

## INSPECTION REPORT

**ROPSLEY CHURCH OF ENGLAND PRIMARY  
SCHOOL**

Grantham

LEA area: Lincolnshire

Unique reference number: 120536

Headteacher: Mrs P Deller

Reporting inspector: Mr G T Storer  
19830

Dates of inspection: 11<sup>th</sup> – 13<sup>th</sup> February 2002

Inspection number: 196459

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

School category: Voluntary controlled

Age range of pupils: 4 to 11

Gender of pupils: Mixed

School address: School Lane  
Ropsley  
Grantham  
Lincolnshire

Postcode: NG33 4BT

Telephone number: 01476 585379

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Appropriate authority: The governing body

Name of chair of governors: Mr A Limb

Date of previous inspection: 7<sup>th</sup> July 1997

## INFORMATION ABOUT THE INSPECTION TEAM

| Team members           |                      | Subject responsibilities  | Aspect responsibilities  |
|------------------------|----------------------|---|--|
| Mr G T Storer<br>19830 | Registered inspector | English as an additional language<br>Equal opportunities<br>Mathematics<br>Art<br>Design and technology<br>Physical education | What sort of school is it?<br>How high are standards?<br>School improvement<br>How well are pupils taught?                       |
| Mr E Worby<br>19578    | Lay inspector        |   | Attitudes, behaviour and personal development<br>Attendance<br>How well does school care for pupils?<br>Partnership with parents |
| Mrs M Palmer<br>20646  | Team inspector       | Foundation Stage<br>Special educational needs<br>English<br>Geography<br>History<br>Music                                     | Curriculum and other opportunities   |
| Mr J Good<br>1411      | Team inspector       | Science<br>Information and communication technology<br>Religious education  | How well is the school led and managed   |

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

### **INFORMATION ABOUT THE SCHOOL**

The Ropsley Church of England Primary School is situated in a rural village, some distance from Grantham. The school serves the local community and families from smaller outlying villages and farms. With 109 pupils on the school roll, this school is smaller than the average-sized primary school. There is unemployment in the area and some families experience hardship. No pupils are known to be eligible for free school meals. This is very low when compared to schools nationally. However, comparisons with other schools on the basis of this criterion are unreliable because it is not representative of circumstances in the community: hot school meals are not available in this authority and so parents do not register their eligibility. Pupils' attainments on entry to the reception class are about average, although a number of them face difficulties in their learning. There are 29 pupils on the school's register of special educational needs and two pupils have Statements of Special Educational Need. This is about average for a school of this size. There are no pupils from ethnic minority backgrounds and about one per cent of pupils speak English as an additional language. This is typical of schools in this sort of location. During the last school year 15 pupils entered or left the school at times other than at the beginning of the reception year or the end of Year 6.

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

The school provides a good education for its pupils. Pupils make good progress during their time in the school; almost all attain the nationally expected standard in English, mathematics and science and many achieve above average standards by the time that they leave the school. The quality of teaching is good overall and there are examples of very good teaching in classes throughout the school. The headteacher provides strong leadership. She receives very good support from senior staff and from the governing body and together they have improved aspects of leadership and management. The school manages its budget very effectively and provides good value for money.

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

- Pupils' attainments in English, mathematics and science are regularly above or well above the national average by the age of 11 years. Standards in history and in information and communication technology (ICT) are above national expectations by the time that pupils leave the school.
- The headteacher provides strong leadership. She has a very clear view of the way ahead that ensures improving standards in many aspects of the school's work.
- The governing body is very influential in planning for school improvement.
- Teaching is consistently good; three quarters of all lessons observed were good or very good.
- Arrangements for pupils with special educational needs and for those who are gifted or talented are effective. All pupils are fully included and make good progress.
- Pupils have positive attitudes. They get fully involved and make a real effort to improve. Most pupils enjoy school, behave well and relationships at all levels are very good.
- Educational visits, visitors, special events and activities outside lessons add considerably to the quality of education for pupils of all ages.
- The school's partnership with parents and the wider community contributes very effectively to pupils' education.

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

- Procedures for assessment and teachers' use of assessment information are not systematic enough when planning for children in the Foundation Stage<sup>1</sup> and for pupils of differing abilities in subjects other than English, mathematics and science.
- Co-ordinators do not have enough opportunities to check on the quality of teaching and learning in their subjects.
- The school does not have a policy to ensure that staff deal with incidents of oppressive behaviour consistently and effectively.
- Teachers' planning does not ensure that pupils have regular opportunities to use their ICT skills as an aid to learning in subjects across the curriculum as a whole.

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

<sup>1</sup> The Foundation Stage begins when children reach the age of three and ends at the end of the Reception year. It is a distinct stage, preparing children for later schooling and is based on six areas of learning: communication, language and literacy, mathematical development, personal and social development, knowledge and understanding of the world, physical and creative development.

## HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has achieved a very good level of improvement since its last inspection in 1997. Attendance levels are higher. By the end of Year 6, pupils attain higher standards in English, mathematics, science, ICT and religious education and a greater proportion of pupils achieve above average standards in their work. The leadership and management provided by the headteacher and governing body are much more effective. School development planning and the setting of targets for the raising of standards are more rigorous than they were. The governing body is more effective in holding the school to account for what it achieves and in shaping the course of school improvement. The overall quality of teaching has improved; the quality of teaching is more consistent, there are fewer unsatisfactory lessons and teaching in the Foundation Stage is considerably better than it was. The curriculum has been strengthened; arrangements for children in the Foundation Stage, for pupils with special educational needs and for the teaching of religious education are all better than they were. Curriculum planning has improved because the school has adopted national guidelines for all subjects. There are more high quality educational visits and special events and these, along with links with parents, the community and with other schools, are increasingly adding to the quality of pupils' learning. The school makes better use of assessment in English, mathematics and science to track pupils' progress and to improve planning for these subjects but it still has a way to go in developing assessment procedures and the use of assessment in planning for the Foundation Stage and in other subjects. The school has reviewed teachers' roles and responsibilities as subject leaders but has not yet made arrangements that enable them to monitor standards and quality effectively. Outdoor facilities for sport, recreation and education are far better than they were and go a long way towards offsetting some of the limitations imposed by the school's historic buildings.

## 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             | B    | A    | B               |
| Mathematics     | B             | C    | A    | A               |
| Science         | C             | B    | A*   | A*              |

| Key                |    |
|--------------------|----|
| top 5% nationally  | A* |
| well above average | A  |
| above average      | B  |
| average            | C  |
| below average      | D  |
| well below average | E  |

When pupils enter the reception class, their attainments are about average and by the end of the Foundation Stage, most attain standards normally expected of five-year-olds. In the 2001 tests, results for seven-year-olds were in line with the national average in mathematics but below average in writing and very low in reading. This is in contrast with recent years, when standards have been consistently in line with or above average. However, these results do not indicate weaknesses in teaching or learning. Because the number of pupils in each year group is low, any analysis of the school's overall results is affected by the performance of a very small number of pupils. In 2001 over a quarter of pupils in Year 2 faced specific difficulties with aspects of language and literacy and this is reflected in the results for that year. Nevertheless, pupils of all abilities are learning well and making sound progress. In the current Year 2, standards are set to rise again. Almost all pupils are on course to attain the nationally expected standard<sup>2</sup> with a higher proportion on course to achieve the above average standard in all core subjects. In the 2001 tests for 11-year-olds, standards were above average in English, well above average in mathematics and very high in science. Taken together, these results put Year 6 were in the top 5 per cent in comparison with schools nationally and with similar schools. Inspection evidence is largely consistent with this picture of high attainment and indicates that results for the current Year 6 are likely to be above average in English and well above average in mathematics and science. Pupils' progress in Years 3 to 6 is good because teachers use their very good<sup>3</sup> subject knowledge effectively to improve the teaching of basic skills. Also, assessment procedures in core<sup>3</sup> subjects, along with arrangements for grouping pupils according to their abilities, are helping teachers in Years 3 to 6 to match work more closely to pupils' prior attainment and so improve the progress that they make. Standards in ICT and in history are also above national expectations by the time that pupils leave the school. Standards in religious education are in line with those set out in the local authority's guidance. Pupils achieve satisfactory standards in all other subjects. There was insufficient evidence to make a judgement on standards in music.

<sup>2</sup> The nationally expected standard for pupils in Year 2 is National Curriculum Level 2 and for those on Year 6 it is Level 4. Pupils achieving Level 3 in Year 2 or Level 5 in Year 6 are exceeding national expectations.

<sup>3</sup> Core subjects are English, mathematics and science.

## PUPILS' ATTITUDES AND VALUES

| Aspect                                 | Comment  |
|--|--|
| Attitudes to the school                | Very good. Pupils are very enthusiastic and enjoy coming to school. Most work hard to improve.   |
| Behaviour, in and out of classrooms    | Good. Most pupils behave well in lessons. There is no evidence of bullying or of any other unpleasant behaviour in the playground.     |
| Personal development and relationships | Good. Pupils are mature and responsible. Staff and pupils treat each other with respect and relationships at all levels are very good. |
| Attendance                             | Good. Attendance is above the national average and there is little unauthorised absence.   |

## TEACHING AND LEARNING

| Teaching of pupils in: | Nursery and Reception | Years 1 – 2 | Years 3 – 6 |
|------------------------|-----------------------|-------------|-------------|
| Quality of teaching    | good                  | good        | good        |

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

The quality of teaching is good. During the inspection, inspectors observed all teachers and teaching was satisfactory or better in almost all lessons. There was a high proportion of good or very good teaching throughout the school. There was good teaching in all classes and examples of very good teaching in all phases. Only one lesson was unsatisfactory. The teaching of the basic skills in English and mathematics is good. Teachers plan very carefully for these subjects. They are beginning to use assessment information more effectively so that the tasks they set match the needs of pupils of differing ability in the group. Teachers have high expectations of pupils' attitudes and behaviour, and of their capacity to cope with challenging work. As a result, most pupils are attentive, join in well and persevere with their work. Teachers' management of their pupils is almost always effective. Teachers ensure that pupils are interested and involved and even the school's youngest children concentrate well and become increasingly independent. However, the unsuccessful management of pupils' behaviour was a contributory factor in the unsatisfactory teaching that was observed. The teaching of pupils with special educational needs is effective. There is good teamwork between teachers and classroom assistants which improves the quality of pupils' learning. These pupils make good progress and many achieve nationally expected standards in their work despite the difficulties that they face. Teachers set work for higher-attaining pupils at a sufficiently challenging level to allow them to attain above average standards in many subjects by the time that they leave the school. Teachers use homework satisfactorily to extend pupils' learning, although there are variations in the frequency of assignments and in the amounts of work that teachers set.

## OTHER ASPECTS OF THE SCHOOL

| Aspect  | Comment  |
|---|--|
| The quality and range of the curriculum   | Very good. The school enhances the basic curriculum with a very good range of experiences that improve the quality of pupils' learning.  |
| Provision for pupils with special educational needs   | Good. These pupils are fully included and the school meets their individual needs effectively.   |
| Provision for pupils' personal, including spiritual, moral, social and cultural development | Good. Teaching in art, English and religious education, supported by high quality educational visits and visitors to school, makes a particularly good contribution to pupils' cultural development. This is a strength of this aspect.          |
| How well the school cares for its pupils  | This is a caring school. However, teachers are not making the best use of assessment information in planning for children in the Foundation Stage and for pupils of differing abilities in subjects other than English, mathematics and science. |



The school has a very effective partnership with most parents that allows them to be involved in their children's education either at home or by their support for activities in school. However, pupils' annual progress reports do not give parents a clear enough picture of what their children know, understand and can do or about what they need to do in order to improve further.

### HOW WELL THE SCHOOL IS LED AND MANAGED

| Aspect   | Comment  |
|--|--|
| Leadership and management by the headteacher and other key staff | Very good. The headteacher's strong and purposeful leadership results in very good levels of teamwork amongst the staff and a determined approach to the raising of standards.                               |
| How well the governors fulfil their responsibilities             | Very good. Governors are conscientious in overseeing the school's curriculum, staffing, financial planning and matters of health and safety. They play an active role in improving the quality of education. |
| The school's evaluation of its performance                       | Very good. The school development plan is very effective in its evaluation of the school's performance and in identifying areas for further improvement.   |
| The strategic use of resources                                   | Very good. The governing body uses the school's budget and other grants very effectively, according to the principles of best value and in the interests of the pupils.                                      |

### 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>• Their children like school.</li> <li>• The range of activities outside lessons is good.</li> <li>• Their children are making good progress.</li> <li>• Teaching is good.</li> <li>• The school is helping their children to become mature and responsible.</li> <li>• Parents are comfortable in approaching staff with questions or problems.</li> <li>• The school expects pupils to work hard and achieve their best.</li> <li>• The school is well led and managed.</li> </ul> | <ul style="list-style-type: none"> <li>• The information that parents receive about how their children are getting on.</li> <li>• The work that their children are expected to do at home.</li> <li>• Pupils' behaviour.</li> <li>• The school's partnership with parents.</li> </ul> |

There were 69 questionnaires (63 per cent) returned and 21 parents attended the meeting for parents. Parents' responses overwhelmingly supported the school and the quality of education provided for their children. A small number of parents expressed concerns. The inspection strongly endorses parents' positive views but also finds evidence to support some of their concerns. The pupils' annual progress reports do not tell parents enough about what pupils know, understand and can do. There are some inconsistencies in teachers' use of homework but it usually relates well to the work pupils are doing and so contributes appropriately to their attainment. Most pupils behave well and teachers generally manage incidents of inappropriate behaviour effectively. However, newer members of staff are still working to establish consistent patterns of behaviour and response from some pupils. The school's partnership with most parents is strong and effective. Staff and governors keep parents well informed and work hard to address their concerns.

## **PART B: COMMENTARY**

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

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

1. When children enter the reception classes, most are attaining standards that are typical of children of this age. By the time that they reach the end of the Foundation Stage, most reach the nationally identified early learning goals. Children's overall attainments in communication, language and literacy and in their mathematical development are average, although their speaking, listening and counting are ahead of many children of this age. Children also achieve above average standards in their personal and social development and in their knowledge and understanding of the world. Children's creative development and physical development are in line with standards expected of five-year-olds. In relation to their average attainment on entry, children in the reception classes make satisfactory gains in all areas of learning and make good progress in their personal development and in their knowledge and understanding of the world.
  
2. In the 2001 tests, results for seven-year-olds were in line with the national average in mathematics but below average in writing and very low in reading. This is in contrast with recent years, when standards have been consistently in line with or above average<sup>4</sup>. However, these results do not indicate weaknesses in teaching or learning. This is because:
  - the number of pupils in each year group is small and so the performance of a few pupils can have a big effect on the school's results;
  - in 2001 over a quarter of pupils in Year 2 had specific difficulties with aspects of language and literacy and this reflects in the results for that year;
  - in relation to their attainment on entry or to the difficulties that they face, pupils of all abilities are learning well and making sound progress;
  - in the current Year 2, standards are set to rise again. Almost all pupils are on course to attain the nationally expected standard with a higher proportion on course to achieve the above average standard in all core subjects.
  
3. In the 2001 tests for 11-year-olds, standards were above average in English, well above average in mathematics and very high in science. Taken together these results in Year 6 were in the top 5 per cent in comparison with schools nationally and with similar schools. Inspection evidence is largely consistent with this picture of high attainment and indicates that results for the current Year 6 are likely to be above average in English and well above average in mathematics and science. This is a considerable improvement on standards reported at the time of the previous inspection. Pupils' progress in Years 3 to 6 is good and standards have improved because:
  - teachers use their very good subject knowledge effectively to improve the teaching of the basic skills of literacy, numeracy and scientific investigation;
  - assessment procedures in core subjects are helping teachers in Years 3 to 6 to match work more closely to pupils' prior attainment and so improve the progress that they make;
  - teachers have high expectations and set work that is challenging for pupils of all levels of attainment. This improves the progress that pupils make;
  - additional staffing and arrangements for grouping pupils according to their abilities ensure that teaching groups are quite small so that all pupils have the support they need in order to succeed and make good gains in confidence and competence.

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<sup>4</sup> It is normal at this point to compare the school's results with those in schools of a similar character. However, comparisons with similar schools are made on the basis of the number of pupils registered for free school meals. This school does not provide a hot school meal and so parents do not register their eligibility. Comparisons on this basis are, therefore, misleading; they do not take account of the school's social and educational circumstances and so mask the full extent of pupils' achievements. It is for this reason that comparisons in respect of pupils in both key stages have been omitted here and in other sections of the report.

4. By the time that pupils leave the school, their attainments in ICT and in history are above national expectations. Pupils attain satisfactory standards in all other National Curriculum subjects seen during the inspection. Timetable arrangements made it impossible to inspect the teaching of music and there is insufficient other evidence to make a judgement on standards in the subject. Standards in religious education have improved since the last inspection and are now are in line with those set out in the local authority's guidance for pupils throughout the school.
5. There are no significant differences in the attainments of pupils of different gender, ethnicity or background. The number of pupils with special educational needs is about average for a school of this size. Despite good levels of achievement, some face quite profound difficulties that result in below average standards by the age of seven and this affects overall standards as reflected by test results. Nevertheless, pupils with special educational needs make good progress in most subject areas and many go on to overcome their difficulties and to achieve nationally expected standards by the time that they leave the school. Where a pupil has a Statement of Special Educational Need, the good support, closely focused on the individual, results in at least satisfactory progress across a wide range of areas. All pupils make good progress in their personal and social development. This progress is an important factor that allows most pupils to adopt helpful patterns of behaviour and response and enables teachers to establish conditions in which profitable learning can take place.

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

6. Children's attitudes to school are very good, even better than reported at the time of the last inspection. They are friendly and outgoing, and get along well with members of staff and with one another. They are very eager to learn and willing to concentrate hard in lessons. They are very keen to contribute their ideas to discussion and persevere well with aspects of their own work that they find difficult. Their very positive attitudes are greatly helped by the strong encouragement they receive from home.
7. Children's behaviour remains good. There have been no exclusions in recent years. Pupils show respect for school property and other people's belongings and contribute positively to the very good school rules, which are displayed prominently throughout the school. There are occasionally isolated incidents of inappropriate behaviour, but the staff usually manage these very well and good order is soon restored. Older pupils are mostly very sensible. This is a direct result of stimulating teaching, which makes high demands on both their thinking and their powers of independence and responsibility. They frequently become totally absorbed in their work, sustaining high levels of concentration for long periods of time. Behaviour on the playground is also good and pupils play well together. The 'playground buddy' scheme, in which older pupils take care of younger friends, very much assists this aspect. Behaviour at lunchtimes is good, making them happy and sociable occasions.
8. Pupils make good progress in their personal development. They make good use of opportunities in lessons to explore feelings and get advice on how to deal with difficult issues, like keeping friends and respecting differences. They show a strong awareness of the needs of their classmates who have particular problems and make sure they become involved in all activities. They particularly value the opportunities they are given to work in pairs. In such lessons, where they are expected to take on a large measure of responsibility for organising themselves, they respond with great maturity and resourcefulness. Pupils are involved in the daily routines of the school and love to help. For example, they start the school day by ringing the bell, ensuring property is put away properly and delivering messages between classes. There are plans to introduce a school

council, which will provide pupils with further opportunities to use their initiative and contribute towards school improvement.

9. The quality of relationships is very good at all levels throughout the school. Relationships between staff and pupils are friendly and very constructive. Pupils listen well to their teachers and other adults. They respond in a positive, confident manner and take pleasure in the success of others. Teachers respect the individuality and achievements of pupils. As a result, pupils respond very well to positive feedback and discussion activities, for example, in religious education lessons and assemblies that are designed to enhance moral and social development. Outside lessons, pupils of all ages mix freely and are generally well mannered and polite. Older pupils show respect and consideration for their younger 'friends', allowing them to play safely and unhindered within the tight confines of the playground.
10. The level of attendance is good showing improvements since the last inspection. The rates of unauthorised absence are below the national average. Punctuality is satisfactory and the school works hard to encourage better time keeping in the small number of children who are late. Registration takes place promptly and little time is wasted during the school day.

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

11. The overall quality of teaching is good and contributes strongly to the standards that pupils reach and their positive attitudes to learning. During the inspection, teaching was satisfactory or better in almost all of the lessons observed. There was a high proportion of good teaching throughout the school. Three-quarters of all lessons observed were either good or very good. There was good teaching in all classes and very good teaching in classes in all phases. There was only one unsatisfactory lesson. This is an improvement on standards reported at the time of the previous inspection. Teaching in the reception class (Foundation Stage) gives children a good start in school. Teaching of pupils in Years 1 and 2 and in Years 3 to 6 is good overall, although somewhat more variable. This is because three of the teachers have been recently appointed to the school and are still coming to terms with their new roles. They are working hard and increasingly successfully to establish their expectations and to adopt the school's policies and procedures. There was very good teaching in almost all classes, but most consistently in Years 3 to 6.
12. The teaching of children in the Foundation Stage has improved considerably since the last inspection. The reception class teacher understands how young children learn. She plans sessions thoroughly, identifying what children are to learn and how progress is to be made towards the achievement of the early learning goals. She places strong emphasis on promoting children's self-esteem and social skills by consistent encouragement and by the careful choice of stories. Planning also gives good emphasis to the development of children's basic communication, language and literacy skills and to their mathematical development and, as a result, children's abilities to speak, listen and count develop well. There are effective procedures for assessing children's attainment on entry that enable the teacher to match tasks and experiences to their stage of understanding. There is, however, scope for on-going assessments to play a greater part in planning, so that subsequent activities closely match what individual children need to learn next. The classroom is well organised. Thoughtfully presented activities and resources capture children's interest, increase their enjoyment of school and stimulate their involvement in all areas of learning. The role of the classroom assistant is very carefully planned. She supports the work of the class teacher very effectively and contributes significantly to children's learning.
13. Throughout the school, teachers have a good knowledge of the National Literacy and Numeracy Strategies and as a result, the teaching of basic literacy and numeracy skills is

good. Teachers plan well-structured literacy and numeracy lessons and ensure that pupils are clear about the purpose of their learning. This promotes a purposeful approach to tasks and activities. Pupils have regular opportunities to read and write. As a result, they read for pleasure and write at length and with increasing independence. At the beginning of mathematics lessons, teachers use a regular quick-fire question and answer session successfully to engage pupils' interest and to promote their rapid recall of number facts and accurate mental calculation. This adds significantly to the development of pupils' numeracy skills. However, teachers' use of ICT to support learning is currently unsatisfactory. There are some examples of pupils using this technology as a source of information and for presenting written work, for example in history and science. Nevertheless, there are still many lessons where teachers do not use ICT as a resource to improve pupils' learning. This is because some teachers do not have the confidence or expertise to make the best use of the school's new resources. The school's new ICT suite has improved the teaching of computer skills but pupils often have to take turns and work in short bursts when working in class.

14. Throughout the school, teachers plan and prepare thoroughly for their lessons. Lively, well-paced introductions and stimulating resources engage pupils quickly in their learning. For example, in a very successful science lesson in Years 5/6, the teacher used an interesting selection of equipment to focus and hold pupils' attention on the task and to provide them with a 'hands on' experience to reinforce their learning. As a result, the quality of learning for these higher-attaining pupils was very good. They rose to the challenge to devise and conduct independent investigations and they made good progress. Planning for classroom assistants and voluntary helpers is particularly effective. These additional adults know exactly what they are expected to do and how they should do it. This was seen to particularly good effect in a science lesson in Years 1/2. The transition from whole-class activity to group work was 'seamless'. Pupils of all levels of attainment got maximum value from every minute of the lesson because they received the support that they needed in order to succeed and make progress. Plans also incorporate adequate time for a whole-class discussion at the end of the lesson. Teachers use this time effectively to sum up and reinforce what pupils have learned, celebrate their achievements, assess their attainments and so lay the foundation for new learning.
15. On-going assessments are beginning to influence teachers' planning for pupils of differing abilities. In English, mathematics and science, teachers use assessment data satisfactorily to pitch their teaching at an overall level that builds on pupils' prior learning and attainment. They also use assessment information to group pupils and to plan tasks that challenge those of differing abilities. This ensures that no pupils are left behind or that none are 'marking time' when new units of work begin. This attention to detail has a direct bearing on the good progress that pupils make in these subjects over time. Furthermore, teachers evaluate each lesson, identifying on a weekly or sometimes on a daily basis those pupils who need additional support or who need to be moved on more quickly. This degree of care in planning ensures good progress for most pupils in most lessons. However, this quality of planning does not extend to all subjects. In all other subjects, planning is less consistent. Teachers often plan tasks on the basis of broad target levels from the National Curriculum rather than on the basis of what pupils know, understand and can do and this reduces the progress that some pupils make.
16. Positive relationships between teachers and pupils form the basis for much of the good teaching and learning. Most teachers manage pupils very well, so that they are ready and willing to participate in lessons. They make sure that pupils understand what they are to do and they recognise and reward their efforts. In response, most pupils become actively involved and to work hard. For example, in a successful numeracy lesson in Years 5/6 pupils grew in confidence and willingly explained their mathematical thinking because the teacher created a very positive atmosphere. She presented the information well, kept pupils fully involved and gave plenty of praise and recognition for their efforts and

achievements. There are, however, occasions when pupils become restless and inattentive or begin to misbehave. When teachers deal with incidents quickly, as in a Years 3/4 numeracy lesson, using strategies to calm and refocus pupils, teaching and learning proceed unhindered. However, sometimes teachers do not always deal effectively enough with such events and the quality of pupils' learning suffers as a result. This was a contributory factor to the unsatisfactory teaching in one lesson in Years 5/6.

17. Teachers employ a good range of teaching styles. There is a careful balance between direct teaching of the whole class and working with groups and individuals. For example, in a very successful physical education lesson in Years 3/4, the teacher inspired the pupils by demonstrating how they should move dramatically and then provided the opportunity for them to practise, explore and become more confident. During this phase of the lesson, the teacher's very effective work with individual pupils enabled them to refine and improve their performance further. Teachers readily respond with encouragement for pupils' efforts. They show the value they place on pupils' work by mounting and displaying it throughout the school. They mark work regularly, although in some cases, comments do not show pupils how they have done or what they need to do to improve. Homework is satisfactorily used to extend and complement the work pupils do in school. Most notably, from their earliest days in school, teachers encourage pupils to take home a range of books and this contributes positively to their progress in reading. However, the frequency of homework and the amounts set vary from class to class.
18. Teachers and support staff in all year groups work effectively to ensure that pupils with special educational needs receive the support that they need. Individual education plans are sufficiently clear and specific to guide teachers in matching tasks appropriately to pupils' needs. They consult continuously with the classroom assistants to ensure that pupils get the maximum benefit. Clear, precise explanations ensure that potential learning difficulties are minimised. Teachers also use thoughtful questioning to draw in the weaker pupils, to give them the opportunity to experience success in front of their peers and to assess their understanding. Pupils with Statements of Special Educational Need receive very effective support from their class teachers and support assistants. With the full support of all members of the school community, they are committed to ensuring that these pupils play an active part in school life both inside and outside the classroom and benefit from all that the school has to offer. Teachers set suitably challenging work for more able and for gifted pupils in English, mathematics and science and in most other subjects and so enable them to attain suitably high standards in their work.

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

19. The curriculum for children in the Foundation Stage is good. The teacher plans a very good range of activities in accordance with the government's guidance for children of this age and includes an appropriate emphasis on learning through outdoor play. This is a marked improvement since the last inspection. Effective links between different areas of learning bring added meaning and purpose to children's work. For example, children's work about 'weather' formed the basis of learning in physical and creative development as well as knowledge and understanding of the world.
20. The school provides a good quality curriculum for pupils in Years 1 to 6. It offers a very wide range of learning opportunities that contribute effectively to pupils' very positive attitudes and to their enjoyment of learning. The school teaches all subjects of the National Curriculum and the locally agreed syllabus for religious education. The curriculum fully reflects the school's aims and values. There are sound arrangements for pupils' personal, social and health education. The curriculum includes suitable provision for sex education and teaching about the dangers of the misuse of drugs. This is

successful because pupils have regular, planned opportunities to develop greater self-awareness and confidence.

21. Teachers' planning is better than it was at the time of the previous inspection. It is based on the most recent guidelines and forms an effective framework for teaching and learning. The school has developed comprehensive curriculum plans designed to ensure systematic coverage of the content of each subject and to avoid unnecessary repetition as pupils move through the school. However, co-ordinators do not have the chance to monitor how policies and planning are being put into practice in their subject. Planning for English, mathematics and science focuses particularly well on the needs of pupils of differing levels of attainment. Teachers use assessment information to group pupils according to their abilities. They plan that tasks are matched to pupils' prior attainment to enable them to make good progress. Planning for other subjects is less consistent because the school has not yet introduced arrangements for assessment and its use in planning across the curriculum as a whole. Throughout the school, teachers have worked hard to develop very effective methods for teaching the basic skills of literacy and numeracy in English and mathematics lessons. They also promote reading and writing skills well through other subjects, including religious education, history and geography. However, teachers plan few opportunities to promote pupils' numerical skills through other subjects. Moreover, pupils do not use their well-developed information and communication technology skills well enough as an aid to learning in other subjects.
22. The school ensures that all pupils have equality of opportunity and access to the curriculum, irrespective of their ability, gender or background. Teachers make every effort to ensure that the contributions of all pupils are celebrated and valued. All pupils have frequent opportunities to work together and to support each other's learning. This makes a significant contribution to their academic and personal development.
23. The school makes good arrangements for the support of pupils with special educational needs, both in classrooms and outside. This marks an improvement since the last inspection. Procedures for the early identification of pupils with special needs are secure. Teachers work with the special educational needs co-ordinator in drawing up pupils' individual work plans, which contain specific, achievable targets which are regularly reviewed and updated. In consequence, all pupils on the special needs register, including those with Statements of Special Educational Need, participate actively in lessons and in the life of the school. The school is also keen to identify and support able and gifted pupils. Strategies are in place, including sufficiently demanding class work and links with other schools for challenging activities, such as a residential 'mathematics' weekend that ensure that these pupils are able to fulfil their potential and achieve high standards in their work. The school is actively engaged in extending this area of provision and is taking the lead in developing an Internet website along with five other schools.
24. Pupils have opportunities to be involved in a good range of extra-curricular activities, including sport, music, art and chess, all of which successfully extend and enrich the curriculum. There are also opportunities for pupils to have music and French language tuition from visiting tutors. Pupils present a range of school productions throughout the year and participate in local musical and performing arts festivals. Teachers organise a very good programme of educational visits, such as those to the Butterfly Park and Isaac Newton's birthplace and visitors include authors, artists and the local Fire Brigade. These activities bring learning to life. They add considerably to pupils' interest and enthusiasm for school and thereby to the quality of their learning and to the progress that they make.
25. Strong links with the community and with partner institutions make a valuable contribution to pupils' education. Links with the community are very good. Pupils regularly attend the local church and contribute to seasonal festivals. They contribute to the parish magazine and this has resulted in the local community providing the school with tokens from which

- they were able to obtain much needed resources. Further afield, pupils have taken part in a wide range of activities including theatrical presentations for the local community, the Colsterworth Festival, Grantham Festival, Sounds Around Us Festival, Pied Piper Festival and the official opening of the Grantham Leisure Centre. All of these activities add to pupils learning in areas of the curriculum and promote effective social and cultural development. Very good links also exist with the local secondary schools which allow pupils to have access to additional resources and challenging activities that improve their progress in subjects such as science and ICT.
26. The school has maintained its good quality of arrangements for pupils' spiritual, moral, social and cultural development since the previous inspection. Daily acts of collective worship are of a broadly Christian character and meet statutory requirements. They contribute effectively to the quality of the school's provision for pupils' spiritual, moral, social and cultural development.
27. The school promotes pupils' spiritual development effectively. A sense of spirituality and thoughtfulness is evident in the carefully prepared assemblies. They have frequent opportunities to join in prayer, sing hymns and feel positive about themselves. However, moments of quiet stillness are sometimes too fleeting. The school provides pupils with appropriate insights into their own and others' values and beliefs through religious education lessons and assemblies. The local minister and Bishop's Visitor regularly visit school and lead assemblies, contributing effectively to this aspect of pupils' spiritual development. Teachers successfully promote pupils' sense of wonder through their work in a range of subjects. For example, in a Year 4 science lesson pupils gasped in awe on hearing the sounds of dolphins communicating. The school also very effectively promoted pupils' awareness of the beauty of the natural world through their work in building up and planting the environmental area. The Millennium Window, which also features living creatures, embodies the spiritual dimension of school life. It was inspired by a visit to Lincoln cathedral, was designed by pupils and other members of the school community and constructed with the support of cathedral artists and craftsmen. The window occupies a prominent position in the school and acts as a focal point for personal reflection and contemplation.
28. The school fosters pupils' moral development well. In 'awards assemblies' and individual interactions with their pupils, teachers consistently encourage pupils to recognise their own individuality and worth. School rules are displayed prominently and staff are consistent in ensuring that pupils know what is expected of them and that they understand the difference between right and wrong. Teaching in subjects such as geography enables pupils to confront moral issues, such as those relating to human impact on the environment. However, much of the school's provision is embedded in its everyday life and teaching. The headteacher and staff provide very good role models. They consistently treat pupils, other members of the school community and each other with courtesy and respect and this reflects in the attitudes and response of the pupils.
29. Arrangements for promoting pupils' social development are good. Very supportive and constructive relationships between teachers and pupils successfully promote pupils' confidence and self-esteem. Teachers heighten pupils' social awareness through topics such as 'Friends' in Year 1 and assembly themes, such as 'sharing'. Teachers regularly expect pupils to work collaboratively in lessons and give older pupils the opportunity to participate in residential school trips. These activities successfully improve pupils' skills of co-operation and social interaction. Participation in team games, the local swimming gala and occasional sporting competitions promotes pupils' sense of fair play and teamwork. Teachers create good opportunities for pupils to exercise responsibility. For example, well-established pupils act as a 'buddies' to encourage less confident pupils. Pupils also organise their own chess games during break times. Teachers encourage pupils to reflect on the needs of others and give support to a range of charitable causes, including a



scheme for sending shoeboxes of toys to Kosovo. Teachers ensure that pupils address aspects of citizenship and living in the local community and occasional visitors extend pupils' experience of life in Britain's multi-ethnic society.

30. There are very good arrangements for promoting pupils' cultural development. Pupils learn about their cultural heritage through involvement in local activities, such as Remembrance Sunday and the pilgrimage to Lincoln Cathedral. The school extends pupils' cultural awareness very well through a programme of carefully planned visits to the theatre, museums, galleries and places of interest. For example, the younger pupils learned about times past when they experienced a medieval banquet at Gainsborough Old Hall. In art lessons teachers successfully promote pupils' awareness of the works of a good range of famous artists and of artistic traditions of both western and non-western cultures. Through work in art, religious education and assemblies, on themes such as 'celebrations', the school successfully teaches pupils to appreciate the richness and diversity of major world faiths and traditions.

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

31. As at the time of the previous inspection, the care and support that the school provides are strong and notable features that help to improve the effectiveness of the curriculum. All staff know their pupils well. They work hard to ensure pupils' happiness, their personal support, educational guidance and the consistent and fair management of their behaviour.
32. The procedures for securing the safety of all pupils are very good because there is a very thorough system of regular risk assessments and health audits. The headteacher has undertaken training in child protection. She has ensured that all staff are aware of their roles and responsibilities and that the arrangements for child protection are effective. The school responds appropriately to pupils' medical needs by maintaining effective links with families and with health advisers. All staff have received training in first aid. The school is very quick to respond to safety issues notified to them. There are regular emergency fire drills and the school is conscientious in checking the electrical safety of portable appliances. No health and safety concerns were raised during the inspection.
33. The procedures for monitoring and promoting attendance are satisfactory, with the headteacher and school secretary playing central roles. Parents are reminded regularly of the need for good attendance. The school's computerised monitoring attendance is efficient and allows staff to identify and follow up incidents of unauthorised or unexplained absence. There are, however, uncertainty and inconsistencies of approach among staff dealing with incidents of unauthorised absence and the school's guidance and procedures for this need to be clarified.
34. The monitoring and promoting of good behaviour by teachers and other staff are effective and help most pupils to achieve good standards in this respect. The introduction of a reward system has been very successful. In addition, special praise for caring, listening, attainment and overall help are all very effective methods that teachers use to monitor and support the development of pupils. The pupils are supervised well at breaks by conscientious staff who are alert and vigilant. Experienced and very efficient midday assistants undertake lunchtime supervision and the standard of care is high. However, the procedures for the monitoring and eliminating of oppressive behaviour are currently unsatisfactory. Whilst no such incidents were seen during the inspection, the school does not have a formal policy document or a code of practice outlining procedures and action to eliminate it and so it is not in a position to respond adequately to pupils or parents who express concerns over the issue of bullying.
35. The school cares very well for pupils with special educational needs. The ethos of the school promotes the well being of pupils with special educational needs by encouraging

positive relationships and mutual respect between pupils. The school successfully integrates all pupils with special educational needs. They are included in all activities and benefit from the same opportunities as all other pupils. Good liaison between specialist teacher, class teachers and support staff ensures that the needs of the pupils are identified carefully and met well in class and in all other aspects of school life.

36. There is no assessment co-ordinator to lead the development of this aspect of the school's work. However, teachers make appropriate use of the wealth of information relating to pupils when they enter school and at the end of Reception. They analyse this information carefully to identify those pupils who are in need of additional help and support in order to develop basic educational skills. In the infant and junior classes, there are good procedures for the assessment of pupils' attainment and progress in English, mathematics, and science. Teachers keep detailed records of pupils' attainment in activities completed in class, for homework, and in end of unit tests. Teachers analyse the results of national tests and of the other assessments that they carry out in order to work out pupils' current levels of attainment and set targets for future attainment. The procedures are already having a positive effect upon standards in these subjects, particularly mathematics and science.
37. Assessment in other subjects is unsatisfactory because there are no whole-school formally agreed systems. Assessments are not rigorous enough to provide a clear picture of what pupils know, understand and can do and the frequency and detail of recording of assessments is inconsistent. There are some examples of developing good practice. For example, the co-ordinator for ICT has developed a system for assessing and recording the progress of pupils in her class. It is firmly based upon the development of key skills in the subject and it gives an accurate picture of each pupil's level of competence in the subject. However, this degree of accuracy is not yet the norm in all classes for most subjects of the curriculum.
38. Teachers' use of assessment as a guide to planning is satisfactory overall. Staff in the reception class know the children well and have a good informal understanding of their individual strengths and weaknesses. However, they do not make enough use of on-going assessments to 'fine tune' planning to the needs of individual children. Throughout the school, teachers use assessment information effectively to group pupils according to their abilities and to plan tasks in English, mathematics and science that meet pupils' needs, particularly in the junior classes. This represents improvement since the previous inspection. However, the use of assessment in planning new units of work in other subjects is unsatisfactory. This planning is often on the basis of broad target levels from the National Curriculum because teachers do not have the information that they need in order to plan tasks on the basis of pupils' prior attainments in the subject. This means that there are times when work is either too easy or too difficult for particular pupils and this reduces the progress that they make.

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

39. The last inspection found that parents were very involved with the life of the school and this continues to be the case. Parents are very supportive and are generally satisfied with most aspects of the schools work. They are almost unanimous in stating that their children enjoy school. They feel that the school is a very welcoming place and they are most appreciative of its openness and warmth.
40. The school sees a close partnership with parents as fundamental to its work and is very keen to take their views into account. The headteacher and staff make themselves freely available to discuss matters with parents, often on a daily basis, so that they feel welcome in school. Most parents find it easy to approach the staff with complaints or concerns and are generally confident that these are dealt with adequately.

41. Overall the quality of information provided for parents is good. The school brochure is detailed and informative and regular newsletters keep parents up to date with on-going and special events. The school provides parents with information about the content of the curriculum so that they can support their children's learning outside of school. There are special meetings to keep parents abreast of educational developments that affect their children but these are not always well attended. The school provides consultation evenings for all parents and they greatly appreciate these opportunities. However, whilst pupils' annual progress reports conform to basic reporting requirements the quality of the information that they contain is unsatisfactory. The reports do not always tell parents enough about what their children know, understand and can do or give clear guidance on what pupils need to do in order to improve further. Additionally, some reports are written in language that is not readily understood by many parents.
42. Parents and members of the community regularly help in school and the staff value their assistance and willingness. A very active and enthusiastic Parent and Teacher Association holds a large number of successful fundraising and social events. It contributes greatly to the work of the school and raises very significant amounts of money, which are spent prudently under the direction of the headteacher on resources to enhance the quality of pupils' education. Parents and governors regularly work together on projects to help the school and this has resulted in considerable improvements to the school grounds and to the facilities for outdoor education and recreation.

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

43. The leadership and management of the school are very good. The school's aims and values are fully reflected in its daily life and are of very good quality. The headteacher, key staff and governors have taken very successful measures to raise standards and to address the issues detailed in the previous report. The leadership and management have improved from being a weakness at the time of the previous report to now being a major strength of the school.
44. The headteacher has set a very clear educational direction based upon the school being at the heart of the village community. She was appointed immediately following the previous inspection and led the production of the post-inspection action plan. She was therefore fully aware of the issues requiring development and improvement. She has a very good understanding of educational issues and a deep commitment to enabling all pupils to achieve to their full potential. The headteacher is a good organiser who gets things done and has the ability to take other people along with her. She has a high profile in the school and has very good knowledge of both the academic and personal characteristics of every individual in it. She has a great capacity for work and successfully balances the demands of being a headteacher with major teaching commitments.
45. The headteacher has an inclusive management style, which compensates for there being no deputy headteacher and no senior management team. The whole teaching staff is involved in the decision-making processes and all but the newly qualified teacher have management responsibilities. Since the last inspection, co-ordinators have been appointed for all subject areas and appropriate in-service training has been provided for them. Co-ordinators are playing an important role in the development of the curriculum and in the drive to raise standards. Significant progress has been made in English, information and communication technology, mathematics, science, and religious education. The headteacher and the local education authority link inspector carry out some monitoring of teaching and classroom practice but co-ordinators are not sufficiently involved in monitoring the delivery of their subject.

46. The governors have a very good understanding of the strengths and weaknesses of the school. They represent a wide cross section of the local community and are fully committed to the school and its activities. There are frequent meetings between the chair of governors and the headteacher and they work closely on issues that arise between scheduled meetings. A member of the governing body is linked to each subject of the curriculum and this contact is helping to keep the governing body informed of specific areas for development and the levels of attainment. At the time of the previous inspection, the governing body was not involved enough in monitoring the work of the school, and governors' roles were in need of development. The governing body is now fully involved in shaping the direction of the school, in monitoring and evaluating the school's performance and in ensuring best value for money. Through the work of the full governing body and of its committees, the governors fulfil their statutory duties effectively. They have successfully adopted the role of a critical friend to the school, overseeing the quality of education that it provides and holding it to account for the standards that it achieves.
47. The school sets clear priorities for development, with a clear focus on raising standards and improving provision. The school development plan is well presented and is a working document. It contains the detail necessary to provide a framework for staff and governors with clear targets and details of monitoring. The plan covers the next year's developments in detail but also includes links to longer-term priorities. There are very good links to the budget and there are secure and effective systems for monitoring financial matters. The governors and all staff are fully involved in the production of the development plan and the identification of the priority areas for development. The establishing of the library and the computer suite are good examples of the school's successful planning for longer-term investment.
48. In the previous report, the school was criticised for its poor investment in in-service training. Staff development is now considered very important in the drive to improve both standards and the quality of education provided for the pupils. There has been considerable training for both staff and governors during the successful introduction of the National Literacy and Numeracy Strategies. In addition, all members of the teaching staff have attended in-service training associated with the new locally agreed syllabus for religious education. Considerable training has already taken place to raise the staff's confidence in teaching information and communication technology. This training is on-going and is enabling the majority of the teaching staff to make effective use of the facilities on offer in the computer suite. The programme of staff training is increasing the competence of staff to meet the challenges of teaching new areas of the curriculum. It is also helping to raise pupils' levels of attainment in information technology and religious education.
49. Financial planning is very good and is securely linked to the aims and values of the school. The funding for special educational needs is used wisely and has established a support system that enables these pupils to make good progress in their studies. The quality of daily financial management and control is very good. The regular use of an external financial consultant ensures that monitoring of financial matters is rigorous and thorough. Regular financial reports are prepared for the headteacher and the governors' finance committee. All spending is closely monitored and the school uses its delegated budget efficiently. Other funds are used for their designated purpose and enhance pupils' learning. The school skilfully uses the complete range of its financial resources to the full in the efforts to raise standards. For example, the employment of a part-time teacher to enable the two junior classes to be split into four smaller teaching groups for English, mathematics, and science is a huge success. Teachers are able to match tasks more effectively to pupils' needs and so pupils' levels of attainment continue to rise to new levels. The very clear identification of the roles of the headteacher, the secretary, and the external consultant ensure that the school runs smoothly, despite the heavy teaching load of the headteacher.

50. The management and organisation of the provision for pupils with special educational needs are good. The school's policy meets the requirements of the special educational needs Code of Practice<sup>5</sup>. Pupils' individual education plans are kept up to date and the co-ordinator ensures that targets are specific, manageable and achievable. The governing body monitors this aspect of the school's work effectively through the nominated governor for special needs and regular reports from the headteacher.
51. The school's staffing, accommodation and learning resources are satisfactory overall. Class sizes are in line with national guidelines for primary schools. However, the teaching commitment undertaken by the headteacher and the additional hours provided by a part-time teacher mean that pupils in Years 3 to 6 work in smaller than average groups for English, mathematics and science. This is improving the progress of pupils of all levels of attainment. The governing body have introduced effective procedures for managing the performance of teachers and for supporting teachers who are newly qualified or recently appointed to the school. These arrangements ensure that all staff receive appropriate on-going training that is improving their effectiveness in the classroom.
52. The accommodation provides satisfactory facilities for teaching and learning. There have been major improvements over recent years including a new secretary's office, an extension to a classroom, a new ICT suite, resurfacing of certain areas and the provision of a secure play area for children in the Foundation Stage. Planned initiatives include for an extension to the staff room, a new resources room and additional toilets. Despite these improvements, there are still limitations in certain areas. These include damp problems in the main hall, a very serious lack of storage facilities and a shortage of space for indoor physical education. However, the school functions very well and all staff and pupils work very effectively in this environment. The building is well cleaned and maintained and a lack of litter, graffiti and damage indicates the respect pupils show for the school.
53. Resources are adequate to meet the needs of the planned curriculum in all subject areas, with special particular in history, science, ICT and outdoor equipment for the Foundation Stage. Teachers use these resources effectively despite there not being sufficient storage facilities. Teachers share resources readily with one another. The library is adequately stocked, particularly with non-fiction books, and all pupils have regular access.
54. Children enter the school with average attainment. The standards achieved by Year 6 pupils are well above average in mathematics and science, and above average in English, history and information and communication technology. Pupils with special educational needs are well supported in normal classroom activities and they make good progress. Pupils have very good attitudes and they enjoy school. Behaviour, relationships, and personal development are good. Teaching is good overall but with many very good features. Leadership and management are very good and the school runs smoothly. The cost of educating each pupil is quite high but taking into account pupils' achievements and the very good all-round improvement the school has made since its previous inspection, it gives good value for money.

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<sup>5</sup> [Code of Practice – this gives practical advice to schools and local education authorities about their responsibilities, duties and tasks to ensure that pupils who have special educational needs receive the most appropriate help and support to further their learning and personal development. This is a statutory duty under the Special Educational Needs and Disability Act 2001.](#) [Code of Practice – this gives practical advice to schools and local education authorities about their responsibilities and tasks to ensure that pupils who have special educational needs receive the most appropriate help to further their learning and personal development. This is a statutory duty under the 1922 Education Act.](#)

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

55. In order to extend the school's current achievements, the governors, headteacher and staff should jointly:

- (1) improve teachers' planning in the medium and shorter term by:
  - i) identifying the criteria that are to be used in assessing pupils' attainment and progress in all subjects;
  - ii) ensuring that all staff receive the necessary training to apply these criteria consistently;
  - iii) devising a manageable way of recording assessment information so that it is readily available to teachers when topics or skills are revisited;
  - iv) ensuring that teachers use assessment information more systematically to identify what pupils of different levels of attainment need to learn next;
  - v) planning for the more regular use of ICT as an aid to pupils' learning in all subjects;
  - vi) ensuring that teachers identify opportunities for pupils to develop the skills of numeracy through their work in other subjects;

(Paragraphs: 12-13, 15, 21, 37-38, 79, 92, 98, 109, 113, 118 and 125)

- (2) improve the management of the curriculum by:
  - i) devising a planned programme that allows co-ordinators to observe lessons in order to monitor standards and quality in the subjects for which they are responsible;
  - ii) ensuring that the outcomes of monitoring inform the school development planning process;

(Paragraphs: 45, 93, 98, 101, 106, 113, 119 and 125)

- (3) improve the school's procedures for monitoring and eliminating oppressive behaviour by:
  - i) devising a whole school policy and guidelines to ensure that staff identify incidents of oppressive behaviour and deal with them consistently;
  - ii) ensuring that staff at all levels receive the necessary training to implement the policy effectively.

(Paragraph: 34)

## **OTHER ISSUES THAT SHOULD BE CONSIDERED BY THE SCHOOL**

1. Improving the quality of pupils' annual progress reports to parents. (Paragraph: 41)

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed

26

Number of discussions with staff, governors, other adults and pupils

30

### Summary of teaching observed during the inspection

|            | Excellent | Very good | Good | Satisfactory | Unsatisfactory | Poor | Very poor |
|------------|-----------|-----------|------|--------------|----------------|------|-----------|
| Number     | 0         | 7         | 12   | 6            | 1              | 0    | 0         |
| Percentage | 0         | 27        | 46   | 23           | 4              | 0    | 0         |

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

### Information about the school's pupils

|  |              |
|--|--------------|
| <b>Pupils on the school's roll</b>   | YR – Y6      |
| Number of pupils on the school's roll (FTE for part-time pupils)             | 109          |
| Number of full-time pupils known to be eligible for free school meals        | 0            |
| <b>Special educational needs</b>   | YR – Y6      |
| Number of pupils with statements of special educational needs                | 1            |
| Number of pupils on the school's special educational needs register          | 29           |
| <b>English as an additional language</b>                                     | No of pupils |
| Number of pupils with English as an additional language                      | 1            |
| <b>Pupil mobility in the last school year</b>                                | No of pupils |
| Pupils who joined the school other than at the usual time of first admission | 9            |
| Pupils who left the school other than at the usual time of leaving           | 6            |

### Attendance

#### Authorised absence

|                           | %   |
|---------------------------|-----|
| School data               | 4.2 |
| National comparative data | 5.6 |

#### Unauthorised absence

|                           | %   |
|---------------------------|-----|
| School data               | 0.0 |
| 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 | 8    | 9     | 17    |

| National Curriculum Test/Task Results                  |          | Reading | Writing | Mathematics |
|--|----------|---------|---------|-------------|
| Numbers of pupils at NC level 2 and above <sup>6</sup> | Boys     |         |         |             |
|  | Girls    |         |         |             |
|  | Total    | 12      | 14      | 17          |
| Percentage of pupils at NC level 2 or above            | School   | 71 (81) | 82 (94) | 100 (94)    |
|  | National | 84 (83) | 86 (84) | 91 (90)     |

| Teachers' Assessments                                  |          | English | Mathematics | Science |
|--|----------|---------|-------------|---------|
| Numbers of pupils at NC level 2 and above <sup>7</sup> | Boys     |         |             |         |
|  | Girls    |         |             |         |
|  | Total    | 15      | 16          | 11      |
| Percentage of pupils at NC level 2 or above            | School   | 88 (88) | 94 (94)     | 65 (94) |
|  | National | 85 (84) | 89 (88)     | 89 (88) |

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

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

| Number of registered pupils in final year of Key Stage 2 for the latest reporting year | Year | Boys | Girls | Total |
|--|------|------|-------|-------|
|  | 2001 | 4    | 8     | 12    |

| National Curriculum Test/Task Results                  |          | English | Mathematics | Science  |
|--|----------|---------|-------------|----------|
| Numbers of pupils at NC level 4 and above <sup>7</sup> | Boys     |         |             |          |
|  | Girls    |         |             |          |
|  | Total    | 11      | 12          | 12       |
| Percentage of pupils at NC level 4 or above            | School   | 92 (80) | 100 (73)    | 100 (93) |
|  | National | 75 (75) | 71 (72)     | 87 (85)  |

| Teachers' Assessments                                  |          | English  | Mathematics | Science   |
|--|----------|----------|-------------|-----------|
| Numbers of pupils at NC level 4 and above <sup>7</sup> | Boys     |          |             |           |
|  | Girls    |          |             |           |
|  | Total    | 12       | 12          | n/a       |
| Percentage of pupils at NC level 4 or above            | School   | 100 (87) | 100 (80)    | n/a (100) |
|  | National | 72 (70)  | 74 (72)     | 82 (79)   |

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

<sup>6</sup> Data about performance of boys and girls has been omitted because, in each case, the number of pupils concerned is less than ten. Any comparisons based on such low numbers could be statistically unreliable.



### **Ethnic background of pupils**

|                                 | No of pupils |
|---------------------------------|--------------|
| Black – Caribbean heritage      | 0            |
| Black – African heritage        | 0            |
| Black – other                   | 0            |
| Indian                          | 0            |
| Pakistani                       | 0            |
| Bangladeshi                     | 0            |
| Chinese                         | 0            |
| White                           | 100          |
| Any other minority ethnic group | 0            |

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

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

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

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

### **Teachers and classes**

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

|  |     |
|--|-----|
| Total number of qualified teachers (FTE) | 5.5 |
| Number of pupils per qualified teacher   | 20  |
| Average class size                       | 27  |

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

|   |    |
|---|----|
| Total number of education support staff | 3  |
| Total aggregate hours worked per week   | 43 |

*FTE means full-time equivalent.*

### **Financial information**

|                |           |
|----------------|-----------|
| Financial year | 2000 / 01 |
|----------------|-----------|

|  | £       |
|--|---------|
| Total income                               | 232,533 |
| Total expenditure                          | 234,815 |
| Expenditure per pupil                      | 2,097   |
| Balance brought forward from previous year | 7,000   |
| Balance carried forward to next year       | 4,718   |

### **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)                           | 0 |
| Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE) | 0 |

*FTE means full-time equivalent.*

## Results of the survey of parents and carers

Questionnaire return rate 63.3%

|                                   |     |
|-----------------------------------|-----|
| Number of questionnaires sent out | 109 |
| Number of questionnaires returned | 69  |

### Percentage of responses in each category

|  | Strongly agree | Tend to agree | Tend to disagree | Strongly disagree | Don't know |
|--|----------------|---------------|------------------|-------------------|------------|
| My child likes school.   | 72             | 22            | 6                | 0                 | 0          |
| My child is making good progress in school.  | 55             | 32            | 7                | 3                 | 3          |
| Behaviour in the school is good.   | 30             | 42            | 25               | 3                 | 0          |
| My child gets the right amount of work to do at home.                              | 41             | 27            | 22               | 7                 | 3          |
| The teaching is good.  | 43             | 46            | 7                | 3                 | 1          |
| I am kept well informed about how my child is getting on.                          | 28             | 39            | 26               | 7                 | 0          |
| I would feel comfortable about approaching the school with questions or a problem. | 54             | 30            | 9                | 4                 | 3          |
| The school expects my child to work hard and achieve his or her best.              | 53             | 31            | 14               | 1                 | 1          |
| The school works closely with parents.   | 43             | 33            | 17               | 4                 | 3          |
| The school is well led and managed.  | 50             | 31            | 16               | 0                 | 3          |
| The school is helping my child become mature and responsible.                      | 45             | 41            | 10               | 1                 | 3          |
| The school provides an interesting range of activities outside lessons.            | 52             | 38            | 10               | 0                 | 0          |

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

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

56. The arrangements that the school makes for the children in the Foundation Stage are good. Almost all children join the school full-time in the September before their fifth birthday. Parents and children visit the reception class and meet their teacher informally before starting school. These arrangements very successfully promote a smooth transition between home and school and enable links with home to begin to be established. Also, children attending the local playgroup become familiar with school by sharing in special events, such as the Christmas Party and the Easter Egg Hunt.
57. Children enter school with broadly average levels of attainment for their age. The teacher and classroom assistant work hard to ensure that the reception class is calm and welcoming. This ensures that all boys and girls, including those with special educational needs, settle securely into school life and are well motivated to learn. They make sound overall progress and by the end of the Foundation Stage they attain the early learning goals for children of their age. Children's learning is particularly successful in personal, social and emotional development, knowledge and understanding of the world and aspects of communication, language and literacy and mathematical development. Many achieve higher than expected standards in these areas of learning.
58. The quality of teaching is good overall. This is a marked improvement since the last inspection when teaching was unsatisfactory. The class teacher and classroom assistant work very well together. The classroom assistant is clear about what the children are to learn in the course of each session. She supports groups and individuals purposefully and makes a significant contribution to children's learning. The teacher has a good knowledge and understanding of how young children learn and her detailed planning successfully incorporates the required areas of learning. She assesses children's skills shortly after they start full-time school, using local authority materials. She notes children's achievements and creates a range of records. However, arrangements are not yet established for systematically observing and assessing each child's strengths and weaknesses in the areas of learning and using the results of this assessment to identify development and learning priorities for each child. The classroom is thoughtfully organised with a good range of resources to stimulate children's curiosity and encourage them to become independent learners. There is direct access to a secure outdoor area, which provides valuable opportunities for children to learn by working on a more active scale than is possible indoors. For example, they make bubbles and watch them blow away in the wind, as part of their work on weather.

**Personal, social and emotional development**

59. Children's personal, social and emotional development goes beyond that expected for their age. The children are happy and well used to the classroom systems. The teacher has high expectations of children's involvement and they respond well. Almost all are confident and show a very good degree of independence in their approach to activities and daily routines. They respond promptly to instructions and put out and clear away equipment efficiently. They are highly motivated to learn, settling quickly to tasks and concentrating hard. They handle books and equipment carefully. When moving around school, as when they go to the hall for assembly, they behave very sensibly and co-operatively. They are patient and take their turn. Teaching in this area of learning is good. Plans include topics which successfully promote children's awareness of their own feelings and their ability to express them. For example, after listening to a well-selected story, the children shared their feelings about being alone. The teacher and classroom assistant valued each child's efforts and gave lots of individual praise and encouragement. For example, children have opportunities to carry out particular jobs, such as changing the

sign for the name of the day and ringing the school bell at appropriate times. Such arrangements successfully build children's self-esteem and promote their confidence in learning and in their relationships with others.

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

- 60. Children attain satisfactory standards of communication, language and literacy. The teacher plans a good range of worthwhile opportunities for children to improve their communication, language and literacy skills. Children have planned opportunities to talk to adults and each other, for example, discussing the weather each morning and selecting the best words to describe it. The teacher and classroom assistant ask well-directed questions, which successfully promote children's speaking and listening skills. As a result, children make good progress in developing these skills and exceed the standards expected for their age. Children enjoy sharing stories and rhymes and joining in with repeated phrases. The quality of teaching is good. Staff take every opportunity to promote children's confidence and communication skills. Carefully prepared activities successfully stimulate children's interest in letter sounds, reading and writing. From their earliest days in school, children regularly take home a range of books to share with their parents. They demonstrate confidence in handling books and most are on the initial stages of reading. They recognise familiar words and are beginning to associate letters and sounds. Lively activities and games successfully reinforce their learning and encourage the children to see learning as fun. For example, groups play games with the classroom assistant, matching letter sounds and items from a bag, including a Christmas cracker, a jar of jam and fluffy slippers. The children regularly practise writing patterns and form their letters carefully. They understand that writing conveys meaning. All write their own names and some are beginning to write simple words and phrases independently.**

#### **Mathematical development**

- 61. Children develop sound mathematical understanding. They develop a good sense of number, order and sequence through regular counting routines. They know the names of colours and common two-dimensional shapes. They make sound progress in learning mathematical language, such as 'long' and 'short', through activities such as making mice with different length tails. Most children count reliably up to 20 and beyond, which is ahead of many children of this age. They are making sound progress in recognising and recording numerals within ten. The quality of teaching is good with lots of planned activities to promote children's mathematical development. Staff seize opportunities to reinforce children's mathematical skills and check their understanding through well-directed questions. Also, in the course of the day, they regularly introduce number songs and rhymes which successfully support children's learning.**

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

- 62. Children acquire a good knowledge and understanding of the world through well planned and stimulating topics. They learn about the properties of materials such as sand and water by handling and working with them. They make good progress in understanding the needs of living things through practical activities throughout the year. For example, according to the season, they plant bulbs and seeds and make bird cake to feed the birds. They gain further knowledge and understanding of the living world through farm visits. The teaching of this area of learning is good. The teacher plans topics in which children can be actively involved. For example, they make good progress in learning about the weather, through observing and recording it each day. Careful preparation ensures that many of the children's activities are linked to their current topic. This adds relevance to their work and stimulates their interest. For example, children have regular opportunities to use a range of simple computer programs, which soundly support their learning.**

### **Physical development**

63. Children's physical development is satisfactory. They move safely and confidently in and around their classroom. When the weather permits, children have opportunities for vigorous free play outdoors, using a very good range of large equipment. Children enjoy regular opportunities to be active in physical education lessons when they move with control and usually avoid bumping into each other. They respond promptly to instructions. They run, walk and perform fast, slow, high and low movements with confidence and satisfactory standards of co-ordination and balance. They move imaginatively to music. For example, they respond with swirling movements to sounds representing the wind. The quality of teaching is satisfactory overall. Within the classroom, planned activities satisfactorily promote children's physical development alongside other areas of learning. Children fit together jigsaws and construction materials. They frequently use paintbrushes and simple tools, such as scissors, and demonstrate sound manipulative skills.

### **Creative development**

64. Children develop satisfactory creative skills. They join in readily with action songs and number rhymes and enjoy joining the rest of the school for singing. They have frequent opportunities to draw using pencils and a satisfactory range of markers. They have experience of using clay to make pots. They confidently use glue and paints in various ways, such as printing with vegetables or Christmas shapes to create wrapping paper. Their art and craft activities successfully support other areas of learning. For example, children reinforce their mathematical development when they mix their own paint in various shades, paint circles and overlap them to make caterpillars of different lengths. The quality of teaching is satisfactory. Staff ensure that stimulating materials and tools are accessible to the children. The teacher plans activities, which successfully engage children's interest and promote their use of imaginative language. For example, children collaborate well in the role-play area as they prepare to put the washing on the line.

## **ENGLISH**

65. In the national tests in 2001, pupils' attainments at the end of Year 2 were very low in reading and below average in writing, compared with all schools nationally. Standards of attainment have fallen in the last few years, with a marked dip in reading in 2001. However, the proportion of Year 2 pupils with difficulties in reading and writing in the small year groups has made a significant impact on results. Inspection evidence indicates that pupils in the current Year 2 are on course to attain average standards in speaking and listening, reading and writing, as they were at the time of the previous inspection. In the national tests at the end of Year 6 in 2001, pupils' attainments in English were well above the national average and above average. The findings of the inspection indicate that pupils in Year 6 are achieving well and are on course to attain above average standards. This is an improvement since the last inspection, when standards were broadly in line with the national average.

66. Factors that contribute to pupils' achievements by the time they leave the school, include:

- the school allocates additional time beyond the daily literacy hour for pupils to enjoy books and reinforce their reading skills;
- teachers plan tasks which provide opportunities for extended writing. These are sometimes homework projects;
- the school identifies and effectively supports those pupils who need additional help with reading and writing;
- teachers are sensitive to the needs of individual pupils and ensure that all are included in classroom activities. There are no consistent variations in the progress of pupils of different gender, background or ethnicity;
- in Years 3 to 6, pupils are organised into groups according to prior attainment and work is set at levels which successfully challenge all pupils, including the more able;

- pupils show good attitudes to learning in English. They are eager to contribute their ideas orally and apply themselves well to reading and writing tasks;
  - teachers plan work in other subjects which effectively extends pupils' reading and writing skills.
67. Teachers consistently extend pupils' vocabulary and promote their interest in new words. Pupils listen well and as a result they make good progress. In a lesson focusing on 'The Dingle Dangle Scarecrow', Year 1 pupils enjoyed discussing the familiar text and considering the picture conveyed by the descriptive words. Year 2 pupils were animated as they wrote additional verses, using their own carefully selected words. Teachers systematically encourage pupils to listen to the sound and rhythms of words, to support their reading and spelling. Pupils respond enthusiastically. They frequently demonstrate their skills when they recite poetry together, which they do with measured tempo and good expression. Pupils use their speaking and listening skills effectively to support their learning in other subjects. In a mathematics lesson, for example, Key Stage 1 pupils clearly explained how they calculated change from a given amount of money. Pupils also have opportunities to speak more formally. In a science lesson, for example, groups of Year 4 pupils gave short presentations of the findings of their research on the topic of sound. They confidently expressed their own ideas and listened carefully to those of others.
68. Pupils of all ages enjoy hearing stories read by adults and are encouraged to take books home regularly. Almost all the pupils interviewed during the inspection are keen readers. In all age groups, pupils demonstrate a wide range of abilities and teachers successfully ensure that they read books at the correct level of challenge. By Year 2, pupils read simple texts independently with understanding. They readily describe their favourite part of the book. Most read accurately and with good expression. Teachers successfully promote pupils' knowledge of letter sounds. With increasing independence, pupils use this knowledge and other clues in the text to help them tackle unfamiliar words. The older pupils talk readily about the characters and key events of their current reading books and the more able readily compare books with others they have read. In shared and guided reading activities during daily literacy lessons and in silent reading sessions in the course of the week, pupils have regular opportunities to develop and reinforce their skills. By Year 6, pupils are interested and accurate readers. The more able discuss the plot of their book and predict future outcomes with assurance. Pupils have ready access to a good selection of books in the library and in classroom collections. When researching topics, for example in history, they use factual texts as a source of information and use contents and index pages competently. In both key stages, pupils understand how books are organised in the school library. Pupils approach both fiction and non-fiction sections with confidence.
69. Throughout the school, pupils display a wide range of writing skills. Teachers plan a good variety of writing activities and consistently praise pupils' efforts. In consequence, pupils gain confidence and show a lively interest in writing. In Year 1, most pupils write legibly as they learn to sequence their ideas and express them independently in simple words and phrases. By Year 2, pupils write their news, simple letters, stories and instructions such as 'How to make a sandwich'. Pupils know that capital letters and full stops are needed in sentences, but they use them inconsistently. Most pupils spell commonly used words correctly. In Years 3 and 4, pupils write increasingly structured and thoughtful pieces of work. For example, they write character profiles which show an awareness of differences between fact and fiction. They express their ideas confidently and write poetry and humorous jingles. In Years 5 and 6, pupils plan their writing well, as a means of organising and developing their ideas and opinions. By Year 6, many successfully draft and redraft their work. They readily express their ideas at length and increasingly use complex sentences. However, some pupils continue to pay inadequate attention to punctuation and spelling. Teachers successfully convey their enthusiasm for the subject to the pupils. For example, following animated presentations of nonsense poems, high

attaining pupils in Years 5 and 6 were highly motivated to write their own versions, in which they used words adventurously and very expressively.

70. Pupils practise their handwriting regularly. By Year 2, most pupils write clearly and are beginning to join letters. Throughout the school, they take particular pride in presenting work carefully in topic booklets and for display. By Year 6, almost all pupils display consistently fluent, legible handwriting. Teachers encourage them to use their writing skills to support learning in other subjects. For example, Year 1 pupils wrote about 'Friends' in religious education and pupils in Years 3 and 4 wrote a diary from the point of view of a child in the Blitz. As part of their work in information and communication technology, pupils are introduced to word processing programs, which they use effectively to produce well-presented work.
71. The quality of teaching is good overall, with examples of very good teaching in Years 3 to 6. Teachers have secure subject knowledge. They are clear about what they want the pupils to learn and often share this with pupils at the beginning of the lesson. As a result, pupils are interested and approach their work purposefully. Teachers use well-targeted questions to stimulate pupils' thinking, check their understanding and reinforce their learning. Teachers use current systems of assessment and record keeping satisfactorily. They plan work for different groups of pupils at appropriate levels and direct support towards individual pupils in order to improve their basic skills and raise standards. They use the results of tests and observations as a basis for setting individual targets. Teachers mark pupils' work regularly. In some classes in Years 3 to 6 marking is particularly valuable, as it consistently indicates what pupils can do to improve as well encouraging their efforts. In the most successful lessons, teachers engage pupils' interest very actively with their lively approach and often with a touch of humour. Teachers work closely with classroom assistants and regular voluntary helpers, who make a valuable contribution to pupils' learning. They give particular support to lower attaining pupils and those with special educational needs, enabling pupils to participate purposefully. Teachers regularly set reading and spelling homework and occasionally more extended writing tasks. Pupils are well supported at home and these activities positively reinforce their learning.
72. Teachers have very good relationships with pupils. They are consistently supportive, receptive to pupils' contributions and successful in boosting pupils' self-esteem. This promotes pupils' positive attitudes to work and eager involvement in lessons. Pupils follow their teachers' instructions and almost all behave co-operatively and well. Activities such as pupils' outings to the theatre and visits to school by authors increase pupils' interest and involvement in their learning.

## **MATHEMATICS**

73. The teaching and learning of mathematics are improving. As a result, pupils of all levels of attainment make consistently good progress and the standards that they attain by the time that they leave the school are considerably higher than they were at the time of the last inspection.
74. In the 2001 national tests for seven-year-olds, pupils' attainments were in line with the national average. All pupils attained the nationally expected standard and over half attained above average levels. The school's overall performance was reduced by the fact that a number of pupils scored at the lower end of the expected range. However, this does not indicate weaknesses in teaching or learning. All pupils made satisfactory progress and the quarter of pupils in the 2001 test group who had special educational needs achieved very well, despite their difficulties, to attain the nationally expected standard. In the current Year 2, standards are set to rise again. Almost all pupils are on course to attain the nationally expected standard with a higher proportion on course to achieve the above average standard.

75. In the 2001 tests for 11-year-olds, pupils' attainments were well above the national average. Again, all pupils attained the nationally expected standard but in Year 6, the proportion of pupils exceeding national expectations was greater than in schools nationally. Inspection evidence is consistent with this picture of high attainment and indicates that pupils in the current Year 6 are making good progress and that results are likely to be well above average in mathematics by the end of Year 6.
76. By the end of Year 2, all pupils count forwards and backwards to and from 100. They recognise, read and sequence sets of numbers accurately. They are confident about the value of digits in numbers up to 100 and higher-attaining pupils extend this area of understanding to 1,000. They know the pairs of numbers that add up to ten or, in the case of higher-attaining pupils, 20 and use this to carry out simple calculations quickly and accurately. They use the language of simple fractions appropriately when comparing numbers or shapes. Their knowledge of tables is developing well and higher-attainers apply this to division problems. All solve problems involving familiar coins and higher-attaining pupils recognise and accurately use decimal notation for pounds and pence and calculate change from £5. Almost all name a good range of two and three-dimensional shapes and higher-attaining pupils identify or classify them by their properties.
77. By the end of Year 6, almost all pupils think mathematically. They use the number facts that they have learned quickly, efficiently and accurately to solve a range of mathematical problems. Because they have a good grasp of mathematical ideas, most explain their thinking confidently, using correct mathematical language and giving reasons for the conclusions that they reach. For example, they use their understanding of place value to multiply and divide by 10, 100 or 1,000 and bring in their understanding of decimal numbers to apply this to money or metric measurements. All use written methods of addition, subtraction, multiplication and division, with higher-attaining pupils accurately multiplying three-digit numbers by two-digit numbers. Most can name different angles and use a protractor to measure angles with a fair degree of accuracy. Higher-attainers know the sum of angles at a point or in a triangle and use this understanding to solve geometrical problems. They use their secure knowledge of tables and an understanding of factors to add fractions together and to simplify improper fractions. Most pupils use charts and graphs to display mathematical information and the more able explain conclusions demonstrated by graphs.
78. Teaching is successful and most pupils achieve well because:
- the co-ordinator leads the development of this subject very effectively. She has very high levels of understanding, experience and expertise that have enabled her to manage the introduction of the National Numeracy Strategy very successfully. This has brought a greater consistency to the teaching of mathematics that is helping to raise standards over time;
  - the school's mathematics curriculum ensures that pupils cover all aspects of mathematics thoroughly;
  - the arrangements for teaching pupils in small groups based on their prior attainment in the subject work well. Teachers have more time to focus on the performance of individual pupils and to help them progress;
  - teachers have a secure knowledge and understanding of the subject. This gives a greater clarity to teaching and inspires the confidence of pupils as, for example, in the Years 4/5/6 lesson on angles;
  - planning emphasises the development of number skills, which is helping to improve mathematical understanding. Mental agility work forms a lively part in most lessons, improving pupils' confidence and the speed and accuracy of their thinking. When teachers target questions skilfully, as in the Years 5/6 session on factors, pupils of differing levels of attainment benefit and make good progress;



- very careful planning for individual lessons helps teachers build on pupils' prior learning. In this respect, teachers use assessment information effectively to match the work carefully to pupils' differing needs and abilities. For example, in a Years 1/2 lesson on money problems, the teacher used her on-going assessments effectively to 'fine-tune' planned activities. Higher-attaining pupils received a more challenging activity and this improved the progress that those pupils made as a result of that day's work;
- teaching and non-teaching staff work as very effective teams. Classroom assistants and support staff know exactly what is expected of them and this enables them to support teaching and learning very successfully. This is particularly important as it allows the school to meet the needs of all pupils more effectively by providing additional support for pupils with special educational needs or by helping higher-attaining pupils move on to more challenging work. This was seen to particularly good effect in a Years 1/2 lesson on solving money problems, when very effective work by the four additional adults in the classroom had a significant impact on the attainment and progress of lower-attaining pupils in the class;
- the teachers value everyone's contributions and this helps to improve levels of confidence and performance among all pupils, whatever their ability;
- pupils have positive attitudes to their work in mathematics. Most pupils join in well, persevere with challenging tasks and respond positively to all of the adults who help them. Pupils' productivity and their pace of working are good. They take pride in the quality and quantity of the work that they produce. Pupils in of all abilities throughout the school complete an impressive amount of work and most present it neatly and carefully. This adds to the quality of their learning and to the progress that they make.

79. Whilst these very effective features of teaching and learning are contributing very positively to the raising of standards, there is one area of relative weakness in teachers' overall planning for the development of pupils' numeracy skills. There are currently too few opportunities for pupils to reinforce and extend their numeracy skills through work in other subjects, for example design and technology, ICT and science.

## SCIENCE

80. Standards in science have improved since the last inspection particularly in the junior classes. The results for the national tests at the end of Year 6 show that over the last three-year period successive groups of pupils have achieved higher levels of attainment year on year. In the tests at the end of the last school year, pupils achieved standards that were well above the national average and placed the school in the top 5 per cent for attainment in science. All of the Year 6 pupils achieved Level 4 and all but one of them reached Level 5. This dramatic improvement, which is higher than found nationally, has resulted from a combination of high quality teaching, more effective planning of tasks to meet pupils' individual needs and new arrangements for teaching pupils in the junior classes in smaller groups based on their prior attainment.

81. Teacher assessments for 2001 showed that by the end of Year 2 pupils achieved standards that were below the national average with few pupils reaching Level 3. However, the small size of the year group meant that the higher percentage of pupils with medical or educational needs adversely affected the school's overall performance. Comparison with previous year's results is unreliable due to the small size of the group and the change in the member of staff responsible for teaching the group.

**82. The evidence from the inspection indicates that the standards in Year 2 are average and in Year 6 are well above average. However, in Year 2 there are pupils who are reaching higher levels in certain aspects of the curriculum. Similarly in Year 6, a significant number of pupils are already achieving standards similar to those achieved by last year's group of pupils. These findings reflect good improvement**

**since the previous inspection report. There is no difference between the performance of boys and girls. Pupils with special educational needs are fully integrated into all normal classroom activities and they are making good progress in their studies. Higher attaining pupils are particularly well catered for in the junior classes and this results in them achieving to their full potential.**

83. Across the school, the quality of teaching ranges from satisfactory to very good, and is good overall. Teachers have good subject knowledge that enables them to give clear explanations to pupils. All lessons are well planned and there is an emphasis upon a practical approach. This gives pupils opportunities to devise their own experiments, particularly in the junior classes, and take responsibility for their own learning. Teachers make very good use of question and answer sessions to stimulate interest and check for the depth of pupils' understanding of new knowledge. They have very good relationships with their pupils and with their adult helpers.
84. Pupils have very good attitudes. They enjoy science lessons and are keen to be involved in all of the activities. They give good support to one another when working in pairs or small groups and share resource materials sensibly. In the Years 1/2 class, pupils worked effectively in small groups to investigate the properties of water. Almost all of them knew that water is a liquid and that when it freezes it forms ice. Most of them accurately predicted a balloon filled with water and frozen would eventually turn back to water if it was left in the warmth of the classroom. They developed their observational skills by looking closely at the ice balloon and at one that had been left out of the freezer for a number of hours. In previous work, these pupils had looked at materials and had selected those suitable for making an umbrella. Many of them could explain why they had selected a particular material and why it did or did not work.
85. Pupils in Year 4 are studying sound. The lesson observed was the final one of a series of six. The pupils worked in small groups to prepare a presentation on a topic of their choice. Some of them made good use of the Internet whilst others used the books in the library to research their topic. The lesson made a very positive contribution to pupils' personal development and gave them an opportunity to use their literacy and ICT skills. The quality of the presentations showed that pupils had a good understanding of the scientific facts studied in the previous lessons. They used the correct scientific language and terminology and achieved well above average standards in this area of the curriculum.
86. Pupils in Years 5/6 are given considerable responsibility for carrying out their own investigations and experiments. The Year 6 pupils have had experience of visiting a local secondary grammar school to carry out chemical experiments in a laboratory. When interviewed they talked enthusiastically about the experience and their excitement at being allowed to use Bunsen burners. They told about heating malachite and passing the gas which was produced into limewater. They knew that when sulphuric acid is added to the residue in the original test tube the black powder reacts to form a blue solution. They had a clear understanding of the differences between reversible and irreversible reactions.
87. In an observed lesson, some of these pupils carried out simple chromatography experiments whilst others extended their knowledge of reversible and irreversible reactions. They worked confidently and had excellent attitudes. The quality of teaching was very good and the teacher constantly asked questions to extend their thinking. The pupils made predictions based upon scientific understanding and could justify their decisions when asked to do so. They used scientific language accurately and confidently. There is very good development of experimental skills and these pupils have a high quality educational experience during science lessons.
88. The school has a very good range of resource materials that includes a wide range of books and research materials. The link with the local grammar school enhances the range

of resource materials available to support teaching and significantly broadens the science curriculum. The teachers have worked hard to raise standards in science and the focus upon adopting an experimental and investigative approach has been particularly successful.

89. The co-ordinator provides very good leadership for the subject. She is determined to build upon the school's emerging reputation for pupils achieving very high standards in science. She monitors classroom practice and gives help, advice and support to her colleagues. External test results are analysed to identify areas of strength and those for further development. There is a comprehensive system for monitoring pupils' academic progress which is used effectively to inform future planning.

## **ART AND DESIGN**

90. Pupils throughout the school attain satisfactory standards in their work in art and design. Pupils' work covers a satisfactory range of two- and three-dimensional projects that incorporate the use of various media and techniques, including pastels, chalk, pencil, paper, fabric and card. Pupils' knowledge and understanding build progressively. The youngest pupils work effectively with paints, mixing to achieve particular colours. They experiment by adding drops of water to powder paint in order to mix and blend it for their flower pictures. Pupils in Years 3/4 mix secondary and tertiary colours and produce graduated tones and tints. They use this understanding to good effect in their pictures that are inspired by African cultural traditions. Pupils explore pattern. In Years 1/2 they make patterns based on a character from a popular children's book or on the Hindu culture. Pupils in Years 3/4 work in the style of William Morris, whilst pupils in Years 5/6 take their work on the Aztecs as the starting point for their printing and collages. Pupils know the work of famous artists. Throughout the school there are striking examples of pupils' work in the style of artists such as Picasso, Monet and Van Gogh. This aspect of pupils' experience in art makes a strong contribution to pupils' cultural development.
91. In the one lesson seen, teaching was good. The teacher had secure subject knowledge and used it effectively to present teaching points clearly, drawing examples from the work of artists such as Picasso. She used on-going assessments effectively to identify and introduce the skills that pupils needed to learn in order to succeed with the task. Most pupils showed interest and were keen to contribute ideas and respond to questions. However, some pupils tended to call out and behave uncooperatively. The teacher managed these incidents well, ensuring that disruptions were kept to a minimum and that all pupils, including those with learning or behavioural difficulties, were fully involved and able to benefit from the lesson.
92. The overall quality of pupils' learning is satisfactory. Planning for art is firmly based on the most recent national guidelines and this ensures that pupils' receive a balanced programme of activities and that they teachers introduce the various skills and techniques in a logical order. However, there is no formal link between planning and assessment. Some teachers are introducing procedures for assessing pupils' attainment in art. However, these are not yet in place in all classes, with the result that teachers often do not have the information that they need to plan topics on the basis of a clear understanding of what pupils have achieved and what they need to learn next.
93. The co-ordinator for art provides sound leadership. She provides satisfactory support for teachers' planning and has improved the school's resources so that they are sufficient to allow teachers to teach to the recently introduced guidelines. There are, however, no opportunities for the co-ordinator to observe teaching and to evaluate aspects of pupils' learning. This reduces her effectiveness in building on the strengths and in addressing areas of weakness that exist in the current arrangements.

## DESIGN AND TECHNOLOGY

94. Teachers' planning and pupils' completed work indicate that standards in design and technology meet national expectations by the end of Year 2 and by the time that pupils leave the school at the end of Year 6. All pupils, including those with special educational needs, make satisfactory gains in the skills of investigating, designing, making and evaluating products, as they move through the school. The school's provision for design and technology is improving. This is because teachers' planning for design and technology is more coherent. It is firmly based on national guidelines and, as a result, pupils experience a more balanced programme that ensures that the four important components of design and technology feature regularly in their work. However, standards remain similar to those reported in the previous inspection because these are recent developments and have not been in place for long enough to raise standards. Good links with other subjects are another useful feature of planning that give added meaning and purpose to pupils' work. For example, work in science formed the starting point for recent design and technology projects in Years 5/6, when pupils designed wheeled vehicles powered by electricity.
95. Most topics begin with simple investigations that allow pupils to see how real things work and to collect ideas and information for their own projects. For example, pupils in Years 5/6 looked closely at their teacher's car in order to better understand why vehicles need to have a strong chassis. Similarly, they examined pictures of bridges and buildings to gain insights into what makes structures strong. Pupils' planning is also an important part of most design and technology projects. Pupils in Years 1/2 produced design drawings of what they think 'Jack's umbrella' should look like, with higher-attaining pupils showing the materials, the individual components and how they will work. Pupils in Years 5/6 considered how to make their vehicle chassis strong and how to attach the other components. Because pupils know exactly what they want to achieve, their approach to their work is more purposeful and this improves the quality of their learning.
96. From the very beginning of Year 1, pupils learn the basic skills of making. They learn how to use unfamiliar tools safely and have the opportunity to investigate and experiment with skills and techniques before using them in particular projects. For example, pupils in Years 3/4 learn how to make a strong corner for their picture frames by using a triangular piece of card to strengthen the joint. Pupils learn to use a range of materials as they make various items. These include paper, card, fabrics, and malleable and recyclable materials. They learn by first-hand experience how to cut, shape and join different materials. As a result, their puppets work well. Evaluation is also a key feature of most projects. Pupils in Years 5/6 tested their vehicles, finding out what worked well and what needed to be modified. This systematic approach improves the quality of pupils' finished work.
97. There is insufficient evidence to make an overall judgement about the quality of teaching. In the one lesson observed, teaching was sound. The teacher's introduction motivated the pupils and promoted purposeful discussions and enthusiasm. The planning and management of the session were sound, ensuring that pupils tried out new making skills and were busy and thinking carefully about their work throughout the lesson. Pupils who took part in an interview about their work were enthusiastic about design and technology and showed a good recall of the projects they had undertaken and the skills they had learned.
98. Subject leadership is sound. Current initiatives, though well conceived, have had too little time to impact on standards. There are no whole-school procedures for assessing pupils' attainments in design and technology. Topics are chosen so that skills can be introduced progressively, but lesson planning does not take account of pupils' prior attainments. The co-ordinator knows the strengths and weaknesses in the school's current arrangements because she has recently taught classes other than her own. However, because there are

no systematic procedures for monitoring standards and quality and the development of the subject is restricted.

## **GEOGRAPHY**

99. During the inspection, one geography lesson was observed. However, there is sufficient evidence from this lesson, pupils' completed work and talking to pupils to form the judgement that standards are satisfactory in Key Stages 1 and 2. All pupils, including those with special educational needs, make steady gains in their learning. These findings are similar to those of the last inspection.
100. In Years 1 and 2, pupils gain a satisfactory understanding of their immediate surroundings. For example, they draw simple maps of their classroom and the routes they take from home to school. They design their own symbols to represent things seen on the way. Pupils know about localities that are different from their own because of their work on islands. They enjoy this topic because there are effective links with a favourite book. They are keen to contribute their ideas, as when they suggest a wide range of ways to reach an island, including ferry, tunnel and cable car. Pupils understand and use appropriate geographic vocabulary, such as 'mainland' and higher attaining pupils begin to use their knowledge to answer questions. For example, they considered the good and bad points about living on an island and expressed their views in clear, simple terms. In Years 3 to 6 pupils conduct a local study and extend their knowledge of the village. They focus on key features, such as the church, school and park and develop a satisfactory understanding of the importance of location in the use of buildings. Pupils in Years 3 and 4 have a sound understanding of aspects of climate, including the contrasting conditions experienced in polar, desert and wet regions. In Years 5 and 6, pupils have a satisfactory knowledge of rainfall and rivers, although their recorded work is limited.
101. Because only one lesson was observed, no overall judgement can be made about the quality of teaching. However, examination of planning and talking to pupils about their work indicates that teachers' subject knowledge and understanding are sound. Planning is satisfactory but pupils' progress is not systematically assessed or recorded. Pupils evidently enjoy geography topics and readily discuss their work. Teachers organise outings, such as the residential visit to Freeston Hall, which successfully promote pupils' enthusiasm for the subject and give opportunities to reinforce mapping and orienteering skills. The co-ordinator is very new to the post. She is keen to have the opportunity to visit classes to assess standards in the subject but there are currently no arrangements for this to happen.

## **HISTORY**

102. It was only possible to observe one history lesson during the inspection. However, additional evidence from pupils' completed work, displays around the school and from talking to pupils indicates that standards at the end of Year 2 are in line with those expected for pupils of this age and that standards at the end of Year 6 are above national expectations. The school provides a well-planned curriculum and as a result, all pupils, including those with special educational needs, make sound progress in knowledge and understanding of the past. Pupils in Years 3 to 6 make good progress in producing structured pieces of research based on information that they have selected from a variety of sources.
103. Pupils in Years 1 and 2 know about significant events from the past, such as the Great Fire of London. They distinguish between aspects of lives of people in past times and their own. They know that Florence Nightingale was a nurse and describe some differences between the medical practices she was familiar with and those found today. In Years 3 to 6, pupils increase their knowledge of people and societies of the past, including the Aztecs

and Incas, Romans, Tudors, Victorians, and more recent history. Pupils know more about significant characters from the periods that they study, for example Queen Victoria, Lord Shaftesbury and the Beatles. In some classes, pupils extend their sense of chronology by their use of timelines. For example, Years 3 and 4 have a timeline suspended from their ceiling that illustrates key dates in World War II. However, pupils do not generally get enough opportunities to develop numeracy skills as a result of work in history.

104. As they approach Year 6, pupils develop skills which enable them to investigate the past. By Year 6, pupils competently examine a range of sources of historical information, including photographs, newspaper reports and eyewitness accounts focusing on John Lennon, and compare different ways in which events and people are presented. Pupils also use their information and communication technology skills appropriately to research historical topics. They successfully reinforce their knowledge and understanding of periods of history as they organise their findings in well-presented booklets.
105. As only one lesson was observed, it is not possible to make an overall judgement on the quality of teaching in history. However, from examination of planning and subject documentation, as well as talking to pupils about their work, it is evident that teachers' subject knowledge and understanding are secure. Planning is thorough. However, there are no procedures in place for assessing and recording pupils' progress in history. Carefully thought out links with other subjects, such as literacy and art and design, successfully extend pupils' understanding of the past. For example, pupils in Years 3 and 4 write letters home from the point of view of an evacuee. Teachers create stimulating displays around the school and successfully promote pupils' interest in history. Pupils evidently enjoy the subject and readily discuss topics they have studied. They carefully prepare and illustrate work in topic booklets and for display. However, in Years 3 to 6, some pupils' workbooks contain very short or incomplete pieces of work.
106. The subject co-ordinator enthusiastically encourages staff to arrange educational visits, such as those to Lincoln Cathedral, Grantham Museum and Gainsborough Old Hall. These experiences successfully motivate pupils, improve the quality of their learning and contribute significantly to their spiritual, social and cultural development. Although the co-ordinator frequently discusses their history topics with pupils throughout the school, she does not identify possible strengths and weaknesses in the subject by formal monitoring.

## **INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)**

107. By the end of Year 2, pupils attain standards that are average for their age. However, pupils make good progress in the junior classes and by the end of Year 6, most of them achieve standards that are above average. This represents good improvement since the time of the previous inspection when standards were described as being in line with age expectations. Throughout the school, teachers include all pupils in all aspects of the ICT curriculum. Those with special educational needs receive effective support in normal classroom activities and this enables them to make good progress in acquiring both skills and knowledge.
108. The curriculum is broadened and enhanced by an arrangement with a local secondary school that allows pupils in Year 6 to study a course leading to the award of an externally validated certificate. During the autumn term 2001, all Year 6 pupils attended six sessions at the school and followed a course in word processing. A group of these pupils talked enthusiastically about their experience. They enjoyed the opportunity of being able to have individual access to a computer station and to be able to work uninterrupted for an extended period. Many of them found the final one and a half-hour test challenging but they are all confidently awaiting the publishing of the results. Those who are successful are hoping to follow the courses in spreadsheets, data handling and desktop publishing.

This experience has significantly increased pupils' confidence and competence in the subject.

109. Teachers are working hard to adapt their teaching and planning to make the best of the opportunities offered to pupils by the use of ICT as an aid to learning. Scrutiny of pupils' previous work shows that teachers are making good progress in allowing pupils to use their ICT skills in art and science. There is some evidence of limited use of ICT in English, history, and mathematics but evidence shows that current planning does not make sufficient provision for the use of these important skills as a tool to improve pupils' learning in all subjects of the curriculum.
110. In Years 3/4, pupils make good use of the Internet to research a series of topics related to their study of sound. They are confident in responding to on-screen instructions and are able to select the information they require. They successfully interpret their findings and present the information in a form that is suitable for their audience. Subjects include echo location by bats and the use of sonar in detecting submarines. One of the groups makes very good use of a tape recorder during their presentation on how dolphins communicate. Pupils have very good attitudes and they willingly share their ideas with their peers.
111. Pupils in Years 5/6 know how to use e-mail and they have had opportunities to send messages to one another using the computer suite facilities. Many of the Year 6 pupils who were interviewed have access to a computer at home. They make extensive use of e-mail facilities to communicate with friends and members of their family. They have good knowledge of the educational opportunities offered by the Internet and most of them make frequent use of these facilities to help them produce extended pieces of writing in English, history and science. Scrutiny of some of these topic booklets shows that pupils use their ICT skills to produce documents of high quality, importing pictures and illustrations effectively to supplement the script. The imaginative way in which they change the size, style, and colour of font to emphasise different areas of the document shows that pupils have very good understanding and knowledge of what can be achieved in word processing.
112. **Almost all teachers have access to personal computers and use them increasingly in their administrative duties. Some teachers use computers very effectively to produce policy statements, schemes of work and planning documents. Members of staff are becoming more efficient in their use of computers for preparing teaching materials for their lessons, for keeping records and for producing reports.**
113. The school staff, governors, and parents have worked hard to raise the finance required to establish the new computer suite. This facility provides good accommodation for teaching and learning in ICT. In addition, the school has purchased a range of software that enables it to offer its pupils tuition in all the elements required by the National Curriculum. The co-ordinator provides very good leadership for the subject. She has played an important role in establishing the effective use of the computer suite and in the production of the scheme of work. She has considerable personal knowledge and skill which she is using very effectively to support and encourage her colleagues as and when opportunities arise. However, at the present time, she has little opportunity to work alongside colleagues or to monitor classroom practice. There is no whole-school procedure for assessing pupils' performance in the subject. The co-ordinator has developed a personal system that is of an excellent standard. Although other teachers know their pupils well and are fully aware of their individual strengths and weaknesses, the information is not consistently used to influence future planning.

## **MUSIC**

114. Pupils have regular weekly music lessons and there is a singing practice for the whole school, all of which are planned and taught by a visiting specialist teacher. However,

these sessions did not take place in the course of the inspection. Following one assembly, pupils sang a hymn together tunefully and with evident enjoyment. However, there was insufficient further evidence available to determine standards in music or the quality of teaching and learning.

115. Planning indicates that pupils cover all elements of the curriculum. They have regular, planned opportunities to sing, perform, compose and listen to music. During the year, they take part in a good range of activities including musical assemblies and productions, presentations in the local church and participation in local music festivals. Occasional initiatives, such as their successful involvement in the local radio Song Competition, contribute well to pupils' positive attitudes to the subject. A teacher runs an extra-curricular recorder group and pupils also have opportunities for violin and keyboard tuition. These activities reinforce and extend the skills of those involved. Teachers play a range of recorded music as pupils enter and leave assembly and this promotes pupils' awareness and listening skills. Where appropriate, pupils learn songs, which link well with their work in history, such as popular Victorian music hall and Second World War songs. Overall, music makes a sound contribution to pupils' social and cultural development. However, there are fewer planned opportunities for pupils to listen to music from differing cultures.

## **PHYSICAL EDUCATION**

116. Judgements about standards in physical education relate only to pupils in Years 3 to 6. The school's timetable arrangements for the week of the inspection made it impossible to see the work of pupils in Years 1 and 2. However, by the end of Year 6, pupils reach the expected standards in those aspects of the physical education curriculum that were seen during the inspection. Inspection evidence and teachers' planning for physical education indicate that all elements of the National Curriculum receive appropriate attention. Pupils of all levels of attainment make satisfactory progress in the areas covered. Pupils with learning and behavioural difficulties receive good support that enables them to take a full part in most physical education lessons, experience success and make sound progress.
117. Pupils in Years 3/4 move expressively in response to music, portraying ideas and feelings effectively. They control and co-ordinate their movements well, altering the rhythm, speed and level of their movements in response to music and sound effects. Pupils in Years 5/6 know the importance of warming up before exercise and devise suitable routines to exercise different parts of their bodies. All pupils have the opportunity to learn to swim and most reach the expected standard by the time that they leave the school.
118. The quality of teaching and of pupils' learning in Years 3 to 6 is satisfactory. Teachers' planning is sound. It identifies appropriate objectives. When these are shared with pupils, for example in an effective dance lesson in Years 3/4, they give a clear focus to teaching and learning that improves pupils' progress. However, because there are no agreed procedures for assessing and recording pupils' attainments in physical education, most planning is based on the broad target level from the National Curriculum rather than on what pupils know, understand and can do. Teachers have secure subject knowledge. They give clear explanations and monitor pupils' response carefully. This ensures that all pupils are able to work confidently and to make appropriate progress. Most teachers have successfully established positive patterns of behaviour and response and they use an appropriate balance of praise and challenge. This allows the lesson to flow, keeps pupils active and involved and effectively maintains the pace of their learning. However, when pupils are inactive because the teacher spends too long talking to them, their behaviour deteriorates. The ineffective use of time and the unsuccessful management of pupils' behaviour were contributory factors to unsatisfactory teaching in one physical education lesson in Year 6.
119. The co-ordinator for physical education provides satisfactory subject leadership. She has



provided additional support for teachers' planning and has maintained the school's resources so that they are sufficient to allow teachers to teach to the recently introduced guidelines. However, the school hall is too small and this restricts the scope of indoor games and gymnastic activities, particularly during the winter months. By contrast, outdoor facilities for physical education and recreation are very good and have improved considerably since the last inspection. The quality of these resources goes a long way towards compensating for restrictions imposed by cramped conditions indoors. There are no arrangements to allow the co-ordinator to monitor teaching and to evaluate aspects of pupils' learning. This reduces her capacity to build on the strengths and to rectify areas of weakness that exist in the current arrangements.

## RELIGIOUS EDUCATION

120. During the inspection, it was not possible to observe any teaching in the junior classes. However, scrutiny of their previous work, interviewing groups of pupils, and observing them during acts of collective worship did enable secure judgements to be made with regard to levels of attainment and the quality of the curriculum.
121. Standards at the end of both Year 2 and Year 6 are broadly in line with those expected by the locally agreed guidelines. However, a significant number of pupils throughout the school achieve standards that are above average. These findings represent an improvement upon those reported for junior aged pupils at the time of the previous inspection. Pupils with special educational needs are included in all normal classroom activities and receive the help that they need to make good progress in their studies. Higher attaining pupils are given challenging tasks that enable them to achieve to their full potential, particularly in discussion and written work.
122. Pupils in the Years 1/2 class have clear ideas about 'Who is God?' They raise questions that indicate good insights into the nature of belief and the beginnings of moral thinking on issues that affect them and their families. Pupils in the junior classes know about the beliefs and practices of other faiths. By Year 6, pupils have a good knowledge of Hindu gods and goddesses, an understanding of the significance of Divali and of how followers of the Hindu faith worship in the home. They speak enthusiastically of the visit of a member of the Hindu faith and the insights she gave them into her religion. In recalling other areas of the curriculum, these pupils showed that the school is preparing them well for life in multi-cultural Britain. Religious education makes a strong contribution to pupils' spiritual, moral, social, and cultural development. Scrutiny of pupils' previous work in the junior classes shows that they are being given suitable opportunities to use their developing literacy skills, particularly in the Years 5/6 class. Pupils have written their own accounts of Kristma's and Prahlad's stories. Many of these pieces of work are of good quality. The range and quality of the written tasks show that higher attaining pupils are being challenged and are able to achieve to their full potential.
123. There is insufficient evidence to form a judgement about the overall quality of teaching but in the lesson that was seen in Years 1/2, teaching was good. The lesson started with everyone singing, 'My God is so big'. This introduced the main theme of the lesson very effectively and ensured that all pupils were interested and involved. The teacher expertly built upon the words in the song to get pupils to share what they know about God. Her encouraging, friendly and supportive teaching style gave them confidence to put forward their ideas. The pupils have very good attitudes. They are keen to answer questions but they also listen quietly when other pupils are speaking. The teacher gave pupils time to reflect upon words and phrases and showed that she values the contribution they are making to their learning. The extension work was for pupils to write ten questions that they would like to ask God. The quality of the work some of the pupils produced confirms that several pupils achieve standards that are above average for their age. Throughout the school, teachers have high expectations and as a result, the presentation of pupils' work is

good. All work is marked regularly and teachers write encouraging comments that indicate the quality of the work and how it could be improved.

124. The school's relationship with the local church and cathedral contribute positively to pupils' education and helps them to explore their own understanding of Christianity. The school maintains regular links with the local Anglican church through its contacts with the visiting minister and with the bishop's visitor. The school participates in numerous church services that include Christmas, Christingle, Easter, Harvest and Remembrance Day. There is an annual pilgrimage to Lincoln Cathedral. The good relationship with the cathedral staff led to the construction of a stained glass window in the school to celebrate the millennium. The construction of this very impressive window involved the whole-school community and in etching images of different animals, insects, and creatures on sections of stained glass. The window occupies a prominent position in the school and acts as a focal point for personal reflection and contemplation.
125. The co-ordinator for religious education provides good leadership for the subject. She is in her second year at the school. During this time she has worked hard to introduce the new locally agreed guidelines and to address all of the criticisms of the curricular provision that were contained in the previous report. She has attended in-service training and led the development of the new scheme of work and the two-year rolling programme that ensures that all aspects of scheme are taught thoroughly. As a result of her work, there have been good improvements to teaching and learning since the previous inspection. However, as yet, aspects of her role are not fully developed. Whilst all teachers keep records of pupils' attainments, there is no whole-school procedure for monitoring progress. In addition, the co-ordinator does not have the opportunity to monitor the quality of teaching and learning or to work alongside her colleagues in their classrooms. The co-ordinator is building up a range of resource materials to support teaching and learning. There is a good supply of reference books for pupils to use when studying the different faiths and religions but the range of artefacts is too limited to support the teaching of all of the faiths and religions included in the new scheme of work. The existing resource materials are used well but insufficient use is made of ICT to support pupils' learning.