the same high standard of behaviour when pupils are in assemblies.

37. Although bullying is not a significant problem, the school takes incidents seriously. During conversations with pupils about several aspects of school life, they said they were happy that teachers helped them and that matters were usually resolved once they had made someone aware of the problem. Appropriate procedures are in place and evidence confirms pupils' views.

38. Procedures for monitoring pupils' personal development are satisfactory. Teachers know pupils well and take an interest in them. This is shown by the very good quality relationships in the school and the perceptive comments written on pupils' annual reports which reveal teachers' depth of knowledge.

39. Procedures for monitoring and promoting attendance are satisfactory. Pupils want to come to school and their parents show a clear sense of responsibility in ensuring they attend regularly. As a result, attendance is very high. Attendance is recorded accurately using a combination of manual and computerised systems and those pupils with full attendance are presented with certificates.

40. Procedures for assessing pupils' attainment are satisfactory overall. The school now collects a significant amount of data from the results of a range of tests. Using ICT, the school has started to track pupils' progress closely in English and mathematics against their previous attainment. There is a centralised record of test results kept by the assessment co-ordinator, which is shared with class teachers. These results are analysed and action taken if it is felt that pupils are not achieving as expected. The school is beginning to use data from test results to inform curriculum planning. For example, an analysis indicated pupils' problem solving skills were weak. In response, more regular opportunities for problem solving are being introduced into the mathematics curriculum. At the time of the last inspection, a school portfolio containing examples of assessed work in the core subjects was in place, providing helpful information for teachers when they were assessing pupils' work in the core subjects. This portfolio has not been updated recently and opportunities have been missed for staff to work together in order to discuss and agree pupils' levels of attainment. Since the last inspection, insufficient progress has been made on developing procedures for assessing and tracking pupils' progress in non-core subjects of the National Curriculum and personal and social development.

41. Procedures for monitoring and supporting pupils' academic progress are unsatisfactory. The school has come a long way in a relatively short time in developing its assessment procedures. However, the present arrangements are not good enough to ensure pupils get the right level of work to help them make maximum progress. Whilst the software tracking procedure is in place, not enough use is made of this and of outcomes of teachers' marking to set individual pupils targets for improvement which are closely related to National Curriculum level criteria.

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

Strengths are:

- parents' positive view of the school;
- effective links with parents;
- very good involvement from parents in school life;
- the way the school consults with parents;
- the good amount of support for learning in the home.

Area for improvement:

- making targets on annual reports consistently useful.

42. Parents have a positive view of the school. They are pleased with the way it has improved and the stability the headteacher has brought since his appointment. The sound relationship with parents, described during the previous inspection, has improved and relationships are now good.

43. The results of the Ofsted questionnaire show parents are pleased that their child is making good progress, that teaching and behaviour is good, homework arrangements work well and that the school is helping their child become mature and responsible. Inspectors support all of parents' positive views. Some parents do not feel well informed about progress; they do not feel the school is working closely with parents nor are they satisfied with the arrangements for activities outside lessons. Inspectors do not agree with these concerns for the reasons detailed below.

44. The schools' links with parents are effective and there are regular opportunities for parents to find out how their child is progressing, through termly parents' evenings. The headteacher is very accessible and a visible presence, meeting parents before and after school. Staff are willing to meet parents at other times to provide more information, if required. Annual reports provide a satisfactory amount of information about progress in each subject, balanced with comments about how pupils are developing and their attitudes to work and their behaviour. Some of the targets on reports are more useful than others. For example, *'proof reading is developing but is something he should try and do after every piece of writing'* is helpful, whilst *'carry on working to the same high level'*, although complimentary, is not useful in moving pupils on even further.

45. The range of activities outside lessons (referred to as extra curricular activities) is good. They include, among others, netball, football, games and the magazine club (run by parents). There are no clubs for Year 1 and 2 pupils; the headteacher firmly believes that clubs after school are too much for these younger pupils who are often tired. However, these pupils know that they will eventually have a turn to join the clubs. Evidence shows that the school makes good efforts to work with parents through a range of initiatives described in this section.

46. There is a very good level of involvement from parents in the life of the school and this is a clear strength. There are several ways in which parents are helping to improve the quality of education for pupils. The Friend's of St. Andrews is a small but active group who organise a good number of fundraising events, such as the children's Jubilee disco. Parents are also members of the swimming pool committee, who again fundraise to pay for the upkeep of the pool, used frequently by pupils in the summer months. A good number of parents help in school, some part of a regular daily programme helping pupils with reading. Parents also provide help for landscaping and outside clearance work in the grounds.

47. The '8 Sail World' (referring to the eight sail windmill in the village) is an established magazine edited by parents, produced by pupils and sold to the community. Pupils' involvement in producing the magazine is providing them with good opportunities to take responsibility and use their initiative, as well as helping to improve their writing and computer skills. The magazine is a good link between school and village.

48. Another strength is the way in which parents' views are actively sought, thoroughly followed up and used to improve the way in which the school operates. Since his arrival, the headteacher has worked hard and successfully to develop better relationships with parents. A representative group are surveyed and those with concerns invited in, where matters are discussed head on and followed through. For example, by listening and responding to parent's views, the headteacher has arranged for separate swimming sessions for each year group in the mixed age classes.

49. Another sign of the school's willingness to listen to parents was shown by their responsiveness to some parents at the Ofsted meeting, who said they would like to know curriculum details of what their child was doing each week. Consequently, there are now notices outside classes giving parents exactly this information. Newsletters to parents are informative and constant, often more than one per week. The prospectus is 'parent friendly' and sets a positive tone.

50. Parents provide a good amount of support for learning in the home. They hear their child read and help them with spellings, tables and research work. This is complementing the work pupils do at school and helping to improve standards.

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

### **Strengths:**

- The headteacher provides very clear, purposeful leadership;
- strong commitment to raising standards and improving teaching and learning;
- very good improvement planning.

### **Areas for improvement:**

- Give greater focus to monitoring pupils' learning;
- delegate responsibility for oversight of medium and daily planning to ensure consistency;
- provide the deputy headteacher with time to develop assessment systems further;
- develop the roles of subject leaders to include monitoring teaching and learning.

51. It is almost five years since the last inspection in July, 1997. During most of this time, the school had made very little progress and, in some areas, had gone into decline. The main reason is that there has been no consistent leadership because of a very high turnover of headteachers - one substantive headteacher, four acting-headteachers plus the present headteacher, who took up post in January 2001.

52. It is only since the arrival of the present headteacher that the school has begun to pick up and move forward at a good rate. Commendably, a great deal has been accomplished in a relatively short time although it is recognised that there is still much to do. In addition to improvements in standards, the school environment has also improved in terms of quality of displays of pupils' work, the library provision and the quality and quantity of resources for learning as well as a new outside environmental area. Provision for pupils with special educational needs has moved from poor quality to become well organised and satisfactory. In April 2002, the school gained the Investors in People award. The headteacher has also managed the considerable building project of adding two classrooms and a new staffroom. The refurbishment of 'old' classrooms to match the 'new' is still in progress and the provision of an outside area for the Reception class is yet to start.

53. Leadership is very good. The headteacher has a determined and very clear vision for the future of the school which encapsulates raising standards and improving the quality of education the school provides. There is also a strong commitment to involving the community in the life and work of the school. The headteacher has managed change sensitively but effectively by appraising where the school was when he took over and the talents of individual members of staff. From this understanding, together with staff, detailed school improvement planning was undertaken. The vision statement, *'Nurturing individual achievement'* was formulated with staff and, in the main, the school is reasonably successful in fulfilling this vision. Both the deputy and headteacher provide very good role models in their teaching.

54. Governors have always been proud and supportive of their school but over the past few years have lacked definition to their role; however, they have developed their understanding of their roles rapidly since September 2001. At this time, committees were put in place to oversee the work of the school. Responsibilities and roles of these committees are defined with good lines of communication in place. Governors have undertaken some training and more is planned. They are now at a stage of having a reasonable understanding of what goes on in the school and what needs to be done to improve and from this understanding have an informed input to school improvement planning. There are areas in the governors' annual report to parents which do not meet statutory requirements, namely reporting on the success of the special educational needs policy, arrangements for admitting disabled pupils, professional development of teachers, the school's targets and success at meeting them. At the time of the inspection a draft policy for race equality was under discussion.

55. Management is very good. Prior to the present headteacher's appointment, there were no systems to monitor the work of the school. Now there are good procedures and systems for monitoring the quality of education with further improvements planned. Medium term planning is monitored by the headteacher, but lesson planning is left to individual teachers and it is here that there are inconsistencies. Since November 2001, there have been good procedures for monitoring the quality of teaching in the school; teaching has been observed by the headteacher and feedback given to staff on areas for improvement. However, the effectiveness of the procedures is only just beginning to impact on practice and it is acknowledged that there is more work to be done here on following up on the areas for improvement highlighted in observations. Currently, there are no systems in place for monitoring the quality of learning by examining samples of pupils' work or pupil interviews. This crucial area needs to be addressed. Data relating to National Curriculum test results has been carefully analysed to see where improvements are needed and action planned accordingly.

56. Management of special educational needs is good. Very few procedures were in place for special educational needs provision when the present headteacher took over. However, the special educational needs co-ordinator has put systems and procedures in place to ensure pupils' particular needs are identified, individual education plans are in place and reviewed regularly. These procedures are in line with the requirements of the new 'Code of Practice' for special educational needs provision. Parents are encouraged to be involved in their child's learning. Statutory requirements are met for those pupils with statements of special educational need.

57. School improvement planning is very good. It is comprehensive, based on a thorough analysis of strengths and weaknesses in the school and with a very clear focus on raising standards in national tests and improving the learning environment. Financial planning is very good and based on a clear understanding of what needs to be done to improve standards and provision. All monies allocated to the school are used to pupils' very best advantage. Currently there is a substantial budget surplus, all of which is earmarked for finishing off the building project, refurbishment of the older parts of the building, improving ICT equipment and providing an outside area for the Reception class. The principles of best value are applied well. For example, the school consults parents regularly and responds to their views. The school is striving to do better and is always seeking the best and most effective ways of doing this. Given the substantial investment in ICT equipment, it will be important for governors to monitor that best use is made of these resources.

58. Currently, the senior management comprises the head and deputy. The deputy takes responsibility for mathematics and assessment and though she has opportunities for non-teaching time in which to undertake these tasks, prefers not to take it. There is no-one with over-sight of Years 1 and 2 and Years 3 to 6 and this is an acknowledged area for team development. Subject leadership is sound overall and good in mathematics and science. Subject leaders have their roles and responsibilities clearly defined and though they have always supported colleagues on a day-to-day basis, they are now beginning to provide a sense of direction for their individual subjects. Few have had opportunities to observe teaching in their subject areas and have not yet started to examine pupils' work to check on the quality of learning. Performance management is linked effectively to school improvement planning and continued professional development of staff.

59. The level of staffing is good and all are suitably deployed. The accommodation is good except for the lack of an outside area for the Reception class. A great deal of money has been spent on bringing the level of resources for learning up to a satisfactory level. The majority of resources is of good quality and up-to-date. The library has had a thorough overhaul and many books have been discarded. The stock has been increased, with further improvement planned.

60. The school has recently started to provide places for trainee teachers. The quality of teaching varies across the school and for placements to be most effective it is essential that trainees are placed with teachers who can provide the best role models.



## WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

61. There have already been significant improvements in the quality of education provided. Some issues for improvement have already been identified by the school and are included in the school improvement plan, these are marked\*\*. To continue the good improvement the school should:

- (1) Raise standards in English, mathematics and science throughout the school\*\*  
(Paragraphs: 1, 2, 4, 14, 71, 83, 90)
- (2) Make good use of the outcomes of assessment to ensure optimum progress by\*\*
  - increasing teachers' working knowledge and understanding of National Curriculum Levels;
  - making effective use of this knowledge to pinpoint what a pupil knows and understands and needs to learn next;
  - setting targets, based on the above (shared with pupils and their parents) for next steps in learning;
  - referring to targets when marking pupils' work and involving pupils in assessing progress towards meeting their targets;
  - compiling portfolios (as identified) of levelled work for mathematics and science (English already underway);
  - putting in place and using systems for checking on pupils' progress in all subjects, especially ICT;
  - providing subject leaders with time to ensure that these systems are effective;
  - making targets in individual education plans easily measurable.(Paragraphs: 6, 14, 16-18, 20, 21, 40, 41, 64, 66, 67, 78-80, 94, 103, 109, 118, 132, 137)
- (3) Provide a designated outside area for Reception children in line with national guidance. \*\*  
(Paragraphs: 52, 59, 63, 69)
- (4) Ensure planning for mixed age classes meets the needs of higher attaining pupils by
  - using (1) and (2) above;
  - checking on pupils' learning by regular and rigorous examination of samples their work and providing subject leaders with training and time to undertake this task.(Paragraphs: 15, 20, 55, 58, 72)

- (5) Provide a better balance of teaching time between subjects to ensure an interesting and relevant curriculum and raise standards in history for seven-year-olds and in geography throughout the school by
- considering increasing teaching time to the recommended minimum of 23.5 hours for Years 3 to 6;
  - allocating sufficient time to teaching history in Years 1 and 2 and geography throughout;
  - making meaningful and relevant links between subjects;
  - planning to develop and reinforce literacy, numeracy and ICT skills through other subjects;
  - checking, rigorously, that specific subject skills are developed systematically as pupils move through the school.
- (Paragraphs: 15, 18, 20, 22-25, 75, 79, 87, 94, 98, 106, 110-112, 116, 123, 124)
- (6) Provide more planned opportunities to foster pupils' personal development by
- noting in medium term subject planning where such opportunities can be taken;
  - implementing the personal, social and health education policy;
  - increasing the number of staff attending school worship.
- (Paragraphs: 26, 31, 32, 96)

In addition to the key issues above, the following should be considered for improvement in the action plan:

- Ensure that the Governors' annual report to parents meets with statutory requirements.
- Make sure that the very best value is gained from ICT resources.

(Paragraphs: 6, 54, 57, 124)

## PART C: SCHOOL DATA AND INDICATORS

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

|  |    |
|--|----|
| Number of lessons observed   | 52 |
| Number of discussions with staff, governors, other adults and pupils | 23 |

### Summary of teaching observed during the inspection

|            | Excellent | Very good | Good | Satisfactory | Unsatisfactory | Poor | Very Poor |
|------------|-----------|-----------|------|--------------|----------------|------|-----------|
| Number     | 0         | 11        | 23   | 14           | 4              | 0    | 0         |
| Percentage | 0         | 21        | 44   | 27           | 8              | 0    | 0         |

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

### 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)      | 223     |
| Number of full-time pupils known to be eligible for free school meals | 3       |

FTE means full-time equivalent.

| Special educational needs   | YR – Y6 |
|---|---------|
| Number of pupils with statements of special educational needs       | 3       |
| Number of pupils on the school's special educational needs register | 40      |

| English as an additional language                       | No of pupils |
|---|--------------|
| Number of pupils with English as an additional language | 0            |

| Pupil mobility in the last school year                                       | No of pupils |
|--|--------------|
| Pupils who joined the school other than at the usual time of first admission | 19           |
| Pupils who left the school other than at the usual time of leaving           | 21           |

### Attendance

#### Authorised absence

|             | %   |
|-------------|-----|
| School data | 4.5 |

#### Unauthorised absence

|             | %   |
|-------------|-----|
| School data | 0.3 |

|                           |     |
|---------------------------|-----|
| National comparative data | 5.6 |
|---------------------------|-----|

|                           |     |
|---------------------------|-----|
| National comparative data | 0.5 |
|---------------------------|-----|

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

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

| Number of registered pupils in final year of Key Stage 1 for the latest reporting year | Year | Boys | Girls | Total |
|--|------|------|-------|-------|
|  |      | 2001 | 14    | 21    |

| National Curriculum Test/Task Results       |          | Reading | Writing  | Mathematics |
|---|----------|---------|----------|-------------|
| Numbers of pupils at NC level 2 and above   | Boys     | 10      | 14       | 13          |
|   | Girls    | 20      | 21       | 20          |
|   | Total    | 30      | 35       | 33          |
| Percentage of pupils at NC level 2 or above | School   | 86 (86) | 100 (82) | 94 (93)     |
|   | National | 84 (83) | 86 (84)  | 91 (90)     |

| Teachers' Assessments                       |          | English | Mathematics | Science |
|---|----------|---------|-------------|---------|
| Numbers of pupils at NC level 2 and above   | Boys     | 13      | 13          | 12      |
|   | Girls    | 20      | 20          | 20      |
|   | Total    | 33      | 33          | 32      |
| Percentage of pupils at NC level 2 or above | School   | 94 (89) | 94 (89)     | 91 (89) |
|   | National | 85 (84) | 89 (88)     | 89 (88) |

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

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

| Number of registered pupils in final year of Key Stage 2 for the latest reporting year | Year | Boys | Girls | Total |
|--|------|------|-------|-------|
|  |      | 2001 | 19    | 17    |

| National Curriculum Test/Task Results       |          | English | Mathematics | Science |
|---|----------|---------|-------------|---------|
| Numbers of pupils at NC level 4 and above   | Boys     | 19      | 14          | 18      |
|   | Girls    | 12      | 10          | 13      |
|   | Total    | 31      | 24          | 31      |
| Percentage of pupils at NC level 4 or above | School   | 86 (67) | 67 (48)     | 86 (86) |
|   | National | 75 (75) | 71 (72)     | 87 (85) |

| Teachers' Assessments                       |          | English | Mathematics | Science |
|---|----------|---------|-------------|---------|
| Numbers of pupils at NC level 4 and above   | Boys     | 11      | 15          | 14      |
|   | Girls    | 12      | 11          | 11      |
|   | Total    | 23      | 26          | 25      |
| Percentage of pupils at NC level 4 or above | School   | 64 (67) | 72 (71)     | 69 (67) |
|   | National | 72 (70) | 74 (72)     | 82 (79) |

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

### **Ethnic background of pupils**

|                                 | No of pupils |
|---------------------------------|--------------|
| Black – Caribbean heritage      | 0            |
| Black – African heritage        | 0            |
| Black – other                   | 0            |
| Indian                          | 0            |
| Pakistani                       | 0            |
| Bangladeshi                     | 0            |
| Chinese                         | 0            |
| White                           | 210          |
| Any other minority ethnic group | 1            |

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

### **Teachers and classes**

#### **Qualified teachers and classes: YR – Y6**

|  |      |
|--|------|
| Total number of qualified teachers (FTE) | 12   |
| Number of pupils per qualified teacher   | 18.6 |
| Average class size                       | 24.8 |

#### **Education support staff: YR – Y6**

|   |     |
|---|-----|
| Total number of education support staff | 12  |
| Total aggregate hours worked per week   | 144 |

*FTE means full-time equivalent.*

### **Recruitment of teachers**

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

*FTE means full-time equivalent.*

### **Exclusions in the last school year**

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

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

### **Financial information**

|  |           |
|--|-----------|
| Financial year                             | 2001/2002 |
|  | £         |
| Total income                               | 418 265   |
| Total expenditure                          | 375 323   |
| Expenditure per pupil                      | 1 684     |
| Balance brought forward from previous year | 30 940    |
| Balance carried forward to next year       | 73 882    |

## Results of the survey of parents and carers

### Questionnaire return rate

|                                   |     |
|-----------------------------------|-----|
| Number of questionnaires sent out | 220 |
| Number of questionnaires returned | 74  |

### Percentage of responses in each category

|  | Strongly agree | Tend to agree | Tend to disagree | Strongly disagree | Don't know |
|--|----------------|---------------|------------------|-------------------|------------|
| My child likes school.   | 54             | 39            | 4                | 3                 | 0          |
| My child is making good progress in school.  | 47             | 49            | 3                | 1                 | 0          |
| Behaviour in the school is good.   | 34             | 58            | 3                | 0                 | 5          |
| My child gets the right amount of work to do at home.                              | 30             | 62            | 7                | 1                 | 0          |
| The teaching is good.  | 42             | 53            | 1                | 0                 | 4          |
| I am kept well informed about how my child is getting on.                          | 35             | 49            | 15               | 1                 | 0          |
| I would feel comfortable about approaching the school with questions or a problem. | 51             | 38            | 9                | 0                 | 1          |
| The school expects my child to work hard and achieve his or her best.              | 46             | 42            | 12               | 0                 | 0          |
| The school works closely with parents.   | 31             | 46            | 19               | 0                 | 4          |
| The school is well led and managed.  | 38             | 49            | 5                | 0                 | 8          |
| The school is helping my child become mature and responsible.                      | 35             | 57            | 5                | 0                 | 3          |
| The school provides an interesting range of activities outside lessons.            | 27             | 51            | 9                | 7                 | 5          |

## **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**

Strengths:

- good relationships;
- provision is mostly good and very good for creative development;
- learning is interesting and relevant.

Areas for improvement:

- although satisfactory, more needs to be done to ensure children learn numeracy and literacy skills at a better rate;
- improve the use of assessment;
- provide an outside learning environment.

62. At the time of the inspection there were 11 boys and 12 girls in the Reception class taught by one teacher and a classroom assistant. Children are admitted to the class at the beginning of the autumn term. Results of initial testing when children start in the class show attainment is around that expected for their age. A few children are identified as having special educational needs. All children have equal access to all activities.

63. The good indoor provision for the class is in line with national guidance, but outside provision is unsatisfactory. Historically, there has not been specific outdoor provision for the class but very recently, the area close to the classroom has been the building site for the recent additions to the school. The outside area is next on the list for development. However, there was plenty of evidence to show that children have used the school grounds to good effect for 'mini-beast hunts' and looked in the ponds for tadpoles. Children have regular opportunities to use the large school hall and apparatus to develop their physical skills. The use of ICT to support learning is good. Resources for all areas of learning within the classroom are good.

64. Teaching is good overall and the proficient classroom assistant makes a significant contribution to children's learning and personal development. Children are well managed and adults have high expectations regarding behaviour and thoughtfulness for others. Planning is sound and in line with national guidance with a strong focus on structured play situations to promote learning. Assessment is sound in most areas of learning and developing along the right lines. More needs to be done in the areas of literacy and numeracy so that the outcomes can be used to match the tasks to individuals in order to move them on to the next steps in their learning. In these areas, children made sound rather than the good progress they make in all other areas of learning.

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

65. Teaching and learning in this area are good because adults know the children very well. Very nearly all pupils will attain the expected levels by the time they leave the class. Within a framework of very good relationships, adults set high expectations for listening, settling to tasks and concentration. Children know what is expected of them and try their best to please their teacher; they always behave well in class. Personal independence is developed well; for example, in such things as getting equipment out and tidying up after an activity. Children are expected and encouraged to be independent in changing for physical education sessions. They respond very well and are happy to help their friends to check if they have their shoes on the right feet. Social development is fostered by good opportunities



to work together to play numeracy games or take the parts of customer and shopkeeper in the class shop. Children also share and work well together in pairs when using a range of software programs. The number of volunteer parent and other adult helpers in the class is a great asset to helping children learn and also helps to develop social skills.

### **Communication, language and literacy**

66. Teaching and learning in this area are sound and very nearly all children will attain the expected levels by the time they leave the class. The reason that teaching and learning are not good is because there is not enough emphasis on moving children on and teaching them to use letter sounds more efficiently to help them read and write. Most children, especially the higher attainers are quite capable of making better progress. In the main, children have suitable books to read but records are not kept of the strategies children use when reading and what they need to learn next. As a consequence, children may not make the progress of which they are capable. However, children develop positive attitudes to reading and writing. They enjoy listening to stories and read their own reading books with enthusiasm. Parents' help at home plays a big part in the progress made. Pupils attempt to write their shopping lists in the class shop and some make good attempts at writing their 'news' or about the creatures they have found around the school. They use letter sounds they know to help them attempt to write. However, this is an area for further development.

### **Mathematical development**

67. Teaching and learning in this area are sound and nearly all children will attain the expected levels by the time they leave the class. Again, the reason that teaching and learning is not better is because not enough emphasis is placed on challenging children's thinking and moving them on at a good rate. The use of assessment is not developed well enough yet to pinpoint where a child is in his or her learning and move them on to the next step. Children enjoy numeracy and have positive attitudes. They learn to count accurately and practise counting up to 20 and know where zero is in a number line and what it signifies. Nearly all children know the names of basic shapes such as 'circle', 'square' and 'triangle'. Adults provide good role models in the subject language they use, for example, 'more than', 'less than' and make sure children also use it accurately. Children have a good idea that when they purchase several items in the class shop they need to make a total amount to pay and that sometimes you get change.

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

68. Teaching and learning are good in this area and nearly all are likely to attain the expected levels by the time they leave the class. Good links are made with literacy when children listen to the story of the Very Hungry Caterpillar and observe the moth caterpillars in their vivarium. Nearly all children have a very good idea of the stages in the life cycle of a moth and talk about their observations knowledgeably and enthusiastically, using correct subject language. Children have used the digital micro-scope to observe a millipede and have printed off pictures of it. Adults provide good role models so children learn to respect and care for their mini-beasts thoughtfully. Computers are used to advantage to reinforce learning, for example, in a simple adding mathematics program. Children also use a 'paint' program to make pictures of their pets, showing an appropriate use of the mouse and knowledge of how to select colours. In their 'My World Books' children have made collections of things made from metal and plastic. From visits and visitors, children have learned about people who help them such as firemen and police officers and know the importance of the reflective stripes on their coats. They have visited the church and drawn a picture of the vicar.

## **Physical development**

69. Teaching and learning are good in this area and all children are likely to attain the expected levels by the time they leave the Reception class. There are regular opportunities for using the large school hall and apparatus to further children's physical development, understanding of the use of space, warming up their bodies for exercise and using apparatus safely. In a good lesson observed, children showed a reasonable awareness of using the space in the hall. They hold a bat properly and use it to bounce a ball to the floor and repeat this a few times showing good coordination for their age. Good links are made with the class theme of 'mini-beasts' when children crawl like caterpillars with some managing to demonstrate the looping action very well. Opportunities for manoeuvring such things as large wheeled toys to develop co-ordination are not available because there is no designated outdoor space and resources. Finer muscle movements are encouraged and refined well when children use glue, scissors and pipe-cleaners to make spiders and cut out their symmetrical butterflies.

## **Creative development**

70. Teaching and learning are very good in this area and nearly all children are likely to attain the expected level by the time they leave the class. The classroom is a bright and lively reflection of the very good range of creative work children undertake. A very good variety of tasks is provided to allow children to develop their knowledge of colour mixing and the right choice of tool for the job, for example, choosing the right size of paint brush for including details. The role-play area is used well for children to create their own ideas of what being a shopkeeper entails. Children sing their favourite songs with great enjoyment and in assemblies do their best to join in with hymns. Volunteer parent helpers ensure a good adult to child ratio and make a significant contribution to the good standards of work and children's knowledge of a range of techniques.

## **ENGLISH**

Overall, the quality of provision in English is satisfactory

Strengths:

- Standards have improved, especially in writing, by the end of Year 2.
- The basic skills of literacy are taught well.
- The refurbished library and other learning resources have improved.

Areas for improvement:

- Raise the proportion of pupils gaining the higher Level 3+ and 5+ at the end of Years 2 and 6.
- Match lesson plans more closely to the needs of different groups of pupils and set frequent and achievable targets for individuals.
- Ensure record keeping and teacher assessment is moderated against National Curriculum Level criteria and consistent across all classes.
- Make the curriculum for six and seven year-olds less formal and broaden the experiences of English for older pupils.

71. The result of 2001 National Curriculum tests and assessments for pupils in Year 6 reaching Level 4 and above is broadly average. When compared to similar schools, Heckington St Andrews does not do well although there is an improvement since 2000. Over time, the results have fluctuated up and down since the last report and have not yet stabilised. The result of 2001 national tests and assessments for pupils reaching Level 2 and above, in writing are close to the national average and high in writing and is an improvement

since the last report. When compared to similar schools, the results are similar in writing but decline in reading. Pupils gaining the higher Level 3 and above is also better in writing than reading. On the basis of teacher assessment, pupils do not achieve as highly as those do in similar schools, nor do boys achieve as well as girls in reading. Across the school, the trend of improvement is broadly in line with that found nationally.

72. Inspection findings show that by the end of Year 6, pupils are reaching broadly average standards, which is similar to the last inspection. By the end of Year 2, standards have improved from below average at the last inspection to average, and the weakness in reading corrected. The rate of progress over time to the end of Year 6 is too slow given pupils enter school with average standards and the proportion of pupils with a special educational needs is low. Factors of all classes being mixed age and weaknesses in the curriculum and assessment are features contributing to why standards are not high enough. The analysis of pupils' workbooks shows an improvement from the start of the school year to the present time. The impact of the leadership by the new headteacher to raise standards is beginning to take effect but still has some way to go.

73. Pupils enter Year 1 with overall average standards and by the end of Year 2 they are making sound progress. The 2001 results showed that boys did not read as well as girls but now this is much less of an issue since appropriate strategies have been put in place to remedy this situation. Reading is broadly average and almost all pupils are confident and read with reasonable fluency and accuracy for their age. The higher achieving readers can read silently with suitable recall of the story. Whilst the home/school reading record is a good initiative, it does not identify closely enough what pupils need to do to improve, so that parents can play a fuller part in helping their children at home. Pupils are generally enthusiastic and enjoy reading but those who reach a lower standard require more reading practice. Handwriting is well taught, including teaching a cursive style and teachers are good role models with high expectations.

74. Standards of speaking are similar to what is typical of seven and 11-year-olds in other schools and they listen with good concentration during class discussions. The use made of circle time (group discussion time) for the younger pupils also helps give them increased confidence and self-esteem. Pupils are eager to answer questions, and do so at length, so the development of speaking skills is well promoted. They use an increasing range of vocabulary which is often reinforced in literacy lessons.

75. The quality of writing is good. For example, pupils in Year 1 and 2 understand the differences between fact and fiction and write sentences, with a good degree of accuracy, about a polar bear. They have regular opportunities to analyse text for punctuation, spelling, grammar and vocabulary and consequently make good progress. The structure for the daily literacy lesson is rigidly compartmentalised with very few links made with other subjects to make lessons relevant and interesting. There is a similar pattern for older pupils.

76. By the end of Year 6, pupils are attaining average standards in all aspects of English. Although there is an improvement in the proportion attaining Level 4 and above, standards are still not high enough. The overall progress pupils make is satisfactory; it is much better in literacy lessons than in the broader aspects of English, such as drama, poetry, planning, drafting and proof reading using the computer and use of the Internet to extend the range of purposes for writing and knowledge of authors. In these aspects pupils' knowledge is shallow and reflects in their workbooks over the year.

77. In reading, pupils' more sophisticated skills and their insecure 'reading between the lines' strategies are areas the school recognises require improvement. These aspects are also highlighted from an analysis of the results of the non-statutory National Curriculum tests in Years 4 and 5. A productive literacy lesson was seen in Year 5 and 6, where average and below average pupils were helped very well by the teacher and the learning support assistant. The activity consisted of using higher level connective words to link clauses as well as embellishing the text using a range of suitable adjectives. The activities were well matched to the pupils' needs and the high quality support from the teacher enabled all pupils to concentrate and persevere when they were praised for their hard work as they re-wrote text to reinforce learning. The teacher's good questioning extended the higher attaining pupils' understanding of how complex sentences can be altered - and why. In a Year 3 and 4 lesson, pupils read aloud with a good degree of accuracy and fluency, in preparation for plotting a sequence of events, modelled on a story. They improved the sentences with a good range of adjectives, such as *ferocious* and *extraordinary*. A few pupils added expressions such as '..... *my heart was in my mouth*', creating an element of surprise, wonder and humour.

78. The National Literacy Strategy is implemented well and continues to have a good effect in raising the standards of reading and writing. The refurbished library is too small to accommodate a whole class although it is also used for small group reading sessions. Few pupils use the library by choice and more creative ways need to be found of promoting their enthusiasm for books and reading. In literacy lessons the learning objectives are now more consistently identified across the classes and this is an improvement since the last inspection. Not all teachers provide work at an appropriate level for each pupil to develop reading, writing and spelling skills systematically as they progress through the school, partly because of the wide ability range within the mixed age classes. Nor has the school tried an alternative system of grouping pupils, other than by mixed ability. Methods of recording achievement, moderating work and setting targets among teachers is inconsistent and lacks the necessary precision from which challenging targets can be set. Lessons are very firmly structured and now teachers' confidence is secure enough to provide the means of adopting a more flexible approach to the time allocation and the way the curriculum is taught, particularly in Years 1 and 2.

79. The quality of teaching is good overall throughout although there are weaknesses. One lesson was judged unsatisfactory mostly because the planned work was not accurately matched to the needs of all the pupils. The work was too easy for average pupils and in turn, the older ones lost interest and were not paying attention. However, in some lessons judged to be satisfactory, a few pupils are given work that is too easy or too hard with too few hint or help sheets. This occurs because teachers do not consistently use assessment information to plan the next stage of learning for individuals. Teachers have good control of their classes and mostly use resources well. The teaching impacts upon pupils making satisfactory rather than good progress because of the weaknesses identified. Pupils respond well to the generally good quality help from the learning support assistants. There are missed teaching opportunities to use ICT to raise standards for all pupils and this is not an effective use of computer resources. When two pupils in Year 3 and 4 used the computer to draft a short story their computer skills were below that usually found and this slowed their progress. Book and material resources are satisfactory in range, quality and quantity but there is need for additional software programmes, graded to pupils' increasing needs.

80. Marking and the setting of homework is used inconsistently to support work in lessons. Writing in workbooks is marked and teachers often add some words of praise but too few write comments to show pupils exactly how they can improve and there is too low an expectation that they should correct errors. The school is committed to partnership with home and parents are kept well informed about their children's progress but daily reading homework and regular spelling homework is inconsistent. For example, a small number of

pupils have literacy targets recorded but these are not set for everyone and for those with special educational needs, they are not changed frequently enough. The use of support staff is generally good and has a sound impact on pupils' learning, for example, in developing their confidence in independent writing.

81. The literacy subject leader only works part-time but gives good leadership for Years 1 and 2 although limitation on her time prevents her from being effective for Years 3 to 6. She manages the aspects of the subject satisfactorily and has begun to monitor teachers' planning. To raise standards further, the headteacher and governors need to put additional strategies in place so that the identified weaknesses are fully corrected.

## **MATHEMATICS**

Overall, provision for mathematics is satisfactory.

Strengths:

- procedures for monitoring pupils' attainment and progress;
- the subject is effectively managed;
- pupils enjoy their lessons and behave well;
- the subject knowledge of teachers and the effectiveness of teaching methods.

Areas for improvement:

- raising standards further;
- insufficient opportunities are made for using ICT to extend and reinforce pupils' mathematical knowledge.

82. Findings of the inspection are that standards are average at the age of seven and 11. At the time of the last inspection in July 1997, standards of attainment were below those achieved nationally by the majority of similar aged pupils at the end of Year 2 and in line with those for Year 6 pupils. Standards have improved for Year 2 and been maintained for Year 6. The key factor that has improved standards at the end of Year 2 is the introduction of the National Numeracy Strategy and improvement in teaching.

83. In the national tests at the end of Year 2 in 2001, the percentage of pupils who achieved the expected level (Level 2) was similar to that found nationally. Since 1997, overall attainment by the age of seven has improved significantly. The proportion of pupils who attained the higher level (Level 3) was below the average. When the results are compared with those of pupils from similar schools, their attainment was well below the average. At the end of Year 6 in 2001, standards were below those found nationally. However, pupils made good progress against their prior attainment. In comparison with similar schools, their attainment was well below average. The percentage of pupils who attained the higher level (Level 5) was similar to that found nationally. Trends over the last five years are inconsistent, with some cohorts attaining similar standards to those found nationally whilst others attain below the expected level (Level 4). The tracking of year groups through the school is now contributing to the improvements by the age of 11 seen during the inspection. In the tests for 2001, there was little difference in the performance of boys and girls at the ages of seven and eleven.

84. Pupils enjoy lessons. They are well motivated and behave well. The quality of learning is satisfactory for Years 1 and 2 and good for Years 3 to 6. The pace of the mental activity sessions and whole class teaching is often brisk. Pupils with special educational needs generally make satisfactory progress. They receive a good level of support from teachers and support assistants so that pupils stay on task and have help in understanding difficult ideas. In the better lessons, work is modified to take into account the specific needs of pupils

and this contributes well to their progress. The progress of higher attaining pupils is satisfactory overall. In Year 6 it is often above that expected when teachers set challenging tasks that link to every day problem solving activities.

85. Since the last inspection, the school has introduced the National Numeracy Strategy. The policy and scheme of work have been revised to cover the requirements of the strategy. More emphasis is now placed on the use of investigation and problem solving. This has increased pupils' confidence in using their previous mathematical knowledge when learning new ideas, particularly in Years 5 and 6. The introduction of the National Numeracy Strategy has also improved teachers' subject knowledge and made teaching more effective.

86. Inspection evidence shows that by the age of seven, the majority of pupils use numbers up to 100 confidently. Higher attaining pupils in Year 2 begin to understand that subtraction is the inverse of addition. They sort numbers into multiples of 2, 5 and 10. When given three digits, pupils list all the numbers it is possible to make. Pupils in Year 1 are confident with number bonds to ten. Pupils are encouraged to estimate length of objects before measuring them in centimetres. They measure accurately. Their mathematical vocabulary is developing well, with many pupils explaining their calculations using correct terminology.

87. By the time pupils reach Year 6, the majority have made sound progress. They have well developed numeracy skills; their ability to carry out mental calculations and solve problems is developing well. This indicates an improving trend in teaching and effective use of the National Numeracy Strategy. Pupils in Year 5 confidently tackle the multiplication of a two-digit number by a two-digit number, having first estimated the approximate answer. Higher attaining pupils in Year 6 apply their mathematical knowledge to real life problems. For example, calculating the cost of buying sets of exercise books for classes in the school. In Year 4, pupils are confident in counting on in tens, hundreds and thousands. They understand that 10p is a tenth of a £1. Standards of presentation are generally satisfactory. There is insufficient use of ICT to extend opportunities for pupils to practise and consolidate their mathematical knowledge.

88. Overall, the quality of teaching is satisfactory for Years 1 and 2 and good for Years 3 to 6. This is an improvement since the last inspection. There are examples of very good teaching across the school, but one unsatisfactory lesson was seen for Year 1 and 2. Teachers generally plan lessons well. They clearly identify what pupils will learn and share these aims with the pupils. This is effective in ensuring that pupils have a clear understanding of what is expected of them. Teachers structure the lessons to retain pupils' interest and motivation. Throughout the school, teachers have secure knowledge and understanding of the subject and in the best lessons there is an enthusiasm for mathematics that motivates the pupils to want to learn. Teachers are careful to make links with previous knowledge and generally make satisfactory use of question and answer sessions to assess what pupils have learnt. Teachers manage pupils well and this generates a positive atmosphere for learning. In some lessons, praise and support are very effective in raising confidence, which contributes to pupils' learning. When giving pupils tasks to complete, some teachers do not set time limits or have high expectations of what they expect. Generally, insufficient emphasis is placed on pupils reflecting on and evaluating their own learning, for example, by discussing what they have learnt and whether they found it difficult or easy. In some lessons, good opportunities are made for pupils to work together to solve problems. Although work is regularly marked, there are few supportive comments, which would help pupils to do better. Some opportunities are made for pupils to use their mathematics in other subjects. For example using co-ordinates in geography.

89. The subject leader provides good leadership and monitors planning regularly. There is a commitment to raising standards. A particularly good feature of the subject leader's work is the analysis of test data. Use is now being made of this information to inform the planning of the curriculum which is an improvement since the last inspection. The overall level of resources is good.

90. Progress since the last inspection has been good although standards could be higher in all years. The school recognises the need to improve standards and is developing strategies to achieve this.

## **SCIENCE**

Overall, the provision for science is satisfactory with strengths in outdoor opportunities for learning.

Strengths:

- improved standards since last inspection, especially for seven year-olds;
- good development of correct scientific language;
- good development and use of the school's surroundings for teaching aspects of the science curriculum.

Areas for improvement:

- better integration of scientific enquiry into all teaching;
- provide more opportunities for practical investigative work;
- use ICT more effectively to support work;
- develop more effective and systematic assessment procedures;
- develop the monitoring aspect of subject leadership.

91. By the ages of seven and 11 pupils achieve standards which are in line with those found nationally. At the last inspection standards were judged to be below expectations at age seven, and in line at 11. The school has therefore succeeded in raising standards attained by seven-year-olds. Factors which have contributed include improved teaching, higher expectations, and good use of correct scientific language.

92. Pupils in Years 1 and 2 make good progress. They learn, for instance, about the different wildlife habitats around the school. They understand that there are a range of animals living in the local environment, and how the various habitats, such as the pond, hedge and trees, are suitable for different creatures. They learn to handle insects and other creatures carefully, and return them to their 'homes' after study. Year 2 pupils talk about the similarities and differences between habitats, and use correct science vocabulary well.

93. Between Years 3 and 6 pupils make satisfactory progress overall. All areas of science knowledge are given appropriate coverage, but, because too few activities are given in the form of practical investigations, better progress in understanding is not possible. In a Year 3 and 4 lesson pupils learned about the skeleton. They learned the names of some of the bones and could identify similarities and differences between human and other vertebrate skeletons. The work was presented in a lively and 'fun' way so pupils of all abilities made good progress. In Years 5 and 6 pupils learn about the importance of a balanced diet. They keep a 'food diary' and then produce graphs of the types of foods eaten. The work helps them relate their own daily decisions about diet to their present and future health.

94. The school's organisation into mixed-age classes adds to the complexity of planning. Ensuring that all pupils are given a similar series of experiences over a period of time is complicated, but subject managers and the teachers of parallel classes work well together but some inconsistencies in provision remain. Present assessment and recording procedures need further development in order to ensure that all pupils receive an equally broad and balanced curriculum.

95. The teaching of science is satisfactory overall throughout the school. Much of the teaching seen during the inspection was good, but the overall judgement also takes into account examination of pupils' previous work. In lessons observed, teachers' knowledge of the subject was satisfactory, and they were good at using correct scientific language when explaining ideas. They also expected their pupils to use similar language when talking about their work, and were good at giving them opportunities to use this language. In a Year 5 and 6 lesson the teacher finished by asking groups to report back to the class on what they have discovered about diet, and this involved everyone in the work. She asked 'Let's see if there's a correlation here', and pupils gave their opinions.

96. In general, however, pupils are not given enough opportunities to do their own practical investigations. Much of the work seen was too much based on worksheets and other written tasks, which did not give sufficient opportunities for pupils to work independently. Although there are some occasions when the importance of ensuring that tests are fair, and of developing their investigative skills are provided for, these are too few and not systematically planned for. The absence of this aspect of the work limits pupils' progress and the development of personal independence, particularly for the older pupils.

97. Pupils generally have positive attitudes to science. When work is presented in practical and interesting ways, they respond very well. They share and co-operate well, and are good at taking turns and listening to the opinions of others. When pupils work in this way their social development is also improved. Work such as that done by Year 1 and 2 pupils, about caring for wild creatures and handling them carefully makes a good contribution to their moral and spiritual development.

98. The use of ICT to support learning is underdeveloped. Many opportunities are missed when the computers could be used to further learning, and in many lessons seen the computers were left switched off.

99. The subject is managed effectively, although the subject leader has only been in post since September 2001. Resources are sufficient, and well organised, and the school has done very well over a period to develop the grounds as a resource for the teaching of environmental science. This has resulted in a very attractive range of good quality outside resources, and these are used well to support the curriculum.

## **ART AND DESIGN**

The main strengths are:

- art and design is promoted well in other subjects;
- high quality and range of pupils' work on display;
- subject is popular amongst pupils and staff.

The main areas for improvement are:

- to share staff expertise and to further extend skill development systematically throughout all aspects of the subject;
- to introduce a formal assessment system;
- to develop the monitoring role of the subject leader.



100. Standards are in line with national expectations by the age of seven and 11. At the time of the last inspection standards were judged to be below average by the age seven and above by the age of 11 so there has been an improvement at seven and a decline at 11. Since then the school has based its curriculum upon the national guidelines for the subject. Consequently, staff have an increased awareness of the subject requirements and have forged noticeable links with other subjects. However, whilst art and design retains quite a high profile within school, it has not been a priority for further development in recent years and not as much time is allocated to the subject. Throughout the school, all pupils including those with special educational needs make good progress.

101. In Years 1 and 2 pupils develop good observational skills, for example, Year 2 pupils create a 'Looking Closely' at plants display, drawing and painting leaves with care and attention to detail whilst incorporating science and English work. Similarly, pupils very carefully sketch from their observations of their bean seeds. Skills in drawing, painting and picture composition are developed well. In one lesson learning was very good because the teaching of drawing skills was very effective with pupils focussing upon sketching using a magnifying glass to identify detail.

102. Although no Year 6 were seen, judgements are based upon careful analysis of pupils' work, including display, and meetings with both pupils and teachers. Year 6 pupils demonstrate a broad range of skills, which they use well on occasions. Pupils enjoy art and design activities and recognise how regularly art and design is used in other subjects such as in an Ancient Greek topic where they produced hieroglyphic sewing, three-dimensional masks and clay pieces. Pupils know how some significant artists worked and use their techniques to bring interest to their own work. Throughout the school, there is evidence of pupils using computer programs to generate pictures. In a Year 3 and 4 lesson pupils showed care and concentration to draw their chosen William Morris pattern accurately. In this lesson, the teacher demonstrated very good subject knowledge and could ask just the right questions to extend pupils' understanding of art and design skills and techniques. Teaching and learning overall are good throughout the school.

103. The art and design curriculum is balanced with a range of interesting and relevant activities, which enable pupils to develop skills in aspects such as drawing through the school. The school is now well placed to structure development and progression further in all aspects of the subject, by encompassing good practice, which exists, and sharing expertise. The role of subject leader is yet to be developed because no monitoring of teaching and learning takes place. There is no system to formally assess pupils' work or record pupils' attainment and progress. The introduction of a school portfolio of pupils' work could usefully include photographic evidence of three-dimensional work and the good examples displayed around the school.

## **DESIGN AND TECHNOLOGY**

### **Strengths:**

- pupils' enthusiasm for the subject;
- developing links with other subjects.

### **Areas for improvement:**

- to formalise skill development and progression by providing a focus upon teaching and learning throughout the school;
- to introduce arrangements to monitor pupils' progress and assess pupils' attainment;
- to develop the role of the subject leader and in turn raise the profile of the subject.

104. During the period of inspection one lesson was observed. Judgements are based upon analysis of pupils' work and discussions with both pupils and teachers. Standards are in line with those expected of pupils at ages seven and 11. For pupils aged 11, these standards are similar to those found at the time of the last inspection and an improvement for pupils age seven. All pupils, including those with special educational needs, make satisfactory progress and benefit from the school's introduction of a subject curriculum which is based upon the latest national guidelines.

105. Displays and past work of Year 2 shows limited examples of design and technology activities. The process involved in making musical instruments underlines how pupils are able to identify likes and dislikes within their evaluation and there is evidence pupils are encouraged to make their own choices and decisions. In discussion pupils are able to explain 'what they did' and they know how to make improvements upon their instrument.

106. In the Year 4 lesson observed, a small group of well-supported pupils showed they understood how the quality of their sandwich depends upon the skill, accuracy and care taken in the design and making processes. Because the lesson was well organised, structured and managed with all chosen foods prepared in advance, pupils undertook their respective tasks with enthusiasm and confidence. They learned how each ingredient contributed to a balanced diet as they linked their work with their science topic on healthy eating. Pupils develop ICT links satisfactorily, for example, they use a digital camera to share their ideas and finished product. Throughout the school, extended links would provide additional challenge and raise standards further.

107. Older pupils describe a range of design and technology experiences, which include making slippers, a waistcoat, purse and Christmas cards designed with levers. They explain how, when using different materials of their own choice, they designed a musical instrument with three different sounds, with the ability to change pitch. They understand the evaluation process involves discussion and written responses, where they share ideas, seek to improve their work and present their finished product. Pupils enjoy the subject and evidence shows pupils use quite a wide variety of techniques, tools and materials to develop the knowledge and understanding of design and technology.

108. Teaching overall is satisfactory and the subject leader identifies the need to further develop staff expertise. Teachers generally put the time devoted to the teaching of the subject together and the intention is to provide longer lessons. However there is often insufficient actual time provided for these lessons, which prevents pupils exploring and developing relevant skills consistently or systematically. Within the sample of pupils' work there is some evidence to show work is presented, organised and retained with a pupil's folder or book which enables the teacher to track and identify skill development and assess knowledge and understanding. Pupils attach great importance to their work and are able to follow tasks through and record stages of the design and technology process systematically. The subject makes good contribution to pupils' social development.

109. The subject leader's role is underdeveloped as there are no opportunities to formally monitor, evaluate and support teaching and learning throughout the school. A formal assessment system has yet to be introduced and an informative portfolio of pupils' work, including photographic evidence established.

## **GEOGRAPHY**

Overall, provision for geography is unsatisfactory.

Strengths:

- the subject leader has a clear direction for the development of the subject;
- the developing vocabulary relating to rivers.

Areas for improvement:

- the time allocated for teaching in order to ensure progress in learning of basic geographical skills;
- procedures for assessing pupils' progress.

110. The limited evidence provided by the school shows that not enough geographical work is undertaken in order to develop pupils' knowledge, skills and understanding. Pupils do not attain the required standards expected by the ages of seven and 11.

111. Since the last inspection, there has been no improvement in standards by age seven. Standards have dropped for Years 3 to 6. This is mainly due to lack of sufficient time given to teaching this subject and also weaknesses in planning. Through Years 3 to 6 this year, geography is only taught for one term. A scheme of work has been introduced, providing evidence that reasonable coverage of the recommended units of work is planned. However, this planning does not indicate the progressive development of knowledge, skills and understanding as pupils move through the school. For example, pupils in Year 4 were seen working at similar activities to those in Years 5 and 6. Assessment and record keeping systems are weak. No methods to track progress are in place. This means that teachers are unsure about what pupils already know and can do in order to help planning and moving pupils' learning on.

112. No lessons were observed in Years 1 and 2 and three lessons were seen in Years 3 to 6. ICT was not seen used in the lessons, and there was no evidence in the examination of pupils' work that it is used effectively to support learning. The emphasis this term in Years 3 to 6 is the study of rivers and mountains. Much of the work seen shows that pupils are gaining factual knowledge and vocabulary associated with the subjects. In the lessons seen, limited opportunities were made for pupils to respond to geographical questions.

113. Teaching is satisfactory for Years 3 to 6. Pupils are attentive and watch a video with interest. Lower attaining pupils find it difficult to make gains in learning when activities are too difficult and not matched to their abilities. For example, answering questions that involve thinking and giving reasons whilst watching a video. Pupils are moved onto the next activities before having time to discuss and consolidate their learning.

114. The subject leader has a clear understanding of what needs to be done to raise attainment. She is aware of areas for development but has not yet had opportunities to observe lessons. At present, she has other responsibilities that are taking precedence over geography. Resources are satisfactory, but some atlases and world maps are out of date. Visits are organised to support learning whenever possible.

## HISTORY

Overall, provision for history is satisfactory.

Strengths:

- the enthusiasm of the subject leader;
- the range of visits to support the curriculum.

Areas for improvement:

- raising standards in Years 1 and 2;
- providing more opportunities for the development of enquiry skills and chronology, particularly for Years 1 and 2;
- procedures for assessing and recording pupils' progress.

115. No specific history lessons were seen in Years 3 to 6 and only one lesson was seen in Years 1 and 2. Evidence to support judgements is taken from examination of pupils' work, talking to pupils and looking at teachers' planning.

116. By age of seven, attainment is below that expected. In the one lesson observed, teaching was unsatisfactory. There was very little opportunity for pupils to develop historical knowledge, skills and understanding during a lesson where pupils imagined they were on holiday and role-played the buying of souvenirs. Their understanding of how holiday activities have changed over time is limited. Very little evidence was presented for examination. Much of this shows a dependency on the use of commercially produced worksheets, which constrains learning, as pupils are not able to communicate information and ideas in various ways. Opportunities are missed to develop literacy skills. For example, after hearing the story of Florence Nightingale, pupils had to fill in missing words rather than write an account. They matched pictures of Mary Seole to given sentences rather than have to order their own thoughts and write them down.

117. By 11, many pupils have a much clearer understanding of the correct sequence of the major eras of history. They begin to understand how evidence is gathered, using photographic evidence and interpreting census data as part of a topic about Victorians. Pupils draw their own conclusions from Victorian artefacts. Older pupils consider issues such as the fairness of the justice system. Information and communication technology is used effectively to gather information about Tutenkhamun as part of a study of Ancient Egypt. However, there is insufficient use of comparisons being made between different sources of evidence by older pupils. Generally, pupils make satisfactory progress. In some lessons, the written work produced is often in response to closed questions and limiting tasks that do not encourage pupils to enquire and achieve all they can. As a result, some pupils, especially those with a particular aptitude and ability are not making enough progress.

118. Throughout the school, assessment procedures are underdeveloped. Pupils of different ages and abilities are often expected to do similar work. Records of pupils' progress in learning key historical skills are not made. Since the last inspection, a scheme of work has been introduced. However, this has yet to be used effectively to ensure that pupils build on their skills and knowledge as they move through the school.

119. The subject leader is enthusiastic and recognises that sufficient time needs to be allocated for the development of historical knowledge and understanding. As yet, she has not had an opportunity to monitor teaching although she does see the planning. Resources are good. The curriculum is enhanced by visits such as to Belton House, Lincolnshire Life Museum and by enactment days where pupils dress up and take part in activities suitable for

the period of history. This provision has been maintained since the last inspection. In some classes, stimulating displays celebrate pupils' work and develop an interest in the subject.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

Strengths:

- good provision of resources, particularly hardware;
- some good examples of use of the Internet in Years 3 to 6;
- good use of funds from a variety of sources.

Areas for improvement:

- insufficient use of ICT across the curriculum;
- need to develop ICT skills more systematically;
- need to look closely at future needs and organisation;
- ensure full value for money is obtained from the school's considerable investment in ICT;
- continue to monitor teaching and learning, and provide support to improve teachers' ICT skills.

120. By age seven and 11 pupils attain standards in line with those expected. In the school's last inspection standards were below expectations at the age of seven, but had come into line with national expectations by age 11. The school has therefore raised standards attained by seven-year-olds.

121. In Years 1 and 2, pupils develop satisfactory basic ICT skills. They gain confidence in using the computer for a variety of purposes and present information in a variety of ways. They understand how to input a series of commands into a programmable toy, so that it will carry out pre-determined actions. They use appropriate word-processing software to present their completed work effectively. Pupils of all abilities make satisfactory progress during in Years 1 and 2.

122. As they move through Years 3 to 6, pupils continue to make satisfactory progress overall. In Years 3 and 4 they use word processing software to draft and redraft their work, changing the size and font style appropriately. They operate the computer with growing confidence, amending, altering and re-arranging their work appropriately, and then printing it out. By the time they are in Years 5 and 6, pupils work more confidently using software from the school's growing collection, as well as the internet, to access a variety of information, and use it in their work. In a Year 5 and 6 literacy lesson, for example, pupils make good use of the internet, using a specialist website to look up the derivations of words. Pupils work responsibly away from the teacher and gather additional information for their work about texts from other cultures.

123. A few examples were seen during the inspection of good use of ICT in lessons across the curriculum but these were very much the exception. In the great majority of lessons seen, computers were generally unused, often not switched on. Teachers did not plan for the use of ICT, nor make use of the school's good supply of software. When appropriate activities are provided, pupils respond very well. They use the computers with confidence and show independence and responsibility in the way they work. Pupils often benefit from good quality support provided by non-teaching assistants. These staff are well-deployed, good at using their initiative to promote effective learning, and generally make a valuable contribution to the activities they support.

124. The school is currently going through a period of change and reorganisation in ICT. During the inspection a large number of new laptop computers arrived, but were not yet ready to be used. The current room used as an ICT suite is acknowledged to be unsatisfactory. It is

too small, inconvenient for most classes and soon becomes very hot. Plans are in place to remedy the situation and improvements to the provision and organisation of hardware and software have begun. However, discussions with the subject leader and scrutiny of the school's documentation show that more thought is needed as to how the coming improvements are to be used to best advantage. Implications for class organisation, teaching methods, and training all require more detailed consideration. Present plans do not ensure that the school will be able to gain the best value for money from the considerable investment it is making. These aspects of the subject manager's role need further development. The school is to be commended for finding funds, both from official sources, and through its own efforts to improve resources. Much has been done to remedy shortcomings in hardware, software and accommodation, but these cannot have their full effect without a clear vision of future organisation.

## **MUSIC**

Strengths:

- pupils' positive attitudes towards music and especially singing.

Areas to improve:

- ensure a scheme of work is in place;
- improve the quality of teaching where it is unsatisfactory;
- ensure the subject leader has time to monitor provision in the subject;
- put assessment procedures in place.

125. Insufficient evidence was available to be able to form a definitive judgement on standards, the quality of teaching and learning and improvement since the last inspection. Three lessons were observed in total; two in Years 1 and 2, where one lesson was sound and the other unsatisfactory. It was obvious that pupils enjoy music lessons and in the satisfactory lesson, they demonstrated a sound knowledge of notation and how to keep a steady beat and sing in tune. Pupils sang along with a tape and could easily make up their own clapping or clicking accompaniment to 'A sailor went to sea, sea, sea'. Their teacher set high expectations for good performance to which pupils rose. In the unsatisfactory lesson, the teacher's subject knowledge was insecure and as a result there was no structure to the lesson, many opportunities were missed to extend pupils' knowledge and they made little if any progress. However, pupils handled untuned percussion instruments carefully and demonstrated a good knowledge of how to play their chosen instruments in time with the beat of the military music played. A few could name some brass instruments such as trumpet and trombone. In the one very good lesson in Years 5 and 6, pupils demonstrated a good understanding of sonata form, composed their own group pieces and performed them for their class. They appraised each other's work sensibly and improved their performance accordingly. In this lesson, pupils learned at a very good rate and standards were above those expected.

126. No work was available to show pupils have listened to and appraised music, although in assemblies pupils listen attentively to music by famous composers such as Beethoven. Throughout the school, pupils sing well. In assemblies they sing with gusto and when performing their 'Boa Constrictor' song, Year 3 and 4 demonstrated a good sense of fun and awareness of audience. Standards in singing are at least in line with expectations.

127. The subject leader is knowledgeable and supports her colleagues well in an informal way. There is no formal monitoring of teaching, learning or planning. The subject has not been high on the list for development since the last inspection but a new scheme of work is being finalised. Much thought has gone into this to ensure an interesting and relevant programme of work through which skills are developed appropriately.

## **PHYSICAL EDUCATION**

Overall, the quality of provision is satisfactory.

Strengths:

- good range of extra curricular opportunities for pupils in Years 3 to 6;
- good outdoor facilities for the subject;
- curriculum covers an appropriate range of activities.

Areas for improvement:

- to develop further the progression of skills throughout the school;
- to establish a system for assessment;
- to make full use of all facilities.

128. As at the time of the last inspection standards by age 11 are in line with expectations. Although two lessons were observed during the inspection no lessons were seen in Year 1 and 2, so it is not possible to make a secure judgement about standards achieved by pupils by the age of seven. Lessons were observed in games and gymnastics, although all appropriate areas of the subject are taught. Standards in swimming are in line with expectations at age 11.

129. All pupils, including those with special educational needs make satisfactory progress. Pupils in Years 3 to 6 develop their understanding of the need to warm up in preparation for physical activities and overall respond well to this. In Year 3 and 4 pupils learn to develop gymnastic sequences as they select and link actions in short movements. They use different body parts well as they develop an awareness of a clear beginning and end to a sequence. Year 5 and 6 pupils develop throwing techniques and skills because the teacher provides opportunities for all to practise throwing the javelin and discus. Through observation of others and discussion with the teacher they learn to identify aspects of throwing in order to improve their performance. However, the chance to build upon specific skills is limited partly due to insufficient equipment, which limits learning opportunities during the lesson.

130. Overall teaching and learning for pupils in Year 3 to 6 are satisfactory. Good organisation and use of available space enable pupils to perform confidently and safely. Pupils in Year 3 and 4 benefit from the teacher's good subject knowledge as they evaluate their own performance and that of others. Teachers are generally aware of health and safety issues and have good management of pupils' behaviour. Pupils enjoy physical education.

131. Since the previous inspection there has been an improvement in gymnastic equipment. However, the school hall is under-used. The school should look to increase the time allocation for Year 1 and 2 pupils although in the second half of the summer term swimming lessons are planned twice weekly. The school has been unsuccessful in its recent bid to improve its swimming facility, but is to persevere in its attempt to cover the well-maintained pool to enable pupils' access all year round. It is endeavouring to raise the subject's and school's profile and subsequently increase community use of the swimming pool. Older pupils also swim at a local pool. Extra curricular sporting activities for older pupils are well supported by parents. However the school's policy is not to extend these activities to Year 1 and 2 pupils. Older pupils represent the school in sports such as netball and football

because the school is now a member of the local schools' leagues. The good outdoor facilities for the subject also include the use of an all weather playing surface, in addition to the pleasant school field and hard surfaces used for a range of activities, including tennis. The school has developed a number of worthwhile links with outside specialists, who are invited into school to enhance the quality of teaching and learning.

132. The newly appointed subject leader is enthusiastic, but procedures for monitoring the subject and assessing standards and progress have yet to be undertaken.

## **RELIGIOUS EDUCATION**

Overall the quality of provision is good.

### **Strengths**

- good standards.
- the quality of teaching and learning is good.
- improved curricular provision and resources.

### **Areas for improvement**

- how the subject can relate to pupils' personal and social development;
- developing a policy and action plan to improve pupils' spiritual, moral and cultural development;
- teachers' professional development of other religions and faiths.

133. By the end of Year 2 and Year 6 standards are above the requirements of the Lincolnshire Locally Agreed Syllabus. Evidence in pupils' workbooks indicates that they make good progress in lessons and more gradually over time. This represents a good improvement since the last inspection when standards were found to be below those expected for seven year-olds.

134. Pupils in Years 1 and 2 are introduced to stories from the Bible such as the birth and Crucifixion of Jesus and some of the parables. They know and celebrate Christian festivals as well as learning about other faiths, such as Judaism and Hinduism. They know that a church is a special place for Christians and that the mosque is a special place for Muslims. Pupils' workbooks show an increasing awareness of the differences between the Bible and how, for example, the Torah is written in Hebrew. They are beginning to understand spiritual aspects of themselves and what makes them 'special'.

135. By the end of Year 6, pupils demonstrate a good knowledge of Christianity through stories about the life of Jesus and his teachings and reflect on the effect of these on their lives. They consider stories from the Bible and festival of celebration. They have a good knowledge and understanding of faiths, such as Buddhism, Islam and Sikhism. In a Year 5 and 6 investigative lesson, pupils identified several artefacts worn by Sikhs. They learnt the correct vocabulary for components of the 5K's uniform and researched in books for the meaning of Kesh, Kachera, Kirpan and Kanga. They consolidated their learning by writing explanations of their use. Pupils behave responsibly showing a maturity of approach. In Years 3 and 4 they know about different places of worship and understand the significance of different community buildings for worship. In a piece of extended writing on the Last Supper, the pupils recalled the story with accuracy. They make comparisons between the holy books for different beliefs, such as the Bible, the Mool Mantar and the Koran.

136. The quality of teaching is good because it involves pupils in a good level of discussion, for example writing a school prayer during a literacy lesson. In this lesson, the teacher made very good use of pupils' own experiences and feelings to develop an



understanding of the importance of 'growth' in spiritual terms. Teachers use a range of methods and strategies such as role-play and making artefacts. The new resources are a helpful necessity. Pupils are generally encouraged to record their learning either in pictures or in writing. However, the same activities are usually planned for pupils of all abilities, which means that the pupils with below average attainment and special educational needs sometimes have difficulty in recording their work. Across the school, there is too much reliance upon photocopied worksheets, many of which are poorly reproduced and give confused messages to pupils.

137. Procedures for assessing pupils' knowledge and understanding and recording pupils' progress, are inconsistent. At times, teaching shows a shallowness of knowledge and understanding on which to develop a more meaningful understanding of the importance of different faiths in a locality which is almost wholly white and mono-cultural.

138. The subject leader has only taken on the role during the last year and in that time has given good leadership to supporting colleagues. Monitoring of the subject has been informal and an action plan to develop the subject further is needed. Resources for the subject are satisfactory and there are good opportunities to link with the local Church.