

INSPECTION REPORT

TOYNTON ALL SAINTS PRIMARY SCHOOL

Toynton All Saints

LEA area: Lincolnshire

Unique reference number: 120483

Headteacher: Mrs J Ibberson

Reporting inspector: Mr J Lea
21193

Dates of inspection: 4th - 6th June 2001

Inspection number: 196834

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:	Community
Age range of pupils:	4 to 11
Gender of pupils:	Mixed
School address:	Main Road Toynton All Saints Lincolnshire
Postcode:	PE 23 JAQ
Telephone/fax number:	01790 752242
Appropriate authority:	The governing body
Name of chair of governors:	Mr C Pinkney
Date of previous inspection:	9 - 12 June 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
2119 3	Mr J Lea	Registered inspector	English Design and technology Music Physical education Religious education Foundation Stage Special educational needs Equal opportunities	What sort of school is it? How high are standards? How well is the school led and managed? What should the school do to improve further?
9777	Mr D Heath	Lay inspector		Pupils' attitudes, values and personal development How well does the school care for its pupils? How well does the school work in partnership with parents?
2229 1	Mr K Saltfleet	Team inspector	Mathematics Science Information and communication technology History Geography Art and design	How well are pupils taught? How good are the curricular and other opportunities offered to pupils?

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

The school is situated in the village of Toynton All Saints, approximately two miles south of Spilsby. The school serves a rural community of some 14 villages and hamlets. When compared with the national picture, the proportion of children relatively advantaged in socio-economic terms is below the average. Unemployment levels in the area are higher than the average for the country. Parents take a keen interest in the progress of their children. A substantial number of parents work in agriculture and associated industries. The number on roll in January 2001 shows that the school is much smaller than other primary schools, when compared with the average size nationally of 234 pupils. The school admits children to the reception class in the term following their fourth birthday. A minority of pupils have had some experience of pre-school education. Although attainment on entry represents the full ability range a significant number of pupils have poor communication and social skills. There are currently five children in the school who are under five. The number of pupils eligible for free school meals is broadly in line with the national average. The number of pupils with Statements of Special Educational Need is broadly in line with the national average. There are currently no children speaking English as an additional language.

HOW GOOD THE SCHOOL IS

This is an increasingly effective school where all pupils have an equal opportunity to take part in all its activities. Standards in English, mathematics, science and information and communication are improving but are not yet high enough. Teaching throughout the school is mostly good. The school is well managed and enjoys the support of a well-informed governing body. The school gives satisfactory value for money.

What the school does well

- Encourages positive attitudes and values.
- Manages pupils' behaviour in lessons and around the school.
- The provision made for pupils' moral and social development.
- The care and good educational guidance and personal support for all its pupils.

What could be improved

- Pupils' involvement in their own learning.
- Some aspects of English, mathematics and information and communication technology.
- Pupils' understanding of living in a multicultural society.
- The use of the results of assessments to raise attainment.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

Overall the school has made good progress since the last inspection in its response to the key issues of the previous report. There has been a complete change of staff who have responded positively to the challenges presented and have moved a long way towards meeting them. The overall quality of education has improved through a more established curriculum framework and a strategic long-term development plan. Standards of work have

been raised by setting targets for pupils, closely monitoring teaching and establishing more detailed and relevant planning. Managerial and curriculum responsibilities have been reviewed and subject co-ordinators and governors have a better overview of the curriculum. The school makes greater use of marking to raise pupils' expectations and to complement its assessment arrangements particularly in the core subjects. Teachers have undertaken a planned programme of training in the teaching of design and technology, art and religious education. The school policy for information and communication technology has been reviewed and several changes have been made in the range of equipment, and work taught throughout the school. The introduction of behaviour management, raised expectations and the refurbishment and decoration of the fabric has improved the environment and whole ethos of the school. Parents are more involved in the school and have worked hard to develop a separate play area for the youngest pupils and a sustainable conservation area.

STANDARDS

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

Performance in:	compared with				Key
	all schools			similar schools	
	1998	1999	2000	2000	
English	E	E	D	E	well above average A above average B average C below average D well below average E
Mathematics	E	E	E	E	
Science	E	E	E	E	

It should be remembered that with such small numbers comparative performances are unreliable. There is also the additional factor in this school of pupils leaving and starting the school during the academic year and the high number of pupils on the special educational needs register. Consequently the assessment of pupils does not, for any one year, represent a full and accurate picture of the school as a whole.

Inspection evidence shows that children in the Foundation Stage make sound progress so that by the time they are five, most are achieving the Early Learning Goals. Although, overall, the majority of pupils at both key stages reach the expected levels for their age in English, mathematics, science and information and communication technology the school recognises that standards are not yet high enough in these subjects. It has now set more challenging targets for 2001/2 and is well on its way to achieving them. Pupils attain expected standards in art, design and technology, information and communication technology, music, and physical education. There are similar standards in history at Key Stage 2. There was insufficient evidence to make secure judgements about pupils' attainment in geography, or in history at Key Stage 1. Attainment in religious education is in line with the requirements of the agreed syllabus. The majority of pupils, including those with special educational needs, make sound progress.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Most pupils enjoy school and work well together.
Behaviour, in and out of classrooms	Good overall. However a small number of pupils behave in an unsatisfactory manner.

Personal development and relationships	Relationships throughout the school are generally good. Although pupils are encouraged to become involved in their learning there is still room for improvement.
Attendance	Satisfactory.

Pupils have positive attitudes to school.

TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5 - 7 years	aged 7 - 11 years
Lessons seen overall	Good	Good	Good

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

The quality of teaching in two thirds of lessons is good and examples of this were seen in all classes. Literacy and numeracy are taught well.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The school curriculum is broad and balanced.
Provision for pupils with special educational needs	Satisfactory. Pupils are given extra help in the classroom.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Overall, satisfactory. Moral and social development are good. Some aspects of cultural development need studying in further depth.
How well the school cares for its pupils	The school provides good care for all its pupils in an effective learning environment.

Parents strongly support the school in all its work and their involvement makes a valuable contribution to pupils' progress.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other	The headteacher provides good leadership for the school. She is supported well by a hardworking team of teachers and other adults.

key staff	
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How well the governors fulfil their responsibilities	The governors take a keen interest in all aspects of the school and fulfil their responsibilities well.
The school's evaluation of its performance	The school development plan is a good document, which is effective in giving a firm basis on which to measure the school's performance. Pupils' performances in tests are analysed although the results of these tests could be used more effectively.
The strategic use of resources	The school uses its resources well.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Their children like coming to school. • Standards achieved. • The progress they make. • The good behaviour. • Good standards of teaching throughout the school. • The school's expectations. • Promotion of good values and attitudes. 	<ul style="list-style-type: none"> • Arrangements for homework.

These views are based on an analysis of the 48 questionnaires returned and the comments made by the 13 parents who attended the meeting with the registered inspector. The inspection agrees with the positive views expressed by the parents. The school has a homework policy and pupils were given homework regularly during inspection.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and achievements

1. Evidence taken from baseline assessment shows that although attainment on entry covers a wide range of ability, communication and social skills are below the expectation for children of this age. The school compensates for the lack of pre-school education in the area and children make satisfactory progress. Inspection evidence indicates that the majority of the children are likely to achieve the Early Learning Goals by the time they are five.
2. Children under five are provided with many opportunities to develop positive attitudes to learning. There is a clear emphasis on developing children's language and literacy skills. They are building up a sound phonic base. Most can write their own names and confidently sort and match numbers to ten. The children are developing an appropriate awareness of places and an understanding of the past. They learn about the life of Jesus through listening to stories both in the classroom and during assembly. Most children are aware of the primary colours and paint and draw confidently. All children listen carefully to music, use a range of untuned instruments and join in confidently with action rhymes and songs. Out of doors, they take part in variety of physical activities.
3. National test results for seven year olds in 2000 show, that when compared to those nationally and those of similar schools, standards are above in reading, below in writing and in line in mathematics. In fact, standards in mathematics have steadily risen over the past four years whereas those in writing have declined since 1999. A closer analysis of the 2000 statistics shows that 88 per cent of pupils attained the nationally expected level in reading and of these 77 per cent attained Level 2B or above, 33 per cent of which attained Level 3. In mathematics 100 per cent of pupils attained the nationally expected level and of these 89 per cent attained Level 2B or above. However, few pupils attain a higher level in mathematics and no pupils attain a higher level in writing.
4. Results of national tests for 11 year olds reveal a less positive picture in English, mathematics and science with standards being below and well below average respectively when compared nationally and to schools with similar backgrounds. Trends over the past four years show a similar consistent picture. Attainment of boys over this time is significantly below that of girls. It should be remembered that with such small numbers comparative performances are unreliable. There is also the factor of pupils leaving and starting the school during the academic year and the high number of pupils on the special educational needs register, particularly at Key Stage 2.
5. The current picture largely mirrors the national statistics and by the time pupils are seven standards in English, mathematics and science are satisfactory although attainment for a significant number of pupils is at the lower end of the expected level. By the time they are ready to leave the school this year, approximately half of the pupils are expected to attain the level expected for their age. Standards in literacy and numeracy are satisfactory throughout the school. There is reason for optimism, as there are signs that the trend lower down the school shows an improvement. This serves to highlight the differences between successive cohorts

and also the priority the school has put on raising standards. Pupils attain expected standards in art, design and technology, information and communication technology, music, and physical education. There are similar standards in history at Key Stage 2. There was insufficient evidence to make secure judgements about pupils' achievement in geography or in history at Key Stage 1. Attainment in religious education is in line with the requirements of the agreed syllabus. The majority of pupils, including those with special educational needs, make sound progress. This is an improvement on the last inspection when science, design and technology, history and religious education were below at Key Stage 1 and art, music, religious education and design and technology were below at Key Stage 2.

Pupils' attitudes, values and personal development

6. Pupils are keen and eager to come to school and this is confirmed by the response to the pre-inspection questionnaire. Most pupils display a good level of interest during lessons. They listen carefully to the teacher and like to be involved in the question and answer sessions. A good example of pupil interest was seen in a year 5/6 lesson where pupils studied the effects of eating carbohydrates, proteins and fats; the pupils used good questioning to help them to understand the meaning of a balanced diet. Other age groups show the same level of interest. Younger pupils were enthusiastic in the numeracy lesson relating well to the teacher and maintaining concentration.
7. Behaviour in the classroom has improved since the last inspection. The majority of pupils do their best to observe the code of conduct and to comply with their contract in the Home-School Agreement. In their responses to the pre-inspection questionnaire and at the meeting with inspectors parents agree that behaviour in school is good. At break times the children make good use of the extensive recreation areas and resources. No incidents of bullying, sexism or harassment were seen during the inspection. There have been no pupil exclusions at the school.
8. Pupils show that they consider the plight of less fortunate children by taking the initiative in fund-raising for charities such as Blue Peter, Comic Relief and the Indian Earthquake Appeal.
9. The attendance rate at the school is broadly in line with the national average but parents taking holidays with their children during term time results in unauthorised absence being above average. Most of the pupils arrive at the school in good time and lessons start promptly.

HOW WELL ARE PUPILS TAUGHT?

10. Teaching is consistently good throughout the school; in over two thirds of lessons it is good and no unsatisfactory teaching was seen. Examples of good teaching were seen in all classes. This contrasts well with the previous inspection where almost a fifth of teaching seen was unsatisfactory due to teacher's insecure knowledge in some subjects. This is not the case now. Teachers have good subject knowledge, although the school recognises there is still room for improvement in some aspects of information and communication technology.
11. The school has gone through some turbulence since the last inspection with complete changes of teaching staff and a new headteacher. Indeed, during the

inspection week the teacher filling in between appointments was ill and the headteacher took her place. It is to the school's credit, particularly the commitment of its contracted teachers, that this disruption has been kept to a minimum. The school will have stability with an experienced staff in the new academic year.

12. In science and to a lesser extent, mathematics, teachers employ an investigative approach to give pupils worthwhile experiences to use and apply their knowledge. The teaching of literacy and numeracy is good. In the lessons seen there was a clear understanding of how the strategies should be applied with planning objectives firmly focused on pupils' needs.
13. Teachers use a common format when planning their work. It is effective, with clear objectives and details the knowledge, skills, and understanding to be taught. Teachers use assessments to help and encourage pupils to overcome their difficulties. A good example was seen when a lesson planned for the next day was changed due to some pupils not fully understanding the earlier work. This aspect of teaching is a particular asset in a school where there is a wide age range and spread of ability in most classes. Teachers generally relate well to their pupils and good use is made of praise to encourage them to contribute to lessons and to work hard. Pupils' written work is marked regularly, although further guidance on what pupils should do next to improve is not always included.
14. Teachers introduce lessons well, and use questioning skilfully to consolidate pupils' previous learning. In those lessons that are particularly effective the teacher tells the pupils what they are going to do, and then uses the end of the lesson to evaluate what they have learned. Teachers interact well with their pupils and use a variety of groupings in the classroom. Management of pupils' behaviour is good, although there are some occasions when pupils' concentration is allowed to wander from their work and this results in unwanted interruptions.
15. There is limited classroom support. Teachers make good use of support staff and parent volunteers, who work under the direction of the teacher with individuals or groups of pupils. However, at the time of inspection, this was not so effective in the Foundation Stage where the reception class teacher also had the whole of Key Stage 1. An experienced, qualified nursery nurse in the adjacent teaching area worked with pre-reception children.
16. Teachers are mindful of the needs of pupils with special educational needs, and they use suitable methods to ensure that these pupils' needs are fully met. Resources are generally satisfactory and used effectively to support teaching. Information and communication technology is used to support pupils' work in literacy and numeracy but still needs further development across the wider curriculum.
17. Teachers set homework as a matter of policy to reinforce and extend what is learned in school. The majority of parents feel that the amount of homework given is appropriate, and the inspectors agree with them.
18. Overall, pupils' acquisition of new knowledge and skills is satisfactory. Lessons move at a good pace to which most pupils respond positively and show good levels of concentration and interest in their learning. However a significant number of pupils could show greater interest in their work through greater self-motivation and becoming more involved in their learning. The school recognises that standards

could be higher and this aspect of pupils' learning needs to be fully developed if success is to be achieved.

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

19. The school has responded positively to the recent changes in the curriculum. In the Foundation Stage the curriculum is now based on the Early Learning Goals with full coverage of the areas of learning ensuring an easy move to the National Curriculum Programmes of Study. The quality and range of learning opportunities at both key stages now fully meet the requirements of the National Curriculum. Religious education is taught in line with the locally agreed syllabus. Policies are in place for all subjects with an identified cycle for review. Schemes of work introduced since the last inspection, supported by informative medium-term plans, identify what topics are to be taught as pupils move through the school. Pupils' literacy and numeracy skills are being increasingly applied in other subjects and planned under the appropriate framework. Provision for information and communication technology has improved and its use in other subjects is making an increasing impact on pupils' learning. Although personal, health, sex and social education including drugs awareness is taught, for example, through science, there is a need to develop a policy and structure to guide teachers in their planning and to ensure that pupils effectively build on their earlier experiences as they move through the school. The school places considerable emphasis on providing a curriculum that is relevant for all pupils. Equality of access is taken seriously and is an important part in meeting the school's message to parents. The Code of Practice for special educational needs has been fully implemented and the policy is clear and informative. The school provides a good range of extra-curricular activities. Pupils have access to sports such as football, netball, rounders and a popular computer club. The resources of the school and surrounding countryside are used to provide relevant first hand experiences, for example, in science and geography. Older pupils take part in a residential visit to Kingswood, which focuses on outdoor pursuits and information and communication technology.
20. The school sees itself as an important part in the extended local community and has developed useful links to enable it to contribute to pupils' learning, for example, the local garage. The Parent Teacher Association make a substantial contribution to the school in terms of financial support through fund raising and social events. Parents show their commitment to the school by the development of the play area for the under-fives and the conservation area. The school has good relationships with other schools and plays an active part in the local group of schools when they meet together for training. Links with secondary schools are effective so those pupils transfer to their new school as smoothly as possible.
21. The school's provision for pupils' spiritual development is satisfactory. Assemblies play an important part in giving pupils a sense of belonging to a whole-school community, celebrating and appreciating each other's contributions and achievements. They are planned effectively to encompass a wide range of themes throughout the year.
22. The school's promotion of pupils' moral and social development is good. All staff and adults in the school reinforce the school's high expectations of behaviour fostered within a whole family philosophy. Pupils are given many good opportunities to develop values such as honesty, fairness, and respect. Pupils learn how to learn from their mistakes and to be responsible for their own behaviour. They can clearly distinguish between right and wrong. Parents value this approach and rightly believe that the school is helping their children to become mature and responsible. There are positive relationships between most pupils themselves and

most pupils treat adults with respect. Teachers are increasingly looking to provide opportunities for collaborative and individual work during lessons. For example, the school's investigative approach to science encourages pupils to take responsibility and use their initiative.

23. Pupil's cultural development is satisfactory. They are taught to appreciate their own cultural traditions and those of others through visits out of school and subjects such as religious education, art and music. Provision for pupils' understanding of living in a multi-ethnic society has not improved since the last inspection and should be reviewed.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

24. The school is successful in providing well for the care of its pupils in creating a climate of security and trust where positive values are promoted. Parents agree that the school has improved as an effective learning environment since the last inspection. All staff know their pupils well and provide for their individual needs. This makes an important contribution to the educational standards achieved. The nurse and the doctor visit to perform health checks on new pupils, they also give advice to parents and assist in the older pupils' sex education programme. All equipment is checked by professionals on a regular basis and the governors and staff check all areas of the school to make sure there are no safety risks. The headteacher has responsibility for child protection, the school policy follows the local authority guidelines and any concerns are referred to the appropriate agency.
25. The school is effective in promoting good levels of attendance and parents agree that their children like school. Attendance registers are well kept and up to date and parents co-operate in contacting the school if their child is sick. A small number of parents take their children on holiday during term time, resulting in the loss of valuable education days.
26. The new headteacher has made her expectations clear on standards of behaviour. Parents and governors agree that the pupils have responded well to the expectations and behaviour at the school has improved since the last inspection. Parents also agree that the school deals with any reports of bullying or harassment effectively.
27. Procedures for assessing and monitoring pupils' attainment and progress are satisfactory. The school records results of national tests and other data to assess what pupils can and cannot do. It should now use these, more fully, to target areas for individual improvement and as a basis on which to raise attainment.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

28. The school has a good relationship with parents that contributes to the standard of education received by the pupils. Parents who responded to the pre-inspection questionnaire and those who attended the meeting with the inspectors were all supportive of the school. A number of parents expressed their disagreement with the level of homework provided by the school, but inspectors found that the homework set is appropriate for a primary school. Parents especially commented that behaviour had improved at the school.

29. The school encourages parents and friends to help in school and with activities after school. There is an active Parent Teacher Association that organises events such as fancy dress discos. They have also helped to set up the conservation area which is a valuable educational asset for the school.
30. Parents and pupils have joined with the school in setting up a home/school agreement. Parents are well informed by the school prospectus, the Annual Governors' Report and regular newsletters covering all activities. There are consultation evenings three times a year. Annual reports are sent home in July. They are detailed and informative giving advice on areas for improvement.

HOW WELL IS THE SCHOOL LED AND MANAGED?

31. The headteacher provides good leadership for the school. She is well supported by a good team of teachers and other adults. All share the school's aims which reflect the expectations of what pupils should achieve. There are good relationships and equal opportunities for all. It is clear through the returned questionnaire that the vast majority of the parents clearly support the aims and values of the school. For example, 100 per cent agree that their children like school and that the school expects their children to work hard and achieve their best. Since the last inspection there have been many improvements designed to raise standards and move the school forward. The way in which the headteacher has tackled the important areas for improvement has been particularly effective, for example, the curriculum framework and medium-term planning.
32. The governing body fulfils its statutory responsibilities well through a number of committees with delegated powers. Governors have made planned visits to classrooms and have links with specific subjects, for example, literacy, numeracy and special educational needs. This is a major improvement since the last inspection when a lack of clarity and understanding of roles and responsibilities hampered their effectiveness. They now have a good strategic overview of the school.
33. In addition to her classroom responsibility, the headteacher co-ordinates a large number of curriculum areas. Nevertheless, the curriculum is properly monitored by the headteacher and subject co-ordinators. Furthermore, the headteacher has planned opportunities for herself and her teachers to visit classrooms and monitor the quality of teaching and learning. This, together with the close involvement of the governors, will assist the school in setting shared, appropriate and achievable targets. Appropriate procedures for the professional development of staff are in place and closely linked to the school development plan. However there are no formal procedures in place for the induction of teachers new to the school. Currently the school does not have the resources to be a provider of Initial Teacher Training.
34. The school is developing procedures for evaluating its performance. Although baseline assessments, standardised tests and statutory and non-statutory assessment tasks and tests give useful information in this respect, they now need to be developed further in order to provide links on which to base programmes of action. Educational priorities are well supported by careful financial planning. The school development plan is central to the school's work. Key objectives and priorities are identified, for example, the raising of attainment in the core subjects, and these are linked to costings, to ensure that the best strategic use is made of

resources. The finance committee meet regularly to review spending. The large underspend is earmarked for further improvements in staffing, particularly in the Foundation Stage and Key Stage 1. The main recommendations of the latest auditor's report are in place. Day-to-day financial administration by the school secretary is good. The good use of new technologies enables easy access to current budget information.

35. The school uses additional money from specific grants well and for their designated purposes. A good example is the use of money to improve the school's provision for information and communication technology. The principles of best value are important in this small school and are effectively applied, for example, through its tendering procedures.
36. The school has an appropriate number of suitably qualified teachers. They relate well and offer support to each other. Classroom support assistants make a valuable contribution to pupils' learning. The caretaker and midday staff work hard and contribute well to the smooth running of the school.
37. The accommodation of the school is good in terms of size. Externally the school benefits from hard surfaced play areas, a grassed field and a conservation area. There have been some good improvements to the accommodation since the last inspection. These include refurbishment and decoration of the fabric of the school and a good sized, well-equipped outdoor play area for the Foundation Stage.
38. The school has good resources in most subjects. Many are new and have been bought to support the newly organised curriculum, for example, guided reading material to support the literacy hour. Provision for information and communication technology is good with seven multimedia computers and access to the Internet. The library has a good range of fiction and non-fiction material. The school is planning a more extensive programme of educational visits to give pupils a greater experience of the wider world.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

1. Further develop the climate where pupils are fully involved in their learning, and use assessments to target areas for individual improvement, as a basis on which to raise attainment in English, mathematics and information and communication technology.
(paragraphs 5,16,18,27,34,51,52,58,62,81 and 82).
2. Raise pupils' awareness of living in a multicultural society.
(paragraphs 23 and 38)
3. Draw up a formal policy for personal, health and social education.
(paragraph 19)

Other issues the governors might wish to consider

Review staffing arrangements in the Foundation Stage and Key Stage 1.
Draw up a formal policy for the induction of teachers new to the school.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	21
Number of discussions with staff, governors, other adults and pupils	12

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	0	72	28	0	0	0

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

Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	n/a	84
Number of full-time pupils eligible for free school meals	n/a	5

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	n/a	1
Number of pupils on the school's special educational needs register	n/a	24

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	6
Pupils who left the school other than at the usual time of leaving	7

Attendance

Authorised absence	%
School data	4.5
National comparative data	5.2

Unauthorised absence	%
School data	0.9
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 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2000	7	5	12

National Curriculum Test/Task Results		English	Mathematics	Science
Percentage of pupils at NC level 4 or above	School	82 (82)	45 (64)	82 (91)
	National	75 (71)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Percentage of pupils at NC level 4 or above	School	71 (81)	71 (72)	79 (81)
	National	70 (68)	72 (69)	79 (75)

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

Where the number of pupils in the year group has a total of 11 or more, but either (or both) of the boys' or girls' totals is ten or fewer, data and percentages will only be given in the total column.

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	84
Any other minority ethnic group	0

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

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

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

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	3.5
Number of pupils per qualified teacher	24
Average class size	28

Education support staff: YR – Y6

Total number of education support staff	3
Total aggregate hours worked per week	60

FTE means full-time equivalent.

Financial information

Financial year	1999/2000
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	£
Total income	207,680
Total expenditure	191,749
Expenditure per pupil	2,311
Balance brought forward from previous year	13,650
Balance carried forward to next year	29,581

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	84
Number of questionnaires returned	48

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	63	38	0	0	0
My child is making good progress in school.	52	40	2	0	6
Behaviour in the school is good.	33	60	4	0	2
My child gets the right amount of work to do at home.	25	38	19	15	4
The teaching is good.	56	40	0	0	4
I am kept well informed about how my child is getting on.	52	38	6	4	0
I would feel comfortable about approaching the school with questions or a problem.	63	33	2	2	0
The school expects my child to work hard and achieve his or her best.	54	38	2	0	6
The school works closely with parents.	38	46	8	6	2
The school is well led and managed.	52	44	0	2	2
The school is helping my child become mature and responsible.	38	54	4	0	4
The school provides an interesting range of activities outside lessons.	38	58	0	2	2

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

39. The school admits children in the term following their fourth birthday. A significant number have poor communication and social skills. There are good arrangements for settling children into school and developing their speaking and listening skills. Parents are very happy that their children settle easily into school. Inspection evidence indicates that most of the children make sound progress and are on course to achieve the Early Learning Goals by the end of the Foundation Stage. The teachers have quite rightly chosen to involve these children in National Curriculum activities when judged appropriate.

Personal, social and emotional development

40. Through good teaching and well-prepared activities children soon develop positive relationships. They understand the need to deal fairly with each other and are provided with many opportunities to develop self-confidence. They take part in assemblies and singing with pupils in Key Stage 1. They particularly enjoy opportunities to show their work to the whole school during special assemblies. Daily routines and rules form the basis for developing the children's understanding of the organisation of the school. They are used to meeting visitors to the school, for example, parents, police, visiting musicians and actors. They are becoming more confident as they move around the classroom. They all share equipment and wait their turn, for example, when using the computer and the water and sand trays.

Communication, language and literacy

41. The children make sound progress with a clear emphasis on developing their speech and language skills. They talk confidently about their drawings and listen carefully to the teacher in the early part of the literacy lesson. They are taught to speak clearly when, for example, they respond to the teacher's questions. The early reading skills are taught well and children make satisfactory progress as they follow the text of a big book with the teacher. Information and communication technology is used effectively to help children recognise letters and to reinforce their sounds. Most children are building up a sound phonic base on which to develop their reading skills. They love books, listening to poems and stories, for example, the Owl and the Pussy Cat, the Owl Babies and Mrs Armitage. The children have good opportunities to write. Many can copy write their names, and a significant number of the letters of the alphabet.

Mathematical development

42. Most children are becoming comfortable with numbers and shapes. They talk about which is one more than and one less than when, for example, ordering numbers to the tune of ten green bottles. They are developing a satisfactory understanding of number and can count to ten and beyond, in sequence. Most children can sort, count, and match numbers and objects. Understanding of money is developing slowly and children can recognise and use coins up to 50p. They name simple shapes and sort and classify objects by colour, shape and size. For example, they can tell the difference between faces and corners, and solid and flat shapes. They

use appropriate mathematical terms to compare quantities, for example, more or less, shorter and longer. Most can recognise and name two-dimensional shapes such as a triangle and a square and some three-dimensional shapes such as cubes and cylinders. Many activities are practical, giving children good opportunities to develop their mathematical concepts. A good example is the use of the play area as a pet shop, animal hospital and hairdressing salon, where children sort and count. Stories and rhymes are used effectively to extend children's mathematical language. By the time they are five, most children can work out simple addition sums and add correctly single digit numbers to record answers to ten.

Knowledge and understanding of the world

43. Many children begin school with limited experiences of the world around them. Staff organise a good range of interesting activities to develop children's skills and knowledge in this area. They visit the conservation area and name the plants and animals they see there. Children learn how to look after themselves. They know the importance of hygiene, and of what makes us sad and happy. In discussions with adults, they learn to express their feelings more confidently. They become increasingly aware of family relationships and chronology, and begin to appreciate the structure of child, parent and grandparent. They learn about the life of Jesus through listening to stories both in the classroom and during assembly. Many are beginning to understand some of the festivals of Christianity and Judaism.

Physical development

44. Children learn to move confidently, control their bodies and handle equipment. There are opportunities for designing, constructing, cutting and printing in their art and design and technology activities. They show increasing hand-to-eye co-ordination when they build their models and colour in their pictures. In their physical education children use space well with control and co-ordination and confidently take part in catching and throwing activities. Most pupils are able to structure their movements to express feelings, for example, to show friendship. There is a good outside space with a wide range of outdoor equipment to allow pupils to develop their physical skills and strength.

Creative development

45. Children have good opportunities to experiment with colour, texture and shapes in their art and design work. Most recognise and name the primary colours, and some can name correctly a few of the secondary colours. They are developing their observational skills, for example drawing objects using pastels, pencil crayons and charcoal. The children are encouraged to listen carefully to music and enthusiastically use a range of untuned instruments and join in confidently with action rhymes and songs. There are good opportunities for them to participate in imaginative play and take on a variety of roles.
46. The quality of teaching is consistently good. It is based on an awareness of the need for young children to develop thinking skills, to formulate ideas and opinions through first hand experience. There is a secure and caring atmosphere where the contributions of all the children are valued. The good use of praise and acknowledgement of the children's good behaviour play an important part in the growth of their self-esteem. The teacher and experienced nursery nurse use their experience, understanding and awareness of the needs of young children to good

effect. The curriculum is relevant, classroom activities are carefully planned and groups are managed well.

ENGLISH

47. In English, at both key stages, most pupils attain the level expected for their age except in writing, at Key Stage 1. This overall achievement reflects the priority the school has placed on implementing the literacy hour. Pupils with special educational needs make satisfactory progress. The school has effectively targeted pupils who need extra tuition in some aspects of literacy.

Speaking and listening

48. By the end of Key Stage 1, pupils' oracy skills are satisfactory. This is because teachers plan opportunities for pupils from an early age to learn and practise speaking and listening skills. The youngest pupils listen carefully to what their classmates have to say, for example, when talking about the Owl Babies or playing the silly questions game. They happily read their stories and poems aloud to the class when asked. As they move through the key stage they further develop their ideas, speak clearly and use a growing vocabulary. By the time they are ready to move into Key Stage 2 they can talk and listen in different situations and show an understanding of the main points of a discussion.
49. In Key Stage 2, pupils continue to make satisfactory progress in Years 3/4 and more rapid progress in Years 5/6 so that by the end of the Key Stage attainment for the majority of pupils is good. Pupils contribute to class discussions and assemblies. For example, in the literacy hour, talking about poems they have read and reasons why they like them. Most pupils are becoming articulate and listen carefully to each other and their teachers. They ask questions, think about their ideas and are confident to express their own opinions. A good example was seen when pupils discussed challenging and inspiring ideas for a detective mystery. They discussed suspects, motive, clues and evidence and listened carefully to questions about other peoples ideas.

Reading

50. The majority of pupils, in both key stages, make satisfactory progress in reading and higher attaining pupils in Key Stage 2 make good progress from talking to pupils and listening to them read, their enjoyment and interest is evident both in reading at school and at home. From the beginning of Key Stage 1, teachers focus on learning sounds and letters, including beginnings and endings. As they move through the key stage most pupils develop a sound phonic knowledge and an increasing sight vocabulary. They are confident in recognising the high frequency word lists appropriate to their age and can read these in and out of context. All pupils keep a record of books they have read and enjoy talking about the main characters and favourite authors. Pupils who experience reading difficulties have access to a structured programme of reading which is well matched to their abilities. By the end of the key stage the majority of pupils are well on the way to becoming fluent and confident readers. As they move up through Key Stage 2, some are capable of reading more demanding books and are aware of different authors and have their favourites. For example, a Year 6 pupil explained how he likes the imaginative and funny style of Roald Dahl and the descriptive words of Enid Blyton. Most pupils understand how to use the contents and index to find information. Some know that

a glossary can be helpful and are able to use skimming and scanning techniques in their research. By the time they leave the school the majority of pupils are independent readers who read with interest, fluency and good pace.

Writing

51. In its school development plan the raising of standards in spelling and writing at both key stages has been a high priority. Teaching spelling strategies, and a sustained writing activity each week, means that by the end of Key Stage 1 a minority of pupils can write stories in the correct sequence with properly organised sentences. However, the majority of pupils find spelling, basic grammar and punctuation difficult. Teachers know this and are working hard to encourage pupils to use the spelling, vocabulary and grammatical skills acquired in the literacy hour to improve standards. At Key Stage 2, most pupils write in story form showing a clear development and a sound understanding of how English works; grammar, punctuation and spelling are usually correct. For example, they understand how synonyms, adjectives and adverbs can be used to enhance their written work. A good example was seen when Year 3/4 pupils wrote a dialogue between captain and crew from Erik the Viking. They recognise the need to write for different purposes and audiences, for example, a letter to a friend and an account of a visit to Spilsby. Some good pieces of imaginative writing were seen in Years 5/6. For example, "The Fright of Your Life; a ghostly figure with burning red eyes, was staring Andie in the face. Andie had never been so petrified in her entire life." However the majority of pupils need to use adventurous, extended vocabulary that gives sparkle, and a style of writing which will maintain the readers interest. By the end of the key stage, pupils' ability to structure their writing and plan their stories with a setting, characters and plot is sound. Nevertheless, there are many pupils who have not yet developed a fluent, joined and legible style of handwriting that is neat, correct, clear and well presented.
52. The quality of teaching at both key stages is consistently good. A feature of this good teaching is the interaction with pupils, including the management of their behaviour. Objectives are made clear at the beginning of all lessons so that pupils know exactly what they have to do. Work is well planned and taught using the framework of the literacy hour. Teachers work hard to ensure that their lessons are interesting. Questions are used well to test pupils' previous learning and to check their understanding. However, assessment of what pupils can or cannot do in their lessons needs to be used more systematically throughout the school in order for teachers to plan future work more effectively. Classroom support assistants and parents make a valuable contribution to the teaching of pupils, including those with special educational needs. Information and communication technology plays an important part in developing pupils' literacy skills, for example, in word processing and in giving younger pupils good phonic support when practising their letter sounds. Throughout the school, pupils' responses are good. They particularly enjoy the introductory discussions and plenary sessions. Although most pupils work hard and have positive attitudes to their work not all are fully involved in their learning.

MATHEMATICS

53. Inspection findings in mathematics largely mirror national statistics. By the end of Year 2, standards in mathematics are satisfactory although attainment for a significant number of pupils is at the lower end of the expected level at this age. At

Year 6 approximately half of pupils are expected to attain the level expected of their age. However, achievement for these pupils, including those with special educational needs is satisfactory when their abilities are considered. There is reason for optimism, as there are signs that the trend lower down the school shows an improvement. This serves to highlight the differences between successive cohorts and the impact of small numbers, but also the priority the school has put on raising standards. Standards in numeracy are satisfactory throughout the school.

54. Pupils in Year 2 collect information to solve problems and present their results in a variety of ways. They use these results to draw conclusions; for example, they use penny coins to work out the areas of their hands and feet, worth 22p and 33p respectively. In numeracy, all pupils are developing useful mental strategies and use these in their everyday work. They recognise the difference between odd and even numbers and use estimation in their every day work. By the end of Year 2, most pupils are secure in number bonds to ten and recognise and understand place value to two and sometimes three digits. Their awareness of the value of coins is sufficient to tackle the problem of finding the change from a £1 when shopping. Most pupils know well the characteristics of basic two and three-dimensional shapes, such as a rectangle and triangle, cylinder and cuboid. They measure in non-standard units such as handspans and by the end of Year 2 are comparing these with standard measurements. Pupils complete addition and subtraction equations of the type $34 + 9 = 43$ and $26 - 12 = 14$, and understand the concepts of 'more than' and 'less than'.
55. Pupils in the junior classes consolidate their number skills and by the time they leave the school their understanding of the four rules of number is generally satisfactory. Pupils in Years 3 and 4 are developing a useful mathematical vocabulary and an understanding of how mathematics works, for example, the association between multiplication and division and how to use this knowledge to check their work and predict answers. The more able pupils in Years 5 and 6 are confident when dividing and multiplying by double digit numbers. They understand the relationship between decimal fractions, fractions and percentages and use this knowledge to calculate proportions, for example, 20 per cent of £14.40. Pupils are confident with shapes and measures, measuring length, weight and capacity and time using both the 12- hour and 24-hour clock. In their investigative work the more able pupils use their knowledge of time to calculate and contrast the amount each TV channel dedicates daily to sport. They explore the symmetry of shapes and rotate these to see the differences. Pupils calculate the perimeter of simple shapes, and their area by counting the squares inside. In their geometry work they know the value in degrees of right and straight-line angles. Pupils' record and retrieve information from block graphs. By the end of Year 6 the majority of them understand terms such as range, mean, median and mode. Most are confident with the language of probability whilst some higher attainers use the scale zero to one to justify their findings.
56. Numeracy skills contribute to learning in other subjects, for example, when measuring in design and technology. A good example was seen where pupils in Years 5 and 6 used a spreadsheet to present the results of their science experiment.
57. The quality of teaching seen overall is good. Introductions to lessons are always well structured so that they keep pupils interested and remind them of previous learning. Planned objectives are usually shared with pupils and the plenary session

is used well to reinforce and consolidate their learning. Relationships between teachers and pupils are mainly good and this is evident in the way that teachers deal positively with pupils' answers and in the use of praise to motivate them. In the best lessons mathematics is brought to life giving pupils challenging opportunities to apply their skills and this has a direct effect on pupils' interest and involvement.

58. The school has identified using and applying mathematics as a way to raise pupils' attainment and immersing them in their work. We agree that this approach is correct. There is need to review the progress made so far and it may be that the school wishes to consider a more structured approach to this aspect of mathematics, ensuring that all the requirements of the Programmes of Study are met through the application of other attainment targets. Criteria for assessing pupils' attainment should be an integral part of this approach. Statutory national tests at the end of Year 2 and 6 and other annual tests are carried out and assessment information collected. However, this data is not always shared with teachers to discover where specific weaknesses lie or to track pupils' progress. Consequently, pupils do not have individual targets so are unclear how they can raise their standards.

SCIENCE

59. Most pupils, at both key stages, attain standards expected for their ages. The judgements made in science during the week of inspection broadly reflect the results of the 2000 standard assessment tests. Comparisons with similar schools, particularly at Key Stage 2 reflect the fact that few pupils attain the higher Level 5. The school recognises this fact and is working to raise this number.
60. In Years 1 and 2, the majority of pupils know about the characteristics and properties of every day materials, for example, hard, rough, translucent and opaque. In their experiments they look more closely at the properties of waterproof materials and make simple predictions although there is a tendency not to say whether what had happened was as expected. Pupils use equipment such as bottles when investigating sounds and record their observations, as to which had the high and low pitched notes. They understand that sounds move through the air. They use the grounds to find the names of minibeasts and plants and record on a map where they were found. By the age of seven, most pupils know that seeds need light and water to germinate.
61. As they move through the junior classes, pupils build on their existing knowledge. Younger pupils know that their teeth are living and that their shape suits them for different purposes when they eat. In their investigative work they test which foods make teeth decay. Older pupils know that to keep healthy they need a varied diet. They confidently classify a selection of foods based on their proportion of carbohydrates, proteins, fats, minerals and vitamins. They can identify and use the scientific names of the major organs of the body, for example, lungs taking in air. They investigate how different levels of activity affect their pulse rates. In their work physical processes they know that there are different forces, for example, the effects of friction and gravity and that forces acting on an object balance.
62. The school has made a conscious decision to teach the subject through an investigative approach and from talking to pupils it is clear that they enjoy these opportunities. However, the school may wish to consider a more structured programme of systematic enquiry ensuring that all aspects of the Programmes of

Study at the appropriate levels are covered in depth and so to give pupils a real challenge, particularly the more able.

63. The quality of teaching at both key stages is good. For example, the work with the oldest pupils on healthy eating was carefully planned with precise learning objectives. A range of strategies was used, involving pupils listening, questioning, discussing, investigating, recording and drawing conclusions. In most lessons, explanations of the work to be covered are clear and build on pupils' prior knowledge. Pupils enjoy science and show curiosity and interest. Overall they get on well together either when working as a whole class or in smaller groups. They listen carefully to their teachers and give clear and sensible answers to questions. The majority of pupils can discuss and share ideas and respect the views of others, and work with a degree of independence. The school conservation area is a useful resource to give pupils first hand experiences.

ART

64. During the inspection it was only possible to observe a single lesson in Key Stage 1. However, evidence from talking to the co-ordinator, pupils themselves, and by looking at examples of their completed work indicates that pupils at both key stages attain standards appropriate to their age.
65. In Key Stage 1, pupils use a variety of art materials and techniques. In their observational work they look closely, for example, at facial features, shape and colour of skin in their self-portraits using pencil crayons. In their larger paintings they use brushes and paints and blend colours to create splashes of bold intensity. At the moment these younger pupils lack opportunities to appreciate the work of famous artists and to use these ideas in their own work.
66. Pupils in Years 3 to 6 further improve their skills in painting and drawing. They develop their brushwork and use families of colours as contrast. A key element is the time taken to talk about their work. For example, discussing an arrangement for a still life, whether their finished paintings communicate their original ideas and ways in which they could be improved. They study the work and techniques of other artists such as Van Gogh. Pupils build on their close observational skills using pencil. In their action drawings they use overlapping lines and shapes, blurred edges and flowing lines to show movement. Art makes a useful contribution to pupils' cultural development and to other subjects. For example, in history, they make paintings of Viking longships and models of their helmets and shields. In the absence of a kiln pupils use air-dried clay to make models.
67. Teachers plan their lessons in considerable detail. Planning is based on the Qualifications and Curriculum Authority documents. In turn medium-term plans are clear with learning objectives used to provide a focus for individual lessons and to ensure progression throughout the school. From looking at their work it is apparent that pupils enjoy art. Sketchbooks are used in a limited way at Key Stage 2, to develop their ideas but at the moment are not an effective record to show progression in their work. The co-ordinator wishes to extend their use to Key Stage 1. Other planned developments are to give pupils first hand experiences through visits to museums and art galleries and to establish a link with a local art group in Spilsby.

DESIGN AND TECHNOLOGY

68. No lessons were seen in design and technology. However, from the evidence obtained through discussions with teachers and pupils, a scrutiny of planning and samples of work it is possible to draw positive conclusions about standards in the subject. Standards of attainment in design and technology are satisfactory. Progress for most pupils, including those with special educational needs, is sound throughout the school. This is an improvement on the last inspection when standards were unsatisfactory.
69. The youngest pupils in Key Stage 1 develop skills in a range of activities including cooking, making models from a range of recycled materials and using construction kits. Older pupils use a variety of materials well, for example felt, wood, clay, salt-dough, card and disposable cartons. They can estimate, measure, mark out and cut simple shapes in a range of materials, accurately. By the end of Key Stage 1, most pupils use a range of techniques to successfully join materials and make judgements about the end product of their work.

70. In Key Stage 2, pupils construct robots with flashing eyes and ears. Older pupils build Tudor houses in connection with their work in history, and design and make musical instruments. By the end of Key Stage 2, pupils can confidently investigate, evaluate and discuss individual ideas leading to a design, and have a good understanding of the processes involved.
71. Pupils have good attitudes towards design and technology. They talk about their designs and models with enjoyment and enthusiasm. They listen well to suggestions and work collaboratively on tasks. Teachers' planning ensures full coverage of the subject. Resources are sufficient to meet the requirements of the National Curriculum with a good selection of large and small commercial construction kits. There is also a good selection of tools for measuring, marking, cutting and joining.

GEOGRAPHY

72. Geography was not a focus in this part of the term and therefore insufficient evidence was seen for an informed judgement of attainment, or teaching and learning to be made. Discussions with the subject co-ordinator show that a satisfactory programme is in place for pupils at both key stages.
73. At Key Stage 1, pupil's first hand experiences are used effectively as an important resource to develop their early geographical skills. They follow simple routes around the school grounds and follow their journey to school. They study the weather around the world and compare their homes to those on the fictional island of Struay. When exploring the wider world they follow the travels of Barnaby Bear. Pupils investigate ways in which they can improve their own environment. At Key Stage 2, pupils build on these foundations. Younger pupils look at weather around the world and continue to investigate the local environment. They pose questions, for example, should the High Street be closed to traffic? In their study of the wider world, pupils contrast the everyday life of people in an Indian village with their own.
74. Geography makes a useful contribution to pupils' cultural development and has good links with other subjects, particularly history and literacy. Pupils are given first hand experiences whenever possible, for example, visiting Lincoln to contrast rural and urban life. The co-ordinator wishes to develop further links with information and communication technology in addition to its research facility. Formal assessments are seen as another area for development, particularly at the end of each key stage.

HISTORY

75. Opportunities to see history taught during the inspection were limited to lessons at Key Stage 2 and it is possible to draw conclusions that attainment and progress of pupils at this key stage are appropriate to their age. Insufficient evidence was seen for any informed judgements to be made about standards at Key Stage 1. However, plans show that these pupils are taught to develop an understanding of chronology and use their own lives as a starting point. They study the lives of famous people and important events in British history, for example, Florence Nightingale.
76. Pupils in the junior classes compare the similarities and differences between their own lives and those in Tudor times. They look closely at the culture of the peoples

who invaded and settled in Britain. Pupils have opportunities to interpret history, as by looking at photographs and pictures. A good example was seen in a lesson about the Vikings when pupils used a good range of research material gathered from books and from the Internet to use in their class presentation. Studies of ancient civilisations, for example, the Egyptians and the Greeks give pupils a wider view of world history and how their everyday lives compare with ours. Studying local history gives pupils good opportunities to understand their own cultural heritage whilst at the same time developing good historical enquiry skills.

77. In both lessons the quality of teaching is good. Teachers planned activities designed to make their pupils think and to use their own initiative to find information. Visits out of and visitors to school complement this approach. For example, dressing in Victorian clothes for a day, and visiting Grimsthorpe Hall as part of their studies of the Tudors. History is successfully seen as an opportunity to involve other subjects, particularly literacy, art, and design and technology. Models of Viking shields, helmets and axes help pupils to understand the subject more fully and keep their interest. The co-ordinator wishes to further develop the impact of information and communication technology from a research tool to involving pupils through the use of simulations.

INFORMATION AND COMMUNICATION TECHNOLOGY

78. Opportunities to see direct teaching were limited although pupils were seen working on computers, mainly in Classes 2 and 3. From these observations and discussions with pupils and teachers and by looking at pupils' work, it is clear that standards are steadily improving, but the school recognises that they are not as high as they should be. Since the school was last inspected, the quality of resources is much better through the grant from the National Grid for Learning. These are available in a separate area and older models are still used in classrooms. A good example of this use is the with the oldest BBC computers linked to a control box, sequencing lights in a programmed order.
79. The younger pupils in Key Stage 1 use art packages and simple tools to match their purpose. With the teacher they talk about how technology is used in everyday life. They collect information in a simple database, and with help produce a graph, for example, about their favourite fruit. By the time they are seven, pupils confidently program a floor turtle to move forward, backward and turn through a right angle.
80. At Key Stage 2, pupils further develop their word-processing skills. For example, they change the font, and its size and colour, when editing their writing. The older pupils use computers to draft and revise their stories and print out the final copy, for example, 'What's lurking in your house?' By the time they are 11, pupils confidently use spreadsheets to collect information and present it in a variety of ways. They use the Internet and CD-ROM encyclopaedias to find how the Vikings lived. All pupils in school have an Email address. In control technology pupils in the lower juniors extend their use of the floor turtle and write procedures to control it accurately along a given course. Pupils in Years 5 and 6 write on screen commands such as (input four, output six and wait 20), to sequence a set of traffic lights, control barriers and move a model train.
81. It is not possible to judge the quality of teaching overall. The school has the support of a knowledgeable technician who works with the oldest pupils and runs a popular after school computer club. Pupils attend a planned residential visit with a focus on

using computers. This has the potential to make a positive impact by giving them concentrated periods of hands on experience and develop their independence. The school recognises that there is still much to do to further improve standards. The potential is there. Areas to be studied at greater depth include:

- Word-processing skills at both key stages;
- researching information at Key Stage 1;

- and at Key Stage 2 monitoring using sensors and;
 - using simulations as part of the school's cross-curricular approach effectively bringing pupils' work in these subjects to life.
82. To complement this, formal assessment should be developed to monitor pupils' progress.

MUSIC

83. Judgements on music during the week of inspection are based on the one lesson observed, a scrutiny of documentation and discussions with pupils and staff. Standards of attainment in music are satisfactory and all pupils, including those with special educational needs, make suitable progress.
84. By the end of Key Stage 1, pupils are able to listen to music and sing, by heart, a good range of songs, confidently and tunefully. They talk fluently about sounds and understand how musical sounds are made in different ways. Pupils understand the difference between loud and soft tones and how these can express character and mood. Most pupils have a sound grasp of musical elements and are able to keep time and recognise rhythm. By the time they are ready to move into Key Stage 2, most pupils can compose simple percussion pieces using, for example, cymbals, chime bars, bells, wood blocks, tambourines and castanets.
85. The youngest pupils in Key Stage 2 listen to a piece of music, for example, the Planet Suite or Peter and the Wolf and talk about the feeling it creates. All pupils enjoy listening to music at the beginning of assemblies. However many cannot categorise pieces or recognise pieces by famous composers, such as Bach, Beethoven and Mozart. Many pupils have a good knowledge of musical ideas and understand words, such as pitch and tempo. Most are beginning to understand note values and can read simple notation. Many pupils can hold and compose a rhythm, follow dynamics, perform together and practise pieces. A good example was seen when different groups of pupils decided on appropriate words for the sound of a machine. Each group took turns to complete a song with one group at a time adding its own sound to the cacophony of sound.
86. The overall quality of teaching is good. This is an improvement on the last inspection when some aspects of teaching were judged to be unsatisfactory. Teachers ensure that all pupils take part in music making. Pupils are actively encouraged to learn to play a musical instrument, in this case the recorder, and to be self critical of their performance. Teachers provide good opportunities for pupils to sing and perform music for example, in the local Methodist chapel. Opportunities are also provided for pupils to sing and perform during morning assembly. Throughout the school pupils have good attitudes to music. They are very enthusiastic and enjoy participating in musical activities both individually and in groups.

PHYSICAL EDUCATION

87. Standards of attainment in physical education throughout the school are in line with what is expected of pupils of this age, and all pupils, including those with special educational needs, make satisfactory progress. Pupils are taught games, gymnastics, athletic activities, outdoor activities and swimming. By the time they

leave the school all pupils can swim at least 25 metres. Dance takes place in the form of country dancing and music and movement.

88. The youngest pupils in Key Stage 1 are well used to the warm up activities at the beginning of each lesson. They soon become proficient in a range of movements and can travel both on the floor and on apparatus using a variety of methods. They develop good control when completing movements in dance. A good example was seen when older pupils developed their own dance based on movements from Circassian Circle. By the end of the key stage, all pupils can find a space and perform a series of controlled movements, for example, travelling with a partner, passing a ball. All pupils are aware of each other's movements and can look and move in relation to everyone else. They work successfully with a partner and observe and comment on their performance. By the end of Key Stage 2, pupils practise, improve and refine their performance through increasingly complex sequences of movements in individual activity, working in pairs and working in groups. Good examples were seen when older pupils practised a variety of techniques for short tennis. They develop good co-operative skills in athletics.
89. Pupils have good attitudes to physical education and respond enthusiastically in lessons. All pupils dress properly, generally behave well, concentrate on their work and show confidence in performances. From an early age pupils are taught to put out and tidy away items of equipment and this assists the organisation and pace of lessons. It also makes them aware of the safety rules and the need to give other members of the class due consideration. This subject is much valued and enjoyed by the pupils.
90. The quality of teaching is at least satisfactory. Teachers work hard to provide interesting opportunities for pupils, for example, games and competitive sport within the school cluster. Extra-curricular activities, for example, football, netball and the after-school games club help to sustain and enhance provision.

RELIGIOUS EDUCATION

91. During the week of inspection, only two lessons were observed in religious education. Judgements are therefore based on the two lessons observed, a scrutiny of documentation, pupils' work and discussions with pupils and staff. These show that standards of attainment in religious education, throughout the school are in line with the locally agreed syllabus and all pupils, including those with special educational needs, make satisfactory progress. This is an improvement on the last inspection when the school was not educating pupils in accordance with the agreed syllabus.
92. The school's main focus is Christianity, and pupils are becoming aware of its history and importance in shaping the way in which our culture has evolved. Most pupils in Key Stage 1 are beginning to understand some basic aspects of customs and beliefs of other major religions, for example, Judaism. Most are familiar with the local Methodist chapel in Spilsby and St James church, Louth, and can talk with confidence about the things they have seen on their visits. They understand that Christians welcome babies into the family of God through baptism and can talk about the baptisms they have attended. Most pupils can talk about Shabbat and know that the Torah is important in teaching Jewish people how to live their lives.

93. The youngest pupils in Key Stage 2, can talk about the creation and compare Christian teaching with other faiths. They talk about Christian festivals of Christmas and Easter, and the Hindu festival of Diwali. Most pupils know that this is a special celebration for Hindus and that it is known as the Festival of Light. By the end of the key stage pupils have acquired a good knowledge of Christianity and a sound understanding of the basic principles of Judaism, Hinduism, and Islam. For example, they know that the Hindu God has different forms; Brahman the creator, Shiva the destroyer and Vishnu the preserver. Many are able to talk with confidence about Islam's five pillars of wisdom. Most know about special people who gave much of their own time and energy in helping others, for example, Mother Teresa and Florence Nightingale. They are familiar with terms such as font, lectern and pulpit and understand the symbolism of bread and wine at communion.
94. Pupils have good attitudes to the subject. They are quiet, well behaved and respectful when listening to stories and are usually eager to join in with discussions.
95. The quality of teaching in the lessons seen was generally good. The school follows the local authority's agreed syllabus, delivered as a discrete subject and also within topics. There is a good collection of books covering a range of moral issues and a variety of artefacts relating to the major faiths studied. Collective acts of worship during assembly make a satisfactory contribution to the school's teaching of religious education.