

INSPECTION REPORT

NORTH SCARLE PRIMARY SCHOOL

North Scarle, Lincoln

LEA area: Lincolnshire

Unique reference number: 120385

Headteacher: Mr A C Holland

Reporting inspector: Mr Christopher Gray
21037

Dates of inspection: 23-25 April 2002

Inspection number: 196870

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and junior
School category:	Community
Age range of pupils:	4-11
Gender of pupils:	Mixed
School address:	School Lane North Scarle Lincoln
Postcode:	LN6 9EY
Telephone number:	01522 778724
Appropriate authority:	The governing body
Name of chair of governors:	Mrs B. Wells, M.B.E.
Date of previous inspection:	June 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
Christopher Gray 21037	Registered inspector	Mathematics Science Information and communication technology Geography History Music	Results and achievements Teaching and learning School effectiveness and improvement Leadership & management
Catherine Stormonth 16472	Lay inspector		Pupils' attitudes, values & personal development Provision for pupils' personal development How well the school cares for its pupils Partnership with parents and community links Staffing, accommodation & resources
Jean Peek 25281	Team inspector	Foundation Stage English Art Design and technology Physical education Religious education Special educational needs Equal opportunities	Curriculum opportunities Assessment Financial efficiency

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

North Scarle Primary School is situated in the village of North Scarle, near Lincoln. The school is for children aged 4 to 11 and has 58 full-time pupils (25 boys and 33 girls). This is much smaller than most primary schools though it is about 25 per cent larger than at the last inspection. In common with other statistics, children's attainment on entry varies from year to year because of the small number of pupils, but it is currently similar to the county average.

Most of the pupils come from families who live in or near to the village. No pupil currently claims a free school meal, which is below average. However, the entitlement is known to be about 16 per cent, which would be fairly average. All pupils live in homes where English is the first language. One pupil has a Statement of Special Educational Need and, in percentage terms (1.7 per cent), this is average.

HOW GOOD THE SCHOOL IS

North Scarle Primary gives its pupils a sound standard of education. Pupils work hard and have very good attitudes to their work. The standards they achieve when they leave the school are above average in science but they could be higher in English and mathematics, where standards are currently average. The overall quality of teaching is good. The school is well led by the headteacher and the governors are effectively involved. The school gives satisfactory value for money.

What the school does well

- Pupils' attainment in science is above average by Years 2 and 6.
- The school is well led by the headteacher and governors.
- The school makes very good provision for pupils' personal development and welfare and they respond with very good attitudes to school.
- Parents have good views of the school and there are very good links with the community. All support its work strongly.

What could be improved

- Higher attaining pupils need to be offered more challenge in English and mathematics, especially in Key Stage 2.
- The school needs to make greater use of information gained from assessing pupils' progress in planning what they need to learn next.

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 1997. There were three key issues. The first concerned providing extra accommodation. This was not an easy task but the school succeeded in building a new classroom. Since then, the school has increased in numbers and accommodation is again an issue. The second issue was about raising teachers' expectations of higher attaining pupils. The school took satisfactory action on this, though it is still a priority in the present report. The last issue referred to the contents of the school prospectus, which did not conform to statutory requirements. This was rectified, but the prescribed format of the prospectus and the governors' annual report has changed and the documents need updating again.

The school has raised standards of pupils' attainment by the time they leave in science and maintained average standards in mathematics. Standards in English have fluctuated. Teaching is good overall, as at the last inspection. In addition, standards have risen to be above average in art and design and technology. Overall improvement since the last inspection has been satisfactory.

STANDARDS

The number of pupils (seven) who sat the 2001 National Curriculum tests at the end of Year 6 was too small to make national comparisons realistic, so these data are not published.

Children enter the Reception class with skills that are largely average. They make good progress and learn well and, by the time they enter Year 1, they are likely to exceed expectations in language skills and creative development. In mathematics, physical development and knowledge and understanding of the world they are likely to meet expectations. Their personal, social and emotional skills are very well developed.

By Year 2, pupils' attainment in English and science is above average and in mathematics, it is average. By the time they leave at the end of Year 6, their attainment is average in English and mathematics and above average in science. Pupils learn well because of the good teaching, but higher attaining pupils need more individually focused challenge. The school sets targets as required for National Curriculum tests, which are realistic, but does not use individual target setting to promote individual progress.

Attainment by Year 2 is above expectations in art, design and technology, geography, history, information and communication technology and music and meets expectations in physical education and religious education. By Year 6, pupils' attainment is above expectations in art and design and technology and in line with expectations in geography, information and communication technology and religious education. There was not enough evidence to make judgements about attainment in history, music or physical education.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils tackle all learning challenges enthusiastically and they enjoy school life. Pupils generally work hard, do their best and take pride in their work.
Behaviour, in and out of classrooms	Good. Pupils behave well in the classroom and on the playground they are usually friendly and courteous. Pupils generally feel valued and happy.
Personal development and relationships	Very good overall. Pupils learn to be independent in the Reception class and this is developed as pupils move up through the school. Relationships are very good and have a very good effect on learning.
Attendance	Similar to the national average overall though it is spoilt by the number of parents who take their children on holiday in term time.

TEACHING AND LEARNING

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

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

The overall quality of teaching is good. All teachers were observed teaching some good lessons. Teachers have very good relationships with their pupils which enable learning to take place at a good rate. Teachers value pupils' work, mark it thoroughly and create interesting and stimulating wall displays. They ask probing questions which develop pupils' thinking. English is taught well in the youngest two classes and satisfactorily in the oldest. The teaching of mathematics is satisfactory across the school. Teachers encourage all pupils to make good use of literacy, numeracy and information and communication technology skills in a range of different subjects. Teachers do not make enough use of an analysis of individual pupils' progress in planning work for them in English and mathematics, especially in Years 4 to 6. Pupils with special educational needs make good progress because teachers and assistants give them good support.

In some lessons, pupils would have a clearer understanding of what they are doing if the teacher explained the object of the lesson to them. The oldest pupils have a shorter lunch break, but the first session afterwards often lacks a clear focus and runs into next lesson.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum includes all the subjects it is meant to and is satisfactory overall. The range of learning opportunities offered in the two youngest classes is good. The number of extra-curricular activities is small but is much the same as that offered by schools of a similar size.
Provision for pupils with special educational needs	Good. Pupils who need help are identified soon after they begin at the school and the support they receive enables them to make good progress.
Provision for pupils' personal, including spiritual, moral, social and cultural, development	Very good overall. Parents are pleased with the values the school promotes. Teachers encourage pupils to be responsible and caring and teach them how to behave in relation to others. Pupils are learning to value a range of different cultures as well as their own.
How well the school cares for its pupils	Very well. The school has good range of procedures to promote attendance, behaviour and good work habits. The arrangements for pupils' welfare, child protection and health and safety are very good. Information gained from assessment of pupils' attainment is not always used as carefully as it could be.

Parents have good views of the school and support its work whole-heartedly. They receive satisfactory information about the school's work though the reports on pupils' progress need to be fuller. The school has very good links with the community as is shown by the project to make a permanent commemoration of the Queen's Golden Jubilee.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher is a respected figure in the local community and leads his staff well. They work together as an effective team for the benefit of the pupils. He currently has too great a share of monitoring responsibilities.
How well the governors fulfil their responsibilities	Governors work hard for their school and play a big part in planning for its development. They fulfil all their statutory responsibilities with the exception of the format of pupils' progress reports and the omission of some small details from the governors' annual report and school prospectus.
The school's evaluation of its performance	The school has satisfactory systems for measuring the success of its development planning. It now needs to develop the systems it has begun for analysing pupils' progress in greater detail.
The strategic use of resources	The school has a good number of teachers and support staff and satisfactory resources for learning. The accommodation is satisfactory in terms of classrooms but there is no small room for private meetings or group work. The office cannot be reached without going through a classroom. There is a sound understanding of the principles of best value.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

Before the inspection, two members of the team attended a meeting with nine parents. The responses to 32 questionnaires (54 per cent of those sent out) were analysed.

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none">• Their children like school and make good progress• Behaviour in the school is good• The school is helping children to become mature and responsible• There is a good, caring ethos• Teaching is good	<ul style="list-style-type: none">• The amount of homework for older pupils• The number of extra-curricular activities

The inspection team endorses parents' positive views. Teachers make satisfactory use of homework but older pupils do not receive a significantly greater amount than younger ones. Also, it would help parents if they knew how much pupils should have. Parents would also appreciate a more detailed knowledge of their pupils' progress in terms of what is expected. The number of extra-curricular activities is similar to that found in most small schools. Staff run clubs for short periods in order to increase the variety.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. Only six pupils took the 2001 National Curriculum tests at the end of Year 2 and seven pupils at the end of Year 6. The numbers are similar each year. This means that, since (in Year 6) one pupil represents over 14 per cent of the cohort, results can vary enormously from year to year. This makes it meaningless to make comparisons with national results.
2. However, a look at trends over time is informative in the case of this school. Test results at the end of Year 6 in science have been consistently high since 1998, those in mathematics have been consistently average over the same period whilst those in English have varied from above average to well below. A look at the percentage of pupils achieving the higher level (Level 5) shows that in science, the proportion is consistently above the national average, whereas in mathematics it has not been above average since 1998 and in English it has varied over the four-year period. This analysis suggests that the provision for higher attaining pupils is not as effective in English and mathematics as it is in science.
3. The inspection finds that, by the time pupils leave the school at the end of Year 6, their attainment in English and mathematics is average and that in science it is above average. Given their attainment when they start school in Reception, this represents satisfactory achievement in English and mathematics and good achievement in science. Attainment in the current Year 2 is above average in English and science and average in mathematics.
4. The difference in attainment at Year 2 and Year 6 is partly to do with the different abilities of the few pupils who make up the year groups - there are nine pupils in Year 2 and five in Year 6. Also, whilst separate provision is made across the school for higher attaining pupils in English, mathematics and science, the lack of close analysis of pupils' performance means that these older pupils are not always challenged as fully as they might be.
5. The school has begun to track pupils' progress in a detailed way within the last twelve months. Pupils in Key Stage 2 take the Qualifications and Curriculum Authority optional national tests in the summer term. This enabled teachers to assess the progress Year 3 pupils had made in the year since they took the National Curriculum tests at the end of Year 2. This summer, it will be possible to track the progress of those pupils through Year 4 as well as the current Year 3 pupils.
6. An analysis of the results showed that not all pupils had progressed as well as expected. Teachers used this information when working with those pupils during the year. But a more detailed analysis of performance together with setting targets for areas where pupils did not perform well is needed to give pupils work more tailored to their needs.
7. The school sets mandatory targets for the results of National Curriculum tests at the end of Year 6. These are realistic and sufficiently challenging, though the difference between targets and results can seem large in a small group if only one pupil does not attain the predicted level - as was the case in 2001.
8. Foundation Stage pupils make good progress and, by the time they enter Year 1, they are likely to attain the Early Learning Goals¹ in mathematical development, physical

¹ See Foundation Stage section for definition.

development and knowledge and understanding of the world, and exceed them in communication, language and literacy, and creative development. Standards in personal, social and emotional development are well above average.

9. Analysis of test results at the ends of Years 2 and 6 two years ago showed that pupils needed to develop the content of their writing. The resulting initiative has had a beneficial effect on standards of writing across the school. By Year 2, pupils' writing is now above average and is average by Year 6. Standards in reading are above average by Year 2 and average by Year 6. Higher attaining pupils need more practice in advanced reading skills, such as scanning a text and searching for information.
10. In mathematics, pupils' attainment is average by Years 2 and 6. Pupils at both key stages cover a large amount of work and use their numeracy skills well in other subjects. Year 2 pupils have a sound understanding of place value and use it to count forwards and backwards in tens. They use standard measures for length and weight and are currently learning about volume. Pupils' number skills are good by Year 6, but other aspects of mathematics - such as interpretation of data and probability - are not as well developed. Higher attaining pupils do not have sufficient individual challenge.
11. Pupils' attainment in science is above average and their scientific knowledge is well developed across the school. Investigations are a regular feature of lessons and pupils' books contain a wide spread of interesting work. By the time they reach Year 6, pupils make reasonable hypotheses which they test fairly and draw appropriate conclusions. They write up their experiments well, using their own words and good structure.
12. In information and communication technology, pupils' attainment by Year 2 is above average. They print a sheet of paper, rather like a brief *curriculum vitae*, with bullet-pointed statements about themselves, accompanied by a relevant picture imported from Clip-Art. They make graphs of data from a science experiment and learn how a spreadsheet is laid out. Above average standards continue into Key Stage 2, where pupils cover a good range of work in all aspects. By Year 6, however, standards are average, because of the lack of advanced equipment for control technology and database software.
13. Pupils' attainment in religious education meets the requirements of the agreed syllabus by Years 2 and 6. Younger pupils have a sound understanding of the major festivals of Christians and older pupils build up an understanding of other world religions.
14. Standards of attainment are above average by Year 2 in art, design and technology, geography, history and music and average in physical education. By Year 6, pupils' attainment is above average in art and design and technology and average in geography. There was insufficient evidence to make a judgement on their attainment in history, music or physical education.
15. Pupils with special educational needs are well supported and they make good progress in relation to their prior attainment. They are given good support which sometimes enables them to move down or be taken off the register. The school has identified no pupils as gifted or talented currently, though provision has been made for pupils to take Level 6 in National Curriculum tests in recent years. There is no significant difference in the day-to-day performance or past work of boys or girls.

Pupils' attitudes, values and personal development

16. Pupils have very good attitudes to school and their behaviour is good. This is similar to what was reported at the last inspection, though attitudes are even better than they were. This area is a strength of the school, which is an inclusive and supportive community where relationships throughout are very good. Pupils obviously enjoy school and parents are pleased that their children are happy.
17. Children in the reception year group behave very well and are developing confidence, independence and good social skills. They work well together, share ideas and resources and show enjoyment in the success of others. Reception children emulate older pupils in lessons and want to be as clever as their older peers. They listen and answer questions to the extent of their ability and are eager to please their teacher with their good efforts. When children counted their peas and bean leaves in a mathematics lesson, they tried to do this unaided and asked for help only when it was needed. This resulted in good quality learning and pupils who were very proud of their own finished work.
18. Pupils elsewhere have very good attitudes to learning and respond well when expectations are high in lessons. They follow instructions well in physical education and respond well to praise and encouragement that helps pupils work harder and improve their skills. Pupils relish challenge, they are keen to learn, have good concentration levels and answer questions eagerly especially in science. Pupils made some sensible deductions about growth conditions when setting up their experiments on seed germination. They have the best attitudes when they are clear on what to do in lessons and are given the scope to get on and work hard. Another strong feature is the support pupils have for their younger classmates, who are helped when recording work in science, for example, or need some friendly critical advice in sculpture-making in art.
19. Behaviour in the classroom and around the school is usually good. A small number of older boys, in particular, are occasionally noisy and are not always fully focused in lessons, but the majority behave very well. In the playground, older pupils have fun playing football and younger pupils amuse themselves happily. Pupils behave very well in assemblies and show reverence especially at prayer time. Lunchtimes are pleasant, sociable times and during the inspection, staff took advantage of the good weather to have enjoyable picnic lunches. The rare occurrences of bullying are dealt with well when all the facts are known, and followed up with parents. There have been no recent exclusions.
20. Relationships throughout the school are very good and are based on mutual respect for all in a caring, family-orientated, small school community. Pupils' personal development is very good and pupils are friendly, well mannered, helpful, and welcoming to visitors. They enjoy and appreciate the extra-curricular activities, the visitors and the many school trips they take, which enrich and extend their personal development. Pupils have a good understanding of the impact of their actions on others and usually have respect for each other's feelings and values. As pupils move up through the school, they become more responsible and independent and show greater maturity and growing confidence. There was total agreement among parents on this aspect of the questionnaire. Pupils' independence in learning is well developed when they research their work in history, interpret mood in their own musical compositions or when they have freedom of choice in art. They show how they use their initiative when they automatically help to put away equipment after lessons and after play. Older pupils ably demonstrate that they are able take on greater responsibility, especially when they look after the younger ones and new pupils and make sure that they are fully included in all aspects of school life.
21. Attendance is satisfactory overall and is just below the national average. Authorised absence is partly attributable to some genuine illness and some special extenuating circumstances but a large and significant proportion of absence is accounted for by

holiday-taking. More than half of the school take holidays during term time which seriously disrupts and hinders learning. There was no unauthorised absence in the last full reporting year and this is highly commendable. Punctuality on arrival at school is generally good despite the distances some pupils travel.

HOW WELL ARE PUPILS TAUGHT?

22. The quality of teaching in the school overall is good, a picture broadly similar to that observed in the last inspection. Teaching was very good in a quarter of lessons and only one unsatisfactory lesson was observed. This was very much an exception, at the end of a long and unseasonably hot afternoon. Teachers do their best to include and interest all pupils, though the provision for higher attaining pupils is not always clearly focused. Pupils learn well as a result of good teaching and develop good attitudes to their work.
23. Very good relationships between adults and pupils underpin the teaching across the school. Teachers have high expectations of how pupils will behave and they respond accordingly. The pupils in the two younger classes need scarcely any reminders of how to behave, enabling the teachers to spend virtually the whole of their time teaching. The oldest class has quite a few more pupils than the other two, and some of the oldest occasionally require a corrective instruction. An example of the very good relationships is the extent to which all teachers value pupils' work. Marking is thorough and helpful. Excellent displays fill the walls of all rooms and corridors, showing the good presentation which pupils achieve and the interesting activities their teachers plan.
24. Teachers use questioning well to develop pupils' thinking. For example, in a very good science lesson in the middle class, pupils were going to learn about the main features of plants. The teacher started by asking the pupils what they thought leaves were for. One thought they were to shade the soil to protect the roots; another wondered if they were for holding up the stem. The teacher used these responses skilfully to lead into the division of root, stem and leaves which was the object of the lesson. In a good mathematics lesson in the youngest class, the teacher targeted questions at particular children, according to their level of understanding of counting. Those who are just beginning to connect numbers with quantities were asked to check when there were only two cockerels left on the gate. Similarly, in a good mathematics lesson in the oldest class, the teacher asked specific mental arithmetic questions to challenge individuals at their own level - for example, a higher attaining pupil was asked for the change from £100 after having spent £36.64. Pupils responded eagerly to such questions.
25. How time is used is a strong feature of teaching in the youngest two classes. In the mathematics lesson just referred to, the teacher held the children's attention throughout by a series of short number games and activities. They counted the cockerels to a song, then sang 'Please don't eat the daisies'. Then they went out to see if they could gather exactly ten daisies, then returned to make cards with the indicated number of petals stuck or printed on. Older pupils were doing addition and subtraction sums in workbooks. In the middle class, pupils' attention spans are greater and activities can be longer, as when groups of pupils learnt about plants. One group examined the stems, roots and leaves of weeds with hand lenses and made observational drawings. Another group classified leaves into groups and higher attaining pupils used computers to find out about plants which have to adapt to a shortage of water. Two lower attaining pupils were asked to draw a labelled diagram of the three parts using another computer. In the older class, time is sometimes not used to best effect - for example, when lessons overrun their planned time. The time after lunch, when the oldest pupils come in before the other classes, is not used very constructively - for example, there are few directed reading activities.
26. Teachers' medium-term planning clearly shows the learning intentions for lessons and these are transferred to weekly and daily plans. Teachers often make them clear to pupils,

so they understand the purpose of the lesson. But this is not always so and pupils are sometimes working without a clear grasp of why they have been asked to undertake a task. Learning intentions in English, mathematics and science are not sufficiently focused on specific groups of pupils. All teachers plan different activities for groups of differently attaining pupils - as the Year 2 science lesson described above shows - but the activities usually share the same objective. Teachers do not use individual targets to help them focus more on what individual pupils need to learn next.

27. The school does not set individual targets at the moment, but has introduced a system of tracking to measure the rate of pupils' progress. This was described above (paragraph 5). The use of this data to analyse where pupils need most help can enable teachers to set targets for improvement for each pupil. This would also be helpful for parents, who reported that they are not always clear about what is expected of their children in terms of attainment.
28. Some parents were also unhappy about amounts of homework. Inspectors found that its use by teachers is satisfactory overall, though there could be more work for older pupils. Parents report that what their children receive sometimes lacks a clear link to classwork and is not very stimulating. Parents would also appreciate an indication of how much to expect each week in each year group.
29. Teaching and learning in the Foundation Stage are good across all learning areas. The teacher and support assistant are very experienced and have good knowledge of the needs of their children. They form an effective teaching team. The very good relationships they have with the children and clearly established classroom routines successfully foster their confidence, so children feel happy and eager to learn. Staff manage the children very well. They expect and achieve high standards of behaviour. This supports children's personal and social development very well, as they enjoy school. The teaching and learning of basic skills are very good. The classroom is attractive, well organised and prepared, so children are stimulated and effectively encouraged to take pride in their work.
30. The teaching of English is good at Key Stage 1 and satisfactory at Key Stage 2. A strength in all classes is the good encouragement teachers give to pupils to use their literacy skills in all subjects. A very good example of this is the interesting corridor display about the Great Fire of London, which also makes good use of information and communication technology skills. The initiative to raise standards in writing is thus having a good effect, though it has not been running long enough for Year 6 pupils to reach above average standards. Older pupils - particularly higher attainers - need more focus to develop advanced reading skills. Also, a clearer explanation of what the pupils are going to learn in the lesson would benefit their progress.
31. Mathematics teaching is satisfactory in both key stages. A strength in all classes is the amount of work pupils cover and the teachers' high expectations of presentation which lead to neat and orderly books. The time for mental arithmetic is sometimes too short. Higher attaining pupils do not always receive the right amount of individual challenge.
32. Teaching in science is good at both key stages. All teachers have good expertise in the subject as planning, pupils' work and displays show. A very good example is the three-dimensional display in the youngest class of how and whereabouts in the soil vegetables grow. In the oldest class, pupils are sometimes lost at the start of planning an investigation because they are not sufficiently aware of the learning intention of the lesson.
33. Information and communication technology is taught well in both key stages. Here too, teachers show a good level of expertise. Pupils learn to use information and communication technology in many subjects - a good example is the geography work

displayed in the oldest class, combining text and photographs about the nature of the local terrain. Teething problems with the Internet connection sometimes prevent computers from being available.

34. Teaching in Key Stage 1 is good in art, design and technology, geography, history, music and physical education. At Key Stage 2, it is good in art and design and technology and satisfactory in geography. There was insufficient evidence to make a judgement on the quality of teaching in religious education at both key stages and in history, music and physical education at Key Stage 2.
35. The teaching of pupils with special educational needs is good. Teachers are skilled at identifying pupils' needs soon after they start school. Staff have good knowledge of pupils' individual education plans, which contain clear targets to guide teaching and learning. There are effective systems to seek extra advice from outside agencies, such as the educational psychologist or speech therapist.

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

36. The school provides a satisfactory curriculum overall. Pupils throughout the school receive a wide range of interesting learning opportunities with planning based on national guidance. A strength of curriculum planning is that teachers make effective links between subjects, which improves pupils' skills. For instance Years 2 and 3 pupils understood that by using a computer in design and technology, they could make repeating patterns more quickly and accurately.
37. The curriculum is good for reception children. It covers the required areas of learning and is relevant to their different development needs so that they make good progress and are well prepared for Year 1. Pupils in Years 1 and 2 receive a good curriculum which continues to meet the needs of all pupils effectively. The curriculum for pupils at Key Stage 2 is satisfactory.
38. The curriculum meets the statutory requirements by providing religious education and a broad programme in all subjects of the National Curriculum except for physical education. Because of a lack of a hall and gymnastic equipment, the school cannot provide opportunities for pupils to develop appropriate gymnastic skills. The school enhances its curriculum for pupils in Years 4, 5 and 6 by providing an extra subject, French, taught by a visiting specialist assistant from the local secondary school. It prepares pupils satisfactorily for secondary education.
39. The school makes good provision for pupils with special educational needs. This has improved since the previous inspection. Pupils now receive additional good quality support that enables them to make good, rather than satisfactory, progress. The school makes good arrangements to ensure that pupils with special educational needs are fully included in all aspects of the school curriculum. There is no formal register of gifted and talented pupils because the school has indicated that there are no such pupils currently in the school. However, the school has provided additional support in the past, to enable a gifted mathematician to receive an accelerated learning programme. All pupils have full and equal access to learning opportunities and other experiences on offer. For example, girls and boys are in the football team.
40. The organisation of the school day means that learning time is occasionally lost. Punctuality for the start of lessons is not as strict as it should be - for example, assemblies tend to last longer than planned and some lessons overrun. Pupils in Year 3 receive 15 minutes less lesson time than those in Years 4 to 6.

41. The school has satisfactory strategies for teaching literacy and numeracy. Teachers have successfully adapted the national guidance in order to teach their mixed age classes. A strength is the way they develop pupils' writing skills in a wide range of subjects across the curriculum - for example, writing in history from the point of view of a character, the baker in the Great Fire of London. However, test results over time show that these strategies are not as effective as those for teaching science - this was discussed above in paragraph 2.
42. The school provides a satisfactory range of extra-curricular activities for a small school, such as football, short cricket, athletics, computer club and recorders. Some are seasonal and run for short periods of time in order to give a variety of activity. They contribute well to pupils' social development whilst consolidating learning in physical education or English. Visitors to school, such as a professional musician, specialist dance teacher, a poet, and a member of the Hindu faith, further enrich the curriculum and promote pupils' interest in learning and their enthusiasm for school. Educational visits, for example, to work with a sculptor at the Museum of Lincolnshire Life, successfully inspire pupils and extend their learning experiences.
43. The school makes appropriate provision for sex education and drugs awareness and some early good citizenship. Although there is no whole-school, systematic scheme for the teaching of personal, social and health education (PSHE), the arrangements are satisfactory, with some good features. The pink books, 'Myself, my friends and my world', are very good and the issues pupils have considered enable them to examine their own lives and the difficulties of others, like the homeless and those who have sensory impairments like the deaf and blind. Healthy lifestyles are encouraged and many local visitors help to make the learning real and exciting. Examples are the mobile policemen, fire brigade, school nurse, dental van, guide dogs for the blind and the Ambucopter. Older pupils all work towards getting the basic first-aid certificate from the St John's Ambulance Brigade and gain important life skills.
44. The school is very much at the heart of the local community and the links locally are very good. The school is used regularly for meetings so that it maintains a high profile in the community. The local newsletter has a large section to which the school contributes to share the latest news and events information. This enables the local community to know about the work of the school and support the ambitious fund-raising projects, from the huge Summer Gala to the more regular bingo sessions and the famous annual pancake race with the Women's Institute. There are good links with the church and chapel, where harvest and Christmas services and activities are held, and pupils distribute the harvest gifts to local old people. Pupils also entertain them at their Christmas lunch and this is greatly appreciated. Pupils use the local area well for their home topic. They visit local farms, go pond dipping and receive visits from the local beekeeper. The school is currently working with a locally commissioned artist to help design some of the mosaic work for decorating the village well to mark the Queen's Golden Jubilee.
45. Good relationships with other educational establishments benefit pupils academically and socially. For example, the school has a good knowledge of the needs of pre-school village children, through the mother and toddler group, so that it can plan ahead to meet their needs. It has close links with the local secondary school for activities such as the Year 6 summer school. Through the secondary school's recently acquired Language College status, older pupils are learning French as part of a pilot scheme. Pupils play competitive sports matches against other local schools.
46. The school provides very well for pupils' spiritual, moral, social and cultural development. This has improved since the last inspection and is a real strength of the school. It is planned across the curriculum and provides a rich, exciting and varied background for learning and successfully promotes pupils' personal development.

47. Spiritual development is good. Assemblies comply fully with the requirements for collective worship. There is usually a moral message delivered in range of different ways to interest and involve pupils. Spiritual development elsewhere is very good especially when pupils are encouraged to explore and reflect on beliefs and values or understand feelings and emotions. Pupils are given many very good opportunities to express these elements; for example, when considering the idea of God, defining 'What is precious?', composing music about 'a magic garden' or constructing a sculpture from a range of appealing resources.
48. Moral development is very good and there is a very well developed ethos of respect and kindness within which pupils' efforts and achievements are valued. Through the very fine examples set by the headteacher and all adults in the school, pupils learn the principles of right and wrong and what high standards of behaviour and care for others are expected. PSHE also promotes moral development well when pupils consider myself, my friends and my world. They explore moral issues like 'How can I make myself a better person?'
49. Social development is very good. The skills and the personal qualities required to become more mature and take on greater responsibility as pupils get older are promoted very well. Older pupils look after new and younger pupils until they are settled. The PSHE programme teaches pupils important life skills, such as how to be a good neighbour. Good links with local old people at Harvest and Christmas extend social awareness and help pupils appreciate and value others. Leading and taking part in assemblies, school productions and sporting events also extend social development well.
50. Cultural development is very good and the school tries hard to encourage greater knowledge and understanding of living, both locally and in a multi-cultural society. Pupils are also encouraged to explore and know about North Scarle and the rich history and geography of the locality. Opportunities are taken whenever it is possible to involve different cultures. In religious education, pupils have focused on many aspects of Buddhism, Hinduism and Judaism as well as Christianity. This was recently very well illustrated by a visitor who shared her Hindu faith and its rich traditions along with music and dance from India. Older pupils are currently contrasting life in the Kenyan village of Baricho with North Scarle and finding out about African art when making very colourful masks. Visits by a poet, author, folk singer and visiting theatre groups are just a few of the opportunities pupils have of rich learning experiences from classic literature and stories, a range of music, dance and drama.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

51. The school takes very good care of pupils and this helps to improve the effectiveness of the teaching and learning. Staff know their pupils very well and pupils are confident in their approaches to their teachers and other adults in the school and this helps pupils to feel happy, safe and secure. The school gives a high priority to a good range of procedures to encourage good attendance, good behaviour and good work habits and to safeguard pupils' welfare. Parents at the pre-inspection meeting expressed their confidence in this aspect of the school's work.
52. Procedures for monitoring and improving attendance are good. Registers are consistently maintained and absences are efficiently followed up to encourage good attendance and eliminate unauthorised absence. Unexplained absences are chased by telephone on the first day. Despite the school's best efforts to discourage the taking of holidays during term time, parents seldom heed the advice to give education the greater priority. The procedures for monitoring and promoting behaviour are very good. Right from the start, pupils are instilled with very good guidance on how to behave and conform to daily routines. Pupils are very familiar with the school rules and high expectations for behaviour and they usually behave well. The procedures for eliminating any oppressive behaviour

are good. When any bullying is reported it is investigated and action taken in a joint approach with parents.

53. The arrangements for child protection are very good and meet all the statutory requirements. The headteacher is the designated person and has had recent training to update the school on recent changes in local child protection systems and procedures. When pupils are sick or injured they receive a high level of care and attention despite the lack of a suitable medical room. All staff are certified first-aiders and this is commendable. All pupils' medical conditions are well known and catered for. The school has very good systems for carrying out all the routine health and safety checking and risk assessments and there are no issues of concern. The arrangements for school security are also very good.
54. Much of the monitoring of pupils' personal development is informal, promoted by the teachers, who know pupils very well and sustain very positive relationships with them. Teachers show a high level of support and commitment to pupils and are able to give them good advice for improving attitudes and social skills and encourage a good work ethic and good quality of school life. There are very effective induction procedures for new pupils so that they settle into school very quickly.
55. Procedures for assessing pupils' attainment and progress, and using assessment information to guide curricular planning, are satisfactory overall. However, there is variety in the effectiveness of the procedures and their use according to the needs of pupils and the curriculum subject.
56. The assessment of pupils with special educational needs is good. Teachers identify pupils who are experiencing difficulties at the earliest possible opportunity. The special needs co-ordinator uses a good range of procedures for assessing their progress to comply with the revised Code of Practice². She regularly monitors and reviews pupils' progress with teachers, classroom assistants and pupils. This effectively identifies whether they come off the register or if they need further help. The school draws on the expertise of specialist service for diagnostic testing and further guidance on resources and activities. The school makes good provision for any pupils with statements of special educational need. Good quality support ensures that they receive their full entitlement to a broad and balanced curriculum and make good progress.
57. In the Foundation Stage, the Reception teacher makes good use of the baseline assessment on entry in her planning. She has very good knowledge of the attainment and progress of Reception children. However, assessment is not fully geared to the Early Learning Goals but is subject-based, using the same procedures as those for Year 1 pupils.
58. Procedures for assessment in the core subjects of English, mathematics and science are comprehensive, using a range of national and standardised tests for pupils from Year 2 to Year 6. Results of these tests are monitored to evaluate pupils' progress over time and to identify general trends and areas for improvement. For example, a current school priority is to improve standards of writing. However, monitoring is not rigorous enough to make full use of the assessment data. For example, results of optional tests are not used to predict future standards, to make it easy to identify if pupils make enough progress and show good achievement. Pupils in the older classes do not have a clear knowledge of their learning because they are not set specific individual targets for improvement. Procedures for assessing the other subjects of the curriculum are too informal. Although

² [Code of Practice – this gives practical advice to schools and local education authorities about their responsibilities, duties and tasks to ensure that pupils who have special educational needs receive the most appropriate help and support to further their learning and personal development. This is a statutory duty under the Special Educational Needs and Disability Act 2001.](#)

teachers have good knowledge of pupils' standards, consistent systems are not made use of throughout the school to guide planning and monitor pupils' progress.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

59. The school continues to have a good partnership with parents and is at the heart of a close knit and friendly community. Parents are supportive and are pleased with the education provided, the approachability of staff and the welcoming and caring environment in the school.
60. Parents expressed some disagreement about the range of extra-curricular activities and the type and amount of homework, especially for the older pupils. The inspection team investigated these misgivings and found that the range of activities outside lessons is satisfactory for a school of this size and type. There is not a great deal of homework for older pupils. The tasks sometimes present little excitement or challenge and are not always an active part of current learning. This restricts the contribution parents can make to support learning at home and does not sufficiently help to prepare pupils for the next phase of their education.
61. The quality of information provided for parents is satisfactory overall. The weekly school letters and the school section of the fuller, monthly village newsletter keep parents in touch with news and information. Other class letters are good and let parents know details about any special class activities and trips. Parents would like more information about the curriculum so that they could help and support their children more effectively. The school prospectus is well written and contains good information, particularly about the curriculum, but it lacks the statutory requirement to state the absence rates and the right for parents to withdraw pupils from assemblies. The governors' annual report to parents is not written in as friendly a style and has many missing or out-of-date elements. The school has been given a note of the changes needed to fulfil statutory requirements.
62. The information parents receive about their children's progress is satisfactory overall with strengths in the two good formal consultation opportunities to discuss their children's work and progress. Staff also make themselves available at the start and end of each day to discuss informally any more immediate issues with parents. The weakness is that the school reports for pupils in Years 1 to 6 do not meet the statutory requirement to report separately on all subjects of the National Curriculum. The reporting of progress in English and mathematics is good but other subjects offer too little information. Parents would like to know more about National Curriculum levels and what these mean in terms of their children's performance.
63. The impact of parents' involvement on the work of the school is good. Four parents are governors and some parents regularly volunteer to help each week. A parent, who is following a pilot scheme for an education qualification, comes in for two days each week, is well deployed and helps boost learning especially in smaller group work. Parents always help when needs arise. The most impressive example of parental involvement is the annual Gala which most families support and make into a very special day. The Friends of North Scarle is a very active and hardworking group raising large sums for ambitious projects and provides the school and community with a busy social life. In the past year, funds have enabled the school to buy computer equipment, goalposts, a shed, benches and some new furniture. The Friends' Association also pays for all the visitors and school visits so that the school is fully inclusive in this regard. Parents come to school whenever they are invited: for school and church based activities, school productions, sports day and meetings. The annual general meeting is usually well attended and is combined with a social event. In this way parents make a good contribution to children's learning at school and help improve the quality of school life.

HOW WELL IS THE SCHOOL LED AND MANAGED?

64. The headteacher has led the school over a long period - since the last inspection, he has celebrated 25 years as head. He is well respected in the local community and his good leadership ensures that the school is well run and is at the centre of village life. The number of pupils on roll has increased recently and this has enabled the school to establish a third class in a newly-built classroom. This had been a key issue in the last report and has not been an easy target to achieve. The success of this is an example of the calm but persevering style of the headteacher's leadership. The school's aims 'to provide a happy and pleasant atmosphere conducive to learning' are evident in all its work.
65. The school is well managed, as at the last inspection. At that time, the headteacher took responsibility for co-ordinating all subjects, which was reported as working well. Since then, the introduction of the literacy and numeracy strategies as well as Curriculum 2000 has meant that this burden was likely to become too great. All three class teachers now share the co-ordination of all subjects, at the same time making use of individual expertise. The staff team shares a common educational vision and they work together very effectively. The headteacher retains the responsibility for monitoring standards of attainment and teaching. The last inspection referred to the need to develop this area of work and the headteacher now has management time away from his teaching commitment to do this, which he does often. This has been effective in promoting good standards of teaching. However, the amount of paperwork coming from central and local government absorbs an increasing portion of his management time.
66. The headteacher's overall responsibility for monitoring standards means that other staff do not have a chance to exercise this managerial function. It also limits the time available for focusing on the analysis of pupils' progress and developing individual targets. This work is part of the headteacher's performance management target, set by governors. The fact that this has been identified as part of the key issue of this report shows not only that performance management is being used well by the headteacher and governors to further the development of the school, but also that staff and governors are identifying the most appropriate priorities in their development planning.
67. The management of special educational needs is good and has improved since the previous inspection under the new co-ordinator. Good quality, thorough documentation contributes to the improved provision. The school has made good progress in managing the new national guidelines. It pays close regard to the statutory guidance on *Inclusive Schooling*. The co-ordinator supports the other staff effectively in the identification of pupils' needs and by writing the individual education plans. Close work with the special needs' assistant means that the effectiveness of the support is monitored and evaluated closely.
68. Governors are closely involved in planning for the school's future and they monitor the progress towards the priorities in the action plan effectively. They receive regular reports on standards and the running of the school and make frequent formal and informal visits to classes to corroborate this information at first hand. It is their familiarity with the working of the school which has enabled them to see for themselves the urgent need to improve the school's accommodation yet further. All statutory requirements are fulfilled with the exception of those concerning information to parents, detailed in section six of this report.
69. Financial management is good and expenditure is linked closely to the identified priorities of the school. Effective systems ensure that all available finance is specifically targeted and that the intended outcomes are clearly stated. Governors keep a close eye on the budget at regular intervals throughout the year and plan wisely. The school applies principles of best value soundly in the management and use of resources. Spending on new developments is evaluated carefully against intended improvements, particularly how

they will benefit pupils, such as building, staffing and resourcing an additional classroom. Specific grants - for example, those in the Standards' Fund - have been used effectively to target improvement priorities, for instance, to provide extra teaching hours. The school office is run well by the efficient secretary (though it is impossible to reach the office without going through a classroom) and satisfactory use is made of modern technology.

70. There are sufficient, suitably qualified and very experienced teachers to address all the teaching and learning planned. Learning support staff support pupils with special education needs very well and are an important part of the strong staff team. The performance management arrangements are good. Staff are undertaking training linked to their own and the school's development plans and already the impact of the staff training undertaken for information and communication technology is making a good impact on standards.
71. The accommodation is satisfactory and the new classroom has successfully enabled a third class to be established and reduce class sizes. The school makes good use of the available accommodation but it lacks a room for confidential interviews or group work. Also, the entrance to the school does not lead to the school office, so there is no convenient way of welcoming or checking on visitors. Display is a strong feature, celebrating pupils' work and providing lots of colour and an attractive and stimulating learning environment. The accommodation is clean and well maintained by the caretaker and is a credit to the school. The school site is very pleasant and provides some good outdoor environmental areas for learning and sport. The reception outdoor play area space is restricted compared with what could be made available for extending physical development.
72. Resources are at least satisfactory in all subjects, with a strength in music where there is a good range of CDs and some interesting percussion instruments. The new computers are being used well. Religious education resources lack a range of artefacts of the main faiths to illustrate their use in festivals and ceremonies, though it is possible for the school to borrow them. The reception class does not have sufficient large outdoor equipment for the physical development part of the Foundation Stage curriculum. The school library is housed in the oldest classroom and pupils make good use of it. It is also augmented by regular, frequent visits from the county library van, which all pupils use.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

73. To improve further the standards of work and the quality of education provided, the governing body, headteacher and staff should:

(1) provide more challenge for pupils, especially the higher attainers in Key Stage 2, in English and mathematics by:

- † analysing the results of yearly testing to assess more precisely the extent of pupils' progress and identifying those pupils who could make better progress;
- † clarifying where their progress could be improved and setting appropriate individual targets;
- planning work for individuals designed to meet those targets;
- making the learning intentions of such work clear to the pupils;
- assessing their progress by measuring how successfully they have achieved the learning intention;
- using the information gained from such assessment in planning what the pupils need to learn next.

(paragraphs 5-6, 26-27 and 58)

In addition to the key issues above, the following less important areas should be considered for inclusion in the action plan.

(2) alter the format of the school prospectus, governors' annual report and pupils' progress reports to conform to statutory requirements.

(paragraph 61)

(3) revise the homework policy.

(paragraph 28)

(4) delegate more of the headteacher's responsibility for monitoring standards of teaching and learning

(paragraphs 65-66)

(5) † seek to increase the school's accommodation to include a small room for confidential meetings and group work.

(paragraphs 69 and 71)

† denotes an issue already highlighted as a priority in the school's development plan

(Numbers in brackets indicate a reference to the main paragraphs where the weaknesses are discussed.)

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	25

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
Number	0	5	11	4	1	0	0
Percentage	0	24	52	19	5	0	0

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

Information about the school's pupils

Pupils on the school's roll

	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	58
Number of full-time pupils known to be eligible for free school meals	10

FTE means full-time equivalent.

Special educational needs

	YR – Y6
Number of pupils with statements of special educational needs	1
Number of pupils on the school's special educational needs register	7

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	0

Attendance

Authorised absence

	%
School data	6.3
National comparative data	5.6

Unauthorised absence

	%
School data	0
National comparative data	0.5

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

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

The number of pupils (six) who sat the 2001 National Curriculum tests was too small to make national comparisons realistic, so these data are not published.

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

The number of pupils (seven) who sat the 2001 National Curriculum tests was too small to make national comparisons realistic, so these data are also not published.

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	58
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)	3.3
Number of pupils per qualified teacher	17.9
Average class size	19.7

Education support staff: YR – Y6

Total number of education support staff	3
Total aggregate hours worked per week	33

FTE means full-time equivalent.

Financial information

Financial year	2000/01
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Total income	144,779
Total expenditure	139,819
Expenditure per pupil	2,742
Balance brought forward from previous year	0
Balance carried forward to next year	4,960

Recruitment of teachers

Number of teachers who left the school during the last two years	0
Number of teachers appointed to the school during the last two years	0

Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0.3
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate 54%

Number of questionnaires sent out	59
Number of questionnaires returned	32

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	72	22	6	0	0
My child is making good progress in school.	47	43	3	0	6
Behaviour in the school is good.	60	34	6	0	0
My child gets the right amount of work to do at home.	32	38	22	6	3
The teaching is good.	37	53	0	0	9
I am kept well informed about how my child is getting on.	44	43	13	0	0
I would feel comfortable about approaching the school with questions or a problem.	75	15	3	6	0
The school expects my child to work hard and achieve his or her best.	59	22	9	9	0
The school works closely with parents.	41	44	15	0	0
The school is well led and managed.	47	40	6	3	3
The school is helping my child become mature and responsible.	44	56	0	0	0
The school provides an interesting range of activities outside lessons.	25	22	25	25	2

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

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE

74. The Foundation Stage consists of a combined Reception class with ten full-time places that is part of a mixed age class with Year 1. There are currently twelve children in Reception and seven in Year 1. Children enter the Reception class in the September before their fifth birthday. They have a range of abilities but their standards on entry are average. Teaching and learning in Reception are good and have been maintained at a good standard since the previous inspection. This, together with a smaller-than-average class size, promotes good achievement for children. Their different needs are effectively planned for and met. For example, the teacher identifies any children with special educational needs at an early stage and plans appropriate work for them, so they make good progress. By the end of the Reception year, children are likely to attain the Early Learning Goals³ set for children aged five in mathematical development, physical development and knowledge and understanding of the world, and exceed them in communication, language and literacy, and creative development. Standards in their personal, social and emotional development are very good and a clear strength.

Personal, social and emotional development

75. The very good standards reflect the high priority the school gives to this area. Teaching and learning are consistently good. Children feel secure in the welcoming atmosphere staff create and happily settle into the learning routines. They enjoy school, quickly gain in confidence and make good progress. Staff set clear, high expectations for behaviour from the start so that it is consistently good. They have very good relationships with the children. They guide and manage them effectively to have a clear understanding of right and wrong. As a result children in both year groups learn and play happily together, sharing toys and equipment. Staff and the Year 1 children provide very good role models to develop the younger children's caring attitudes. Children respond well, show consideration for their friends and talk politely, saying please and thank you.
76. Staff develop children's responsibility effectively so they soon learn to select and use resources independently. They take care of equipment and tidy up well at the end of sessions. To help them do this, staff carefully plan, prepare and organise resources to make them easily accessible. For example, after they had finished painting, children went independently to wash up their mixing plate and water pot ready for the next child. They also show good independence in dressing and in personal hygiene.

Communication, language and literacy

77. Teaching and learning are good. Staff and children talk purposefully throughout the day and staff show children that they value their points of view. Children are likely to exceed the goals for speaking and listening. They speak confidently and clearly and listen carefully. They are keen to join in all language activities, such as making up rhymes using 'ch' words. Throughout the day there is an interested buzz of conversation as children talk to each other and adults. For instance, they are very interested in discussing their birthdays and whether they are coming soon. They nearly all use a wide vocabulary for their age and ask many questions, making relevant comments about what they are learning.
78. The teacher has good knowledge of teaching the basic skills of reading and writing. This, together with thorough planning and making good use of elements of the National Literacy Strategy, helps children make good progress. They receive a very structured approach to learning the letter sounds. Children link sounds and letters of the alphabet and use this

³ The Early Learning Goals are the curriculum guidelines set by HM Government for reception and nursery children.

knowledge to help them spell and sound out unknown words when reading and writing. Staff use effective methods. They make good use of an individual spelling computer program to improve children's skills and this makes learning fun. When practising handwriting, children are taught to say the letter formation such as *back, round, up and down* to help them form the letter 'd' accurately. They write their own names, copy carefully under the teacher's writing and try to write their own simple sentences, as when forming part of a class storybook. However, not enough opportunities exist to encourage children to write as part of their free choice activities.

79. Children enjoy listening to stories and handle books carefully. The teacher selects attractive books that appeal to children, such as a rhyming story called *Bear and a Picnic Lunch*. She makes good use of questions and pictures to improve their interest and understanding. Children know that print carries meaning, goes from left to right and top to bottom. They recall stories accurately and offer opinions about characters and the plot. Children read simple words from their reading scheme books that they take home each day. Parents promote their reading progress effectively by regularly hearing them read. However, some reading books are too old and well used so that they are not attractive. Children find it difficult to turn the pages and parents find them dull. Opportunities to further children's enjoyment of reading at home with parents are missed because they are not allowed to take home library books from school.

Mathematical development

80. Children receive good teaching and make good progress in developing numeracy skills. This is because different activities are planned to provide appropriate levels of challenge to meet the different needs of ability groups. Children confidently count up to ten forwards and backwards and many well beyond 20. The teacher uses effective, enjoyable methods to involve children in their learning such as singing the '*Jolly Chicken*' song to reinforce counting in twos. She makes skilful use of questions to check and further children's understanding. For instance, she asked children to find out if they could judge whether a bottle was half empty or half full to develop their understanding of capacity. Good use of an interesting range of resources, such as number stories and balance scales, very effectively raises children's interest in and enthusiasm for mathematics. For example, they enjoyed finding out different ways of adding to make the number five by counting peas in a pod. Children's knowledge of shapes such as square, triangle and circle, is improved through practical activities such as making shape patterns.

Knowledge and understanding of the world

81. The quality of teaching and learning is good. The teacher plans and organises a wide range of activities that inspire and challenge children's learning so that they make good progress. They have a good understanding of how to use information and communication technology equipment to support their learning. They use computers regularly and confidently. For example, they typed their written sentence, printed it and then laminated the page with support and proudly added it to the class book. Children show much curiosity, respond eagerly to challenges and identify features of things they observe. For example, they examined a wide range of fruit and vegetables and later checked with their friends whether they could remember the names. From their experiments growing cress, grass and runner bean seeds, they know that seeds can vary in size but that all need water to grow. They show wonder and excitement at the new growth. They select independently from a range of resources and use them safely to construct and build.

Physical development

82. The quality of teaching and learning is good in outdoor games. Children move with enjoyment, satisfactory confidence, control and co-ordination in the space. They increasingly recognise the effects of exercise on their bodies. They run, jump and use small equipment such as hoops with increasing control. They go swimming throughout the year. Indoors, they use a range of tools and equipment such as scissors and play dough

to develop their skills satisfactorily. However, their physical skills are slightly affected by the limited range of resources available. For instance, the lack of large wheeled toys and limited climbing apparatus restricts their opportunities to develop controlled movement skills, such as pedalling and steering safely and travelling over and through climbing equipment.

Creative development

83. The quality of teaching and learning is good. Teachers provide a good range of opportunities and materials for children to explore and to stimulate their imagination. For example, children enjoyed painting outdoors on a sunny day and happily experimented with powder paints, carefully mixing colours to create a desired effect, whilst others designed a garden in the sand tray. Boys and girls chose to play in a home area, looking after 'babies'. Children experience a wide range of art techniques and different textured materials. They print carefully with vegetables to make a border pattern, model with clay and dough, and make mosaics with materials and paper. They have a satisfactory balance of structured and free activities. The teacher provides good opportunities during the day for children to sing songs. They know a range of simple songs that they sing confidently from memory, adding appropriate actions.

ENGLISH

84. Standards of pupils' attainment at the end of Year 2 are above average. Pupils show good achievement due to the good teaching they receive across the range of English skills. Standards for pupils by Year 6 are average. These pupils show sound achievement. Since the previous inspection standards in English have lacked consistency. This is mainly caused by the normal differences found between very small year groups and the percentage of pupils with special educational needs. Standards are now better for 7-year-olds but not as good for 11-year-olds. There is no significant difference in the performance of boys and girls.
85. Standards of speaking and listening are good at the end of Year 2. All pupils, including those with special educational needs, show good achievement because the teacher promotes these skills effectively. For example, she asked pupils to prepare a 60 second talk about a favourite toy for a video. Pupils talk confidently and listen attentively. The teacher uses effective methods, such as, giving pupils a clear focus for their listening so that they quickly identified places whilst watching a weather forecast. They eagerly answer questions and explain their thinking clearly.
86. Standards of speaking and listening are average at the end of Year 6. Most pupils are good listeners. They respond appropriately, using an increasingly more complex vocabulary on a wide range of subjects to explain their views and opinions. Teachers provide good role models in their use of technical language across the curriculum, for instance *embryo* and *nutrition* in science, enabling pupils to expand their vocabulary effectively.
87. Standards of reading for 7-year olds are above average, because a higher than average number of pupils read at the expected level. Pupils read confidently and mostly accurately, using a range of skills to help them tackle unfamiliar words, such as, picture clues and their knowledge of phonics. They enthusiastically discuss the plot and different characters. Parents make a valuable contribution to pupils' progress throughout the school by supporting their reading homework.
88. Standards of reading for 11-year-olds are average. There is variety in standards at Key Stage 2 owing to the very small numbers of pupils in each year group. For example, Year 5 pupils' reading is above average. Pupils read fluently, accurately and with expression from a satisfactory range of texts in class, including modern and classic fiction, poetry and

plays. However, teachers do not encourage pupils to read a wide enough range of genre for their reading homework. For instance, Year 6 readers mainly read books by a few favourite modern fiction authors. Pupils confidently use reference books such as dictionaries and a thesaurus. They have a satisfactory knowledge of library skills and confidently locate information in non-fiction books using the contents and index. Less well developed is pupils' understanding of the text and their skills of reading for information, such as skimming and scanning.

89. By the age of 7, pupils' standards in writing are above average owing to the good teaching they receive in all writing skills. Most pupils in Year 1 show awareness of how full stops are used and know that sentences start with a capital letter. They have good spelling strategies, for example, they sound out words and use their word books for more complex words. In Year 2, most pupils write stories confidently and with imagination. Their ideas are organised and mostly punctuated in sentences. Simple words are spelled correctly and more complex words are phonetically correct. For instance, *He lived in a really tatted house with his mardy mother and his terrible dad*. More able pupils try to use punctuation within sentences, such as speech marks and commas. Pupils show good understanding of the features of a range of forms of writing, including labels, recipes for biscuits, poems and lists. Most pupils' handwriting is formed correctly and is neat and consistent in size. Higher attaining pupils join their letters.
90. By the age of 11, pupils show average standards in their writing, including punctuation, grammar and spelling. Teachers ensure they have good opportunities to write in a wide range of styles for different readers, such as, letters, reports, and long imaginative stories. For instance, they studied the formal language used in official forms and suggested ways of simplifying it, such as 'first name' instead of 'forename'. Pupils write legibly in both joined and printed styles according to the purpose. More able pupils achieve good standards of writing, using lively language. For example, in an historical account of a Viking raid, a pupil wrote, *We annihilated the Saxons*. Pupils show good understanding of the processes of planning, drafting, revising and editing.
91. Pupils with special educational needs make good progress towards achieving their individual English targets. This is because since the previous inspection the school has improved the amount and quality of additional teaching support. Teachers know their pupils' different needs well and ensure that they are fully included in all parts of English lessons by involving them in questioning during whole class work. They prepare different activities for group work that effectively meet their needs. For example, in the top class they had simpler forms from which to find out information and received good quality additional support from the special needs assistant to ensure that they concentrated fully on the task and made good progress.
92. The quality of teaching and learning are good in Key Stage 1 and satisfactory in Key Stage 2. The priority placed by teachers at Key Stage 1 on good teaching of the basic skills, for instance using a structured spelling scheme to provide progression, means that pupils achieve good standards. A strength of teaching throughout the school is providing good opportunities for pupils to develop literacy skills across the curriculum. For example, in a very good Years 2 and 3 English lesson, the teacher developed pupils' geographical and writing skills by asking them to write a weather report. Through very effective methods and asking questions such as, *'What phrases will capture the attention of the listener?'* the pupils quickly understood what to do. The use of interesting resources, such as a pre-recorded video of a weather forecast, inspired pupils. They worked independently, referring to lists of vocabulary including geographical terms that they had sorted previously. The teacher set high expectations, by telling pupils that they were going to record their own weather forecasts on video, so that they worked purposefully and concentrated well. Teachers make good use of other technology resources such as computers to improve pupils' literacy skills. For example, older pupils confidently word

process the final copy of their writing and use an art program to illustrate their stories to a good standard.

93. Teachers throughout the school plan and prepare literacy lessons thoroughly, taking account of the different needs of pupils in the mixed-age classes. For instance, in Years 4, 5 and 6, the teacher captured pupils' interest in the rhythm of poetry by singing them a sea shanty, and then set four different poetry tasks to provide activities at the correct level of challenge. Particularly in the top class, teachers have a wide range of different learning needs to meet. However, teachers' expectations for the more able pupils are not always high enough. For instance, the early afternoon reading session in the top class is not planned to make the most effective use of the time to improve their reading skills. Less effective teaching is when teachers do not share their expectations clearly enough with older pupils. For example, by making clear how much work they expect them to complete and whether to write in note form or joined writing. Occasionally they do not check that pupils understand exactly what they are being asked to do, which leads to wasted time. Teachers mostly mark pupils' work thoroughly and constructively. They talk through points to improve, but there is no school system to set and use individual targets.
94. The management of English is satisfactory. Teachers analyse English test results effectively to identify general areas for improvement. For example, they have introduced effective strategies such as increasing opportunities for pupils to do 'free writing' as part of the focus to improve writing. This is successfully raising standards. However, they do not use test results systematically to identify pupils who could make better progress.
95. The school motivates pupils well through activities such as Book Week. They invited visitors such as a poet, Andrew Collett, who inspired pupils to write humorous verse. For example, pupils in Years 2 and 3 wrote a class poem entitled *Chickenpox* that they sent to him by e-mail. A theatre group gave pupils an opportunity to watch a live performance of *Alice in Wonderland* and enrich their cultural development. All pupils take part in the Christmas concert, last year entitled *The Grumpy Sheep*, that provides a good opportunity to perform in front of an audience. Pupils in the older two classes look forward to the regular visits of the county library van to supplement the school library books. The school library books are clearly organised, catalogued and satisfactorily used, although more able pupils do not have enough opportunities for independent research.

MATHEMATICS

96. Pupils' attainment by Year 2 and Year 6 is in line with national averages. Pupils with special educational needs are well supported and achieve in line with their classmates. This is similar to the standards reported by the last inspection.
97. Year 2 pupils' books show that they have done a large amount of work. They have a sound grasp of place value and count backwards and forward in tens. They use number bonds to ten and record addition and subtraction sums in a variety of ways. They use standard measures such as centimetres and tell the time to the nearest half-hour. They are also beginning to use measures of capacity and know that this is the amount of room inside a vessel. Higher attaining pupils use millilitres and know that 500 millilitres is half a litre. All pupils are familiar with common two-dimensional shapes, their names and the number of sides.
98. By Year 6, pupils have good number skills and their books show a large amount of number work. Average and higher attaining pupils understand long multiplication and division. All pupils use decimals in addition and subtraction sums to two or more places and some pupils use decimals in multiplication. Work in the other attainment targets is not as extensive, with little higher level work in interpreting graphs or probability.

99. Pupils use their numeracy skills well in many subjects. For example, Year 2 pupils, when studying a Caribbean island in geography, calculate from a timetable the time taken to cross it by bus. In science, Years 2 and 3 pupils record their results of an investigation into forces on a graph, made using a computer. Accurate measurements and calculations are needed in the work done for design and technology.
100. Teaching is satisfactory at both key stages and pupils respond with interest and hard work. Teachers have a good understanding of the numeracy strategy and structure their lessons appropriately, though the time allowed for mental arithmetic can sometimes be rather brief. Grouping arrangements are flexible so that pupils work sometimes with pupils of a similar age and sometimes with those of a similar ability, depending on the topic. This means that, whilst tasks graded to match ability take place in lessons, the work recorded in pupils' books is not always different from that of pupils of different abilities. Higher attaining pupils do not always have work based closely on their individual needs because the school does not use personal targets based on an analysis of how well pupils have done in end-of-year tests.
101. The subject is satisfactorily managed by all teachers. They plan together and have a good overview of the subject across the school. The headteacher monitors teaching and the school has recently introduced end-of-year tests to help assess pupils' progress.

SCIENCE

102. Pupils' attainment by Years 2 and 6 is above the national average. This shows good improvement since the last inspection, when attainment was average at both key stages.
103. Pupils in Year 2 have covered a wide range of work across all attainment targets. They have researched information on the principal organs of the body such as the ears and eyes. They have studied materials and understand classifications such as rigid or flexible and conductive or non-conductive. Pupils of all abilities draw Venn diagrams to show the classifications and overlaps. They have studied light and shade and know what shadows are. In an experiment using a torch and pencil to investigate the length of shadows, one pupil wrote 'When the light was high, the shadow was short'. Pupils are currently working on plants and are learning about the functions of roots, stems and leaves. Higher attaining pupils use a CD-ROM to search for information about plants which adapt to low water supplies.
104. Year 6 pupils successfully carry out many investigations. They know what is necessary for a test to be fair and pupils of all abilities design and organise their own experiments. They record rough notes as they go along, using a sheet divided into 'What I did', 'What I thought would happen', 'What happened' and 'What does this mean?' Some of these are subsequently written up as a piece of continuous prose, showing a good ability to draw conclusions and challenge the correctness of original hypotheses. A good example of this is an experiment using a miniature parachute, where a pupil wrote that what she had expected was quite the opposite of what she had demonstrated. Current work is about seeds and germination. Pupils use technical vocabulary such as 'embryo' regularly and accurately and devise fair tests to look for the conditions needed for germination.
105. The quality of teaching is good in all classes. Planning and pupils' past work show a good understanding by teachers of the subject and a clear enjoyment of teaching it. Activities are well graded in difficulty to match the spread of age and ability. Pupils are given plenty of opportunities for experimental work and the processes of predicting, testing and drawing conclusions are taught effectively. Older pupils are given plenty of scope for making their own decisions without too much guidance from the teacher, though occasionally they might be clearer at the outset if they knew what the purpose of the lesson or activity was. Pupils have produced a large amount of careful work, which shows their enjoyment of the

subject and their good spread of scientific knowledge. They use information technology often to record their work or display results in graphs and tables.

106. The subject is well managed by the whole staff team, including reviewing planning and the standards pupils achieve. Monitoring of teaching is undertaken effectively by the headteacher.

ART AND DESIGN

107. The standards of pupils' art and design are above average throughout the school. All pupils, including those with special educational needs, show good achievement. This is because of good teaching and learning and the practical approach. Standards have improved since the previous inspection. Illustrations in pupils' work across the curriculum and throughout the school are consistently good, with careful attention to detail. They enhance the quality of presentation. There is no difference in the standards of boys and girls. Art and design is a strength of the school.
108. Pupils in Years 1 and 2 confidently use a wide range of materials, tools and techniques. Teachers provide very good resources for pupils to explore and select. This successfully stimulates their imagination and inspires them to experiment freely to create their desired effect. For example, pupils in Year 2 gave imaginative responses to a piece of sculpture made by the teacher. They let out excited whoops of delight on seeing the different coloured stones and pebbles available from which to choose, design and make their own sculptures, such as a ploughed field. They self-evaluate their work very critically, saying what they think and feel about it. For example, one pupil was disappointed that others guessed immediately that his sculpture was of a pair of spectacles and commented that it was 'far too fussy and obvious'. The very good teaching and learning in this lesson led to very enthusiastic attitudes, aptly summed up by a pupil commenting at the end, 'Well, that was very good!'
109. Pupils at Key Stage 2 work carefully and show pride in their art. Their teachers make effective use of the work of famous artists to inspire pupils and improve their knowledge. For example, a pupil asked, 'Did van Gogh draw his pictures first or paint them?' Teachers give them exciting challenges and increasingly complex activities that are varied appropriately to meet their different needs. For instance, Year 4 and 5 pupils researched from a selection of different paintings of flowers and plant reference books from the library to help them sketch a floral design. They have a good understanding of the use of sketchbooks to record and try out their ideas. Teachers give pupils good encouragement to persevere and advice on how to improve their work. Special needs pupils receive good additional support that enables them to gain in confidence and achieve success. By the time they leave school, pupils have good control of a range of materials, tools and techniques, including painting, clay modelling, collage, printmaking and sewing.
110. Teaching and learning are good overall, with examples of very good teaching. Teachers are knowledgeable, skilled and enthusiastic about art and lead by example. They develop pupils' drawing skills systematically and encourage them to observe closely so that their drawings are detailed, with good use of line, varied tone and colour. All teachers value pupils' art highly and display it very attractively throughout the school. These high expectations act as an incentive for pupils to do their best work. Teachers thoroughly plan, prepare and organise lessons so no practical time is wasted. They develop pupils' skills across the full learning range recommended in national guidance. They make good links with other subjects, such as making rangoli designs with different seeds in religious education. They provide good opportunities for pupils to use computers to enhance their drawing skills.

111. The strong leadership for art and design actively encourages opportunities for pupils to benefit from working with professional artists to enrich their learning. Good examples of this are the current Golden Jubilee project to create a village mosaic trail, and a visit to make willow sculptures at the Lincolnshire Life Museum.

DESIGN AND TECHNOLOGY

112. No lessons were observed in design and technology during the two-and-a-half days of the inspection. However, scrutiny of work and discussions with pupils and teachers show that standards are above expectations by Years 2 and 6. They have improved since the previous inspection because pupils are fully involved in the practical approach and receive good quality teaching. Teachers plan interesting activities that capture the interest of pupils and are varied effectively to meet the different needs in the mixed age classes.
113. By the age of 7, pupils generate ideas confidently and plan what they have to do next. For example, pupils designed and made a moving monster using two pivots. They clearly explained the process from drawing a labelled plan of the monster to problems with making the design. They found it difficult to make a strong stand, using mathematical terms such as 'a triangle-shaped base instead of square legs'. They joined the cardboard in different ways, using masking tape and a split pin so that the head moved with a lever. The completed models were carefully painted and decorated. Pupils accurately recognise what they have done well and suggest things they could do better in the future: 'Next time I will use a smaller brush. It gives you more detail'.
114. By the age of 11, pupils work with a wide variety of materials and components with some accuracy. They clearly recognise that their designs have to meet specific needs and find progressively more challenging solutions. For example, Year 3 pupils had to make a toy move by using air. One effective way was when a pupil blew into a straw that inflated a plastic bag and opened the mouth of a monster. In Year 6, pupils used syringes to generate air pressure and move a card nursery-rhyme figure. Pupils use their numeracy skills to measure accurately. They identify problems that happen if they are not accurate enough, such as, 'The axles are not the same length'. They select from a range of cutting tools and joining materials to make a good quality product, such as an African musical instrument. Their literacy skills help them to read and record their design process clearly.
115. The quality of teaching and learning is good. Teachers have good subject knowledge and make effective use of the specialist skills of a volunteer in the top class. This means that pupils receive clear guidance and so they make good progress. For instance, teachers provide a very clear format for pupils to record their designs. They build on pupils' previous learning effectively and give them good opportunities to work with a wide range of equipment including computers. For example, pupils in Years 2 and 3 designed a square for Joseph's Coat of Many Colours. First they made a pencil pattern that was transferred to fabric, printed and embroidered. Pupils experimented drawing patterns on a computer that could be easily repeated to make a wrapping paper design. Teachers set high expectations, resulting in very enthusiastic attitudes with pupils taking pride and care to make good quality finished products. The subject is well managed by the staff team. Pupils' work is recorded to form an overview of standards and this was valuable in forming judgements.

GEOGRAPHY AND HISTORY

116. No lessons were observed in either geography or history. Evidence from pupils' past work shows that pupils' attainment in history and geography by Year 2 is above expectations. By Year 6, attainment in geography is in line with expectations, but there was not enough evidence to make a judgement about attainment in history. At the time of last inspection, attainment was average in both subjects at both key stages.

117. Pupils have covered a good amount of work in both subjects by the time they reach Year 2. Year 1 pupils place their house on a large map of North Scarle and describe in their own words their route to school. Year 2 pupils learn to make comparisons between the climate outside their own classroom with that to be found in Africa and Russia. They look at Caribbean islands and locate them on a sketch map. They study transport and roads on an island and compare them with getting around in Lincolnshire. Their numeracy skills enable them to make calculations from a bus timetable. They also know where Lincoln is on a map of England and are learning to distinguish village and town, county and country. Pupils at both key stages are involved in creating a mosaic trail around the village as part of the celebrations for the Queen's Golden Jubilee.
118. In history, Year 2 pupils have carried out a detailed study of the Great Fire of London. They researched information about King Charles II and made interesting comparisons between a street in Stuart London and a street in modern North Scarle. They considered the causes of the Fire and linked this well with science work, where they learnt about the need for oxygen to sustain burning. A stimulating display in the corridor shows very good cross-curricular links. Word portraits of the King are word processed. There are drawings produced on the computer of flaming houses. Labelled diagrams from science show how burning takes place and research carried out in library books is explained in pupils' own words.
119. By Year 6, there is not such a wide range of work in pupils' books because the proportion of time spent on the two subjects is smaller. Geography has received more focus than history this term. Here pupils have studied the farming of the land in Kenya. They explain the variety of crops and livestock and present their findings neatly for display. They compare homes in a Kenyan village with those in Nairobi and North Scarle. They give a description of physical landscapes, using computers to combine text and aerial photographs. In history, pupils have studied the Viking and Tudor periods, but there is not enough work in books to form a judgement on attainment.
120. Teaching is good in Key Stage 1. Very good links are made between history and geography and other subjects. The work studied is interesting - that pupils have enjoyed it is demonstrated by the good quality of work in their books. Teaching in Key Stage 2 is satisfactory, but pupils are not able to focus on the subjects as closely as the younger ones are because the subject is squeezed by the amount of time available.
121. Co-ordination of the subjects is undertaken satisfactorily by the staff team, though there are no procedures for assessment of individuals' attainment. Monitoring of teaching in these subjects is limited because only the headteacher monitors teaching and his principal focus recently has been literacy and numeracy.

INFORMATION AND COMMUNICATION TECHNOLOGY

122. Pupils' attainment is above expectations by Year 2 and in line by Year 6. Standards in Years 4 and 5 are above expectations, but the school lacks the software for pupils in Year 6 to achieve above expectations in aspects of data handling and control technology. This picture is broadly similar to that found in the last inspection, though the subject nationally has moved on considerably in the interim.
123. Year 2 pupils know how to save and retrieve their work from hard and floppy discs and they write about the method in their own words. They write information about themselves as bullet-points and add a picture from a bank of graphics. They know how to alter the appearance and size of the text. They use CD-ROMs and the Internet to search for information. They read information stored in a spreadsheet and answer questions on paper based on the information. They produce graphs of a traffic survey and have

experience of using a programmable floor robot. Some pupils have sent e-mails to their parents at home or work - something which pleased their parents greatly.

124. By Year 6, pupils use word processing to present information for a given audience. For example, pupils had written for children of a similar age an account of a recent school football match and added photographs taken with a digital camera. Pupils use spreadsheets to record and consult information, perform simple calculations and produce graphs. They have some experience of controlling the movement of an object on screen by a set of instructions. Their experience of posing complex questions to a database or of using sensory equipment is limited by lack of appropriate resources.
125. Pupils use information and communication technology effectively in many subjects. Higher attaining pupils in a Year 3 mathematics lesson were seen carefully recording estimates of capacities in a table in a word-processing program. Year 2 pupils' science work shows how they made graphs from a spreadsheet to record the information on testing forces. Year 6 pupils word-process work in geography. Years 2 and 3 pupils use a graphics program to create a repeating pattern for making wrapping paper in design and technology.
126. The quality of teaching is good across the school. A major strength is the cross-curricular use of information and communication technology which teachers facilitate. This means pupils make good progress in the use of their computer skills. All pupils have a record of the work they have done and these books show that teachers have a good level of expertise and give the subject a good prominence in their teaching, despite there being only three or four machines available in each classroom.
127. The subject is well managed by the staff team. Planning is thorough and staff are aware of software deficiencies. For example, equipment was recently ordered for sensory work in Key Stage 2, but it proved not to be compatible with the school's equipment. Internet material is filtered by the provider to keep out inappropriate pages, though the school has not sought parental agreement to children's use of the Internet.

MUSIC

128. Pupils' attainment in music by Year 2 is above national expectations. This is better than at the last inspection, when standards were average. No judgement can be made on attainment or teaching in Key Stage 2 because of insufficient evidence.
129. Pupils in Year 1 sing songs from memory with good diction and expression. In songs with actions, they perform the actions enthusiastically and all join in. They sometimes lose track of the melody, however, because of over-exuberance. Year 2 pupils listened to *The Lark Ascending* by Vaughan Williams and decided for themselves that the soaring up and down of the violin depicts the swooping of the bird. They used hand movements to follow the bird's flight, showing their understanding of high and low pitch. The pupils were then asked to select their own instrument and try to imitate certain sounds, such as that of a waterfall or leaves. Pupils listened carefully to the type of sound made by their instrument and experimented with it to produce the timbre of sound they wanted. Some improvised well, using their voices, or a carrier bag to suggest rustling leaves in autumn.
130. Pupils sing accurately in assembly, with good attention to accurate rhythm. Most of the hymns they use they know by heart. A recorder group often accompanies the hymns. They play accurately, though several of them are following the note names above the staff rather than reading the notes themselves.

131. The teaching is good at Key Stage 1. Teachers have a good subject knowledge and choose interesting music for pupils to appraise. Teachers' planning at Key Stage 2 shows an appropriate spread of activities, as at Key Stage 1, covering all aspects of the subject.
132. Co-ordination of the subject is satisfactory and is carried out collaboratively by all staff, with the headteacher assuming overall responsibility for monitoring. A recent focus on numeracy and literacy means that music has not received much management time recently. There are no procedures for recording individual attainment levels.

PHYSICAL EDUCATION

133. During the inspection it was possible to see only outdoor games lessons at Key Stage 1. Standards for 7-year-olds in this aspect of physical education are average. Pupils at Key Stage 1 show satisfactory achievement. There is no difference in the standards of boys and girls. These standards have been maintained since the last inspection. It is not possible to make an overall judgement on standards for pupils at Key Stage 2 owing to insufficient evidence. The school has no indoor gymnastic facilities to enable pupils to develop appropriate gymnastic skills as required, although they use a nearby church hall to develop dance and indoor movement skills.
134. A scrutiny of swimming records and discussions with staff show that standards in swimming and water safety throughout the school are good. More able pupils achieve very good standards. By the time they leave school all pupils swim a minimum of 25 metres and many do much more, gaining both distance awards and personal survival certificates. All pupils receive skilled teaching from instructors with specialist swimming skills, including a learning support assistant, and make good progress.
135. Pupils in Key Stage 1 work enthusiastically in games. They thoroughly enjoy working with small apparatus, such as balls and hoops, and co-operate well with each other. For instance, pupils in Year 1 helped younger pupils to improve by encouraging them with comments such as, 'You have to practise to get good.' They improved their performance and experimented with increasingly more complicated movements, such as jumping over a whirling hoop. Pupils observe, describe and copy what others have done to improve the quality of their work. In Years 2 and 3, pupils throw, catch and bounce small balls with satisfactory control in preparation for playing cricket.
136. Teaching and learning at Key Stage 1 are good. Lessons are planned and prepared carefully. Teachers organise resources effectively so that pupils quickly collect them and start working immediately. They encourage pupils successfully to persevere and improve their performance by good use of praise and pupil demonstration. Teachers assess and evaluate performance while pupils are working, but they do not use this to challenge the most able pupils fully or influence what they do next - for instance, boys who already have good throwing skills. Pupils are well managed and so behaviour is very good and no learning time is wasted.
137. The after-school sports activities, such as athletics, football and cricket, contribute effectively to pupils' games and social skills. They provide a good opportunity for boys and girls to play in small teams competitively against other local schools. The subject is satisfactorily co-ordinated by the staff, drawing on the expertise of one member. Arrangements for assessment are informal.

RELIGIOUS EDUCATION

138. Pupils' standards of attainment by Years 2 and 6 are in line with the expectations of the local agreed syllabus in learning about and from religion. They have been maintained since the previous inspection. All pupils, including those with special educational needs, show good achievement.
139. By the age of 7, pupils know about the main Christian festivals such as Christmas and Easter. They understand that the Bible is a special book and they enjoy hearing Bible stories, such as that of Zaccheus the tax collector. Teachers bring these stories alive and relate them well to pupils' own experiences. For example, after discussing how the character of Zaccheus changed, pupils wrote what they could do to make themselves an even better person. Pupils show empathy, respect and care for others. For instance, they were quick to suggest they could help a homeless person a pupil saw on a visit to London, by giving them warm clothing.
140. By the age of 11, pupils show sound knowledge of special celebrations of different religions, such as harvest and the Hindu celebration of Diwali. Teachers make good comparisons about similarities between different religions - for instance comparing the Ten Commandments of Judaism and Christianity with the Four Life Truths of Buddhism. This effectively promotes pupils' very good attitudes. They respect people with different beliefs and customs and show curiosity to find out more.
141. There was insufficient evidence to make an overall judgement on the quality of teaching and learning. The very good relationships between teachers and pupils are reflected in pupils' open and positive attitudes and responses. Teachers use questions effectively to explore pupils' beliefs. For instance, they asked younger pupils what they thought God is like. Their answers included that he was a friendly grandfather figure. A strength of teaching throughout the school is that teachers make learning interesting and relevant to pupils' lives. Pupils clearly remember the visit of an Indian lady to talk about how and why Hindus celebrate the festival of Diwali. Teachers make good links with other subjects, such as making rangoli patterns for Diwali in art and design. They plan carefully so that pupils record their work in an interesting variety of ways. They successfully promote the development of literacy skills by providing good activities in speaking and listening, reading and writing. For example, pupils in the top class wrote the Christmas story from a sheep's point of view and used a glossary to look up the meaning of Jewish words. Teachers set high expectations for pupils' written work. As a result, pupils' written work is carefully presented and illustrated to a high standard. Less effective teaching was when a lesson about Judaism lacked pictures or artefacts to improve pupils' understanding. This is because the school does not have artefacts of its own easily available, although it can borrow resources.
142. Management of the subject is satisfactory and is undertaken by the staff team. Planning is done collectively as is the monitoring of standards. The headteacher takes responsibility for monitoring teaching. Procedures for assessing and recording pupils' attainments are under-developed.