

## ***ERRATUM***

School: Eastoft CofE Primary School  
Inspection Number: 196668  
Date of Inspection: 20 May 2002

The following amendments have been made to the inspection report of Eastoft CofE Primary School:

### **PARAGRAPH 23 SHOULD READ:-**

The key skills of literacy and numeracy are now being taught well although the National Literacy Strategy has only been fully implemented during this school year under the newly appointed headteacher.

### **PARAGRAPH 89 SHOULD READ:-**

The subject is adequately resourced and resources are readily available to support learning. The National Literacy Strategy has only been fully introduced recently and is having a positive effect on attainment. For attainment to improve further in the junior class, pupils need to use dictionaries as a matter of routine in order to ensure that spelling is accurate and marking should routinely identify errors of spelling and grammar. The library is small and is sited in an outbuilding. It is not available as a source for reference and research work. Good use is made of information and communication technology to support learning.

### **PARAGRAPH 97 SHOULD READ:-**

The subject is being managed satisfactorily by the headteacher. Assessment procedures have been introduced to enable the school to track the attainment and progress of individual pupils. Resources for teaching and learning are adequate. The school is in a good position to build on its present improving position and to raise attainment further.

Signed: .....

Frank Ravey  
Director, Nord Anglia Schools Inspection Services

# INSPECTION REPORT

## **EASTOFT C of E PRIMARY SCHOOL**

Eastoft

LEA area: North Lincolnshire

Unique reference number: 118043

Headteacher: Miss A J Hunt

Reporting inspector: Mr A J Dobell  
10373

Dates of inspection: 20<sup>th</sup> to 22<sup>nd</sup> May 2002

Inspection number: 196668

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

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## INFORMATION ABOUT THE SCHOOL

|                              |  |
|------------------------------|--|
| Type of school:              | Primary  |
| School category:             | Voluntary Aided  |
| Age range of pupils:         | 3-11   |
| Gender of pupils:            | Mixed  |
| School address:              | Yorkshireside<br>Eastoft<br>Scunthorpe<br>North Lincolnshire |
| Postcode:                    | DN17 4PG   |
| Telephone number:            | 01724 798274   |
| Fax number:                  | 01724 798274   |
| e-mail:                      | admin@eastoft.n-lincs.sch.uk                                 |
| Appropriate authority:       | The Governing Body   |
| Name of chair of governors:  | Mrs H Fox  |
| Date of previous inspection: | April 1997   |

## INFORMATION ABOUT THE INSPECTION TEAM

| Team members |               |                      | Subject responsibilities  | Aspect responsibilities   |
|--------------|---------------|----------------------|---|---|
| 10373        | Mr A J Dobell | Registered inspector | English as an additional language<br>English<br>Mathematics<br>Music<br>Physical education  | What sort of school is it?<br>The school's results and pupils' achievements.<br>How well are pupils taught?<br>How well is the school led and managed?<br>What should the school do to improve further? |
| 19575        | Mr A Sanders  | Lay inspector        |   | Pupils' attitudes, values and personal development.<br>How well does the school work in partnership with parents?   |
| 22740        | Mrs M Leah    | Team inspector       | Science<br>Information and communication technology<br>Art and design<br>Design and technology<br>Geography<br>History<br>Areas of learning in the Foundation Stage<br>Special educational needs<br>Equal opportunities | How good are curricular and other opportunities offered to pupils?<br>How well does the school care for its pupils?   |

The inspection contractor was:

Nord Anglia School Inspection Services  
Strathblane House  
Ashfield Road  
Cheadle  
Stockport  
SK8 1BB

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33 Kingsway  
London WC2B 6SE

## REPORT CONTENTS

|   | Page      |
|---|-----------|
| <b>PART A: SUMMARY OF THE REPORT</b>  | <b>7</b>  |
| Information about the school  |           |
| How good the school is  |           |
| What the school does well   |           |
| What could be improved  |           |
| How the school has improved since its last inspection   |           |
| Standards   |           |
| Pupils' attitudes and values  |           |
| Teaching and learning   |           |
| Other aspects of the school   |           |
| How well the school is led and managed  |           |
| Parents' and carers' views of the school  |           |
| <br>  |           |
| <b>PART B: COMMENTARY</b>   |           |
| <br>  |           |
| <b>HOW HIGH ARE STANDARDS?</b>  | <b>12</b> |
| The school's results and pupils' achievements   |           |
| Pupils' attitudes, values and personal development  |           |
| <br>  |           |
| <b>HOW WELL ARE PUPILS TAUGHT?</b>  | <b>15</b> |
| <br>  |           |
| <b>HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?</b>                         | <b>17</b> |
| <br>  |           |
| <b>HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?</b>  | <b>19</b> |
| <br>  |           |
| <b>HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS</b>                                      | <b>21</b> |
| <br>  |           |
| <b>HOW WELL IS THE SCHOOL LED AND MANAGED?</b>  | <b>21</b> |
| <br>  |           |
| <b>WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?</b>  | <b>25</b> |
| <br>  |           |
| <b>PART C: SCHOOL DATA AND INDICATORS</b>   | <b>30</b> |
| <br>  |           |
| <b>PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES</b> | <b>28</b> |

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

### **INFORMATION ABOUT THE SCHOOL**

The school serves the village of Eastoft, but a number of pupils from the surrounding area attend the school because of its church connection. Overall, the socio-economic levels of the area and the learning skills of the children when they enter the school are close to the national average, although they cover a wide range. There are 38 pupils on roll from the Reception Year to Year 6 and an additional 17 children attend the part time Nursery for two half days per week. There are two classes in the school, one for the Reception Year and Years 1 and 2, and the other for Years 3 to 6.

No pupils come from minority ethnic groups and no pupil speaks English as an additional language. Three pupils are known to be eligible for free school meals and, at 7.9 per cent, this is below average. Ten pupils are on the school's register of special educational needs (26 per cent) and this is above average. One pupil has a statement of special educational needs, and, at 2.6 per cent, this, too, is above average. The nature of special educational needs includes moderate learning difficulties and specific learning difficulties. The school had a completely new teaching staff in September 2001, and there was a further change of teacher in the junior class in February 2002. The headteacher teaches the infant class for three and a half days per week.

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

This is a good school which is now providing education of a good quality. This was acknowledged when it received a School Achievement Award in recognition of the improvement in standards from 1998 to 2000. By the time they leave the school, pupils normally achieve standards which are above the national average overall. However, because each year group consists of only a few pupils, changes in attainment from one year to another need to be interpreted with caution. The quality of teaching is good overall, and very good in the Foundation Stage. Pupils are now making good progress overall, although the unsatisfactory progress made by pupils in Years 3 to 6 in the first half of this school year is likely to mean that attainment at the end of Year 6 will be adversely affected in the National Curriculum tests in 2002. The headteacher, well supported by her colleagues and the governing body, is providing effective leadership. Given the above average improvement in attainment since the previous inspection and the good quality of learning opportunities that pupils enjoy, the school gives good value for money in spite of its high unit costs.

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

- Improved teaching means that pupils benefit from interesting and challenging learning opportunities which are raising attainment.
- Pupils are given very good opportunities to take initiative in their learning and this results in good behaviour and good attitudes to learning.
- Very good relationships between pupils, and between pupils and adults, together with very good personal, social and health education means that pupils develop very well as individuals.
- All pupils, including those with special educational needs, have equality of access to the curriculum and are fully included in all that the school offers.
- The school is held in high regard by parents and the local community.
- The headteacher, well supported by her colleagues and the governing body, is providing effective and purposeful leadership which means that the school has a very good capacity to improve further.

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

- The quality of pupils' work by the age of 11 with regard to grammar, spelling, handwriting and presentation.
- Standards of attainment in art and design and geography by the time pupils leave the school.
- Consistency in the use of the school's marking policy.

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



## HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in April 1997. Since then, there has been good improvement overall, although staffing difficulties in the junior class in the earlier part of this school year have disrupted progress. Most of the key issues for action from the previous inspection have been addressed successfully. The quality of teaching has improved well and the rate of improvement in attainment has exceeded the national trend. The National Strategies for Literacy and Numeracy have been introduced and are having a positive effect on attainment. There is better liaison with the Nursery and the provision for children under the age of five in the Foundation Stage and for pupils with special educational needs has improved. The school is developing a healthy culture of self-evaluation and has a very good commitment to further improvement.

## 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    | A               |
| Mathematics     | B             | D    | A    | A               |
| Science         | C             | C    | C    | C               |

**Key**

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

Since the school's first inspection in 1997, attainment in each subject has improved, and the overall rate of improvement has exceeded the national trend. In 2001, the school exceeded its agreed target for attainment in English in the National Curriculum tests at the end of Year 6, and achieved its target in mathematics. Science has consistently been the weakest subject. At the end of Year 2, attainment in reading, writing and mathematics has generally been above the national average in the National Curriculum tests. Science is not examined at the age of seven, but teacher assessments in 2001 placed attainment very high in relation to the national average.

Evidence from this inspection is that most children in the Foundation Stage have achieved the expected standards in communication, language and literacy, in physical development and in creative development. They have exceeded the expected standard in mathematical development, knowledge and understanding of the world, and in personal, social and emotional development. They have a solid foundation on which to begin their work on the National Curriculum. By the age of seven, pupils exceed national expectations in speaking and listening, mathematics, science and geography and match expected levels in the other subjects of the curriculum. By the age of 11, pupils exceed expectations in speaking and listening and match expected levels in the other subjects of the curriculum apart from art and design and geography, where attainment is below the level expected. Pupils are now making good progress in their learning, but staffing difficulties in the junior class adversely affected progress for pupils in Years 3 to 6 for the first six months of this school year.

## PUPILS' ATTITUDES AND VALUES

| Aspect                                 | Comment   |
|--|---|
| Attitudes to the school                | Pupils have good attitudes to school. They enjoy lessons and are keen to learn.   |
| Behaviour, in and out of classrooms    | Pupils behave well in class and concentrate well for long periods. Play is boisterous but friendly.                     |
| Personal development and relationships | Relationships between pupils, and between pupils and adults, are very good and pupils develop very well as individuals. |
| Attendance                             | In the last full school year, 2000-2001, attendance was well above the national average.                                |

Pupils are well motivated in class and their behaviour reflects this. They are able to sustain concentration over long periods and their ability to work independently is impressive. Good attitudes and very good relationships and attendance are having a positive effect on attainment and progress. No pupils were excluded during the last full school year.

## TEACHING AND LEARNING

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

The quality of teaching is good overall and this is a good improvement since the school's first inspection. Then, no teaching was very good or better, whilst now, over one third of teaching falls into this category. During the previous inspection, almost one fifth of teaching was less than satisfactory. No teaching was judged to be less than satisfactory during this inspection. Teachers have high expectations for pupils' behaviour and effort, and these result in effective learning. The basic skills of literacy and numeracy are taught well although standards of spelling and presentation are worse than normally found when pupils leave the school. Pupils are now making good progress in their learning overall. There is good provision for pupils with special educational needs and they make good progress in relation to the targets set for them. They, and other pupils, are given very effective support by classroom assistants and by parent volunteers. Pupils make very good efforts in class, are very successful when working independently, and have an above average understanding of what they are learning.

## OTHER ASPECTS OF THE SCHOOL

| Aspect  | Comment   |
|---|---|
| The quality and range of the curriculum   | Overall, the curriculum has good breadth and balance and all pupils have equality of access to it. In Years 3 to 6, art and design and geography do not fully meet the requirements of the National Curriculum. |
| Provision for pupils with special educational needs   | There is good provision for pupils with special educational needs and they make good progress in their learning.  |
| Provision for pupils with English as an additional language                                 | No pupils speak English as an additional language.  |
| Provision for pupils' personal, including spiritual, moral, social and cultural development | There is good provision for pupils' personal development. Provision for pupils' spiritual, moral and social development is good: for their cultural development, it is satisfactory.                            |
| How well the school cares for its pupils  | Good care is taken to promote pupils' welfare. Procedures for monitoring and supporting pupils' academic progress are satisfactory while their personal development is supported well.                          |

The management of the school's curriculum has improved markedly during this school year and continues to develop. Pupils are very well known to all adults in the school and parents appreciate the good quality of care that their children receive. The school has good links with parents.

## HOW WELL THE SCHOOL IS LED AND MANAGED

| Aspect   | Comment   |
|--|---|
| Leadership and management by the headteacher and other key staff | The headteacher is a very effective leader and manager who has accomplished a great deal in a short time. Staffing changes have meant that the involvement of other teachers in management is in the early stages of development. |
| How well the governors fulfil their responsibilities             | Governors have a good understanding of the school's strengths and weaknesses and fulfil their legal responsibilities.   |
| The school's evaluation of its performance                       | This is currently satisfactory, and is developing well. The school is developing a healthy culture of self-evaluation.  |
| The strategic use of resources                                   | The school uses its human and physical resources well. It is successful in getting the best value from its expenditure.   |

Since her appointment in September 2001, the headteacher has established a number of systems and strategies which have meant that the school has improved well. The school is becoming increasingly confident and forward-looking. All pupils are fully included in all the school's activities. Resources for learning and accommodation are adequate.

## 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>▪ Behaviour is good.</li> <li>▪ Teaching is good.</li> <li>▪ Parents feel comfortable when approaching the school with concerns.</li> <li>▪ Children are expected to work hard.</li> <li>▪ The school is well led and managed.</li> </ul> | <p>Of the parents who responded to the questionnaires:</p> <ul style="list-style-type: none"> <li>▪ 12 per cent question if their children make enough progress.</li> <li>▪ 44 per cent do not believe that children get the right amount of homework.</li> <li>▪ 17 per cent disagree that they are well informed about progress.</li> <li>▪ 11 per cent do not believe that the school works closely with parents.</li> <li>▪ 22 per cent do not believe that their children are becoming more mature and responsible.</li> <li>▪ 11 per cent question if the school provides enough activities.</li> <li>▪ 12 per cent disagree that their children like school.</li> </ul> |

The school issued 38 questionnaires and 18 were returned (47.4 per cent). These views therefore represent just under one half of all parents and carers.

Conversations with parents and views expressed at the parents' meeting held before the inspection suggest that parents' confidence in the school is increasing rapidly. Inspectors support the positive views expressed by parents. Children are now making good progress overall. The school's use of homework to support learning is satisfactory, as is the quality of information provided for parents. The school works well with parents and, for a small school, provides a very good range of activities outside class. Children become impressively mature and responsible and give a strong impression that they enjoy school.

## **PART B: COMMENTARY**

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

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

- 1 In the National Curriculum tests in 2001 at the end of Year 6, in English, 84 per cent of the school's pupils attained the nationally expected standard of level 4 at least and 42 per cent attained the higher than expected level 5. This compares with 74 per cent of pupils attaining at least level 4 nationally and 28 per cent attaining level 5. The school's results were well above the national average and well above the average attained in schools which draw their pupils from similar backgrounds. In this particular year, boys out-performed girls in the National Curriculum tests, but this is not part of a regular pattern. The school exceeded its agreed target in English.
- 2 In mathematics, in the National Curriculum tests in 2001 at the end of Year 6, 83 per cent of the school's pupils attained level 4 at least and 50 per cent attained level 5. Nationally, 71 per cent of pupils attained level 4 at least with 25 per cent attaining level 5. Again, the school's results were well above the national average and the average attained in similar schools. Boys out-performed girls by a significant margin, but, in this subject too, this varies from one year to another.
- 3 In science, in the National Curriculum tests at the end of Year 6, 84 per cent of the school's pupils attained level 4 at least with 42 per cent attaining level 5. This matches the average attained nationally by pupils of this age and by pupils in similar schools. Boys out-performed girls in science and girls were below the national average for all girls. In this subject too, this is not part of a pattern over time.
- 4 Since the school was inspected previously the level of attainment has risen in each subject, and this has been acknowledged by the school receiving a School Achievement Award. However, attainment is erratic from one year to the next and this is because each year group consists of a small number of pupils so that results will be determined by the precise make up of each small group. Results are analysed in detail if the number in the year group is above ten. In 2001, the number of pupils in Year 2 was well below ten and these results are not analysed because they are not statistically significant.
- 5 Since the school's previous inspection, the rate of improvement in the school's average National Curriculum points score for all subjects tested at the end of Year 6 has been above the national trend. Science has consistently been the weakest subject. This is because more emphasis has been placed on attaining high standards in English and mathematics. During this school year, greater emphasis has been placed on teaching and learning in science and this is beginning to have a positive impact on standards, particularly in the infant class where attainment is now higher than is normally found.
- 6 The average learning skills of children entering the Nursery are similar to those normally found although they cover a wide range. Children make very good progress in their learning in the Nursery and Reception Year although their progress in the Nursery is adversely affected since it visits the school for only two half days each week. As a result of this very good progress, children at the end of the current Reception Year are attaining standards in personal, social and emotional development, in mathematical development and in knowledge and understanding of the world which are above that normally found. In communication, language and

literacy, physical and creative development, standards are at the level normally found. Given the wide range of learning skills when children enter the Reception Year, this is very good progress overall.

- 7 Pupils with special educational needs make good progress throughout the school. Teachers have a good level of awareness of their needs and provide good support in class so that pupils make good progress towards the targets identified in their individual education plans. Their attainment is enhanced by the good support that they receive from classroom assistants and from a visiting specialist teacher.
- 8 Evidence from the inspection is that in English, pupils' skills in speaking and listening throughout the school are above those normally found. Standards of reading are about average at the end of Years 2 and 6 as are standards of writing. Throughout the junior class, creative and imaginative writing with good content is marred by poor spelling and grammar and inconsistent handwriting and presentation. In mathematics and science, attainment is above the level normally found at the end of Year 2 and at the level normally found at the end of Year 6. However, attainment in the junior class has been adversely affected by teaching difficulties in the first six months of this school year.
- 9 The National Literacy and Numeracy Strategies have only been fully implemented during this school year. They are now having a positive effect on attainment and progress, but this is not yet consistent. Attainment in mathematics and in speaking and listening are above that normally found at the end of the infant class, while attainment in reading and writing is at the level normally found. There are examples of above average attainment in number at the end of Year 6 and creative and imaginative writing is often of good quality. The successful use of the National Literacy and Numeracy Strategies means that the school is in a position to reach its challenging agreed targets for English and mathematics in the National Curriculum tests at the end of Year 6 in 2002.
- 10 In the other subjects of the curriculum, at the age of seven, attainment is above that normally found in geography and at the level normally found in art and design, design and technology, history, information and communication technology, music and physical education. By the age of 11, attainment is at the level normally found in design and technology, history, information and communication technology and physical education. It is below the level normally found in art and design and geography and there was insufficient evidence to reach a judgement in music. In art and design, skills are not developed systematically and, in geography, too many topics are not dealt with in sufficient depth. Attainment in religious education will be reported separately by the diocese.
- 11 Since children under the age of five in the Foundation Stage are making very good progress and pupils in Years 1 and 2 are making good progress, the school is in a good position to raise standards of attainment at the end of the infant phase. During this school year, pupils in Years 3 to 6 have made satisfactory progress although their rate of progress has improved well since February. Unsatisfactory progress in the first half of this school year was a result of the teacher then in post having insufficiently challenging expectations. During the inspection, lessons were observed in which pupils in the different year groups were attaining at a level higher than is normally found. The school is in a good position to raise attainment at the end of the junior phase. However, for attainment in English to improve well, standards of spelling and grammatical accuracy will need to improve markedly. There is scope for higher attaining pupils to be more consistently challenged, for example, in the degree

of difficulty in the books that they read.

- 12 The school has been going through a difficult period with an entirely new teaching staff in September 2001 and a further change of teacher in the junior class in February 2002. It is now emerging well from this turbulent experience, and, when a stable staff situation is restored, the school will be in a good position to raise standards of attainment further.

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

- 13 Pupils' behaviour and attitudes are good. Personal development and relationships are very good. The school succeeds in developing self confidence and a positive self image in its pupils and has sustained pupils' good attitudes and behaviour since the previous inspection.
- 14 Pupils' attitudes to school are good. During the inspection, several examples were observed in classrooms where pupils displayed good attitudes both to their work and to their fellow pupils and teachers. For example, in a literacy lesson featuring poetry, pupils listened intently and acknowledged their fellow pupils' input. Where the teaching is good or very good, pupils are quick to respond to the interesting challenges set for them and are keen to complete their work. Pupils with special educational needs are fully integrated in both classes. They respond very positively to the purposeful atmosphere in class and to the targeted attention that they receive. With help, they concentrate well and work hard.
- 15 During the inspection, there were many examples of pupils responding positively to teachers' instructions. For example, in an excellent science lesson in Year 2, pupils demonstrated their ability to sustain concentration well and to work both in partnership with their classmates and independently. Behaviour was good in the lessons seen. Personal, social and emotional development for children under the age of five in the Foundation Stage is good. Pupils work in an atmosphere which is free from oppressive behaviour such as bullying: indeed they support each other very well both in class and at play. For example, games of football at lunchtime include boys and girls, and older pupils frequently play with younger ones, for example, when skipping in the playground. Most pupils also displayed good and consistent behaviour around the school and when in the dining hall and playground. Pupils enjoy the range of games provided at lunchtime.
- 16 Relationships between pupils, and between pupils and adults, are very good. Pupils pay good attention to health and safety matters and have a mature understanding of how their actions can affect others. The school provides opportunities for pupils to develop their social and moral skills through speaking, listening and taking responsibility or undertaking tasks, such as taking registers to the office, acting as class helpers and monitors, and by ensuring that the school is kept clean and tidy. The school organises these duties well and is planning increased involvement after further consultations with pupils. Pupils show very good initiative and are pleased to be involved in the life of the school.
- 17 There have been no exclusions from the school over the past full school year. The school provides good support to pupils and any that show signs of stress in class or in the playground are well cared for. Pupils' responses to arrangements for their care are positive. Overall, attendance at the school is well above the national average and this is an improvement since the last inspection. Pupils are invariably punctual and lessons start on time. School registers are correctly marked twice a day and are

accurate. Pupils' attitudes and the very good relationships throughout the school have a positive effect on attainment and progress.

## HOW WELL ARE PUPILS TAUGHT?

- 18 The quality of teaching in the school is good overall and there is a significant proportion of very good and some excellent teaching. During the inspection, 26 lessons were observed and in no lessons was teaching judged to be unsatisfactory. In 15 per cent of lessons the quality of teaching was satisfactory, in half the lessons it was good, in 31 per cent of lessons it was very good, and in one lesson the teaching was excellent. This is a marked improvement on the school's first inspection, when 17 per cent of teaching was unsatisfactory, 83 per cent was satisfactory or good, and no teaching was found to be very good or better.
- 19 The quality of teaching in the Foundation Stage is very good overall and is securely rooted in a clear appreciation of how young children learn. A Nursery visits the school for two half days per week and teaching for these children is good. They are provided with a wide range of carefully planned and stimulating activities which develop their knowledge, skills and understanding systematically. Children in the Reception Year are taught in Class 1 with pupils in Years 1 and 2. Teachers are very successful in ensuring that appropriate provision is made for children in the Reception Year. As a result, they make very good progress in their learning. The one area of the provision which is unsatisfactory is the irregular use of large play equipment to develop physical skills. The planned appointment of a full time Nursery Nurse for the next school year will enable the school to improve this aspect of its provision.
- 20 In Years 1 and 2, the quality of teaching is good overall, with a significant proportion of very good teaching, especially in the core subjects of English, mathematics and science. Teachers are particularly skilled in planning challenging work for the different year groups in each class so that they are now making good progress in their learning. One result of this is that pupils are unusually skilled in working independently. When asked to go and work on their own, they waste little time and support each other well in their learning. This independence develops their initiative and self-confidence and enables the teacher to spend quality time with the different year groups. For example, in an excellent science lesson, very clear learning objectives were set for each year group, and the teacher spent time with the different year groups while the other groups worked independently and purposefully. The teacher's very high expectations for pupils' concentration and behaviour were realised because of the interesting and stimulating learning experiences planned for them. Excellent use of questioning assessed and extended pupils' understanding. Excellent resources and pace ensured that the quality of the learning was very good. Learning was enhanced by the skilled use of a highly effective parent helper.
- 21 In Years 3 to 6, the quality of teaching is good overall. The teacher has a secure understanding of the subjects that she is teaching and plans interesting lessons which provide different levels of work to enable the different year groups to make good progress in their learning. Pupils are used to working without supervision and, as a result, their ability to work independently and to take initiatives in managing their own learning is well developed. At the same time, the teacher ensures that she spends time with each year group, and uses questions effectively to promote and develop ideas. In a very good English lesson on poetry, pupils responded with interest and enthusiasm to the very well planned and taught lesson which was part of a sequence to develop the appreciation and understanding of the nature of poetry. All pupils were fully involved in the lesson and made very good progress in their learning. In contrast,



where teaching and learning are satisfactory, some pupils do not use their time effectively and so make less progress than planned for in the lesson. For example, in a physical education lesson, Years 5 and 6 girls spent so much time planning their activity and then amending their plans that they never performed the activity and so made little progress. Similarly, in a satisfactory history lesson, some pupils took time to organise their investigative work and then simply copied from a book as opposed to amending the material for their own purposes. Again, this reduced the progress being made.

- 22 Teachers plan suitable work for pupils with special educational needs in line with their individual education plans. In class, group tasks are skilfully modified to meet the particular needs of some pupils so that they have full access to the curriculum. A support teacher provides direct support in weekly withdrawal groups as well as liaising closely with class teachers to ensure that individual needs are met in class. Classroom assistants are very effective in supporting pupils who have special educational needs so that they make good progress in relation to the targets in their individual education plans.
- 23 The key skills of literacy and numeracy are now being taught well although the National Literacy and Numeracy strategies have only been fully implemented during this school year under the newly appointed headteacher. These strategies are now being used effectively to raise attainment and to improve progress. However, there remains a legacy of undemanding standards in Years 3 to 6 and spelling is particularly weak. Handwriting is variable: some pupils write in a neat, clear and consistent style while others' handwriting is inconsistent and untidy. Grammar is not consistently accurate and too many pupils have little pride in the quality of the presentation of their work. On the other hand, the quality of creative and imaginative writing is good.
- 24 A strength of teaching and learning is the very good use that the school makes of its classroom assistants and volunteer parent helpers. They are well briefed and effective, not least in supporting learning in one year group while the teacher is working with another year group. Their contributions have a positive effect on the quality of pupils' learning. Pupils' work is now marked regularly and there are examples of helpful comments to enable pupils to learn from their mistakes and improve further. However, marking is not consistent. For example, there are pieces of work in which some mis-spellings are corrected while others are not. The school's marking policy is not implemented consistently. For the first six months of the current school year, relatively little work was set in Years 3 to 6, and much of the little that was set was not marked.
- 25 Pupils are now making good progress in their learning because of well-planned teaching which, at its best, is challenging and stimulating. When teaching is stabilised, the school will be in a good position to build on its existing good practice, and to raise attainment further.

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

- 26 Overall, the school provides a good range of interesting learning activities, which are well planned to meet the needs of its pupils. The introduction of schemes of work in all subjects since the school's first inspection is a major improvement. These long-term plans follow national guidance and provide for the step-by-step development of skills and knowledge as pupils move through the year groups. In the infant phase all

schemes of work are fully implemented and provide varied and relevant experiences. The planning of the curriculum is particularly well refined so that activities clearly meet the differing needs of children in the Reception year, Year 1 and Year 2 age groups within the class. This is a considerable strength of the school and enables the children to learn well. The development of the curriculum in the junior phase has been hindered by difficulties in the recruitment and retention of staff. Nevertheless, the implementation of the new schemes of work has raised standards in information and communication technology and design and technology. Pupils in Year 6 are now working at similar levels to those expected nationally. The implementation of the schemes of work has been less consistent in art and design and geography, and this has led to some gaps in the pupils' skills and knowledge. The requirements of the National Curriculum are not met in these subjects and standards remain, as at the time of the previous inspection, below those found in most schools. Whilst much progress has been made in matching the curriculum to individual needs, there is still insufficient challenge for Year 6 pupils in some lessons. Religious education is taught in line with the locally agreed syllabus and will be reported on separately by the diocese.

- 27 The curriculum in the Foundation Stage both in Class 1 and in the visiting Nursery group meets the children's needs well. Teachers' planning is securely based on the nationally recommended curriculum for children up to the end of the Reception Year. Particular emphasis is rightly given to personal, social and emotional development, to communication, language and literacy and to mathematical development, and to learning through practical first-hand experience. The high quality contribution of the visiting Nursery group in its twice weekly sessions enhances the school's provision considerably both for pre-school children, and for Reception children in their first terms in school.
- 28 The school has good strategies for teaching literacy and numeracy and the National Literacy and Numeracy Strategies are now fully in place. As a result, attainment in these subjects is improving. Attainment in English matches that normally found in most schools although spelling and presentation are weak in Years 3 to 6. In mathematics, attainment is now better than is normally found in Years 1 and 2, and matches that normally found in Years 3 to 6. The successful use of the National Literacy and Numeracy strategies is beginning to increase progress in English and mathematics throughout the school.
- 29 The school makes very good provision to ensure that all of its pupils have equal opportunities to succeed. Through its strong commitment and careful planning the school ensures that all pupils have full access to the curriculum. All are fully included in lessons and supported according to their needs.
- 30 The provision for pupils with special educational needs is good. Teachers know their pupils well and special needs are quickly identified and met. Good use is made of the local authority's special educational needs service to help to draw up appropriate individual education plans, provide weekly in-school support for pupils and advise for staff on meeting needs in class. Gifted and talented pupils are not specifically identified so that work set for them can be appropriately challenging.
- 31 Provision for pupils' personal, social and health education is very good. Aspects of healthy living, for example, appreciation of the importance of diet and exercise, are taught well. Sex education and drugs awareness are dealt with sensitively in personal, social and health education lessons. Pupils are encouraged to develop positive attitudes to a range of personal and general issues through sensitively

managed whole-class discussions.

- 32 The school makes very good provision for extra-curricular activities. This is particularly commendable given the small size of the school and the low number of adults available to lead clubs. In line with its family atmosphere, the school draws effectively on the enthusiasm and support of parents and friends to enhance its capacity in this area. Pupils have opportunities to join in after-school sessions, for example, in gardening or mixed activities, as well as a range of seasonal sports. Arrangements are made for pupils to take part in competitive sports with other local schools. A residential visit provides good opportunities for pupils in Years 5 and 6 to develop independence. A good range of visits and visitors add interest to the curriculum. Instrumental music lessons provide further learning opportunities for some pupils.
- 33 The school's provision for the spiritual, moral, social and cultural development of pupils is good. This has maintained the good practice noted in the report from the previous inspection.
- 34 Provision for spiritual development is good. Close links with the church help pupils to grow spiritually. Pupils learn to appreciate the significance of Christian festivals by attending church services. For example, older pupils planned an Easter service and all pupils presented their thoughtfully designed Easter gardens. Collective worship, led by the headteacher or the vicar, is carefully planned to promote spirituality as well as to consider moral issues. Emphasis on prayer, for example, when pupils write their own prayers and promises, encourages pupils to consider their own place in the world, in school and at home. Opportunities for 'awe and wonder', particularly at patterns in the natural world, are planned appropriately. Pupils in the infant phase, for example, wondered at the complicated pattern of roots revealed as they re-potted a plant.
- 35 The school makes good provision for the moral development of its pupils. Its simple, direct code of conduct is displayed in the hall and it is well known and accepted by all pupils. Adults throughout the school provide good role models of consistency and care. They take time to develop relationships with pupils which are based on mutual trust and respect so that they learn to appreciate the impact of their actions on others. In particular, stories in worship sessions, and questions raised in personal and social education or in whole-class discussions encourage pupils to consider their own actions and reflect on such matters as right and wrong, fairness, and responsibility. Through the discussion of environmental issues such as the 'greenhouse effect', pupils are learning to care for the wider world as well as for the local environment.
- 36 Good provision is made for the social development of pupils. In both classes, teachers communicate their high expectations for behaviour so that pupils try hard to do well. Very good opportunities are provided every day in class for pupils to co-operate in pairs and small groups. They are trusted to work independently whilst the teacher is involved with another group and so develop responsible attitudes towards their work. Older pupils are given the opportunity to carry out minor administrative tasks around school, such as preparing the hall for worship or managing the provision of games equipment in the lunch break. Weekly celebration assemblies reinforce the school's values effectively and promote a strong sense of community. The residential visit for older pupils, and extra-curricular social events run by the Friends of the School provide good opportunities for pupils to relate to each other in different settings.

- 37 The school makes satisfactory provision for cultural development. Occasional visits to the theatre, and from theatre workshops are organised to extend cultural development. Pupils study a range of genre in literacy including traditional tales, which give some insight into a range of cultures. Attention is usually drawn to the music played in assembly so that pupils are aware of the work of well-known composers as well as the exciting rhythms of the African drum. Their appreciation of the works of famous artists is weak. Links with the village and the neighbourhood, for instance, the current involvement with the Crowle Festival and performances of country dancing enhance pupils' experience of their local heritage. Whilst they are taught to respect others' beliefs and cultures through studying Hinduism, or celebrating the Chinese New Year, the pupils' understanding of the rich diversity of world cultures is not well developed. As at the time of the last inspection, opportunities to discover the nature of Britain as a multicultural society are limited.
- 38 Overall, the school has good links with its local community including the church, although the contribution of local businesses to support learning is relatively weak. The local community holds the school in high regard. Relationships with the local secondary school are good, and the transition to the next phase of education is managed sensitively.

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

- 39 The school provides a good level of care for all its pupils and this has been maintained since the previous inspection. The headteacher and all staff see the wellbeing of every pupil as a key priority in the school. For example, there are safe routines for moving around the school, and pupils are well supervised at all times. Several members of staff have first aid knowledge and pupils receive the appropriate care should they become ill or injured at school. There are termly fire drills and accurate records mean that every child can be accounted for in the event of an emergency evacuation. Health and safety inspections of the premises are regularly carried out with the support of the governing body and any action required is promptly taken. The school's procedures before taking pupils on visits out of school ensure that teachers and all adults involved will give due consideration to any potential hazards and do whatever they can to ensure the safety of their pupils.
- 40 The school has good arrangements to protect children from all forms of abuse. The headteacher has a very clear understanding of child protection and insists on accurate records being kept of even minor concerns. All staff know who to report to if they have any concerns about a pupil. If necessary, the school will seek assistance from other professionals for example, from social services. The prime concern is for the safety and care of every pupil.
- 41 There are good procedures to support pupils personally and to help them to develop as individuals. The good procedures for promoting attendance are reflected in the school's very good attendance record. The school sees good relationships as a central requirement for effective learning and is effective in achieving good attitudes and behaviour and raising pupils' self-esteem. One of the school's main principles is the fair, firm, consistent and positive approach to discipline. The school treats rare instances of bullying seriously and deals with them effectively. Parents much appreciate the school's 'family atmosphere' in which their children grow in confidence. During the inspection, it was noted that all members of staff use the same methods of praise and discipline and expect the same high standards of behaviour. Teachers are patient with pupils and take time to listen to what they have to say. Consequently,

pupils gain in confidence and are prepared to join in discussions in lessons without fear of being humiliated should they 'get it wrong'. Teachers know the strengths and weaknesses of their pupils very well. They understand when pupils are facing difficulties either with their learning or in their personal lives and they treat them sensitively and with kindness. As a result, the whole atmosphere of the school is one of calm where pupils feel safe and secure and valued as individuals. They want to come to school and they want to do their best.

- 42 Since its previous inspection, the school has improved its assessment procedures. The school now has satisfactory procedures for assessing pupils' academic attainment and progress, and uses these consistently to plan an appropriate curriculum. In reading and writing, pupils' progress is carefully tracked through twice yearly assessments. Outcomes are predicted and targets set. The school is still refining its assessment procedures in mathematics and these are not yet as well developed as in English. In science and in all of the other subjects, teachers follow the end of unit assessment procedures built into the nationally recommended schemes of work. These are used consistently to identify the next steps for learning, particularly in the development of skills.
- 43 The attainment of pupils with special educational needs is carefully monitored. Regular reviews assess pupils' individual progress against the detailed targets in their individual education plans and set new targets as goals are reached. There are good procedures for supporting pupils with statements of special educational needs.
- 44 In English and mathematics, the school has begun to analyse National Curriculum Test results to highlight areas of the curriculum for further development. An electronic assessment system was installed at the beginning of this school year and will, in the future, provide the school with data with which to monitor and evaluate the school's and individual pupils' progress over time.

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

- 45 Parents' views of the school and the school's links with parents are good and are improving. As a result of these good links, many parents make a good contribution to pupils' learning and personal development and parental involvement is a significant strength of the school. The Friends of the School is active in arranging events throughout the year which enhance learning and also raise valuable extra funds for the school.
- 46 The parents' meeting with the Registered Inspector and the parental questionnaire returns show that most parents are very supportive of the school and of its aims and objectives. Because only a relatively small number of parents returned questionnaires in this small school, expressions of concern from a small number appear to be the views of a large proportion of parents. Parents feel that their children like school and that they are making good progress. Parents also feel that the teaching is good and that the school is well managed. The information provided by the school through the prospectus, annual report to parents and by regular newsletters is being reviewed by the headteacher to ensure that a high and consistent standard is set in future to assist parents' understanding of the work of the school further. Current examples are satisfactory. The annual school reports cover all the subjects that pupils have been studying and include target areas for development, particularly in English and mathematics.
- 47 Parents of pupils with special educational needs are consulted appropriately. They are involved in identifying their child's needs at the earliest stages of concern and are fully involved in review meetings. They are encouraged to help their children to take responsibility for their individual education plans.
- 48 All parents have been invited to sign a home-school agreement which is designed to promote improved relationships between the school, parents and pupils and there has been a good response. The school operates an open-door policy and the headteacher is very active in her efforts to develop the good relationship between parents and the school further. A good number of parents help in school and provide support during school trips and social events. Parental support for special events such as Christmas concerts and open evenings is good.
- 49 The school works effectively with parents of pupils with special educational needs and keeps them well informed of their children's progress. Teachers make sure that parents receive a copy of their children's individual learning plans. They also discuss these at parents' evenings, which are generally well attended. Parents are involved as a matter of course when the school has concerns about a pupil and wishes to involve external agencies.
- 50 Parents value the family atmosphere which exists in the school and the quality of care that their children receive. The school is in a good position to build on the good links with parents which exist already.

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

- 51 The headteacher took up her appointment at the beginning of this school year. She found a number of weaknesses in management systems in the school, for example, in the management of the curriculum and in strategic planning. At the time of her appointment, all three teachers in the school were new. There was a further change of teacher in the Year 3 to 6 class in February. In these unusual and challenging

circumstances, the headteacher has systematically set about leading the school forward by establishing routines in the different areas of the school's activities. She has provided effective, thoughtful and purposeful leadership which has enabled the school to improve well. In some areas, for example, in attainment in the junior class, time will be needed for the effect of the improvement to be fully felt.

- 52 The school has a clear vision of what it is trying to achieve for its pupils. Basically, this is to enable them to reach their potential academically while developing well as individuals, so that they can take their place confidently in their community and the wider world. These aims are now reflected well throughout the school's work.
- 53 The headteacher has ensured that most of the recommendations of the school's previous inspection have been acted upon. During this school year, the National Strategies for Literacy and Numeracy have been implemented fully, and this is having a positive effect on attainment and progress. Schemes of work have been introduced for all subjects so that teaching and learning is now more clearly focused. Learning tasks are now more clearly matched to the needs of individuals and groups of pupils so that they make systematic progress. While older pupils are challenged more successfully, there remains scope for them to be stretched further in some lessons. Standards of attainment have been raised, but more remains to be done in geography and art and design in the junior class. Manageable assessment systems have been introduced and are beginning to have a positive effect on teaching and learning. The school has improved well since its first inspection, and this has been acknowledged by the granting of a School Achievement Award.
- 54 In a very small school, teamwork is crucial and the headteacher has established an effective unity of purpose among all adults in the school. A high priority is given to the professional development of staff. This has been disrupted by staff changes and temporary appointments, but plans are in place to improve its effectiveness. Staff are involved in discussing the school's needs and in establishing priorities for future development. There is an impressive shared commitment to improvement and a very good capacity to succeed.
- 55 The headteacher and her colleagues see equality of access and opportunity as a key entitlement for all pupils. All pupils, including those with special educational needs are fully included in all the school's activities. The headteacher has recently taken on the role of special educational needs co-ordinator and has already begun to implement the new code of practice. Whilst work remains to be done, the school meets the requirements for special educational needs. Specific funding for special educational needs is used to buy in support from the local education authority's special educational needs support service and to finance non-teaching support staff in class and to provide suitable resources. Classroom assistants are well informed and deployed effectively so that they make a significant contribution to pupils' attainment and progress. The governor with responsibility for special educational needs is knowledgeable and effective in supporting the school's work.
- 56 The school aims to achieve high standards in teaching and learning and is now doing so. However, staffing difficulties in the junior class in the first six months of the school year meant that teaching and learning were unsatisfactory during that time. Little written work was produced and much of what was produced was unmarked. The quality of teaching and learning in the junior class is now good. Teachers' assessment files indicate that systems are now in place to track the attainment and progress of pupils over time, and these are beginning to have a positive effect on learning. The monitoring and evaluation of teaching and learning is in its early stages

of implementation because of the staff changes.

- 57 The management of the curriculum falls largely on the headteacher because of staffing changes. A part-time teacher has responsibility for science and is improving teaching and learning in this subject well. The headteacher manages the rest of the curriculum. Systems have been put into place to ensure that the National Curriculum is fully covered, and is monitored and evaluated satisfactorily. However, this is an unrealistic burden for the headteacher and the school is aware of the need to redistribute these responsibilities once the staffing situation is stabilised.
- 58 The headteacher has established an effective system for determining the school's priorities for future development. These priorities are then addressed within the school improvement plan and finance is identified within the budget to achieve these changes. The school's progress in meeting these priorities is monitored and evaluated effectively. The school manages its finances efficiently with the support of a visiting bursar. Its systems for ordering and paying for goods are straightforward and work well. The school runs efficiently on a day-to-day basis. Its routines are simple to follow and pupils understand them well. They move smoothly from one activity to the next and waste little time. New technology is used well in administration and to support teaching and learning. The up-grading of the school's computers is having a positive impact on attainment and progress.
- 59 The governing body is effective and meets all legal requirements. It has a good grasp of the school's strengths and weaknesses and an intelligent appreciation of its future needs. Governors have successfully steered the school through its recent staff changes and difficulties. The governing body gives the headteacher valuable support and shares her vision for the school. It is effective in shaping the future direction of the school. Its committee structure works well and it has appropriate systems in place to manage the school's finances. It is effective in attaining best value from its expenditure. The accounts were last audited in June 2000. The auditor's report made recommendations for a number of changes in practice and noted that a number of recommendations from the previous report had not been acted upon. The school has now put these recommendations largely into effect.
- 60 The school has had a high number of staff changes in the last twelve months. It is now well staffed to teach the National Curriculum and teachers are deployed effectively. Classroom assistants and volunteer parents are very effective in supporting learning and enhancing progress. Teachers and other adults work closely together and this is a significant factor in determining the good quality of the education that the school provides. New staff are introduced effectively into the school's routines. The school does not support initial teacher training, but it has the capacity to do so.
- 61 The school has satisfactory accommodation overall to teach the National Curriculum, but there are some limitations. There is no suitable space for teaching gymnastics and spaces for small group work are limited. There is no separate medical room. The library is small and sited in an outbuilding so that it cannot be readily used for individual or group research. The caretaker keeps the school in good condition and this, coupled with attractive displays of pupils' work, ensures that pupils learn in a pleasant physical environment. There is a good hard play area and an adjacent grassed area, but no secure area for children in the Foundation Stage to use for educational play. Resources for learning are satisfactory overall and have been enhanced by an up-grading of the school's computer facilities.



62 Since her appointment, the headteacher has provided effective and purposeful leadership in difficult circumstances. As a result, the school has moved forward. When its long term staffing position is clarified, it will be in a good position to raise attainment further.

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

63 In order to improve further the quality of education provided by the school, the governors, headteacher and staff should:

- (1) improve the quality of pupils' written work by the age of 11, paying particular regard to grammar, spelling, handwriting and presentation (see paragraphs 8, 9, 11, 23, 28, 85, 86, 87, 88, 89, 125, 126);
- (2) improve standards of attainment in art and design and geography by the age of 11 so that the requirements of the National Curriculum are met (see paragraphs 26, 53, 107, 109, 117, 119);
- (3) ensure that the school's marking policy is applied consistently so that pupils have a clear understanding of what they need to do to improve the quality of their work (see paragraph 24, 89, 125).

## 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 | 18 |

### Summary of teaching observed during the inspection

|            | Excellent | Very good | Good | Satisfactory | Unsatisfactory | Poor | Very Poor |
|------------|-----------|-----------|------|--------------|----------------|------|-----------|
| Number     | 1         | 8         | 13   | 4            | 0              | 0    | 0         |
| Percentage | 4         | 31        | 50   | 15           | 0              | 0    | 0         |

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

### Information about the school's pupils

#### Pupils on the school's roll

|   | Nursery | YR – Y6 |
|---|---------|---------|
| Number of pupils on the school's roll (FTE for part-time pupils)      | 4       | 38      |
| Number of full-time pupils known to be eligible for free school meals | 0       | 3       |

FTE means full-time equivalent.

#### Special educational needs

|   | Nursery | YR – Y6 |
|---|---------|---------|
| Number of pupils with statements of special educational needs       | 0       | 1       |
| Number of pupils on the school's special educational needs register | 0       | 10      |

#### English as an additional language

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

#### Pupil mobility in the last school year

|  | No of pupils |
|--|--------------|
| Pupils who joined the school other than at the usual time of first admission | 3            |
| Pupils who left the school other than at the usual time of leaving           | 3            |

### Attendance

#### Authorised absence

|             | %   |
|-------------|-----|
| School data | 4.0 |

#### Unauthorised absence

|             | %   |
|-------------|-----|
| School data | 0.1 |

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

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

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

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

| Number of registered pupils in final year of Key Stage 1 for the latest reporting year | Year | Boys | Girls | Total |
|--|------|------|-------|-------|
|  |      | 2001 | 4     | 0     |

| National Curriculum Test/Task Results       |          | Reading | Writing  | Mathematics |
|---|----------|---------|----------|-------------|
| Numbers of pupils at NC level 2 and above   | Boys     | -       | -        | -           |
|   | Girls    | -       | -        | -           |
|   | Total    | 3       | 3        | 3           |
| Percentage of pupils at NC level 2 or above | School   | 75 (89) | 75 (100) | 75 (89)     |
|   | National | 84 (83) | 86 (84)  | 91 (90)     |

| Teachers' Assessments                       |          | English  | Mathematics | Science   |
|---|----------|----------|-------------|-----------|
| Numbers of pupils at NC level 2 and above   | Boys     | -        | -           | -         |
|   | Girls    | -        | -           | -         |
|   | Total    | 3        | 3           | 3         |
| Percentage of pupils at NC level 2 or above | School   | 75 (100) | 75 (89)     | 100 (100) |
|   | National | 85 (84)  | 89 (88)     | 89 (88)   |

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

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

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

| National Curriculum Test/Task Results       |          | English | Mathematics | Science |
|---|----------|---------|-------------|---------|
| Numbers of pupils at NC level 4 and above   | Boys     | -       | -           | -       |
|   | Girls    | -       | -           | -       |
|   | Total    | 10      | 10          | 10      |
| Percentage of pupils at NC level 4 or above | School   | 83 (80) | 83 (40)     | 83 (80) |
|   | National | 75 (75) | 71 (72)     | 87 (85) |

| Teachers' Assessments                       |          | English  | Mathematics | Science |
|---|----------|----------|-------------|---------|
| Numbers of pupils at NC level 4 and above   | Boys     | -        | -           | -       |
|   | Girls    | -        | -           | -       |
|   | Total    | 8        | 10          | 9       |
| Percentage of pupils at NC level 4 or above | School   | 67 (100) | 83 (60)     | 75 (80) |
|   | National | 72 (70)  | 74 (72)     | 82 (79) |

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

Separate data for boys and girls is omitted owing to the small number of boys and girls taking the national tests.

### **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                           | 38           |
| Any other minority ethnic group | 0            |

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

### **Teachers and classes**

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

|  |      |
|--|------|
| Total number of qualified teachers (FTE) | 2.3  |
| Number of pupils per qualified teacher   | 16.5 |
| Average class size                       | 19   |

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

|   |       |
|---|-------|
| Total number of education support staff | 2     |
| Total aggregate hours worked per week   | 38.40 |

#### **Qualified teachers and support staff: Nursery**

|  |     |
|--|-----|
| Total number of qualified teachers (FTE) | 0.2 |
| Number of pupils per qualified teacher   | 17  |
| Total number of education support staff  | 0.2 |
| Total aggregate hours worked per week    | 5   |
| Number of pupils per FTE adult           | 8.5 |

*FTE means full-time equivalent.*

### **Recruitment of teachers**

|  |   |
|--|---|
| Number of teachers who left the school during the last two years   | 3 |
| Number of teachers appointed to the school during the last two years   | 3 |
| Total number of vacant teaching posts (FTE)  | 0 |
| Number of vacancies filled by teachers on temporary contract of a term or more (FTE)                           | 1 |
| Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE) | 0 |

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

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

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

### **Financial information**

|  |         |
|--|---------|
| Financial year                             | 2000-01 |
|  | £       |
| Total income                               | 151,851 |
| Total expenditure                          | 152,615 |
| Expenditure per pupil                      | 3,488   |
| Balance brought forward from previous year | 12,762  |
| Balance carried forward to next year       | 11,998  |

*FTE means full-time equivalent.*

## **Results of the survey of parents and carers**

### **Questionnaire return rate**

|                                   |    |
|-----------------------------------|----|
| Number of questionnaires sent out | 38 |
| Number of questionnaires returned | 18 |

### **Percentage of responses in each category**

|  | Strongly agree | Tend to agree | Tend to disagree | Strongly disagree | Don't know |
|--|----------------|---------------|------------------|-------------------|------------|
| My child likes school.   | 61             | 27            | 6                | 6                 | 0          |
| My child is making good progress in school.  | 50             | 27            | 6                | 6                 | 11         |
| Behaviour in the school is good.   | 50             | 50            | 0                | 0                 | 0          |
| My child gets the right amount of work to do at home.                              | 22             | 28            | 22               | 22                | 6          |
| The teaching is good.  | 45             | 33            | 0                | 0                 | 22         |
| I am kept well informed about how my child is getting on.                          | 27             | 39            | 11               | 6                 | 17         |
| I would feel comfortable about approaching the school with questions or a problem. | 66             | 22            | 6                | 0                 | 6          |
| The school expects my child to work hard and achieve his or her best.              | 61             | 33            | 0                | 6                 | 0          |
| The school works closely with parents.   | 50             | 33            | 11               | 0                 | 6          |
| The school is well led and managed.  | 44             | 44            | 6                | 0                 | 6          |
| The school is helping my child become mature and responsible.                      | 45             | 33            | 22               | 0                 | 0          |
| The school provides an interesting range of activities outside lessons.            | 39             | 44            | 11               | 0                 | 6          |

## **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**

- 64 The school makes very good provision for children in the Foundation Stage. Nursery provision from the age of three years is of good quality but is confined to two sessions per week when the visiting Nursery class, shared with three other local schools, visits Eastoft. At present, there are 17 children on roll in this Nursery class.
- 65 Children start school full time in the September of the school year in which they become five years old. Transfer arrangements between Nursery and the main school are carefully managed so that the children quickly settle into school routines. Flexible organisation allows children to continue to attend Nursery sessions if this is seen to meet their needs, for their first two terms in the Reception class. Now, in their third term, no Reception children still attend Nursery sessions.
- 66 The school promotes good home/school links from the outset. Each family is visited by school staff to explain procedures before children are admitted to school.
- 67 In both the Nursery and the Infants class, the curriculum is planned very carefully to meet the needs of Foundation Stage children. The curriculum follows the nationally recommended six areas of learning for children of this age. This consists of personal, social and emotional development; communication, language and literacy; mathematical development; knowledge and understanding of the world; physical development; and creative development. Each area of learning is made up of four stages or 'stepping-stones', by which progress and standards can be measured.
- 68 The majority of children in the Nursery are working appropriately on the second 'stepping-stone'. Whilst there is a very wide range of attainment, assessments made soon after children start in the Reception class indicate that standards overall are similar to those found in most schools. Due to very good teaching and an appropriate curriculum, the children make very good progress in their learning. This is an improvement since the school's previous inspection. They are on target to meet the nationally expected levels at least by the time that they start in Year 1. In the areas of personal, social and emotional development, mathematical development and knowledge and understanding of the world, some children have already reached these levels and are starting to work on the National Curriculum. Children with special educational needs are identified early and supported effectively so that they make good progress.
- 69 Teaching and learning are very good overall. Great care is taken to ensure that these young children receive their full entitlement in the mixed age class. Class organisation is particularly effective in allowing the teacher to spend high quality time, uninterrupted, with each age group. The teachers use their very secure knowledge and understanding of the needs of young children to plan well-organised practical experiences, which motivate children to learn. The well-briefed classroom assistants and willing parents provide good support in lessons and make a significant and positive contribution to the children's learning.

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

- 70 Most children in the Reception Year are already close to the expected standards and



some are working beyond them. All children are enthusiastic and leave their parents or carers confidently. They respond quickly to established routines and are independent, for instance, in selecting an activity or choosing a library book. They maintain concentration well in whole-class sessions and especially when pursuing their own interests as individuals or in groups. Most children work harmoniously with others, taking turns and sharing equipment sensibly. They initiate ideas, for example, when developing their own way of comparing length by rolling out malleable modelling material.

- 71 The quality of teaching and learning is very good. All staff clearly set high standards of behaviour so that children know what is acceptable and work hard to succeed. Praise and encouragement are used sensitively to reward effort and promote self-esteem. Frequent opportunities are provided for children to develop their independence in selecting and persevering with tasks for themselves and they have an impressive ability to work independently with a minimum of supervision.

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

- 72 Most children in the Reception Year are working at the fourth 'stepping-stone' and are on target to reach the expected standards by the time they start their work on the National Curriculum in Year 1. There is, however, a wide variation with one or two children still on the second 'stepping-stone'. Speaking and listening skills are well developed. Most children speak clearly and audibly. They are articulate and keep to the point in focused discussion, for example, when requested to talk about their favourite part of a story to the classroom assistant. They listen attentively to adults and to their peers. Most are confident when speaking to the class in whole-class discussions. Almost all children enjoy looking at books and often choose to 'read' their favourite book in their free time. They are beginning to read familiar and common words and simple sentences in the first-graded reading books. All children are beginning to associate letters with their sounds. Most use this knowledge in their own writing to make reasonable attempts at spelling regular three-letter words. Lower attaining children do not understand the concept of a word but write a string of recognisable letter shapes to which they attach meaning.

- 73 Teaching and learning are good. The teacher skilfully adapts appropriate elements of the National Literacy Strategy to provide successfully for the step-by-step learning of basic skills. Tasks are clearly focused to build on earlier learning. Good opportunities are provided for children to develop their speaking and listening skills in imaginative role-play.

### **Mathematical development**

- 74 Most children are working on the fourth 'stepping-stone' with two or more higher attaining children already having achieved the expected level. Most children recite numbers accurately to 20 and match one-to-one when counting objects to 10. They add two numbers practically by counting all the objects and subtract by actually taking objects away. Higher attaining children show good understanding when counting one more or one less on a number line. All are becoming increasingly accurate in using mathematical language for comparison. During the inspection, children were carefully investigating and ordering by length using the correct vocabulary, for example, short, shorter and shortest, confidently and correctly.

- 75 Teaching and learning are very good. Elements of the National Numeracy Strategy are appropriately adapted to meet the children's needs. The teacher successfully provides a good range of practical hands-on experiences to promote and reinforce sound mathematical concepts. Good use is made of the outdoor play area for clearly

focused counting and comparison activities. Occasionally the pace of learning slows when Reception children wait too long whilst each age group is given instructions for group work.

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

- 76 Most children are on the fourth 'stepping-stone' and in some aspects of this area are already working on the early stages of the National Curriculum. The children observe closely, make observations and notice differences in the school grounds. They consider ways to improve the pond area and they represent their ideas clearly in a class model. Most children are purposeful investigators. During the inspection, they were fascinated by the network of roots when a plant was re-potted. Almost all named four parts of a plant and clearly identified each part in their clay models. They are adept at using the computer to support their learning.
- 77 Teaching and learning are very good. The teachers manage children very well and skilfully organise appropriate, interesting and challenging activities. This motivates children to work purposefully and energetically on their observations. Resources are well-prepared and accessible to children so that their independence is fostered. All staff use appropriate scientific language for example, in describing parts of the plant, which increases the children's ability to describe clearly what they see.

### **Physical development**

- 78 Almost all children are working on the fourth 'stepping-stone'. When joining in a physical education lesson in the playground the children showed a sound awareness of space, of others and of themselves. They were developing increasing control in throwing, catching and aiming balls, beanbags and quoits. When aiming, in particular, they persevered with good control and threw with greater accuracy as the lesson progressed. Children were not observed using the large outdoor play equipment during the inspection. Most demonstrate good manipulative skills when building with construction toys and they are becoming increasingly skilful in handling tools like paintbrushes and scissors although one or two have difficulty in controlling their pencils to form numbers and letters accurately.
- 79 Teaching and learning are good. Activities are well organised to allow pupils to share space in safety. The teacher herself provides clear demonstrations or chooses children to show good practice. This makes sure that the children know exactly how to improve their skills. Not enough use is made of the large outdoor equipment in informal play.

### **Creative development**

- 80 Most children are working at the fourth 'stepping-stone'. In an art lesson, they worked creatively with others to explore colour, texture, shape and space when contributing to a class collage. They considered appropriate colours for their plants, choosing suitable green and brown for bulrushes. With help, they selected appropriate materials for the specific purpose of representing the logs around the pond. They showed good imagination when engaging in role-play in the 'garden centre'. Almost all responded very positively during a music lesson. They enjoyed joining in action rhymes and performing them for the class. Higher attaining children showed good imagination in hearing a 'bird twittering' as a flute played, and sound knowledge in imitating the action of playing a flute when it was mentioned.
- 81 Teaching and learning are very good. The teachers use very good knowledge and understanding of the subjects they are teaching to provide an interesting range of creative activities, which enable children to explore different media. All adults use

questions skilfully to stimulate children's imaginative responses. They respect the children's efforts and give positive feedback which builds children's confidence to develop their own ideas.

## ENGLISH

- 82 In the National Curriculum tests in 2001, the attainment of pupils at the end of Year 6 was well above the national average in English, and well above the average attained in schools which draw their pupils from similar backgrounds. For pupils in Year 2, attainment in reading was in line with the national average and the average attained in similar schools, while attainment in writing was below the national average and the average in similar schools. However, the number of pupils in each year group is small, so that any year's results need to be interpreted with caution.
- 83 Evidence from the inspection is that attainment in English is satisfactory overall at the ages of seven and eleven. Attainment in speaking and listening is good throughout the school. Pupils listen with good levels of concentration for long periods. They listen carefully to instructions, and are usually able to carry them out without further support or explanation. They listen to each other with interest and respect each other's ideas and suggestions. Pupils from different year groups are listened to equally well in the mixed age classes. When speaking, pupils are confident and articulate. They speak readily to teachers, other adults in the school, and to visitors. They explain their ideas well and, with prompting, are able to clarify and extend their explanations. Pupils benefit from being with older pupils in the mixed age classes in developing their ability to express themselves coherently and competently.
- 84 Attainment in reading is satisfactory by the end of Year 2 and Year 6. Higher attaining pupils in Year 6 read fluently and confidently with good expression, comparing books and characters thoughtfully. However, the book was relatively simple and unchallenging. Another pupil read with occasional hesitations but had the skills to break a word down, for example, 'harassed', and read its component parts. Higher attaining pupils in Year 2 were above average. Their reading was very fluent and they had the skills to read a number of quite complex words with little difficulty. Their reading had very good expression and showed a clear understanding of the meaning of what was being read. Other pupils had below average skills in reading, tending to substitute one word for another according to context for example, reading 'town' when the word was city and then failing to correct the error.
- 85 Standards of writing are average overall in Year 2. Higher attaining pupils have a neat, joined handwriting style, spelling and grammar are largely accurate and creative writing contains some interesting vocabulary. Other pupils have some mis-spellings in free writing. Pupils in the junior class completed little writing in the first six months of this school year, and much of the little that was completed was not marked. Writing since then contains strengths and weaknesses. In Year 6, there are examples of good creative and imaginative writing using a good range of vocabulary. However, spelling and grammar are very insecure with quite simple words being misspelt or having different spellings in the same piece of writing for example, 'freezer' followed by 'frezeer'. Lists of spellings have been given for weekly learning over time, but pupils appear to have made little or no effort to learn them. Handwriting varies from a neat, clear, joined style to another style which is largely printing. Pupils have insufficient pride in the presentation of their work and lack consistency in how they present their writing. The range of writing includes imaginative and creative work, letters and poetry.

- 86 Pupils are making good progress in their learning in English in the infant class. An analysis of their work over this school year shows clear progress and a higher attaining pupil in Year 1 is now able to write a simple narrative story using neat and legible handwriting. Some difficult words are spelled correctly, for example 'Wednesday', 'mouth' and 'garden'. Other pupils' writing is larger and less regular, but, even so, good progress has been made. In the junior class progress is satisfactory over the year, but has been held back by unsatisfactory learning for the first half of the school year. In each year group, there are examples of insecure spelling and grammar spoiling good quality imaginative writing with a good range of vocabulary.
- 87 Throughout the school, pupils' good attitudes to their work and their enthusiasm have a positive effect on the quality of discussions and of the content of their writing. Unfortunately, the same enthusiasm is not brought to the technical accuracy of their written work. Subjects such as history and Religious education provide satisfactory opportunities for pupils to practise literary skills.
- 88 The quality of teaching is good overall, and there are examples of very good teaching in each class. In a very good poetry lesson in the junior class, the teacher's enthusiasm for her subject and high expectations for pupils' efforts and behaviour resulted in learning of high quality. Pupils contributed ideas and thoughts of very good imaginative quality and were able to introduce literacy concepts such as 'alliteration', 'personification' and 'onomatopœia'. Some rich examples of vocabulary were suggested and pupils understood the need for consistency in rhyme and rhythm in poetry. Unfortunately, when these ideas were put into written form, their quality was not matched by accuracy in spelling. The teacher succeeded in involving all pupils fully in the lesson, including those with special educational needs, and all made very good progress in their learning. Similarly, in a very good discussion in the infant class, very good imaginative thinking was stimulated as pupils discussed what to take for a picnic on the moon. Prompted by the teacher's skilful questioning, ideas included 'a camera to take photographs of Mars and Jupiter' and 'a poisonous spider in case we meet an alien', as well as food and drink. Pupils worked very effectively in pairs and all pupils, including those with special educational needs, were fully included in the lesson because of the way the activities were organised.
- 89 The subject is adequately resourced and resources are readily available to support learning. The National Literacy Strategy has only been introduced recently and is having a positive effect on attainment. For attainment to improve further in the junior class, pupils need to use dictionaries as a matter of routine in order to ensure that spelling is accurate and marking should routinely identify errors of spelling and grammar. The library is small and is sited in an outbuilding. It is not available as a source for reference and research work. Good use is made of information and communication technology to support learning.
- 90 The management of the subject is satisfactory. Force of circumstances has meant that the headteacher has this responsibility and she is devoting as much time as she is able to spare to this. She has introduced assessment procedures which are enabling the school to track progress for individual pupils. These have the potential to have a positive effect on attainment as their use becomes more regular and routine. Time constraints mean that the monitoring and evaluation of the quality of teaching and learning is in the early stages of development. Even so, attainment in English has improved since the school was inspected previously, and the school is in a good position to improve attainment further when staffing is regularised.

## MATHEMATICS

- 91 In the National Curriculum tests at the end of Year 6 in 2001 in mathematics, attainment was well above the national average and well above the average attained in similar schools. At the end of Year 2, in the National Curriculum tests in 2001, attainment was below the national average and well below the average attained in similar schools. Attainment has been erratic since the school's first inspection but, because the number of pupils in each year group is small, no conclusions can be drawn from this about trends in attainment. The school met its challenging agreed target for eleven-year-olds in mathematics.
- 92 By the time they leave the school, pupils have a secure understanding of a wide range of mathematics covering the programmes of study of the National Curriculum: number; shape; space and measure; and handling data. Work is largely accurate and benefits from being neat and clear. However, there is very little evidence of any work being completed in the first six months of this school year, so it is impossible to reach a judgement about progress over the year. Since February, progress has been good. Attainment in Year 6 is satisfactory.
- 93 Evidence from the inspection is that attainment is above average by the end of Year 2. Pupils have a good understanding of number and are able to apply it in real world situations, for example, in calculating money and in measuring in centimetres. They understand simple fractions and know the basic two and three-dimensional shapes. Work is largely accurate and is clear and neat.
- 94 Pupils, including those with special educational needs, make good progress throughout the school. In all year groups, there is good evidence of pupils working at a high level of knowledge and understanding. Opportunities to practise mathematics in subjects such as science and design and technology are improving progress in mathematics and good opportunities are taken to use information and communication technology to support learning. All pupils are fully included in lessons and younger pupils in each of the mixed year classes benefit from having some experience of the work being done by their older classmates.
- 95 Attainment and progress in mathematics are enhanced by the good attitudes that pupils have to learning. They concentrate well for long periods and put an impressive amount of effort into their work. They are able to work independently or in groups without direct supervision and so waste very little learning time. They support each other well in their learning.
- 96 The quality of teaching is good overall, and there is some very good teaching. This is characterised by very effective planning so that, in a very good lesson in the infant class, the different year groups had purposeful work to be doing throughout the lesson. Very high expectations for behaviour and effort resulted in high levels of concentration. The lesson had appropriate pace so that it moved forward, but pupils were given time to understand each phase of the lesson. Very effective questioning tested and reinforced understanding. This resulted in all pupils in the different year groups making very good progress and achieving at higher levels than are normally seen for those age groups.
- 97 The subject is being managed satisfactorily by the headteacher. Assessment procedures have been introduced to enable the school to track the attainment and progress of individual pupils. Resources for teaching and learning are adequate. The

full implementation of the National Numeracy Strategy during this school year is raising levels of attainment. The school is in a good position to build on its present improving position and to raise attainment further.

## SCIENCE

- 98 Overall, standards observed in Year 6 during the inspection were similar to those found in most schools. This reflects the school's results in the National Curriculum tests in 2001 and the findings of the previous inspection report. However, whilst all pupils are working at the expected level, none are consistently reaching higher levels. Overall, standards observed in Year 2 are above those of most schools with a good percentage of pupils working at the higher level 3. Standards in Year 6 are similar to the school's results in National Curriculum tests in 2001 and above the standards found at the time of the previous inspection report. Comparison of test results from year to year, and with other schools, are largely invalid due to the very small numbers in each year group where each pupil's score has a dramatic effect as a percentage of the whole. All pupils are fully included in learning and teachers make sure that they have equal access to the curriculum.
- 99 In the infant phase, all pupils, including those with special educational needs, make good progress in all areas of science. This is due to the high standard of teaching and the careful organisation of the curriculum to meet the specific needs of each age group within the mixed-age class. Difficulties in the recruitment and retention of staff have affected progress over time in the junior phase. Whilst overall achievement is satisfactory, higher attaining pupils are not always adequately challenged and sometimes do not make the good progress of which they are capable. Since the last inspection, an appropriate scheme of work, based on national guidance, has been introduced to provide for the step-by-step development of skills and knowledge. This is currently being implemented well in both phases and is now having a positive effect on pupils' achievements.
- 100 In Year 2, pupils use their good skills of scientific investigation to find out about life processes, materials and physical forces. Their knowledge in these areas is good. They are aware of the basic conditions needed for plants to grow. They know that roots 'suck up water' and 'keep plants in the ground'. In class, when investigating what would happen if the roots were removed, they showed a good understanding of the need for a 'fair test' and made accurate predictions of the outcomes. Pupils have explored the ways in which materials are changed by such processes as heating and cooling. They have good investigational skills in observing, comparing and predicting the effect of heat on jelly, chocolate and ice. Through direct first-hand experience, they have learned that some changes are reversible and others are not. All are aware of the dangers of electricity and are competent in putting together a simple circuit with a switch.
- 101 In Year 6, pupils apply their sound investigational skills successfully to explore issues with some independence. For example, they demonstrate a sound awareness of how to make a test 'fair' when setting up an investigation to test the effect of friction on different surfaces. They measure accurately in newtons and record their results in diagrams or tables. When investigating the activity of micro-organisms in decaying vegetables, they record changes over time in detail. They know that micro-organisms can have both beneficial and harmful effects. Whilst they are aware of the links between pulse and heartbeat, their knowledge of the positions and functions of the main organs of the human body, and of plants, and of their scientific names, is weak. Most pupils are aware of such forces as gravitational and magnetic attraction. They

clearly describe and explain physical phenomena like the apparent motion of the sun using appropriate diagrams. The volume of recorded work is low and pupils' ability to record their findings independently and compare trends in block or line graphs is underdeveloped. They are competent at researching for information on the Internet; for example, they have located and printed information on saliva to share with their peers. Other uses of information and communication technology are underdeveloped.

- 102 The quality of teaching and learning is good overall, with an excellent lesson being observed in the infant phase. Teachers use their good knowledge and understanding of the subject and of their pupils to plan interesting and varied activities which motivate pupils well. As a result, all are enthusiastic learners. Skilled questioning techniques are used successfully to make pupils think for themselves and extend their own ideas. Lessons proceed at a good pace and groups are organised efficiently so that all pupils receive an effective amount of adult attention. Classroom assistants and parent helpers are well briefed and provide very good quality support for groups, contributing significantly to learning. Occasionally, the plenary session at the end of the lesson is not sufficiently focused to reinforce or extend learning. Opportunities to increase understanding by using investigative methods are sometimes missed. For example, when pupils in Years 3 and 4 were considering the importance of dental hygiene the opportunity to check the efficiency of teeth cleaning with disclosing tablets was not taken. Pupils in Year 6 are not always fully challenged when they are given the same work as Year 5 pupils and so do not reach higher levels of attainment. In the excellent lesson, the teacher's high expectation for behaviour and for independent learning, together with the appropriately high level of challenge presented to the pupils, led to particularly good progress.
- 103 The management of the subject is satisfactory and has successfully overseen the implementation of the new scheme of work. However, science is not currently highlighted in the school improvement plan and arrangements to monitor and evaluate individual and school performance over time are not fully in place. Assessment is carried out efficiently by class teachers at the end of each unit of work, and is then used to plan further learning.
- 104 The subject makes a very good contribution to the pupils' spiritual and social development in the opportunities for wonder that it affords, and in the many well-planned opportunities provided for pupils to take responsibility for their learning and to collaborate in groups.
- 105 The satisfactory standards found when the school was previously inspected have been maintained. A greater focus on science in the school's strategic planning would put the school in a good position to raise standards further.

## **ART AND DESIGN**

- 106 Standards of attainment in Year 2 are in line with those found in most schools. In Year 6, standards are below average. In each year group, standards have remained similar to those found at the time of the previous inspection. In both the infant and the junior phases, the pupils' appreciation of the works of a range of artists is not well developed.
- 107 Attainment by the end of Year 2 is satisfactory. Pupils, including those with special educational needs, make sound progress in gaining skills and knowledge through a well-organised and broad curriculum. In Year 6, attainment is unsatisfactory. As

noted in the previous report, pupils 'do not develop a wider range of techniques and skills and the quality of their finished work is not up to standard'. There is very little evidence in pupils' current work or in teachers' planning of step-by-step learning to build up skills systematically. Sketchbooks are no longer in use.

- 108 In Year 2, pupils were observed learning how to make a collage. They shared ideas in investigating plant shapes in the pond area, and selecting suitable fabrics by pattern, colour and texture. Standards of drawing and cutting-out were satisfactory. They worked co-operatively showing some imagination in arranging shapes and creating textures by scrunching and pleating. Pupils are just beginning to use paint programs on the computer to investigate shape, colour and pattern.
- 109 No lessons were seen in the junior phase. Samples of work indicate that pupils have satisfactory skills of close observational drawing when exploring shape and pattern in the environment. They have explored the use of natural materials to communicate ideas in weaving. Their skills in the planning and designing elements of the curriculum, including use of information and communication technology, and their work in three dimensions, for example, in sculpture, are not developed sufficiently.
- 110 Overall, teaching and learning are satisfactory. Topic planning in the junior phase, particularly for Year 6, is not sufficiently detailed to provide for the teaching of specific skills in art and design. In the only lesson observed, which was in the infant phase, teaching was good. The teacher's high expectations for independent working encouraged pupils to extend their own ideas. A wide range of interesting resources was well prepared to enable pupils to develop creativity. The teacher used questions skilfully to help pupils to make informed choices. A very effective contribution was made by a well-informed parent helper who encouraged pupils to talk through their ideas, and provided appropriate practical help in assembling the collages.
- 111 The management of the subject is satisfactory but the role of the teacher with responsibility for art and design in monitoring standards is not developed. Assessment procedures are in place at the end of topics, but are not used consistently to plan new work so as to develop skills systematically. The subject makes a good contribution to pupils' social development through providing opportunities to collaborate with others. Whilst the subject makes a satisfactory contribution to the pupils' cultural development, opportunities are missed to explore the works of artists, crafts people, and designers from different times and cultures in any depth.

## **DESIGN AND TECHNOLOGY**

- 112 As at the time of the previous inspection, standards in Year 2 are similar to those found in most schools. In Year 6, standards have improved and are now in line with national expectations. Almost all pupils make satisfactory progress. Pupils with special educational needs are well supported and make good progress. Since the previous inspection, the school has implemented a scheme of work which promotes the systematic development of skills. This is having a beneficial effect on attainment. All pupils are fully included in learning and have full access to the curriculum.
- 113 In Year 2, pupils have designed and made a wheeled vehicle using reclaimed materials. They made a sketch to show their intentions and listed materials they required. They used tools competently to assemble their product, and showed some understanding of fixing and strengthening axles to enable the wheels to run freely. Most made simple evaluations of their product in terms of whether it looked like their



original design. Higher attaining pupils suggested improvements. No pupils showed higher level skills in making opening doors or windows or simple steering mechanisms. Pupils observed how a winding mechanism works using a construction kit before setting out to make their own moving toy model of 'Incey Wincey Spider'. In discussion, they identified what worked well. In Year 6, pupils enjoyed investigating various types of biscuits before making up a recipe of their own. They explained their choice of ingredients and were thoughtful in drawing up an appropriate method, which they followed with care. Most were accurate in weighing and mixing ingredients. They evaluated their own products and those of others against specific criteria. Pupils in Year 6 have investigated how sounds are made by stretching elastic bands over a series of metal and plastic containers. This is in preparation for designing and making musical instruments. In the lesson observed, pupils planned to decorate their instruments. They produced varied designs with an awareness of the need to preserve the sound. Whilst the level of work was satisfactory, it was not rooted in any depth of knowledge.

- 114 Only one lesson was seen during the inspection. Evidence from this lesson, from teachers' planning and from work on display indicates that teaching is satisfactory overall. The lesson seen was well planned with a clear focus on the process of planning, designing, making and evaluating. High levels of expectation and positive management ensured that pupils persevered with their tasks and reached satisfactory standards in their work. Appropriate time was given to discussion and pupils were enthusiastic when talking about and modifying their plans. The teacher's suggestions, based on secure knowledge and understanding of the subject, enabled pupils to refine their techniques. Resources and pace were satisfactory.
- 115 The management of the subject is satisfactory, but systems to monitor and evaluate individual and school performance over time are not yet in place. Assessment procedures are used to plan future work. The subject makes a good contribution to the pupils' social development in providing good opportunities for pupils to work purposefully together sharing equipment and ideas. Insufficient use is made of information and communication technology to model ideas and plan work.
- 116 There has been some improvement in attainment since the school's first inspection. The school has the capacity to raise attainment further when the subject is targeted in the school improvement plan.

## **GEOGRAPHY**

- 117 Since the school's previous inspection, standards of attainment in Year 2 have improved and are now above those found in most schools. In Year 6, standards, as at the time of the previous inspection, are below those expected nationally. Pupils in Year 2 make good progress as a consequence of good teaching and an appropriate curriculum. In Year 6, progress is unsatisfactory because of the inconsistent delivery of the curriculum. This is due, in part, to difficulties in recruiting and retaining staff. Whilst the curriculum is now fully in place, pupils have not had time to make up earlier deficiencies. All pupils have equal access to the curriculum, and pupils with special educational needs make satisfactory progress overall.
- 118 In Year 2, pupils were observed considering how to improve the school environment with particular regard to the pond area. They asked and answered questions about features such as safety and appearance, and collated their views with the opinions of their peers. They showed good competence in using information and communication technology to present their data in graphical form. Pupils' work in books indicates that

they have acquired simple mapping skills, for example, when drawing their route from home to school or when recording land use in Eastoft. They have extracted information from photographs with care to assess how the village has changed. When contrasting Eastoft with a village in Africa, they show a basic understanding of different climates and lifestyles.

- 119 In Year 6, there is very little recorded evidence of pupils' work. Work on rivers from earlier in the school year is incomplete and pupils, in discussion, are unsure how a river changes as it travels from its source to the sea. Their knowledge of the water cycle and its effect on weather is satisfactory. They are competent in identifying geographical features such as valleys and rivers in the local area. Their ability to contrast features of Eastoft with a different location in this country or abroad is weak.
- 120 The quality of teaching and learning is now satisfactory overall but there have been instances of topics being taught in insufficient depth in the past so that the requirements of the National Curriculum were not fully met. In the only lesson seen, teaching and learning were good. The teacher's high expectations provided a good level of challenge for all pupils in the mixed age class. This enabled them to reach above average standards. For instance, pupils in Year 1 drew a plan of the pond area using symbols to represent physical features such as logs and bulrushes and drew a useful key. The teacher's questions were well directed to enable pupils to clarify and extend their ideas. The plenary session at the end of the lesson was used effectively to discuss conclusions and to suggest suitable ways of recording different information in plans or graphs. Clear emphasis on the development of skills through suitable practical experiences motivates pupils very effectively so that they are enthusiastic and eager to learn.
- 121 The management of the subject is satisfactory overall. A scheme of work is now in place and assessment systems at the end of topics provide information which is beginning to be used to plan future work. The subject makes a satisfactory contribution to pupils' moral and social development through the opportunities it creates for pupils to consider environmental issues. Its potential in raising cultural awareness is not fully realised. Once staffing arrangements are stabilised, the school will be in a secure position to raise attainment further.

## HISTORY

- 122 As at the time of the previous inspection, standards of attainment at seven and eleven years are similar to those found in most schools nationally. Almost all pupils, including those with special educational needs, make satisfactory progress in acquiring skills and knowledge. All pupils are fully included in learning and teachers ensure that they have equal access to the curriculum.
- 123 In Year 2, pupils have a sound sense of the past and of change over time, for example, when comparing babies to older children. They identify on a personal level, 'When I was a baby I could... and now I can...'. They are not yet competent in distinguishing between ways of life at differing times in history. Their knowledge of some events, such as the Great Fire of London, is good. Most pupils know how the fire started and accurately sequence the events in pictures to show how it progressed. With adult help, they use information sources such as pictures and contemporary accounts to find out about the past, but they are not aware of the differences in the way the past is represented and interpreted.
- 124 In class discussion, pupils in Year 6 displayed sound knowledge of life in Tudor times.

They compared and contrasted the life of rich and poor people in terms of clothes, houses, punishment and education. When carrying out research, some pupils simply copied from books without interpreting the evidence for themselves. In discussion with the inspector, Year 6 pupils showed satisfactory factual knowledge about some aspects of Ancient Egyptian, Roman and Victorian societies. They were not good at explaining or suggesting the consequences of the principal events and changes, particularly in Victorian times. Pupils are beginning to select and link information from various sources, but are not always aware of the relative reliability of these sources.

- 125 Only one lesson was observed during the inspection. Evidence from this lesson and from discussions with pupils and a scrutiny of work in books, indicates that the quality of teaching and learning is satisfactory. Teachers' planning is in line with the scheme of work and so pupils develop skills systematically on what they already know. Good opportunities are provided for pupils to use information and communication technology as a research tool. In the junior phase, insufficient attention is given to the quality and quantity of written work. There is a low volume of work in books compared with other schools and pupils do not always present their work well. In the lesson seen, the teacher showed sound knowledge and understanding of the subject. Pupils were managed well. Whilst pupils were kept busy they were not all working productively and their output, because of a lack of research skills, was low.
- 126 The management of the subject is satisfactory but systems to monitor and evaluate attainment are not yet in place. Assessments are carried out regularly at the end of topics and used to plan future work. The subject makes a good contribution to the pupils' social and cultural development through encouraging independent and group work and raising pupils' awareness of a variety of past societies. The school is in a good position to raise attainment further by developing pupils' research skills and increasing and improving the quality of writing in the junior phase.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

- 127 Standards of attainment at the end of Year 2 and Year 6 are similar to those expected nationally. Since the previous inspection, standards have been maintained in Year 2 and have improved from below average in Year 6. The newly established scheme of work and the upgrading of resources are having a beneficial effect on pupils' progress. Progress in learning is satisfactory throughout the school. Pupils with special educational needs receive effective support and make good progress.
- 128 Pupils in Year 2 are competent in using early skills of data handling. For instance, when collating evidence about the local environment they use tables to input data efficiently. With help, they communicate their findings in graphical form. Most pupils use word-processing skills to produce simple sentences. They are beginning to edit and improve their work by adding words and altering sentences. They alter the font competently to meet specific purposes. All pupils are enthusiastic in explaining their work with a programmable toy. They know that the toy works by following a sequence of programmed commands. Most are adept at controlling the toy to move forwards and backwards and turn through 90 degrees. Higher attaining pupils draw clear and accurate instructions for others to follow.
- 129 Pupils become increasingly adept at using information and communication technology to handle and communicate data as they move through the junior phase. In a science lesson, pupils in Year 3 set up a database on mini-beasts. They showed independence in selecting files and entering headings in order to organise their information and to classify the mini-beasts by specific criteria. Pupils in Year 6 are

confident in editing their written work. They are well aware of the advantage of using the computer to do this swiftly and efficiently. They use word bank and spell check procedures skilfully. Most pupils carry out research successfully across the curriculum, searching for information on CD-ROM or on the Internet. For instance, when researching rich and poor people in Tudor times, they copied relevant text and pictures for others to view. Pupils' ability to use the Internet to communicate with others, such as children in different schools, is less well developed. Pupils are at a very early stage in realising the potential of using the computer for modelling and exploring patterns and relationships.

- 130 Teaching and learning are satisfactory overall. Only one information and communication technology lesson was seen, but computers were in use in most lessons during the inspection. Teachers frequently plan to teach information and communication technology skills through group work to support learning in other subjects. This is successful in initiating purposeful independent learning and in promoting the systematic development of skills. Teachers employ their secure subject knowledge and understanding to use subject specific language precisely so that explanations are clear and pupils know what is expected. Clear demonstrations of procedures enable individuals and groups to learn well. Teachers usually manage pupils well, and organise groups within the class efficiently. Occasionally, when the teacher has planned too many activities, she is not able to provide enough input to keep all pupils working purposefully, and the pace of learning slows.
- 131 The management of the subject is satisfactory, but systems to monitor and evaluate performance are not yet in place. Resources are good. The subject makes a good contribution to pupils' social development as pupils learn to work together harmoniously in pairs and to care for equipment.

## MUSIC

- 132 During the inspection, it was only possible to observe one lesson in music in the infant class. By the end of Year 2, attainment is at the level normally found. It is not possible to make a judgement about attainment at the end of Year 6. The level of attainment in the infant class found at the time of the last inspection has been maintained.
- 133 Whole-school singing in assemblies is good. Pupils sing tunefully and sensitively to a taped accompaniment. Their singing reflects the meaning of what is being sung. Pupils also have an opportunity for other experiences in music making. Four pupils have instrumental tuition in violin, flute or clarinet and two have already had success in graded examinations. There are also opportunities to perform in the adjacent church or in the community at Christmas and other major Christian festivals. A music club meeting after school on one evening during the inspection attracted almost half of the school who sang a number of traditional songs such as 'My bonny lies over the ocean' and 'I am the music man'. Pupils accompanied their singing on a range of percussion instruments. This fostered social development and was a good example of the school's 'family atmosphere' as junior pupils helped younger pupils to play their percussion instruments in the correct rhythm.
- 134 In the lesson observed, pupils in the infant class remembered the song they had sung the previous week. They sing reasonably in time maintaining an accurate rhythm whilst moving around the room imitating the actions of different animals such as lions, monkeys and snakes. They have good descriptive and interpretative powers, for

example, describing church music as 'calm and gentle' and recognising that Handel's 'Music for the Royal Fireworks' was 'written for royalty'. A pupil recognised the playing of a church organ. Most pupils play percussion instruments in time to the music.

- 135 In this lesson, the quality of the teaching was very good. Excellent questioning stimulated pupils' imaginative thinking. Very effective management of pupils ensured that they concentrated well even at the end of a tiring day. The use of praise and humour helped to maintain pupils' concentration and motivation. A good supply of resources was used very effectively to support learning and to promote creative thinking. High expectations for pupils' effort and behaviour were realised in a lesson in which all pupils, including those with special educational needs, made good progress and were fully included in all aspects of the lesson. At times during the lesson, the different year groups had separate work so that all could make progress at an appropriate level.
- 136 In a flute lesson for a Year 5 pupil, some relatively advanced pieces were being studied including a short melody by Shostokovich. This pupil is a competent reader of music with a good ability to interpret quite complex rhythmic patterns.
- 137 The headteacher is currently managing the subject. The scheme of work is ensuring that the programmes of study of the National Curriculum are covered. There is some use of new technology to support learning in music, for example, CD players, but computers are not used in this subject. Music is not a priority in the school improvement plan, but the school is in a position to offer pupils a satisfactory early education in music. The subject is making a satisfactory contribution to pupils' social and cultural development.

## **PHYSICAL EDUCATION**

- 138 Attainment is at the level normally found for pupils aged seven and eleven and the satisfactory standards found at the time of the previous inspection have been maintained. In spite of the limitations of the building, the full programmes of study of the National Curriculum are followed. Pupils throughout the school, including those with special educational needs, make satisfactory progress overall and all are fully included in learning. Pupils from Years 3 to 6 have the opportunity for swimming lessons for ten weeks, and all pupils are normally able to swim the nationally expected 25 metres by the time they leave the school, which means that attainment in swimming is above average. Pupils in Years 5 and 6 experience outdoor and adventurous activities on their annual residential visit.
- 139 In the infant lesson observed, pupils were continuing to develop their skills in catching and throwing. By the end of the lesson, pupils were linking the movements of throwing and catching and some pupils were beginning to throw and catch on the move. Others found this difficult and confusing. Also, by the end of the lesson, pupils had been introduced to the concept of space and defence in a game situation and so were developing an early understanding of tactics. Some pupils made good progress in the lesson, but others found the principles difficult to grasp and made only satisfactory progress.
- 140 In the junior lesson observed, pupils were creating an obstacle course to develop different aspects of physical training and development. Pupils in Years 3 and 4 worked separately from those in Years 5 and 6. They worked with good commitment and concentration and made good progress. Years 5 and 6 boys (and one girl) created a complex course and worked effectively to develop a range of challenges

involving speed, dodging and skilful movement. They worked thoughtfully and imaginatively and made good progress. Some Years 5 and 6 girls spent so long debating the course that they were going to construct and then amending their design that they had no time to perform it. They made unsatisfactory progress. Progress in the lesson was satisfactory overall being a combination of good progress for two groups and unsatisfactory progress for one.

- 141 The quality of teaching was good in one lesson and satisfactory in the other. Teachers ensure that pupils warm up before exercise and relax their muscles afterwards. Pupils have a good understanding of why they are doing this. In the good lesson, the teacher's good subject knowledge resulted in a well-planned lesson as part of a series to develop pupils' skills systematically. Instructions were short and easily understood and developed pupils' techniques well, for example, to improve catching by drawing the ball into the body. Pupils were managed very effectively and praise and encouragement helped to maintain their motivation. Pupils were used well to demonstrate successful techniques so that others saw how to improve their own skills. Opportunities were not taken to enable pupils to evaluate their own and each other's work so as to suggest how to improve further. In the satisfactory lesson, the carefully planned lesson with different tasks for different groups did not have its full impact on learning and progress because one group achieved little.
- 142 Pupils' learning in physical education is enhanced by games clubs after school run by parent volunteers. The clubs enable pupils to participate in different games such as netball and rounders. Pupils have opportunities to participate in team games such as rounders, soccer and netball against other schools. Pupils have benefited from some external coaching in soccer.
- 143 The subject is currently being managed by the headteacher who is ensuring that all elements of the National Curriculum are covered. Resources are adequate and there is a good hard play area and playing field. However, the lack of an adequate hall inhibits the teaching and learning of gymnastics and, to a lesser extent, dance.

## **RELIGIOUS EDUCATION**

- 144 Standards of attainment and the quality of education in religious education will be reported on separately by the diocese.