

INSPECTION REPORT

CHARLES BAINES PRIMARY SCHOOL

Gainsborough

LEA area: Lincolnshire

Unique reference number: 120492

Headteacher: Mrs M Ellerington

Reporting inspector: Mrs H Bonser
22870

Dates of inspection: October 8th –11th 2001

Inspection number: 196871

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: Baines Road
Gainsborough
Lincolnshire

Postcode: DN21 1TH

Telephone number: 01427 613812

Fax number: 01427 811339

Appropriate authority: The Governing Body

Name of chair of governors: Mr T Bland

Date of previous inspection: March 18th – 21st 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
22870	Hilary Bonser	Registered inspector	English; music.	The school's results and achievements; Teaching and learning; Leadership and management.
11575	Catherine Fish	Lay inspector		Attitudes, values and personal development; Care and welfare of pupils; Partnership with parents.
30705	Graham Stephens	Team inspector	Mathematics; information and communication technology; design and technology; geography; foundation stage; special educational needs.	
31838	Martyn Williams	Team inspector	Science; religious education; art and design; history; physical education; equal opportunities.	Curriculum learning opportunities, personal, spiritual, moral, social and cultural development.

The inspection contractor was:

Serco QAA Ltd
Herringston Barn
Herringston
Dorchester
Dorset
DT2 9PU

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Alexandra House
33 Kingsway
London WC2B 6SE

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Charles Baines Primary School is a community school that draws most of its pupils from the Eastern area of Gainsborough in which it is situated. The school is smaller than average in size, with 167 boys and girls from 4 to 11 years of age. Pupils' attainments on entry to the school are below average overall, although the full range of attainment is represented. At present, there are 23 per cent of pupils on the register for special educational needs, which is similar to the national average. However, four per cent of pupils have statements of special educational need, which is well above average. Pupils come from a variety of backgrounds, many of which are disadvantaged and the number of those known to be eligible for free school meals is above average. No pupils speak English as their second language and very few come from ethnic minorities. The present headteacher took up her post two years ago.

HOW GOOD THE SCHOOL IS

Charles Baines Primary School is now a very effective school with many strong features. Standards in English, mathematics and science have risen rapidly in the last two years because the quality of teaching is now good. This means that pupils achieve well overall by the time they leave the school at the end of Year 6. Pupils behave very well and are very keen to learn. The headteacher, governors and staff work together very well as a team to improve standards for all pupils and are fully committed to continuing this. The school provides good value for money.

What the school does well

- Standards in English, mathematics and science have risen quickly and all pupils do well because the quality of teaching has improved and is now good.
- Pupils with special educational needs make very good progress because the school makes excellent provision for them.
- The headteacher provides outstanding leadership, working very closely and very effectively with all staff and governors to overcome weaknesses and to bring about rapid improvements in teaching and the standards of work.
- The school cares very well for its pupils, providing very good support and guidance for them; together with the very good relationships between all members of the school community, this makes a strong contribution to pupils' very positive attitudes towards school.
- The school promotes pupils' personal and social development very well, successfully encouraging them to behave very well, to get on very well together and to work hard.
- The very good partnership with parents contributes to pupils' learning very well.

What could be improved

- Continue to improve pupils' writing skills, which are below those expected at the end of Year 6.
- Raise standards in information and communication technology, which are below the expected levels at the end of Year 6.

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 March 1997. It has responded very well to the issues then noted. Much of the improvement has taken place in the last two years. In particular, those weaknesses relating to teaching, such as planning and assessment, and aspects of leadership and management, have been transformed into strengths of the school. The quality of teaching has improved from satisfactory to good. A rigorous and ongoing programme of monitoring and support, together with a well-focused programme of in-service training that has made good use of expertise from within and outside the school, has helped to bring this about. The national literacy and numeracy strategies have been implemented very well and consistently. In addition, there have been further improvements, for example, in the positive attitudes and behaviour of pupils, which are now very good. The increasing impact of these changes can already be seen in the considerable improvements in the achievements of pupils across the range of attainment and in a rapid rise in standards over the last two years. There is a strong, shared commitment in the school to continue to raise standards and the quality of teaching and learning. The school is well placed to make further improvements.

STANDARDS

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

Performance in:	compared with				Key
	all schools			similar schools	
	1998	1999	2000	2000	
English	E	E*	C	B	well above average A above average B Average C below average D well below average E Very low E*
mathematics	E	E	D	C	
science	E	E*	E*	E	

Results in the 2000 National Curriculum tests at the end of Year 6 were average in English, below average in mathematics and in the lowest five per cent of schools in science, when compared with all schools nationally. They were above those of similar schools in English, in line with them in mathematics, but well below them in science. These results show a remarkable improvement from the previous three years, rising more quickly than the national trend. They placed the school within the hundred most improved schools nationally and as the most improved within Lincolnshire. Results at the end of Year 2 in 2000 were well above average in mathematics, above average in reading but well below average in writing compared to all schools nationally. Teachers' assessments in science indicate that standards were above the expected levels. In reading and mathematics, this also showed a very good improvement from the results of the previous three years. The unconfirmed national test results for 2001 show standards continuing to rise, with a very good improvement in writing at the end of Year 2 and a further improvement in mathematics at the end of Year 6. There was also a dramatic improvement in science at the end of Year 6.

Pupils now achieve well overall, compared to the satisfactory progress noted at the time of the last report. Standards on entry to the school are below average. The full range of attainment is represented but the relative proportions vary from year to year, leading to some fluctuations in results. This is why the standards of some of the work seen in the current Year 2 and Year 6 groups are not as high as in 2000. It does not represent an overall drop in standards. Past work and lesson observations show that standards currently at the end of Year 6 meet those expected in mathematics, are above them in science, but below them in English, where standards in writing are not as high as in reading. Standards in information and communication technology are also below the expected levels. This is because the full impact of recent improvements, in this subject and in writing, has yet to be seen in Year 6. Nevertheless, these boys and girls are achieving well in relation to their prior attainment at the end of Year 2. Inspection evidence shows that the standards of work of Year 2 pupils are in line with those expected in reading, writing and mathematics and above them in science. Pupils with special educational needs achieve very well. The school is likely to exceed the realistically challenging targets set for this year.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good; pupils enjoy coming to school, they are enthusiastic, eager to learn and work hard.
Behaviour, in and out of classrooms	Very good throughout the school both in lessons and at play.
Personal development and relationships	Very good; very good relationships between all adults and pupils in the school and between the pupils. They act responsibly.
Attendance	Good; above the national average.

There were a small number of fixed term exclusions last year. The way in which pupils work together, show interest in their work and respect for each other, whatever their level of need, is a particular

strength of the school. The attitudes and behaviour of the pupils in lessons were never less than satisfactory and good or better in nine out of ten of them.

TEACHING AND LEARNING

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

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

The overall quality of teaching is good. No unsatisfactory teaching was seen. This is a good improvement from the time of the last report, when teaching was satisfactory overall, but with some that was unsatisfactory. As a result, pupils now learn well in many lessons throughout the school. This, in turn, has led to improvements in standards and in the achievements of all pupils. Teaching is now good in English, mathematics and science, where it was satisfactory before. Basic literacy and numeracy skills are taught well. Teaching was also good overall in all other subjects seen, except music and geography, where it was satisfactory. In design and technology and art and design, no lessons were taught during the inspection.

The school now meets the needs of all girls and boys well, including higher attaining pupils. It meets those of pupils with special educational needs very well. This is because there is excellent provision for them and they are taught and supported very well. In well taught lessons across the school, teachers plan and assess pupils' work very thoroughly, using this very effectively to give pupils well matched, challenging and interesting activities. As a result, pupils of all abilities concentrate well, work hard and make good progress. What sometimes made the difference between these lessons and those that were satisfactory, was how well teachers kept pupils focused on exactly what they should be learning.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good overall; a wide range of relevant learning opportunities; satisfactory in the foundation stage where provision for outdoor and imaginative play is only adequate.
Provision for pupils with special educational needs	Outstanding; excellent systems to ensure pupils' needs are fully met. They are taught very well and receive very effective help from skilled learning support assistants in all aspects of their learning so that they make very good progress.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good overall; very good for social development; good for moral development and satisfactory for spiritual and cultural development.
How well the school cares for its pupils	Very well; a strong emphasis on promoting pupils' self esteem contributes very well to their personal development.

The curriculum is enriched especially through the very good links with the community and other schools, as well as through a good number of well-used visits and visitors. The school works very well in partnership with parents and this also makes a strong contribution to pupils' learning.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Very good overall; outstanding leadership by the headteacher, very well supported by the senior management team and by very good teamwork between all staff.
How well the governors fulfil their responsibilities	Satisfactory overall; they are taking an increasingly active and effective part in the management of the school.
The school's evaluation of its performance	Very good; a rigorous programme of monitoring and support has contributed strongly to improvements in standards and teaching.
The strategic use of resources	Good; available money is used well to support the school's priorities.

Principles of best value are applied satisfactorily to all spending decisions. There are sufficient learning resources to support the curriculum except in music. Staffing levels are good, with a good number of well-trained teaching and learning support assistants. The accommodation meets the needs of the curriculum in most respects, although facilities for outdoor and imaginative play are not sufficiently developed.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Their children enjoy coming to school. • Their children are well taught. They are expected to work hard, do their best and they make good progress. • The school is well led and managed and works closely with parents. • The school is approachable and responsive to their views and concerns. • The children are well behaved and the school helps them to become mature and responsible. 	<ul style="list-style-type: none"> • The range of activities outside the classroom. • The amount of homework given.

Inspection findings support the very positive views parents have of the school. With regard to their concerns, the team found that, although there are not many clubs at present, pupils' learning opportunities are extended by a good range of visitors and visits. Some parents felt too much homework was given and others too little. The amount given is in keeping with the school policy, it is used very well to support children's learning in class and teachers give good feedback to parents.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. Results in the 2000 National Curriculum tests at the end of Year 2, based on average points, were well above average in mathematics, above average in reading but well below average in writing compared to all schools nationally. Teachers' assessments in science indicate that standards were above average. Compared to schools of a similar context, results were below average in writing and well above average in reading and mathematics. In reading and mathematics, this showed a very good improvement from the results of the previous three years. At the end of Year 6, in comparison to all schools, results were average in English, below average in mathematics and very low in science. Compared to schools of a similar context, they were above average in English, average in mathematics, and well below average in science. Variations between the performance of boys and girls overall were not significantly different from the national picture.
2. These results also show a remarkable improvement since the time of the last inspection. In the previous three years from 1997 to 1999 they were consistently very low or well below average in both mathematics and English, as well as in science. The unconfirmed national test results for the Year 2001 show a very good improvement in writing at the end of Year 2 and a further improvement in mathematics at the end of Year 6. There was also a very rapid rise in the numbers of pupils both meeting and exceeding the expected levels in science at the end of Year 6. Less pupils reached the higher levels in reading and mathematics in Year 2 and in English in Year 6, but this was due to differences in the particular groups of pupils rather than any falling back of standards.
3. Children's attainments on entry to the school, from observations and from analyses of the baseline assessments, are below average overall. Although the full range of attainment is represented, there are sometimes considerable variations in the relative numbers of higher attaining pupils and those with special educational needs in each class. This year, for example, a third of the pupils in Year 6 and in Year 2 are on the register of special educational needs. This is why there are some differences between the results of 2000 and inspection judgements. Children achieve satisfactorily overall in the foundation stage. Although they reach broadly average standards in some areas of their learning by the time they leave the reception class, they do not meet the early learning goals in their mathematical and language development, except in reading, which is well taught. This is because teaching is only satisfactory overall. Past work and lesson observations show that standards at the end of Year 2 are in line with those expected, except in science where they are above. Pupils now achieve well, compared to the satisfactory progress described in the last report, because they are taught well. At the end of Year 6, standards now meet those expected in mathematics, are above them in science but below them in English, because standards in writing are not as high as in reading. There has not been enough time for the full effect of recent and ongoing improvements in writing to be seen in Year 6. Nevertheless, boys and girls are achieving well in relation to their prior attainment at the end of Year 2, as a result of good teaching, whereas in the last report their progress was described as satisfactory but inconsistent.
4. These dramatic improvements in standards and achievement have been brought about by the very good leadership and management of the school and by a considerable improvement in the quality of teaching, which is now good overall, notably in English, mathematics and science. Other factors include the increasing impact of the very effective and consistent implementation of the national literacy and numeracy strategies and the very good use the school is making of initiatives, such as booster classes, for pupils in need of additional support. Another reason is that pupils with special educational needs now receive very good support and teaching, helping them to achieve very well. The very good behaviour, concentration and very positive attitudes that boys and girls of all abilities have towards their work also contribute to their achievements. As a result, the school is likely to exceed the realistically challenging targets set, as part of their wholehearted commitment to continuing to raise standards.

5. In English, pupils now achieve well overall in relation to their prior attainment. Standards in speaking and listening meet the expected levels at the end of Year 2 and Year 6. Teachers provide a number of opportunities across the curriculum for pupils to practise their speaking and listening skills and they give particularly good emphasis to increasing their vocabulary. Consequently, by the time they leave the school, pupils listen very attentively to their teacher and to each other. They make thoughtful contributions to discussions and begin to build on each other's views. However, some pupils have difficulty in expressing their ideas clearly and fluently, which also has an adverse effect on the development of their writing skills. At present, there is not a sufficiently consistent approach to helping pupils to overcome this. Standards in reading meet the expected levels with good improvements in the number of pupils reaching the expected and higher levels since the last inspection. This is partly because phonics and key words are taught in a very consistent, well-structured way and teachers monitor and support the progress of individual pupils very carefully. They are enthusiastic readers, and show a good understanding of what they read, although some have difficulty in talking in any detail about it. Standards in writing meet the expected levels by the end of Year 2, but are below them at the end of Year 6. Nevertheless these pupils are still achieving well in relation to their standards at the end of Year 2, which were well below average. It is clear from current work and the good and sometimes excellent teaching seen, that older pupils frequently make rapid progress in their learning in lessons, although they do not yet apply this consistently to their own unaided writing. Teachers make good use of opportunities in other subjects to extend the range of pupils' writing. Although some very good examples were seen, most teachers do not yet make enough use of information and communication technology to promote pupils' language skills.
6. Standards in mathematics meet the expected levels by the end of Year 2 and Year 6 in all aspects of the subject. Pupils now achieve well in relation to their previous attainment. This is a direct result of improvements in the quality of teaching and the effective implementation of the national numeracy strategy with the associated staff training. Teachers also make very good use of their assessments to plan work that is matched very well to pupils' differing needs. Pupils are beginning to develop useful personal strategies for mental calculations. There were a few very good examples of the use of information and communication technology to support pupils' developing mathematical skills, but this is not yet fully developed. Pupils make good use of their numeracy skills in other subjects, for example, by drawing graphs in science and completing traffic surveys in geography.
7. Standards in science have improved very rapidly and are now above the expected levels by the end of Year 2 and Year 6 in all aspects of the subject. Scientific enquiry is a particular strength. Pupils of all levels of attainment achieve very well. One reason for this is that the quality of teaching is now good overall. The teachers' good knowledge and understanding means that they ask questions to make pupils think and adapt their questions well so everyone can take part, whatever their level of attainment. As a result, pupils remember and apply better what they have learned. Another reason is the good planning in the subject, so that pupils build well on previous learning as they move through the school.
8. Standards in information and communication technology meet the expected levels by the end of Year 2 but are still below those expected by the end of Year 6. Considerable improvements have taken place in the subject since the last inspection, and especially in the last two years, including the provision of a computer suite and improvements in the quality of teaching as a result of ongoing training and better planning. However, these have not yet been in place long enough to impact fully on the standards of the older pupils, especially in the aspects of control and monitoring, although they, as well as younger pupils, are now achieving satisfactorily in relation to their previous level of skills. This is an improvement from the last inspection. Their skills in word processing are better than their skills in other aspects of the subject. Although some use is made of information and communication technology to support pupils' learning across the curriculum, the effectiveness with which this is done varies to some extent with teachers' own skills and confidence.
9. In religious education, standards are in line with expectations of the locally Agreed Syllabus at the end of Year 2 and above them at the end of Year 6. Pupils achieve well overall. They show a good recall of facts about different faiths as well as reflecting well on their own experiences to help them understand better the ideas and beliefs of others.

10. By the end of Year 6, the majority of pupils meet the expected levels for their age in art and design, geography, history, design and technology and physical education. Not enough evidence was seen to make an overall judgement in music. Pupils achieve satisfactorily in these subjects in relation to their previous attainment at the end of their reception year.
11. Pupils with special educational needs achieve very well and make very good gains in their learning, relative to their prior attainment. They make very good progress towards their individual targets and in lessons, due to carefully planned, very well taught work and very good support from skilled teaching and learning support assistants. The numbers of pupils on the special educational needs register that reach the expected levels in the National Curriculum tests reflect their achievements. The register also shows the effectiveness of pupils' individual education plans in the way that some pupils move from the higher to lower stages, or off the register altogether. This is a further improvement from the good progress of these pupils described at the time of the last inspection. Higher attaining pupils now achieve well because of well-matched work and increased opportunities to extend their skills. No significant differences in the achievements of boys and girls were noted during the inspection.

Pupils' attitudes, values and personal development

12. In the previous report, pupils' attitudes, behaviour and personal development were said to be good. The hard work that everyone in school has put in, particularly in the last two years, means that all these aspects are now very good. There is a purposeful atmosphere in school that greatly encourages pupils to give of their best, reflecting the school's motto 'Together We Achieve'.
13. Pupils' attitudes to their learning and to all the school has to offer are very good. Parents say their children like school and want to come and this is reflected in good attendance and high levels of enthusiasm for all the school has to offer. In lessons, pupils listen very well, respond eagerly to praise and are bursting with enthusiasm. For example, in a Year 2 mathematics lesson, the teacher provided a brisk session on two-dimensional shapes, holding their attention very well by producing shapes from a bag, leaving the pupils really eager to do more. Pupils are happy to talk about their work, eager to take an active part in lessons and to listen to what others are saying. They really enjoy their successes and especially the awarding of merit marks for their house. In no lesson were pupils' attitudes less than sound. However, their attitudes very occasionally waver when they think the teacher is not watching them and this can result in the pace slackening and some time for learning being lost. Pupils with special educational needs also have very positive attitudes that enhance their learning substantially.
14. Behaviour in lessons, around the school and outside is very good. Pupils know the school's high expectations of behaviour and strive to meet them. The school's rules are discussed when necessary and all classes draw up and sign the rules for their own classrooms. The school has been so successful in improving behaviour that steps have been taken out of the policy, because they are no longer needed. In lessons, behaviour is very good overall. There is very little need for correction, but when there is, there is no dissent, but quick compliance. Pupils move around the school in a safe and orderly fashion. Outside pupils also behave very well. The outside environment is currently not an exciting place to be, but pupils are very good at safely amusing themselves and taking due care not to interfere with others' games. There was a small number of exclusions last year. The appropriate procedures were taken and pupils have either now left the school or are fully integrated back into school life.
15. Relationships across the whole school community are very good. Everyone in school is supportive of everyone else and this mutual support helps to create the very positive ethos in the school. Pupils are confident to approach anyone in school, including the head teacher, knowing that they will be listened to and what they have to say will be valued. This develops in pupils the idea of their own self worth, something that it is important for them to know. The very good relationships mean that there are very few incidents of bullying; any brought to the attention of the school are dealt with quickly, fairly and sympathetically.
16. Personal development is very good overall. Most parents say that the school helps their children to mature and become responsible. Pupils are very polite and courteous; they happily initiate conversations and are eager to talk about what they are doing and especially about what they

enjoy. Pupils work very well together when they are asked to and play happily together outside. The school encourages pupils to take responsibility from an early age. Younger pupils each take a turn in being a table monitor, responsible for getting out the books and equipment needed by their table, whilst pupils in the top class are elected to the posts of prefects and head boy and girl. Prefects are expected to undertake a number of duties to help the school to run smoothly, whilst the head boy and girl do the same thing, but, in the words of a Year 6 pupil, more so! From the earliest age, pupils are encouraged and expected to look after their own coats and bags and to clear up after themselves. Praise is used very well to promote pupils' personal development. Merit marks are given to pupils not just for good work, but also for a whole range of achievements that contribute positively to their personal development. Pupils are very respectful of each other and property. Pupils from a local special school are integrated for some lessons; they are enthusiastically welcomed and quickly become part of the class and the lesson. Whilst pupils do show some initiative, this is an area that the school could work on to even further promote pupils' personal development.

17. Attendance at school is good. The school's rates of both authorised and unauthorised absences are below the national average. Most parents recognise the value of education and ensure their children attend regularly. Pupils mostly arrive at school on time, enabling the school day to start promptly.

HOW WELL ARE PUPILS OR STUDENTS TAUGHT?

18. The school has successfully addressed the weaknesses in teaching noted in the key issues at the time of the last inspection. As a result, the quality of teaching is now good overall and pupils learn well in many lessons. Especially in the last two years, this has had a considerable impact on the improvements in standards and pupils' achievements as they move through the school, and continues to do so. The quality of teaching was good or better in just over two-thirds of the lessons seen. It was very good, and at times excellent, in nearly a quarter of them. No unsatisfactory teaching was seen. This is a good improvement from the time of the last report when teaching was satisfactory overall. It is due to a number of factors such as significant improvements in planning and assessment so that teachers have a clear focus for all lessons and provide appropriately challenging work for all pupils, whatever their level of attainment. These were particular areas for improvement in the last report. The very good quality of planning also provides better continuity of learning for pupils. A rigorous and ongoing programme of monitoring and support, together with a very well planned programme of in-service training, has also contributed strongly to the improvement.
19. Teaching is now good across the core subjects of English, mathematics and science. This very consistent picture makes a key contribution to the good achievements of pupils in these subjects. Teaching was also good overall in the lessons seen in religious education, history and physical education and satisfactory in music and geography. In art and design and design and technology no teaching was seen. Teaching was also good overall in information and communication technology. However, it is too soon to see the full impact of this improvement and other good developments, for example in resources, on standards at the end of Key Stage 2. The quality of teaching is satisfactory in the foundation stage and good in both key stages. In Year 2 and Year 6, there was a higher percentage of very good and excellent teaching, and pupils make very good progress in these lessons.
20. Basic literacy and numeracy skills are taught well throughout the school, helping pupils to achieve well and to make good progress in many lessons. One reason for this is that teachers have worked hard to implement the national literacy and numeracy strategies very effectively and consistently. They have been helped in this by very good guidance from the leading mathematics teacher and two expert literacy teachers on the staff and by making very good use of external training. This helps them, for example, to use questioning and intervention well to extend pupils' skills and understanding. In an outstanding literacy lesson for Year 2 pupils, the teacher made very good use of well-chosen music to help pupils visualise the setting of the poem 'Spell Shell'. As a result, they listened in rapt attention and enjoyment as she read it through to them. The use of a large shell, together with very skilful questioning, successfully helped pupils to experiment with descriptive words and phrases, such as 'sea-sound' and 'spirally'. She made very effective use of pupils' work from the previous day both to reinforce teaching points about punctuation and rhyme and to elicit very good suggestions for improving

their work. In a well taught mathematics lesson for Year 5 pupils, the teacher used her subject knowledge well in skilled, well targeted questioning to help them express the reasons behind the rule for multiplying by 10.

21. Other reasons for the effective teaching of basic skills include the very good support given to pupils with special educational needs and the good opportunities provided for pupils in need of extra support. These include very good use of initiatives such as booster classes in English and mathematics and the early and additional literacy strategies. The school has also contributed materials and is taking part in the national pilot of the further literacy strategy for Year 5 pupils. A particular strength is the way that teachers use opportunities in all subjects to extend pupils' vocabulary, as well as the range of their writing, although some teachers do not use a wide enough range of strategies to help pupils express their ideas more fluently. They make satisfactory use of opportunities for pupils to practice their numeracy skills in other subjects.
22. Pupils with special educational needs are taught very well throughout the school. Guidelines exist to guide and support both class teachers and learning support assistants with regard to good practice. All staff have very high expectations and this is reflected in the very good medium and short term planning for these pupils. Very good systems are in place to ensure that targets detailed in their individual education plans are addressed both in class and when pupils are withdrawn for support in a small group. A strength of the work of the learning support assistants is the way in which they rephrase questions when necessary and give pupils the opportunity to reply to them first when the teacher seeks answers from the class. Very good systems are also in place to ensure that pupils' progress is monitored and that teachers are kept well informed of the pupils' learning in lessons as details are recorded in record books devised for the purpose. All of these factors combine to help pupils make very good progress in their learning.
23. In many lessons, there are strong features that contribute to the very positive attitudes pupils have to their learning. Teachers manage their pupils in a very consistent and positive way. This is based on the very good relationships between all staff and pupils throughout the school. Teachers help pupils to meet their high expectations of behaviour and attitudes to work by creating a calm and purposeful atmosphere in lessons. They have a thorough knowledge of individual pupils that they use sensitively to support them and promote their self-esteem.
24. Teachers work in close collaboration with teaching and learning support assistants. They brief and deploy classroom assistants very well, so that their skilled support has a very positive impact on pupils' learning. Many good examples were seen of teachers using effective questioning techniques to both consolidate and extend pupils' learning, ensuring, for example, that boys and girls of all levels of attainment were equally involved. They are particularly successful in including pupils with special educational needs fully in all lessons in a way that often makes it difficult for an observer to identify them. A very good example of this was seen in a Year 2 physical education lesson.
25. Teachers take care to choose resources and contexts for pupils' learning that will interest them. A good example of this was seen in a Year 4 lesson, where pupils tackled their task of writing newspaper reports about the recent international football match with enthusiasm and applied what they were learning about journalistic style with considerable success. In a Year 1 literacy lesson pupils were so interested in their group activities, which were closely matched to their particular needs, that they were reluctant to leave them, even to get changed for their physical education lesson! In many lessons, teachers use a good range of strategies to keep up a brisk pace and sense of urgency, by using time targets effectively. As a result, pupils listen well and work hard. In most lessons they settled very quickly and sensibly to group activities, showing how very well they can concentrate and work independently.
26. The impact of such features on pupils' rate of learning was illustrated in an excellent poetry lesson based on 'Macavity, the Mystery Cat'. The teacher made very good use of her considerable expertise in challenging questioning to extend pupils' existing knowledge of, for example alliteration and onomatopoeia, and to clarify the difference between similes and metaphors. She introduced personification in a way that helped pupils to offer examples such as 'leaves falling like tears' and to give examples of these correctly in the text given, following well-focused group discussions. Rapid fire questioning involved boys and girls equally. The very

effective support given by both the teacher and learning support assistant enabled pupils with special educational needs to participate fully in the lesson. Very clear, well exemplified explanations meant that pupils were crystal clear about the their group activities, which were carefully matched to pupils' level of understanding. The teacher's own infectious enthusiasm and evident enjoyment, together with a brisk well-judged pace, kept all pupils engrossed and very keen to learn throughout. It resulted in them concentrating and working hard and producing some high-quality ideas at the end of the lesson for their own cat poems.

27. There were some elements of teaching, where examples of good or very good practice were seen, but where there was some inconsistency between teachers. These often made the difference between good and very good teaching and satisfactory lessons. In some lessons, although teachers had clear objectives in their planning, they did not explain these clearly to pupils. By contrast, in some very well taught lessons, the teacher not only discussed the objectives with pupils so they knew exactly what they should be learning, but kept pupils tightly focused by returning to them at each stage of the lesson. At the end, they encouraged pupils to evaluate their work against them, so that they knew how well they were doing. Although teachers advise pupils how they can improve their work when they mark it, they do not yet involve them effectively in drawing up short-term targets to help them focus on specific areas for improvement, except with pupils with special educational needs. Plenary sessions are sometimes used well to help pupils not only review, but to extend what they have learnt and also to set the context for what they will learn next. Good examples of this were seen in several science lessons. In some lessons, plenaries are too brief and such opportunities are lost.
28. All teachers provide some opportunities in other subjects for pupils to develop their information and communication technology skills, especially in word-processing. Some very good examples were seen of information and communication technology being used very effectively to support the learning objectives in other subjects. For example, in a very well taught mathematics lesson for Year 3 pupils, their interest and understanding of symmetry was considerably increased through the very effective use of a relevant program. However, the impact on pupils' learning varies to some extent with teachers' own level of skills and confidence, although there has been an improvement in this since the last inspection, as a result of training that has already taken place.
29. Particular improvements since the time of the last inspection are in planning and the very good use that teachers make of the detailed ongoing assessments of pupils' work and responses. Teachers work closely together on detailed planning at all levels so that lessons are now clearly focused and help pupils to build on previous learning very effectively. Several good examples were seen during the inspection week of teachers adjusting lesson plans to take account of pupils' responses and level of understanding in the previous lesson. The careful assessments and lesson evaluations result in teachers matching activities well to pupils' differing needs and this also makes a significant contribution to their good achievements. Many good examples were seen in all classes of teachers using their very good knowledge of individual children to target questions precisely. For example, when a Year 1 pupil explained that she had used a capital letter because it was the beginning of sentence, the teacher praised her, saying, 'I chose N—to answer because she kept forgetting this last week and now she's learnt it'. Such comments also help to reinforce pupils' knowledge of their own learning.
30. Teachers mark work well in relation to the objectives of the work and in a very consistent way. They help pupils both to recognise what they have done well and what they could improve. Homework is set regularly and is related clearly to the objectives of classwork and matched to pupils' needs. This, together with careful marking and good communication with parents through reading and homework diaries, means that it supports pupils' learning effectively.

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

31. The school provides a well-balanced curriculum and a good range of learning opportunities that meet the needs and broaden the horizons of its pupils. It fulfils all the requirements of the National Curriculum and the Lincolnshire Agreed Syllabus for religious education. Children in the foundation stage, where opportunities for imaginative and outdoor play are limited, are provided with a satisfactory curriculum based on the nationally recommended areas of learning. There are

policies and appropriate schemes of work in place for all subjects, providing appropriate guidance to teachers. The very good curricular planning, based on these, ensures that skills, knowledge and understanding are built cumulatively and in a logical sequence at all levels. This is a very good improvement from the time of the previous inspection and has contributed to the rising standards, as has the very good implementation of the national literacy and numeracy strategies. The amount of lesson time each week for all subjects is broadly average.

32. There is a good range of extra-curricular activities supporting pupils' studies during the year. There is a good and varied programme of visitors and educational visits both in the locality and local community and further afield to enhance learning and broaden pupils' experiences. These include visits to a touring opera group, visiting poets and authors and two residential trips each year. After school clubs include a choir, supporting music, gardening, to help develop pupils' scientific understanding, field sports, and cycling proficiency.
33. There is good equality of access and opportunity for both girls and boys and for pupils with special educational needs. This is provided by the good use of appropriate teaching methods and materials and the very good monitoring and support of pupils' academic and personal progress. All pupils have equal access to the curriculum and appropriate role models are provided within the school. The school has not identified any gifted and talented pupils.
34. Good provision is made for pupils' personal, social, and health education. There is an appropriate programme of discrete lessons in place. In each class a special time, called 'circle time', is set aside each week to discuss issues and to reflect on feelings and views. These activities make a good contribution to pupils' understanding of the responsibilities of being a member of the community. The governing body has decided that sex education should be part of the curriculum. An appropriate policy decided by staff and governors is in place. A number of visitors bring their expertise to the school and work with the pupils. Contacts with the police are particularly constructive. Police dog handlers and divers have come to give demonstrations and explain their roles. The local beat constable is a regular and welcome visitor helping to deliver the anti drugs programme. He has also joined pupils on school outings, which further supports positive relationships.
35. The provision for pupils with special educational needs is outstanding. The school has excellent systems in place to ensure that all these pupils are very well supported in all aspects of their learning and that they all have full access to a broad and balanced curriculum. All staff ensure, through very good planning, that these pupils are fully included in lessons, for example, by taking part regularly in mixed ability groups in some lessons or through carefully matched work. Learning support assistants and visiting specialist teachers relate very well to the pupils, not only supporting them well in their learning but also giving them the opportunity, either individually or in a small group to discuss any aspects of school in which they might need support. Their close liaison with class teachers and the special educational needs co-ordinator means that the pupils' needs, whether learning, behavioural or emotional are met fully. For example, the introduction of a structured school system for the teaching of reading, phonics, spelling and handwriting includes all pupils and ensures on-going support for pupils with special educational needs as they move through the school.
36. The school has developed very good links with the local community that benefit, in many areas, both itself and those involved from elsewhere. Very good links with two local special schools mean that pupils benefit from contact with those who experience a range of difficulties. This is instrumental in developing pupils' respect and tolerance very well. Pupils from one special school take part in lessons with their peer group where they are welcomed and fully integrated into the lessons. The links with the other special school has enabled two pupils to be transferred full time into Charles Baines School. Both special schools offer support to Charles Baines in the way of equipment and expertise, if needed.
37. Other links with the community include one with a local retirement home; this was used very well during the inspection by pupils in Year 2 when they talked with the residents about seaside holidays they had when they were young. Both the pupils and the residents enjoyed the opportunity to exchange and discuss experiences. The school takes part in partnership schemes involving local businesses to develop mathematics and English skills. This involves people from business coming into school to support pupils, some of whom may need their confidence

boosted. This has been judged to be very successful and the school hopes to continue in the scheme. The school has also benefited from two people involved expressing interest in becoming governors. Local businesses have also provided sponsorship and prizes for school enterprises. Pupils regularly use the local church, either for special celebrations, or to look at the church building and religious objects. The school provides work experience placements for pupils from local schools and colleges, and ensures that the wider community knows about its successes through newspaper coverage. The school recently refurbished its redundant kitchen to provide a community room. It is very well used every morning by a playgroup and after school for 'Kids' Club' for pupils in the school.

38. The school has very good relationships with both the playgroup that many pupils attend prior to starting school and with the secondary schools to which pupils move at the end of Year 6. Staff meet to discuss pupils before they move to their new school so that the transitions might be as smooth as possible. There are special days set aside for both Year 6 and Year 5 pupils to get to know their future schools, for example a recent 'French Day' for Year 5 introduced them to an entirely new experience. The head teacher of one school is a frequent visitor, regularly leading assemblies. Proposals are being discussed to share staff expertise so that, for example, the school might benefit from technical support in information and communication technology.
39. Overall, the school makes good provision for pupils' spiritual, moral, social and cultural development. Provision for pupils' spiritual development is satisfactory. During circle times, pupils are encouraged to consider values and beliefs. Through the religious education syllabus and linked assembly themes, pupils gain knowledge and insight into issues affecting values and beliefs that enable them to reflect on their own experiences and feelings. Opportunities to support pupils' spiritual development in all subjects are not regularly identified in planning so are inconsistently exploited. The school meets the statutory requirement for a daily act of collective worship, where the school prayer is regularly offered. This provides a good focus for pupils' thoughts and intentions for the day.
40. Provision for pupils' moral development is good. The principles distinguishing right from wrong are promoted well and very consistently by all school staff, who provide good role models. Pupils' understanding of these is increased by drawing up their own class rules. All pupils are well aware of the high expectations of the school's aims and behaviour code. Pupils in Year 6 share the role of prefects, which helps them to gain a very good understanding of the idea of responsibility, and also fosters their social skills.
41. Provision for pupils' social development is very good. Pupils often work collaboratively in pairs or larger groups in lessons. They are encouraged to work co-operatively and take responsibility for their work and for helping others. In consequence, pupils work very well together. Pupils are regularly given monitor roles for day-to-day classroom routines. This helps them see how each one can play a valued and useful part in the running of the school. Proposals to develop this aspect by the creation of a school council have recently been discussed by staff and older pupils. Adults and children relate very well to each other, demonstrating the school motto: 'Together we achieve'. Annual residential visits for older pupils and a 'sleepover' in school for younger pupils help them to relate to each other and to adults in a less formal context. Regular fundraising for charity, for example recent support for Food Aid, helps pupils to see that they have responsibilities towards a wider society also.
42. Provision for pupils' cultural development is satisfactory. Pupils have appropriate opportunities to learn about Western European traditions and they develop an understanding of the diversity of other cultures, mainly through religious education. They visit museums and places of interest. Multi-cultural development is promoted satisfactorily through literacy lessons, including a visit from an African storyteller. Studies of contrasting communities in geography and the study of other religions in religious education lessons make satisfactory contributions. The school is aware, however, that this is an area where more could be done. Governors plan to explore personal contacts with both Muslim and Sikh communities in a neighbouring town to enhance pupils' understanding of different cultures as well as faiths.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

43. Overall this aspect of the school's work is very good; this is an improvement in the position at

the time of the previous report, when it was good. All staff work very hard to create a caring environment in which pupils feel secure and valued and where their concerns are taken seriously. It is very successful in achieving this atmosphere that fosters pupils' very positive attitudes to school and learning and makes them feel comfortable and safe.

44. The school takes very good care of its pupils. The health and safety policy is good and is regularly reviewed. The procedures are very good, with the health and safety committee undertaking very regular checks on the school building. Any concerns are noted, reported to the full governing body and dealt with. The school takes very good account of safety for all trips and outings made by pupils and ensures that all such activities are correctly staffed and supervised. There are very good procedures and practices to ensure that pupils with specific medical conditions or needs are known to all staff and the correct action that needs to be taken if necessary. All accidents and the action taken is correctly recorded; pupils receiving a bump to the head are given a sticker to wear so that if they feel unwell, staff immediately know what the cause might be. All equipment is regularly tested, as are fire alarms and appliances. Fire drills are held at least termly.
45. The school's child protection procedures are very good. The designated person is a senior member of staff who has considerable experience both in the school and with the locally agreed policy. Either the designated teacher or the headteacher attends any case conferences, together with the relevant teacher if possible. Staff are vigilant in this area.
46. The school provides very good support and guidance for pupils' personal development. All staff give very good, caring support for the pupils. Many of the school's systems promote personal development, such as the prefect system and merit award system. The school sets pupils targets for their personal and social development in their reports, along with those for numeracy and literacy, demonstrating the great emphasis the school places on it. Although there are no fully formalised methods yet of monitoring pupils' personal development, achievements are acknowledged through merit awards, weekly achievement awards and a head teacher award that is awarded for such things as being particularly brave or caring; this is recorded in a book. There are plans to monitor personal development along with other aspects of pupils' development through a new software package. Annual reports to parents show that teachers know their pupils very well; this is confirmed by parents.
47. The school promotes good behaviour very well. It is in the very unusual position of recently taking steps out of the behaviour policy, because it has worked so well. The ethos of the school has much to do with the very good behaviour that the pupils achieve. Behaviour is very well monitored, as are any incidents of bullying. Any unacceptable behaviour or bullying is recorded in a file kept in the head's office. Details are kept of incidents, discussions with those involved and action taken. This year's file is empty, as there have been no incidents reported to date.
48. The school has very good procedures for monitoring and promoting good attendance that were introduced about two years ago. The system is very simple and involves teachers each day writing down absences on a sheet and then noting a reason if they have been informed. If parents have not contacted the school by half an hour after the start of school, a phone call is made to them by a school administration officer. The result is recorded. If a reason for absence is not forthcoming, then the educational welfare officer is contacted and matters are pursued by her. Parents are generally very good about notifying the school of absences; a number called in at school during the inspection to give the office the required information.
49. Procedures for monitoring and supporting pupils' academic progress are very good. Assessment was described as a weakness in the previous report. Since then, and especially in the last two years, there has been a very good improvement. There are now very good procedures for assessing pupils' progress, in science, information and communication technology and in mathematics and English, where they are especially detailed and wide-ranging. The results of these assessments are now being included in records of achievement, so that individual progress can be monitored more carefully. Teachers carefully evaluate pupils' learning in literacy and numeracy on a daily basis, so that their responses can be taken into account in planning subsequent lessons. This results in work that is closely matched to pupils' needs. This is just one example of how well the school has linked assessment and planning together to make

it an effective tool for moving pupils' learning forward. The optional national tests are now used in Years 3,4 and 5, together with other regular tests in reading, spelling and mathematics. The class learning objectives for literacy and numeracy are shared with parents each term so that they know what their children should be learning.

50. Teachers sample pupils' work, for example, in writing, comparing it to national standards to increase the accuracy of their judgements. This year, procedures to assess the progress of children towards the early learning goals in the foundation stage have been put in place. These have begun in the playgroup that is held in the school, from which many of the children join the reception class, in order to improve the continuity of their learning. This year, teachers have also developed and implemented a useful, common system for assessing pupils' progress in relation to the planned learning objectives for each unit of work in all other subjects. Teachers apply the new marking policy very consistently and this gives pupils an insight into what they have done well and how they could improve their work. However, as yet, apart from some of the pupils with special educational needs, teachers do not involve pupils in setting individual or group targets for them to work on to improve their work.
51. The procedures for monitoring and assessing the progress of pupils with special educational needs are excellent. Written observations, including those in the daily diaries completed by the learning support assistants, are kept to monitor progress. These are used in the reviews and consequent rewriting of targets on pupils' individual education plans that are held termly. The targets recorded on individual education plans are achievable and shared with both parents and pupils. In addition to this, pupils have their own weekly targets to achieve and, with the support of staff, review and monitor their own progress as they complete weekly review sheets. All reports from outside agencies are disseminated quickly and acted upon immediately.
52. The school has begun to make very good use of all of the information from these procedures to raise standards and improve pupils' progress further. For example, the quality of information now enables teachers to plan more precisely so that pupils of all levels of attainment are given more challenging work. This is also an improvement since the last inspection. Information from baseline and school assessments and national test results are used by class teachers to set challenging numerical, end of year targets for each pupil, upon which class targets are set. The headteacher and class teachers carefully review this information to identify any pupils who are not making the expected progress. Appropriate support is then provided through, for example, use of the additional literacy strategy or booster classes, which are held in science as well as literacy and numeracy. This early identification and intervention to support individual difficulties contributes significantly to the good achievements of pupils. Information from national tests is analysed well to identify areas of weakness and this leads to effective adjustments being made to the curriculum and in teaching and learning to raise standards further. It has led, for example, to a whole school focus on improving writing, with additional curriculum time devoted to this each week. The information is also used well to evaluate the effectiveness of strategies, such as the booster classes in raising levels of attainment.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

53. The school has put in considerable effort to maintain the very positive position at the time of the previous inspection and has achieved its objective. Parents have very strong and positive views of the school. Analysis of the questionnaires show that nine out of ten parents agree with all the statements in it, except about the range of activities outside the classroom and a few who are unhappy about homework. All parents returning the questionnaire feel that teaching is good. Inspectors fully support and endorse all of the parents' positive views. With regard to homework, inspection findings are that it is used well to support pupils' learning and the involvement and feedback to parents is a very strong feature of the school. The provision for activities outside the classroom is judged to be good; the school does not run many after school activities, but the pupils' experiences are enriched by, for example, residential trips, visits made to support specific topics and through visitors to school.
54. The school has an open door policy that encourages parents to become involved in the work of the school very well. It is well used by them when needed. Many parents feel that the school is like a family and that they receive support for more than just their children's education and this they greatly appreciate. Parents are encouraged to come in to school and to be as involved as

possible in their children's learning. For example, the school runs a number of initiatives to encourage parents to find out more about their children's learning. These include information sessions about the structured spelling and reading programme used and Home Links, where parents are encouraged to come and work along side their children in the reception class and learn about what they are doing. An encouraging number of parents attended the first Home Links session of the year during the inspection; they appeared to enjoy it.

55. The school has established a very good working relationship with the parents of pupils with special educational needs. Staff meet with them at any reasonable time to discuss their children and they are always kept fully informed of their child's progress and invited to termly reviews which about half of them attend. The school has just successfully bid for a grant and has established a 'Parent Partnership' group. This involves arranging regular meetings, sometimes with visiting speakers, when parents can meet and learn more about how they can best support their children, as well as gaining support from each other. It is held in the recently refurbished community room.
56. Information provided for parents is very good overall. Reports are generally of good quality. In all classes, English, mathematics and science are well detailed, giving parents a clear idea of what their child can do and the progress they have made. Targets are set for pupils in English and mathematics, as well as a further target of a personal development theme. In other subjects, although many do contain good levels of detail, they are more variable. Very good curriculum information is sent every term. This includes 'I can do' statements for literacy and numeracy as well as any trips or visits to be made. Other letters are sent on a targeted basis, so all information is relevant. There are notice boards in school where information is provided about other relevant activities and courses of interest to parents.
57. The school involves parents as much as possible in shaping the school. Parents' views are sought regularly; they were consulted about the home school agreement before they were asked to sign it. The school attributes its success with its homework policy to the good initial consultation with parents and by providing very good feedback to parents by sending the marked work home so parents can see what the outcome was. This very positive involvement of parents is appreciated by the school and shows children that their parents are interested in what they are doing. Open evenings are held termly and attendance at these is generally good. The school tries very hard to see all parents and makes strenuous efforts to arrange mutually convenient times. Day to day informal contact is very good and provides a relaxed and easy way for parents to talk with teachers. Very good use is made by some parents of homework and reading diaries. These are analysed each year to see if there are aspects that need improvement. The school always tries to thank parents for their efforts.
58. The school has an active and thriving 'Friends' association that arranges a lot of events and activities for the school. A recent innovation was the 'Prom' (leavers' party) organised for Year 5 and 6 pupils at the end of the last academic year. This was greatly enjoyed by pupils and rounded off the term nicely. Fund raising events are organised by the 'Friends' and are well supported by parents. Money raised has been used to, for example, subsidise visits made by pupils, provide a dictionary and thesaurus for Year 6 pupils when they leave and a compact disc system. All these purchases have added to pupils' enjoyment and supported the work of the school.

HOW WELL IS THE SCHOOL LED AND MANAGED?

59. The overall leadership and management of the school is very good. There has been a very good response to the key issues identified in the previous report over four years ago, as well as very effective continuing improvements in other areas. In particular, those relating to teaching, such as planning and assessment, and aspects of leadership and management, including monitoring and evaluation, have been transformed into strengths of the school. The quality of teaching has improved from satisfactory to good. A rigorous and ongoing programme of monitoring and support that has been established, together with a well-focused programme of in-service training that has made good use of expertise from within and outside the school, has helped to bring this about. The national literacy and numeracy strategies are implemented very well and consistently. The increasing impact of these changes can already be seen in the considerable improvements in the achievements of pupils across the range of attainment and in a remarkable

rise in standards over the last two years. The recent nature of developments in information and communication technology and improvements in writing mean that they have not yet fully impacted on standards at the end of Year 6. In addition, there have been further improvements, for example, in the positive attitudes and behaviour of pupils, which are now very good.

60. The headteacher, ably supported by the senior management team, provides outstanding leadership. Her role in creating and maintaining a very effective, positive climate for change, in motivating and enabling the staff team, gaining the confidence and support of parents and securing the full commitment of all to school improvement has been a critical factor in the rapid and successful improvements made. The response of the staff to this, through high-quality teamwork, mutual support, sheer hard work and the dedication of all to improving the quality of teaching and learning for pupils, has, and continues to be excellent. A very clear, common sense of direction and purpose which is encapsulated in the school mission statement, 'Together We Achieve', is genuinely shared and supported by the whole school community. It is focused successfully both on raising standards and pupils' achievements, irrespective of ability, gender, background or culture and providing a high level of care and support for them. The very good relationships, teachers' very good knowledge of pupils, the way they promote self-esteem and recognise achievements and the very good inclusion of pupils with special educational needs are some of the many examples of how the school's aims and values are seen in practice daily. This makes a strong contribution to the personal development, the very positive attitudes and very good behaviour of the pupils.
61. The senior management team is fully involved in all decision-making and contributes very effectively to the leadership and management of the school. This is a very good improvement from the weaknesses in this area noted in the last inspection. The presence of the key stage leaders on the team enables them to monitor curriculum developments effectively because they maintain an overview of the whole school as well as of their own year groups. The subject leaders for English, mathematics, science and information and communication technology, in particular, use their expertise to very good effect in raising standards and pupils' achievement. All subject leaders are taking increasing responsibility for developments in their subjects. They monitor some teaching, as identified in the school development plan, as well as monitoring planning and the outcomes of pupils' work.
62. The special educational needs co-ordinator provides excellent leadership. She makes sure the register for special educational needs is carefully and fully maintained. She works closely with the head teacher to monitor the quality of provision for the pupils but has also created systems that ensure that she is kept fully informed of the progress of individual pupils and is pro-active if she feels that their needs are not being met. She works tirelessly, well supported by all staff, to involve the parents as much as possible and has established a Parent Partnership group to offer advice and support to parents who in turn are supporting pupils with special educational needs. She has encouraged on-going links with the neighbouring Becket Special School whose pupils visit regularly to share lessons with pupils. She initiated and helped to organise a joint 'fun day' with them and in doing so not only gave those pupils an opportunity to work and play alongside those from Charles Baines but also taught the pupils of this school important lessons about tolerance, understanding, support and friendship.
63. The determination and capacity of the school to raise standards further, by improving the quality of teaching and learning, is seen in the focused use of the performance management process. This is linked very effectively to the end of year standards targets each teacher has and key priorities on the school development plan, such as writing. It is also linked to well-planned in-service training. The school not only uses any available initiatives such as this to maximum effect for the benefit of pupils, but is also proactive in setting up conferences and groups such as the Expert Literacy Group to develop and share good practice with other schools. The headteacher has found the processes and paperwork involved in the effective implementation of national initiatives, such as the literacy and numeracy strategies, very time-consuming and too dependent on the hard work and good will of teachers, although the impact on standards has been very positive. The headteacher has also put into place the systems to support a very rigorous approach to all aspects of monitoring and evaluation, which are being further refined this year. A regular pattern of lesson observations has been set up involving the headteacher, senior management team and subject leaders as well as local education authority inspectors. The subsequent discussions and action points agreed with teachers have already contributed

well to improving the quality and consistency of teaching and learning.

64. Increasingly good use is now made of performance data to track pupils' progress through the school. Test results are carefully analysed to identify weaknesses in the curriculum or in the achievements of particular groups of pupils so that appropriate remedial action is taken. For example, all classes now have additional English lessons each week to improve their writing skills. Results are also used to identify those pupils in need of additional support through booster classes or, for example, the additional literacy strategy or 'Springboard' mathematics. The detailed analysis of performance in English, mathematics and science is used for teachers to set challenging end of year numerical targets for each child in their class, upon which their class targets are set. A new assessment information system is being used from this term to make the use of such information more time efficient and adaptable.
65. Since taking up her post two years ago, the headteacher involved all staff, governors and parents in a thorough self-evaluation of all aspects of the school in order to identify strengths to build on and priorities for improvement. These formed the basis for the school development plan. It provides a very clear, well-prioritised agenda to support ongoing improvements in standards, teaching and all other areas of the school. It is costed well and closely linked to the planned provision for in-service training. As all staff were involved in drawing it up, they are very aware of the priorities and fully committed to them. The headteacher plans to involve governors fully in the process this year, for example by each committee monitoring aspects relevant to their responsibilities. The careful evaluation of each aspect by the headteacher provides a clear basis for continuing improvements as well as celebration of achievements.
66. Governors are committed and very supportive of the school and carry out their statutory duties satisfactorily. Over the last two years especially, they have reviewed their roles and responsibilities and taken part in considerable training. Governors are now linked to key areas of the curriculum and a programme has been set up this year for them to visit lessons. Several governors work regularly in school. All of this, together with detailed information from the headteacher, has helped to inform their clear view of the strengths and weaknesses of the school and of what is needed to continue to take it forward. It is also enabling them to develop some aspects of their role, such as strategic planning and monitoring and evaluation, in a more structured and pro-active way.
67. The quality of financial planning and management is good and the knowledgeable, efficient administration officer makes a very good contribution to this. The funds received by the school are used effectively to improve standards and achievement and to provide a good quality of education. Good use is also made of specific grants, for example, to improve the number of learning support assistants in classes and also to reduce class sizes by employing another teacher. The budget surplus last year was part of a planned carry forward should this fund cease, so that single age classes can be maintained. The headteacher is especially alert to securing any available grants to enrich the quality of provision and teaching and learning for example, to establish the after school 'Kid's Club' and the Expert Literacy Group.
68. Principles of best value are applied satisfactorily overall. The school ensures through competitive tendering that they obtain best value for money when purchasing resources and services, for example, when the computer suite was equipped. There are some good examples of the headteacher evaluating the effectiveness of spending decisions, such as the analyses carried out of performance in national tests of pupils with special educational needs and those who attended booster classes. However, in general these processes are not yet fully developed. Parents are consulted well and frequently through letters and questionnaires about various aspects of school life.
69. There is a good number of suitably qualified teachers. They are deployed effectively to promote higher standards in a way that enables the considerable expertise of several members of staff to be shared effectively. There is a higher than average number of learning support staff who provide skilled, effective support for pupils' learning, especially those with special educational needs. The school is well supported at lunchtimes by the mealtime assistants, who, as all other staff, provide good role models for pupils. The caretaker and cleaner maintain the buildings well. Overall, the accommodation is satisfactory, well cared for and displays are used well to provide

an attractive and stimulating learning environment. This contributes to pupils' good attitudes and interest in their work. Exceptions to this are the facilities for imaginative and outdoor play, which at present limit the opportunities for learning especially for children in the foundation stage. The level of resources has improved since the last inspection and is satisfactory overall, except in music, and used well to support pupils' learning. In music, the poor quality and range of tuned and untuned instruments restricts the opportunities for pupils to experiment, compose and play together. The library resources are adequate, but the school has plans in place to improve this.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

In the context of the school's many strengths, the governors, headteacher and staff should address the following matters in their action plan in order to raise standards and the quality of education further:

- a) Continue to improve pupils' writing skills towards the expected levels by*:-
 - making more consistent use of strategies to help pupils to express their ideas verbally, prior to writing, including more opportunities for paired and small group discussions, drama and role play.
 - making more effective use of individual targets to help pupils apply what they are learning to their own writing.
 - providing more opportunities for children in the foundation stage to express themselves through their own writing.
(see paragraphs 5,21,50,76,87,95-6,101)

- b) Raise standards in information and communication technology to the expected levels by the end of Year 6 by*:-
 - providing more opportunities for pupils to develop their skills in control and monitoring aspects of the subject.
 - further increasing staff skills and confidence by fully implementing the planned training programme.
 - increasing the use of information and communication technology in all classes to support learning in other subject areas.
 - ensuring all pupils have easy access to computers to support their work across the curriculum
(see paragraphs 8,28,137,139,140)

In addition to the above, the following points for development should be considered for inclusion in the action plan:-

- Provide more first hand experiences for pupils to learn about and celebrate the different cultures represented in their local area. (see paragraphs 42,156)
- Improve the facilities and provision for outdoor and imaginative play, especially for children in the foundation stage.* (see paragraphs 69,71,84,86)

**The school has already identified these areas for development.*

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	51
Number of discussions with staff, governors, other adults and pupils	28

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	3	9	23	16	0	0	0
Percentage	6	18	45	31	0	0	0

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

Information about the school's pupils

Pupils on the school's roll	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	167
Number of full-time pupils known to be eligible for free school meals	42
Special educational needs	YR– Y6
Number of pupils with statements of special educational needs	7
Number of pupils on the school's special educational needs register	39
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	10
Pupils who left the school other than at the usual time of leaving	16

Attendance

Authorised absence

	%
School data	4.6
National comparative data	5.2

Unauthorised absence

	%
School data	0.2
National comparative data	0.5

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

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

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2000	-	-	21

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	-	-	-
	Girls	-	-	-
	Total	18	18	20
Percentage of pupils at NC level 2 or above	School	86(56)	86(80)	95(80)
	National	83(82)	84(83)	90(87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	-	-	-
	Girls	-	-	-
	Total	18	20	20
Percentage of pupils at NC level 2 or above	School	86(60)	95(84)	95(92)
	National	84(82)	88(86)	88(87)

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

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

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2000	15	11	26

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	-	-	-
	Girls	-	-	-
	Total	18	19	16
Percentage of pupils at NC level 4 or above	School	69(39)	73(54)	62(32)
	National	75(70)	72(69)	85(78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	-	-	-
	Girls	-	-	-
	Total	15	19	15
Percentage of pupils at NC level 4 or above	School	58(54)	73(61)	58(46)
	National	70(68)	72(69)	79(75)

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

NB The numbers of boys and girls are omitted where there are fewer than eleven of each to be entered in the table.

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	142
Any other minority ethnic group	1

This table refers to pupils of compulsory school age only.

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

Total number of qualified teachers (FTE)	8
Number of pupils per qualified teacher	21
Average class size	24

Education support staff: YR – Y6

Total number of education support staff	7
Total aggregate hours worked per week	82

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	N/A
Number of pupils per qualified teacher	N/A
Total number of education support staff	N/A
Total aggregate hours worked per week	N/A
Number of pupils per FTE adult	N/A

FTE means full-time equivalent.

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	1
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	1
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

FTE means full-time equivalent.

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	6	0
Other minority ethnic groups	0	0

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

Financial information

Financial year	2000/2001
	£
Total income	394680
Total expenditure	396790
Expenditure per pupil	2293
Balance brought forward from previous year	19940
Balance carried forward to next year	17830

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	164
Number of questionnaires returned	55

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	75	22	4	0	0
My child is making good progress in school.	51	42	4	0	4
Behaviour in the school is good.	47	51	2	0	0
My child gets the right amount of work to do at home.	29	55	9	5	2
The teaching is good.	71	29	0	0	0
I am kept well informed about how my child is getting on.	58	31	11	0	0
I would feel comfortable about approaching the school with questions or a problem.	74	24	2	0	0
The school expects my child to work hard and achieve his or her best.	84	13	2	0	2
The school works closely with parents.	73	22	5	0	0
The school is well led and managed.	65	31	4	0	0
The school is helping my child become mature and responsible.	60	38	0	0	2
The school provides an interesting range of activities outside lessons.	30	28	28	0	15

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

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE

70. Children enter the reception class in the September after their fourth birthday, initially on a part-time basis for the first month. Most have attended a playgroup, either locally, or the one now based in the school, before starting school. Children's attainments on entry to the school, from observations and from analyses of the baseline assessments, are below average overall, with some that are well below, although the full range of attainment is represented. Children achieve satisfactorily overall in the foundation stage. Although they reach broadly average standards in some areas of their learning by the time they leave the reception class, they do not meet the early learning goals in their mathematical and language development, except in reading, which is well taught. At the time of the last inspection, pupils' progress was described as good overall, although judgements were not then made against the early learning goals, which have been introduced since that time.
71. The teacher, who is supported well by a teaching assistant who is a qualified nursery nurse, provides appropriate, carefully planned experiences based on the requirements of the Foundation Stage. However, the opportunities in the overall environment for children to explore, build, observe and talk about these activities both to each other and to interested adults are not yet fully exploited, especially in the areas of imaginative and outdoor play.

Personal, social and emotional development

72. Children enter the reception class with a wide range of personal and social skills. By the time they leave the reception class, most children achieve well and meet the early learning goals in this area of learning. Staff quickly establish routines and present themselves as very good role models in all that they say and do. As a result of this effective teaching, children quickly become confident and independent in their relationships with each other and with adults and they settle quickly into the pattern of the school day. Staff work hard to provide a secure, happy and structured learning environment and boys and girls play and share easily together. They relate well to adults, for example, by either presenting visitors with playdoh cakes they have made or in co-operating well and taking turns as they build a 'dinosaur' out of wooden blocks.
73. Staff expect children to clear away and return equipment and as a result the children are beginning to show a sense of responsibility. They drag a wooden block, designed for the purpose, to the sink in order that they can wash up painting equipment, tricycles are returned and puzzles packed away. They sit in a circle quickly and sensibly when asked to do so. On the playground they play chasing and imaginative games sensibly in small groups with few disagreements.

Communication, language and literacy

74. The teaching of phonics is good and as a result the children achieve well in their early reading skills, reaching the expected levels by the time they enter Year 1. A scheme to support the teaching of reading throughout the school is also introduced very well at this stage and this impacts positively on how well the children learn. In the other aspects of their language development, which are taught satisfactorily, pupils achieve as expected in relation to their prior attainment. Most do not meet all of the early learning goals in writing and communication skills by the end of their reception year.
75. Appropriate opportunities are provided every day to improve children's speaking and listening skills in group work with adults. Skilful questioning ensures that all children, including those with special educational needs are included. In one lesson, for example, the teacher spoke clearly and at the right pace as she recalled the story 'Handa's Surprise.' She explained the meaning of the words and the children had already established the habit of repeating the initial sound. She linked the initial sounds to those occurring in children's names and this further reinforced learning well. She was very well supported by the learning support assistant, who whispered

quietly and supported a pupil with special educational needs very well, ensuring that he was included in the experience.

76. Children's spoken language is fairly limited and several emphasise what they want to say by repeating words. For example, one boy said 'that elephants noisy, noisy,' and another, describing a basket from which fruit was being taken, said 'the baskets lighter, if he takes it all it will be lighter, lighter, lighter!' Several others have indistinct speech and often need to repeat what they say in order to make their meaning clear. Children have numerous opportunities to trace letters and copy words written by the teacher but relatively few opportunities to 'write' for themselves in the early stages of their development as writers. Therefore they do not establish the habit of expressing themselves by putting marks on paper and 'reading' back their thoughts to an adult. Neither do they have enough opportunities to develop and hone their fine motor skills, for example, by regularly practising writing repeating patterns on paper. The 'upper case' keyboard with the computer does not encourage them to write familiar letters on the screen.

Mathematical development

77. The teaching of mathematics is satisfactory and, although the structure of the national numeracy strategy is followed, attainment remains below that normally expected when the children enter Year 1. By the end of the reception year, some higher attaining children have recorded work on sheets relating to number recognition, time, ordinal and cardinal numbers, measuring length, completing number patterns on grids and recording simple addition and subtraction.
78. Lessons observed concentrated on giving the children an understanding of the number five using a variety of strategies, including counting fingers, sorting blocks, building towers and the repetition of rhymes that the children learned and which helped consolidate their understanding. This work was taught to the class and also to groups, but there were comparatively few practical activities established in the classroom to encourage the children to count, sort, collect, build and draw and thereby reinforce what has been taught through play and talk, both with each other and adults.
79. Many children count confidently to eleven and twelve and the class teacher has established a good routine of counting after registration to see what number can be reached before 'register monitors' return from the office. In this way children, with support, count to thirty plus every day. The teacher uses 'Simpkin' the squirrel well to motivate the children and they listen carefully as they try and spot mistakes that he makes when solving simple number problems. Many of the children have difficulty understanding the concept of 'one more than' despite the teacher's best efforts to present the concept in a variety of ways using blocks, playdoh and playing the 'Boat Game.'

Knowledge and understanding of the world

80. Most children achieve well and attain the early learning goals in this area of learning by the time they leave their reception year. They talk excitedly about the wind as it threatens to blow down their 'very tall tower' outside in the courtyard. They learn about the importance of washing their hands before they cook and they use tools well to paint, draw and build mostly in activities set up and organised by staff. They use the mouse by the computer confidently as they drag clothes across the monitor to 'dress teddy' and they develop their listening skills as, with the help of the learning support assistant, they identify a range of natural sounds.
81. The teaching seen in this area of learning was satisfactory. The teacher introduced examples of all the fruit contained in the story Handa's Surprise that was read to the children. They used their senses to feel the fruit in a 'feely box' and tried to describe how it felt and identify it, with some success; they described the different colours and then tasted it. The children visit the area around the school and look at different kinds of buildings that they draw. Photographs taken with a digital camera are used to good effect in a display to remind the children of all they have seen. The teaching assistant enters into the spirit of directed role-play and, for example, teaches the children about road safety.
82. There is only one black doll in the nursery and no dressing up clothes that might be worn by

people from different cultures. As a result it is difficult for the children to begin to gain an understanding of people from different cultures from their own.

Physical development

83. Teaching was good overall in this area of learning. The teacher ensures that maximum use is made of the school hall to ensure that the children have the opportunity to climb, run, dance and use both small and large equipment. This, together with the sensible use of the secure space outside the classroom, ensures that the majority of children achieve well and reach the early learning goals by the time they enter Year 1. They show good control over their bodies and a good awareness of their own and others' space as they move around in the hall, but in one lesson seen, they did not have the opportunity to warm up sufficiently in order to gain an understanding of how their bodies work and how they can best look after them.
84. They handle small tools such as scissors, paintbrushes, crayons and a computer mouse with satisfactory dexterity. Although there is a secure play area outside the classroom, space is restricted and the school is aware that more opportunities to climb, crawl, jump, build, and balance would benefit children's development further. This is reflected in the current school development plan.

Creative development

85. Teaching is satisfactory overall and most children achieve as expected but do not meet all of the early learning goals in this area of learning. In some aspects they make good progress in lessons, for example, when exploring colour. They recognise and can name the main colours and know that they can mix primary colours to produce a third colour. They print with apples, leaves, sponges and even bubbles. Good cross-curricular links are formed with mathematics. There are, for example, snakes on the walls, painted by the children, with questions asking which is the longest and shortest and a display of the poem 'Ten in the Bed.' They use tissue paper squares and circles to make pictures.
86. The children sing well and supported by the teacher, sing 'There Was An Old Woman' and other songs clearly. They listen to a variety of instruments and are able to identify them by the sounds they make. They know that sounds can be loud or quiet, high or low. There are appropriate opportunities for children to use their imagination in art and design, music and dance, but there are not enough opportunities for them to include imaginary experiences in their role-play. Neither are there sufficient resources such as boxes, fabric and tubes to encourage children to create imaginary worlds in which they can live, relate and talk to each other.

ENGLISH

87. Lesson observations, together with a scrutiny of current and past work show that standards overall in English are in line with those expected by the end of Year 2, but are below them overall at the end of Year 6. This is because the substantial improvements that have taken place especially over the last two years, especially in writing, have not been in place long enough to impact fully on the learning of the older pupils in the school. Nevertheless, these pupils are still achieving well in relation to their prior attainment at the end of Year 2, which was well below average. It is noticeable, that standards in Years 3 and 4 are now as expected for pupils of their age.
88. Results from the 2000 national tests, based on average points, show that standards at the end of Year 2 were above average in reading, but well below average in writing. Results in English at the end of Year 6 were above the national average. The results showed a very good improvement from the previous year and from those at the time of the last inspection, except for writing at the end of Year 2. The most recent, unconfirmed results in 2001 show a very good improvement in writing at the end of Year 2. Differences in the performances of boys and girls are not significantly different from the national picture.
89. Current standards are not quite as high overall as they were in the Year 2000 national tests. This is due to a much higher proportion of pupils on the special educational needs register in the

current Year 2 and Year 6 classes rather than any falling back of standards. This is evident from the careful monitoring of pupils that is carried out as they move through the school. Nevertheless, the school is likely to exceed the challenging targets set for these year groups.

90. Many children come into the school with language skills that are below the expected levels. Girls and boys now achieve well overall as they move through the school in relation to their prior attainment. This is a good improvement from the time of the previous inspection, when pupils' progress was described as satisfactory. A number of factors have contributed to this. For example, there has been a considerable improvement in the quality of teaching, the national literacy strategy has been implemented very well and very consistently. There have been further improvements in the good behaviour and positive attitudes pupils have towards their work. They are keen to learn and work hard. Higher attaining pupils are given appropriately challenging work. Pupils with special educational needs now make very good progress towards their targets as a result of the very effective teaching and support that they receive. Those in need of additional support are identified at an early stage and the special needs co-ordinator, class teachers and classroom assistants work very closely together to help these pupils to do very well, through very effective, well-planned sensitive support in class and, where appropriate, through individual teaching. Lower attaining pupils achieve well. Assessment information is used very well to identify those in need of additional support. Initiatives such as the early literacy strategy, the further literacy strategy, which is being used in Year 5 as part of the national pilot, and booster classes are then used very effectively to help them make more rapid progress. This is reflected in the high percentage of these pupils who reach the expected standards in English by the end of Year 2 and Year 6.
91. The majority of pupils achieve well in their speaking and listening skills, which are broadly in line with those expected for their age by the end of Years 2 and 6. Teachers provide a number of opportunities, for example, through weekly circle times, for pupils to practise their speaking and listening skills. Most pupils listen very attentively to their teacher and increasingly to each other, responding appropriately to questions and instructions. One reason for this is the effective and very consistent way that teachers manage and motivate their pupils. By the end of Year 2, many pupils engage in conversation with adults confidently. They listen carefully to the teacher and to each other. Most, but not all, speak audibly when replying to questions in lessons and add detail when prompted.
92. By the end of Year 6, pupils listen very attentively to their teacher and to each other. They make thoughtful contributions to discussions and begin to build on each other's views. A group of higher attaining pupils in a Year 6 lesson, for example, helped each other to refine and improve their choice of words and ideas for a poem about cats through purposeful discussion with each other. Most are very keen to contribute to class discussions. This is because all teachers show interest and place evident value on what each pupil has to say. Some pupils, however, have difficulty in expressing their ideas clearly and fluently, which also has an adverse effect on the development of their writing skills. At present, there is not a sufficiently consistent approach to supporting pupils in developing this aspect of their speaking skills, through for example the regular use of paired and group discussion, role-play and drama. Teachers successfully extend pupils' vocabulary in all subjects through their consistent emphasis on pupils understanding and using the technical terms and challenging vocabulary correctly. In their weekly planning, they identify key words to be learnt. Year 1 pupils, for example, understood the meaning of a 'split digraph', while pupils in Year 3 used the term 'thesaurus' confidently, following a well led discussion about synonyms and how to find them. This also has a positive impact on increasing pupils' sight vocabulary when reading.
93. Standards in reading are broadly as expected at the end of Year 2 and Year 6, with a good improvement in the number of pupils reaching both the expected and the higher levels since the last inspection. Pupils build effectively on the good start they receive in the foundation stage and achieve well overall. Some, including those with special educational needs, achieve very well in relation to their starting points. Several factors have contributed to this. Phonics and key words are taught in a very consistent, well-structured way and teachers monitor and support the progress of individual pupils carefully. They make good use of guided reading sessions as well as opportunities across the curriculum to help pupils to apply these successfully. Teachers successfully foster interest and enjoyment of books. High expectations are set and met for pupils to read regularly at home and very well used reading diaries provide a good dialogue with most

parents throughout the school and maximise their contribution to this aspect of their children's learning.

94. By the end of Year 2, most pupils have an appropriate sight vocabulary and use their knowledge of phonics successfully to tackle unfamiliar words. Younger and lower attaining pupils use picture cues confidently, while some more able readers begin to make use of the context and to use expression well. In a well taught literacy lesson in Year 1, for example, the teacher made good use of resources such as stick puppets, as well as her own good modelling of reading 'The Little Red Hen', to help pupils improve their expression when reading dialogue. Pupils show a good understanding of what they read. One pupil, for example, clearly enjoyed and could explain the humour of the cooks saving the best pie for themselves in the story he was reading. By the end of Year 6, boys and girls enjoy reading an appropriate range of books and also show a good understanding of what they read. They successfully locate and retrieve information from a variety of sources and make spontaneous use of dictionaries and thesauri. Some higher attaining pupils can compare different authors they have read, giving sound reasons for their preferences. Teachers keep detailed records of pupils' progress during guided reading sessions, noting specific skills that need further development. This makes a good contribution to their rate of learning.
95. Standards in writing are in line with those expected by the end of Year 2, but are below them at the end of Year 6. However, it is clear from current work and the good and sometimes excellent teaching seen, that older pupils frequently make rapid progress in their learning in lessons, although they do not yet apply this consistently to their unaided writing. The commitment within the school to continue to raise standards in writing is seen in the extra time given each week in all classes to the teaching of specific writing skills. Teachers also sample and moderate writing across the school to increase their own awareness of how pupils' skills are developing. All pupils now achieve well in relation to their prior attainment. One reason for this is the good use teachers are making of training in guided, shared and modelled writing strategies in helping pupils to improve their skills. In a very well taught guided reading session in Year 5, for example, higher attaining pupils were re-drafting a nonsense poem modelled on 'The Owl and the Pussycat.' The teacher used her expertise very well to continually challenge pupils to extend their ideas and improve their work, with comments and questions such as, 'Have you counted and compared the syllables of the first line?' --'Now we need to mirror the punctuation'. 'Look at the focus of the third line --- how can you redraft yours?' This helped them to make very good progress. Teachers also make good use of opportunities in other subjects for pupils to practise different forms of writing, such as diaries and poems in religious education and recounting a geography visit to Scarborough.
96. By the end of Year 2, most pupils write in simple sentences, often with full stops and capital letters, and some use simple connectives. Their spelling is generally quite accurate or phonetically plausible. This is largely because of the close links teachers make with spelling in their teaching of phonics and their emphasis on learning key words. Pupils develop their handwriting skills systematically with the result that it is generally legible and well formed, although not yet joined. They write in a good variety of forms, including letters, poems and stories, they begin to apply what they learn about story structure to their own writing. By the end of Year 6, the majority of pupils begin to use more complex sentences and words chosen for effect, but many do not yet incorporate into their own writing the variety and range of vocabulary and sentence structure that they use in oral and guided work. Their spelling and punctuation is reasonably accurate and pupils generally take a pride in the neat presentation of the final draft of their work. Teachers make good use of the drafting process to help pupils improve the content and accuracy of their work, but, although some very good examples were seen, not enough consistent use is made of strategies to help pupils who find it difficult to order and express their ideas fully.
97. The quality of teaching is good overall. In over three-quarters of the lessons seen it was good and at times outstanding. No unsatisfactory teaching was seen during the inspection. This is a significant improvement since the last report and is a key factor in the good achievement of pupils. This was illustrated in an outstanding Year 6 English lesson, after pupils had re-drafted their openings for a story entitled, 'Haunted'. The teacher made excellent use of very focused questioning about well-chosen examples of pupils' work to reinforce and extend their understanding of techniques to create particular effects. Pupils could identify, for example,

descriptive language such as, 'Trees appeared as if they were alive', the use of short sharp sentences to build up suspense and the use of speech in the opening sentence to intrigue the reader, as in, 'Oh no, we should never have released it'. The lesson also showed clearly how the quality of the pupils' work had been lifted by such teaching, with lower attaining pupils, for example, making effective use of vocabulary such as 'astonished' and 'petrified'. All of these features contributed towards the very good learning of pupils during this lesson.

98. Teachers show a very good understanding of the national literacy strategy. This is evident in their skilful and challenging questioning seen in lessons and reflects the impact of good quality in-service training and support in developing their expertise. Their questioning is made particularly effective by the very good knowledge they have of each pupil's learning, as a result of the detailed assessments they make. They use these to pitch questions at just the right level for pupils of differing levels of attainment. Teachers work in close partnership with their teaching and learning support assistants, deploying and briefing them very well. This contributes to the very effective, skilled support they give both to pupils with special educational needs and to other groups with which they work. A good example of this was seen in Year 3, in an additional literacy group. The learning support assistant used skilful questioning to help pupils make very good progress in recognising alternative spelling choices for the sound 'ed'. She also managed behavioural difficulties of one pupil very well and in a way that did not lessen the pace of learning of the other pupils in the group. All of these factors contribute well to pupils' good achievements in English.
99. Teachers generally manage their pupils in a very consistent, positive and effective way, which helps to build their confidence, sustain their concentration and contributes to their positive attitudes to the subject, which have improved since the last inspection. Teachers set high expectations and establish good classroom routines and this was reflected in the way that pupils worked in independent group activities purposefully and co-operatively, as well as in the good and often very good attitudes and behaviour shown by pupils in lessons. Some lessons were less effective, although satisfactory, because the organisation or choice of some activities led to the pace dropping, or pupils taking some time to settle to their tasks.
100. All lessons are carefully planned with clear objectives. However there is some inconsistency in the effectiveness with which teachers share these with pupils, so that they know exactly what they should be learning. In the best lessons seen, teachers explained them carefully, returned to them at each stage of the lesson to re-focus pupils and then encouraged them to review their learning against these objectives at the end of the lesson. Teachers make satisfactory use of information and communication technology to help pupils develop their word processing skills, but in general they do not yet make enough use of it to support pupils' language development. However, a very good example of this was seen in a Year 3 literacy lesson based on 'The Fox and the Crow'. The teacher projected the text onto an enlarged screen and used font and colour changes very effectively, for example, to highlight sentences that showed the story setting and to incorporate pupils' ideas about improving vocabulary. This fully sustained the interest and attention of the pupils. The teacher made very good use of opportunities to reinforce their knowledge of how to open files or to replace words, without detracting from the main literacy objectives of the lesson.
101. Teachers plan work very well and in considerable detail. Lessons are carefully evaluated on a daily basis so that subsequent work takes full account of pupils' responses. This means that activities are matched very well to pupils differing needs, making a significant contribution to their good achievement. This is a considerable improvement since the last inspection. Teachers implement the marking policy very consistently. Comments are very relevant to the objectives of the work. This means that all pupils are clear about what they have done well and how they could improve their work. However, as yet they do not involve pupils sufficiently in the use of focused individual targets to help them to apply what they are learning to their own writing. This strategy, however, is being used very successfully with some pupils with special educational needs to improve their rate of progress even further. Teachers use homework effectively to support work in class.
102. Teachers have worked hard and successfully to implement the national literacy strategy very consistently so that the pupils build effectively on previous learning. The subject leader has been instrumental in this, for example through the careful monitoring of planning and teaching and her

very good management of well-paced development. With good support from external advisors and through her own monitoring of teaching and planning, she has helped teachers to make very good use of in-service training, for example, to improve the quality of planning so that lessons are sharply focused. The skills of the subject leader and those of the other expert literacy teacher have been shared with other staff and used very well to support them. Very good assessment procedures are used increasingly well to track pupils' progress across the school and to identify those in need of additional support, as well as to identify and address areas of weakness in the curriculum. Pupils' learning opportunities are enriched through regular events such as working with visiting authors and poets and attending productions at local schools. For example, the visit of Paul Cookson clearly enthused and inspired pupils. The rich curriculum makes a good contribution to the positive attitudes pupils have towards their work. It also makes a good contribution to their personal, spiritual, moral, social and cultural development. All of these factors have contributed very well to the rapidly improving standards and achievements of pupils since the last inspection.

MATHEMATICS

103. Pupils' attainment on entering the school is below average in number and inspection evidence indicates that standards remain below those normally expected when they enter Year 1. Lesson observations, scrutiny of both current and past work, the results of interim testing and discussions with pupils indicate that standards by the end of Year 2 and Year 6 are at the expected levels, with some pupils exceeding these. This year, there is a significant minority in these year groups working below national expectations, reflecting a higher than usual proportion of pupils with special educational needs in both classes. Nevertheless, all pupils are achieving well in relation to their prior attainment and some are achieving very well. This is because they are taught well throughout the school and because the national numeracy strategy is implemented very effectively.
104. National test results since the last inspection, and especially over the last two years, show a very good improvement in the numbers of pupils both meeting and exceeding the expected standards at the end of Year 2 and Year 6. There are some fluctuations in results from year to year due to differences in the numbers of pupils with special educational needs in the relatively small year groups. There is no significant difference in the performance of boys and girls.
105. By the end of Year 2 pupils have a good understanding of place value relating to tens and units and work with numbers to 100. They work out simple multiplication problems generally accurately and complete tasks in set times in order to speed up the mental recall of number facts. They carry out a traffic survey and collect data in tally charts presenting their findings in pictograms using the computer to support them in the process. They sort and sequence numbers, gaining an understanding of how to use Venn diagrams in the process. They measure length and mass and identify common two and three-dimensional shapes confidently. They complete numerous sheets to help consolidate their understanding. It is clear from scrutiny of work that tasks are well matched to pupils' needs. For example, pupils with special educational needs record their work in a variety of ways to make it less dependent on their writing skills. Marking also indicates that they receive additional adult support.
106. Pupils at the end of Year 6 have a sound understanding of place value to four figures and can apply all four rules of number. Average and higher attaining pupils show a sound understanding of solving problems involving the use of decimal fractions, percentages and fractions. They explore the properties of two and three-dimensional shapes and measure the perimeter and area of both regular and irregular shapes. They work with prime, square, cube and triangular numbers and explore the value of square roots. They measure angles, identify and name the different types of triangles, and plot points in all four quadrants. They use the computer to present data appropriately in both bar charts and pie diagrams. Pupils with special educational needs are included as they work with a similar subject focus but with smaller numbers and amount of work.
107. Scrutiny of work shows that most work is well presented and dated. The school's marking policy is well applied. Pupils' attention is well drawn to teachers' comments because they are either contained in 'blocks' to indicate areas for improvement or in 'bubbles' if they are positive. Throughout the school, there is evidence that pupils are given good opportunities to consolidate their learning in mathematics lessons and to apply their numeracy skills in other subjects. For

example in Year 6 they use shopping bills and data concerning their bedtimes in their problem solving and also measure and apply the four rules of number in their science work. Pupils in Year 2 sort, add and represent outcomes in a variety of ways after completing their traffic survey in geography. There is little evidence of opportunities to solve word problems although the school has already identified this as an area for improvement.

108. The quality of teaching is good throughout Key Stage 1 and Key Stage 2 and has improved since the last inspection. This is having a strong influence on raising standards of attainment. It is characterised by knowledgeable, enthusiastic teachers who make very effective use of their assessments to plan their work very well for all pupils including those with special educational needs. For example in Year 2 three groups, each supported by an adult, worked with three-dimensional shapes. The more able pupils were set a challenge to build a tower with a sphere that should *not* be placed on the top and less able pupils explored the properties of shapes to discover which fitted together best to complete the building of a tall tower. The outcome for both groups was a greater understanding of the properties of shapes and all were included in the work. Teachers set clear objectives and use resources well to support pupils in their learning. In a few lessons, learning is not quite so effective because not enough time is allowed for the plenary of the lesson to help reinforce the learning objective and give the teacher more opportunity to assess progress. Nevertheless, all lessons proceed at a good pace and pupils are enthusiastic learners. Teachers also set homework regularly that is well marked and supports the learning objectives of lessons well.
109. Throughout the school pupils are developing good skills in mental mathematics. In Year 6, for example, they played a game involving number bonds and the teacher finished by saying 'Tomorrow it will be the inverse of multiplication, - that will challenge you,' and the pupils responded enthusiastically to the thought of being challenged further. In Year 4, pupils are expected to respond more and more quickly to the teacher's questions. In Year 2, the teacher began by praising the pupils for listening well and then invited them to join in as she sang the 'doubling song'. All enjoyed this and consolidated their learning at the same time.
110. Learning support assistants contribute well to lessons, usually working with lower attaining pupils. They are all very well briefed by the teachers before the lessons and as a result are careful to use the same correct mathematical vocabulary as the teachers. They encourage the pupils to work independently whenever possible and rephrase questions if they have not been understood. Teachers are beginning to make good use of information and communication technology as they teach pupils to represent data in various forms. In Year 3, when introducing the concept of axes of symmetry, the teacher used a projector linked to a computer to illustrate symmetry, using a very good animated program. This was an excellent use of information and communication technology to support learning and provides a perfect example for other staff to follow as their confidence in using computers increases.
111. The school has made very good improvements since the last inspection. Assessment and record keeping procedures are now very good. The subject leader, who manages the subject very effectively, carries out very useful analyses of tests taken and all staff are fully briefed with regard to areas of strength and areas to focus on to ensure that pupils gain a good understanding across all aspects of the programmes of study. The head teacher, subject leader and staff are determined to raise standards still further and have established good procedures to monitor teaching to ensure that the quality of lessons presented to pupils continues to improve.

SCIENCE

112. By the end of both Year 2 and Year 6, standards are above those expected. These findings reveal an improvement since the time of the last inspection when standards in the Year 6 national tests were very low. The National Curriculum tests at the end of Year 6 in 2000 showed that the school's performance remained very low when compared with all schools. However, whereas in 1999 only 15 per cent of pupils reached the national expectation of level 4, in 2000, 62 percent did so, a dramatic improvement. In 2001 results were much improved, and above the national average with 96 per cent at level 4 or more and 42 per cent reaching level 5. This represents a very good improvement in pupils' achievements, in relation to their prior attainment.
113. Inspection findings show that pupils undertake a range of appropriate science activities covering all strands of the subject. Scientific enquiry is now a particular strength, permeating all aspects of study. From the start, pupils are expected to use simple apparatus and equipment correctly, ask questions about their science work, use focused exploration and investigation to acquire knowledge, skills and understanding and attempt to explain their discoveries before drawing conclusions using scientific understanding and scientific vocabulary.
114. By the end of Year 2, pupils achieve very well. They have securely grasped the principles of a fair test by Year 1 when they compare the differences between a selection of plants that are watered and those that are left dry. They learn that water and light are the basic conditions necessary for plant life. They build securely on this base in Year 2 to classify the 'minibeasts' they have observed, noting both the similarities and differences. They also observe differences in human beings. They label parts of the body correctly. They make accurate drawings of plants, and not only label 'petal' and 'stem' but also 'stigma' in greater detail. They explain correctly that 'the roots draw in water and hold the plant in the soil'. Their command of language develops well because they regularly use correct scientific terms. Boys and girls work equally well.
115. By the end of Year 6, pupils' achievement is very good. They have developed a good understanding that science is about establishing connections between cause and effect and that it is important to test ideas with evidence from observations. Year 5 pupils, for example, working on the sound insulation properties of materials, made a series of controlled experiments that confirmed their ideas of what would and would not make sounds grow fainter. They discovered also why this should be so. They made appropriate use of information and communication technology to record their findings. Lower attainers in Year 6 can explain that a light will not work because of an open circuit. All pupils use correct scientific symbols as necessary. Higher attainers grasp the implications of mirror images in work on reflection. All pupils use the terms 'transparent', 'translucent' and 'opaque' with understanding. Books and displays show that a wide range of work has been covered, from things under the ground to the phenomena associated with the solar system in space. Accounts of the life cycle of the butterfly for example show that pupils' literacy skills are well supported in fluent descriptions of the 'chrysalis, metamorphosing'. Whilst lower attaining pupils and those with special needs receive more support, they do not tackle tasks that are especially simplified. Their powers of expression are not as well developed as those of their classmates but their ideas and conclusions are similar. Pupils have shown that they can make logical hypotheses, try these out, then present their conclusions clearly with correct vocabulary and, where appropriate, correct scientific symbols.
116. The quality of teaching and learning is good overall. Teachers have an interest and often an infectious enthusiasm. This motivates pupils to work hard. Classes are well managed so experiments are carried out safely and correctly. The teachers' good knowledge and understanding means that they can ask questions to make pupils think, and so draw out rather than simply give out information. Questions are tailored well to ability so everyone can take part. As a result, pupils remember and apply better what they have learned. Teachers always try to show how the different aspects of the subject fit together, for example in the Year 5 lesson quoted, three of the four attainment targets, namely scientific enquiry, properties of materials and physical processes were all part of the same experiment. This means that pupils' knowledge and understanding develop uniformly. Pupils enjoy the thrill of discovery, and are eager to talk about their work. However, as yet teachers do not make full use of information and communication technology to support pupils' learning.

117. The school has successfully adopted a nationally recommended scheme of work. The subject leader has organised it in such a way that all strands are covered in increasing depth and with good variety. Throughout the school, pupils are found working on different aspects so that the whole range of scientific activity fills the school at the same time. This creates a positive ethos for learning. The satisfactory range of resources may hence be used more effectively. Assessment is very good. At the end of each topic, assessments of pupils' knowledge and understanding are made and the results recorded. Assessments are made against the criteria in the National Curriculum. Pupils' strengths and weaknesses in each strand of the subject are apparent as a result of the assessment procedures and appropriate action is taken. Challenge is high: the assessment sheets for the current Year 6 have, as their minimum, National Curriculum level 4, which is the national expectation. Pupils are confidently expected to exceed this. The school acknowledges a significant factor in its dramatic rise in standards, namely the presence on the teaching staff last year of a science specialist under the Graduate teacher programme. His expertise enthused both pupils and staff alike, and invigorated teaching and learning especially through Key Stage 2. Although he has now taken up a post elsewhere, the upward trend he helped to create continues under the very good management of the subject leader.

ART AND DESIGN

118. At the time of the previous inspection, art was judged to be a strength of the school. Owing to the school's timetabling arrangements, it was not possible to see any art lessons during the latest inspection. From an examination of pupils' work in folders, sketchbooks and on display, standards meet those expected at the end of Year 2 and Year 6 and pupils achieve satisfactorily.
119. By the end of Year 2, pupils are able to use a satisfactory range of materials, including crayons, pencils, poster paints and occasionally watercolours. Work on display shows that in watercolours, higher attainers especially have good control for their age and know how to blend colours to achieve a desired shade. They develop a reasonable idea of perspective as shown in their observational drawings and paintings of simple landscapes. Boys and girls of all abilities produce self - portraits, recognisably influenced by the works of Van Gogh and Renoir, which they have studied. They have begun to explore the concept of symmetry through work on repeated stamped patterns, including for example those on a seaside theme, linked to their work in geography. There was no evidence to suggest that they had made use of computer programs to develop their understanding further. A small amount of abstract work using cardboard tubes and straws shows that pupils use materials and tools carefully. They have produced clay tiles with impressed decorative features inspired by local architecture, supporting their studies in history and geography. Overall, a limited quantity of three-dimensional work is produced.
120. Work on display shows that, by the end of Year 6, pupils can produce work for specific purposes, such as illustrating themes covered in other subjects. Good cartoon strips for example plot Abraham's journeys with appropriately proportioned figures and reasonable use of colour. They are beginning to discover how to represent movement more precisely in drawings of mannequins in various actions and poses. The work of lower attainers and pupils with special educational needs shows a reasonable idea of proportion. In the work sample submitted, the work of the average attaining pupil showed a better idea of proportion than that of the higher attainer. There was no evidence of three-dimensional work.
121. It was not possible to make a judgement concerning the quality of teaching and learning. Year 6 pupils interviewed showed interest in art and were willing to talk about the things they had done. They explained clearly how they drew limbs "like sausages" to grasp the principles of representing the body's movement, but making only tentative comparisons of different methods used. They recalled having done little three-dimensional work in recent times, and no art work using a computer.
122. The variety and quality of work produced shows appropriate coverage of the curriculum and increasing creativity year by year. The self portraits of Year 2 for example give way to groups by Year 3, where the theme of relationships is explored, stimulated by the works of Van Dyck, Paula Rego and David Hockney, and pupils draw those who are special to them. Control and use of colour is visibly better. By Year 4, pupils work with greater confidence, bold lines and sharp contrasts characterising their imaginative expression of dream images.

123. The newly appointed subject leader is keen to raise both the profile of the subject and the overall quality of pupils' work. Since taking up his post at the start of term he has made a useful, detailed evaluation of what needs to be done and how he intends to go about it. A good amount of pupils' work is displayed around the school to help their motivation by celebrating their achievement. Resources are adequate, but those for three-dimensional work are limited.

DESIGN AND TECHNOLOGY

124. It was not possible to observe any lessons during the inspection because work is planned as part of a rolling programme for later in the term. Therefore a secure judgement on teaching cannot be made. Other judgements are based on discussion with pupils and teachers, scrutiny of pupils' work in books and on display and an examination of teachers' planning. Inspection findings are that standards are in line with those generally found for pupils at the end of Year 2 and Year 6 and pupils achieve satisfactorily.
125. In Year 1, pupils make structures from paper and try to make them as strong as possible. They make recognisable models of playground equipment, displaying the outcomes. They use fasteners to secure the joints of teddy bears that they then measure in mathematics. In Year 2 the teacher displays a variety of boxes to support work in mathematics and encourages the pupils to study the shapes and their construction. Plans are in hand to make puppets, when pupils will be able to choose materials, tools and techniques from an appropriate range.
126. Pupils in Year 6 made very good cross-curricular links with science when making well-constructed electrically powered vehicles, with lights, capable of moving backwards and forwards. They successfully designed and made a bag to carry two books, a lunch box and a pencil case. Pupils talked with enthusiasm about these projects – how they evaluated the outcomes and tried to improve them.
127. The subject leader has good subject knowledge and ensures that adequate blocks of time are allowed for this subject in every year group. Monitoring of teaching is on a two-year cycle for foundation subjects and as yet he has only monitored planning. This is now based appropriately on national schemes of work throughout the school and ensures that all aspects of the curriculum are covered systematically. This means that pupils build progressively on their previous learning and skills.

GEOGRAPHY

128. Only one lesson was seen and therefore no overall judgement can be made on teaching and learning. However, scrutiny of work, discussion with pupils and a review of planning indicates that pupils, including those with special educational needs, achieve as they should, reaching standards that are in line with those expected nationally at the end of Year 6 and Year 2. This is a similar outcome to the last inspection.
129. No lessons were observed in Years 1 and 2. Younger pupils walk around the local area and draw recognisable pictures of buildings they have seen. The travels of Barnaby Bear are recorded on a wall display encouraging pupils to become familiar with various locations both in this country and abroad, after class discussion of holidays and visits undertaken by pupils. They study the Island of Struay, its location, local maps and the work that people do. They made appropriate comparisons of Gainsborough with a foreign location – La Trinidad. They study the weather in different regions such as a hot desert, the rain forest and the Arctic. Last year they had the opportunity to listen to a visitor talk about Mexico, trying on Mexican hats and cloaks in the process, learning more about life there.
130. Teaching was satisfactory in the lesson observed in Year 4. Pupils had made good use of the local environment and the teacher questioned them skilfully to help them recall a visit to an area that had been redeveloped. There were good cross-curricular links made with history as they considered how the area had changed over the past one hundred years. They then considered the future as they planned for possible future developments. Other year groups have made satisfactory studies of mountains around the world, identifying ranges, climate, flora and fauna. They have studied earthquakes, their causes and the after effects. Planning indicates that the issue of traffic management around the school will be a focus soon. Limited use is made of

information and communication technology to help pupils to develop their geographical skills.

131. The subject leader has a good overview of the curriculum and plans are in hand for teaching to be monitored this term to identify areas for continuing improvement. Two residential visits are undertaken each year and used well to initiate work on contrasting different areas. They also make a very good contribution to pupils' moral, social and cultural development.

HISTORY

132. Standards are broadly in line with those expected by the end of Year 2 and Year 6 and pupils achieve satisfactorily in relation to their attainment at the end of their reception year. Standards were similar during the previous inspection.
133. By the end of Year 2, pupils have a reasonable idea of the passage of time. They make simple observations and comparisons of earlier periods and their own. For example looking at a video reconstruction of seaside entertainment early in the last century they could appreciate how much things had changed. Their investigational skills develop well as they prepare to question older residents about their childhood, realising that they can ask detailed questions of people, to obtain more information than from a video. For some pupils their sense of chronology is a little awry as they consider asking about the interviewees' experiences of bathing machines, 1950s and 1900s being hard to distinguish. Work examined shows that they make appropriate use of a range of other sources including books and old photographs.
134. Few lessons were seen in Key Stage 2, and none in Years 5 or 6. From evidence of pupils' work last year, work on display and discussions with pupils, they have some factual knowledge of different periods of British history including Victorian times, since 1930 and during the 1960s. They can make comparisons of the characteristics of different periods, for example looking at the impact of rail travel on stage coaches, and further contrasting means of transport then and now. They have touched on consequences of principal events and changes. These have included Trevithick's contribution to the industrial revolution. Pupils have made use of books and census forms but have not considered their relative values as sources. They use terms and dates appropriately.
135. Teaching is good in Key Stage 1. Good use is made of visits and of the local environment to give pupils realistic experiences. Questioning and discussions are well used, with appropriate support especially for lower attainers and those with special educational needs, so that they are all included. Literacy is well supported, with the practical examples of framing suitable questions to ask older people, avoiding vagueness and confusion. Boys and girls enjoy their work, particularly the opportunities to investigate outside the school. Insufficient lessons were seen in Key Stage 2 to make a secure judgement. In the one lesson seen investigation and discussion were good, well supported by the teacher's questions tailored to pupils' differing needs. Pupils behaved well and supported each other in groups to learn well independently.
136. The school has now adopted a nationally recommended scheme of work. This has ensured suitable coverage of the curriculum. Assessment procedures, criticised in the last report, have also been improved, although it is too soon to see the impact of these changes on standards. Resources are adequate, including video, but artefacts to give pupils 'hands on' experiences to improve their understanding are limited. The use of information and communication technology has enhanced learning, for example, through the use of a digital camera for Year 2 to record their discussions on oral history during their visit to the neighbouring residential home.

INFORMATION AND COMMUNICATION TECHNOLOGY

137. Standards are in line with national expectations at the end of Year 2 and through to the end of Year 4 but below them at the end of Year 6. Whilst this is a similar outcome to the last inspection, good improvements have taken place since that time, especially in the training of staff, planning and the provision of additional resources. As a result of these, standards are rising throughout the school, but there has not been long enough for the full impact to be seen at the end of Year 6. Nevertheless, pupils here, as well as in Year 2 are achieving satisfactorily in relation to their previous level of skills. Standards and pupils' achievements are better in word processing than in other strands of the subject, especially in control technology.
138. In Year 1, pupils were taught to log on and off and introduced to the key components of the computer suite and the rules that are applied. In Year 2, pupils were confident as they logged on and used a word processing program to record poetry previously written. They altered fonts and font sizes and set out their poems in a variety of ways. The teachers were well supported by learning support assistants and other adults and although the suite is rather cramped for the number of pupils that use it, this level of support ensures that pupils remain focused and interested in the task in hand.
139. In Year 3, pupils located a 'boring' party invitation and set about improving the layout and by introducing colour made the invitations more interesting. The teacher, who is also the subject leader, was confident and ensured that the lesson proceeded at a good pace. In Year 4, pupils constructed databases, using a variety of tools with increasing confidence and were pleased as they displayed their data in the form of bar charts. In Year 6, pupils 'compared class sizes for the school secretary' and set about their task with a sense of purpose. They produced and labelled line graphs but were over reliant on the teacher's instructions and lacked both the confidence and knowledge to proceed on their own. Nevertheless by the end of the lesson they successfully completed the task and the sense of pride on the part of both pupils and the teacher was palpable!
140. In the lessons seen, the quality of teaching was good overall. It was never less than satisfactory and sometimes very good. This is an improvement since the last inspection and is partly due to the good use teachers are making of ongoing training. A particular strength of all the teaching observed was the thorough preparation undertaken by all staff, some of whom still lack confidence in this subject. The subject leader is also very supportive, advising and helping in very practical ways with planning to ensure that the lessons are successful and proceed at a good pace. He leads by example, as when using the computer linked to a projector very effectively in English and mathematics lessons. On each occasion this supported the learning objectives very well and impacted positively on pupils' learning and motivation. In general, teachers make sound use of information and communication technology across the curriculum, but tend to concentrate on developing pupils' word processing skills, rather than supporting the learning in other subjects. The current lack of a computer in the Year 6 classroom limits pupils' opportunities to make use of information and communication technology in this way. Teachers plan in detail, with the best examples referring to the needs of different groups of pupils, making good use of the nationally produced scheme of work.
141. The subject leader manages this subject well. He has a very good overview of this aspect of the curriculum and has prioritised needs well, including the provision of a stand-alone computer in Year 6, as a matter of urgency, and a greater concentration on the control aspect of the subject in Key Stage 2.

MUSIC

142. By the end of Year 2, the majority of pupils, including those with special educational needs, reach the expected standards for their age and achieve satisfactorily overall. They achieve well in Year 1, where the subject leader uses her subject knowledge well to help them make good progress in lessons. It is not possible to make a judgement about standards at the end of Year 6, as no lessons were taught in Years 5 or 6 during the inspection period and there was very little written evidence of work. In Years 3 and 4, where lessons were seen, pupils were attaining as expected for their ages and achieving satisfactorily. The judgements made are similar to those at the last inspection.

143. By the end of Year 2, pupils sing an appropriate variety of songs from memory, tunefully and with enthusiasm. They maintain a steady beat and show improving control over tempo and dynamics, reflecting the mood of the songs. They begin to identify patterns in musical structures when listening to music, such as a violin sonata by Beethoven. Pupils in Years 3 and 4 show appropriate development in improvising simple rhythmic accompaniments to create particular effects. The singing of older pupils heard in assemblies was tuneful and enthusiastic, with generally clear diction, indicating that they reach the expected standards in this aspect of the curriculum.
144. In the lessons seen, the quality of teaching was satisfactory overall with some that was good. In a well taught lesson for Year 1 pupils, the good variety of well-paced and matched activities kept pupils' full attention. The teacher had high expectations of the quality of pupils' responses and gave them good opportunities to practise and refine these in each activity. As a result, for example, their accuracy of pitch improved noticeably when singing back their names and they showed increasing control over their voices as they sang 'Baa, Baa, Black Sheep', carefully following the teacher's hand movements to alter the dynamics. The teacher managed and organised the pupils very well so that they behaved very sensibly, for example, when they paraded around the playground with their instruments, as a marching band, singing 'This Old Man'. Where teachers feel less secure in their subject expertise, they are not precise enough in their use of musical vocabulary, confusing terms such as 'pulse' and 'rhythm'. Sometimes they rely too heavily on commercially produced tapes in their teaching so that pupils do not have enough opportunities to refine and evaluate sections of their work. No evidence was seen of teachers using information and communication technology to help pupils' develop their musical skills. Very good examples were seen of learning support assistants and teachers working closely together to enable pupils with special educational needs to participate successfully in lessons.
145. Planning indicates that all aspects of the subject are taught through the school. The subject leader is using her expertise well in Years 1 and 2 to plan in a more focused way from national guidelines to ensure that pupils build progressively on all of their skills, rather than depending on a published scheme for this. She has not yet had the opportunity to develop this in other year groups, as the school has been concentrating its efforts and resources on raising standards in the core subjects. The unsatisfactory number and quality of tuned and untuned instruments restricts the opportunities for older pupils in particular to experiment, compose and perform in small and large groups at an appropriate level.
146. Pupils' musical experiences are broadened appropriately by visiting musicians and by opportunities, such as taking part in a workshop run by a touring opera company. This was followed by a performance of 'Rigoletto' that pupils had clearly enjoyed. They also attend performances at the local secondary school as well as participating in musical productions themselves at Christmas. A choir was first formed last term, when it met with some success in a local competition. Such opportunities make a good contribution to pupils' spiritual, moral, social and cultural development. Apart from the choir, however, there are no other musical clubs to extend pupils' interests.

PHYSICAL EDUCATION

147. Too few lessons were seen in Years 1 and 2 to make secure judgements. In the sole lesson seen, pupils in Year 2 reached standards that were above average in gymnastics. Standards are in line with those expected by the end of Year 6 and pupils achieve satisfactorily overall. This represents a similar picture to that found at the last inspection.
148. Pupils in Year 2 made very good progress in the lesson seen in gymnastics. They explored and demonstrated simple sequences of actions with increasing precision. They balanced on various parts of the body, travelled in movements involving changes of speed and direction, and combined these into a simple repeated routine. As they began to refine their own performances it was the quality of their verbal expression that distinguished different levels of attainment rather than their competence in physical education. Boys and girls of all abilities work with interest. Pupils with high levels of special educational needs were very well supported so that they played a full part alongside their peers. Pupils are well aware of health and safety

requirements. They used available space well, careful to keep a safe distance from each other. They explained the need for warm ups and also cooling down exercises: 'it helps us relax and get our breath back'. They are starting to evaluate the work of their classmates, although this skill is not fully developed.

149. By the end of Year 6, the higher attainers evaluate their own and each other's work well. Average and lower attainers respond appropriately to questions but do not offer spontaneous comments. In movements to music, the highest attainers synchronise their actions and move with some fluency and balance whereas for others, timing varies considerably. In regular swimming lessons at the local leisure centre, the highest attainers swam well, using a variety of strokes. Average attainers swam with varying degrees of confidence, sometimes with the aid of floats but soon without. The lowest attainers needed the support of floats, but built up confidence quickly. Pupils achieve well thanks to this provision, which was limited at the time of the last inspection. Last year about two thirds of Year 6 pupils met the national expectation of swimming 25 metres unaided, and half of them managed twice that distance.
150. Too few lessons were seen to make a secure judgement about teaching in Years 1 and 2. Teaching is good in Years 3 to 6. Teachers' knowledge and understanding are good, their instructions are clear so pupils know exactly what they have to do. Their style of questioning helps pupils think hard and evaluate what they are doing in order to refine their performances. The explanation of correct terminology, such as the expression 'ballistic movement' when describing the conditions that could lead to a pulled muscle, support the development of pupils' vocabulary. Good management and a strong emphasis on health and safety mean that pupils exercise with enjoyment, without danger, and develop a good understanding of the importance of fitness. Just occasionally, the challenges offered to pupils did not stretch the highest attainers so that they could find their limits.
151. The well-qualified subject leader takes most of the physical education lessons in Years 3 to 6 so her expertise is used to greatest effect. An appropriate nationally recognised scheme of work is in place. Her priority at present is to increase the motivation of older pupils so that they participate more regularly in physical activities in and out of school. The use of a system of graded certificates to plot achievement has been effective in swimming. The use of Amateur Athletics Association awards has similarly provided feedback to pupils, which has encouraged them to move further forward. Similar, more precise means of assessment for other strands of the curriculum are being developed. School teams take part regularly in local competitions, for example, in football and netball.

RELIGIOUS EDUCATION

152. Standards are in line with the expectations of the Lincolnshire Agreed Syllabus for religious education by the end of Year 2. They are above them by the end of Year 6. Pupils achieve well in relation to their prior attainment throughout the school. This represents a broadly similar picture to that found at the last inspection. Standards at that time were above expectations at both key stages. They have changed because since then the Agreed Syllabus has undergone a thorough revision, which has included less subjective and more precise assessment criteria.
153. By the end of Year 2, pupils have a satisfactory understanding of what is special or sacred. Lower attainers describe their favourite storybooks, but average and higher attainers see something of the significance of the Bible to both Christians and Jews. They name the Torah correctly. From their visits to the local church they show that they can identify some religious objects correctly using terms such as 'font' and 'pew'. Their literacy skills are helped also as they write letters of thanks to the Vicar expressing their enjoyment of their visit. Boys and girls contribute equally to lessons. Pupils with special needs are well supported for example by having an adult to write down their thoughts and ideas so that they can play a full part. All pupils listen carefully and respectfully in lessons, recalling similarities, for example, between the Christian Harvest festival and the Jewish Sukkoth. Their recall of the facts of what they study is, at this stage, better than their expression of their own thoughts and beliefs.
154. By the end of Year 6 pupils achieve well in both strands of the syllabus. Their grasp, for example, of the details of the history of Abraham and his journeys is good, retold well in their own words. Their ability to show empathy with Abraham in his anguish and inner turmoil when

asked by God to sacrifice Isaac is equally strong. The majority of pupils identify the ultimate if puzzling questions posed by life's experiences. Higher attainers wrote movingly of the conflict in Abraham's mind, concluding that if God required something, then it surely had to be right even if all their human senses indicated otherwise. A pupil with special educational needs stressed the pain felt by loving parents when their dream of a child had suddenly turned into a nightmare. All pupils contributed well.

155. The quality of teaching is good throughout the school. Teachers have a good knowledge of the subject so that they teach pupils to relate and summarise the facts well. Their probing questions, tailored to ability, are very effective in making all pupils reflect on their own experiences so that they understand better the thoughts and beliefs of others. This means that over their time in school pupils grasp the main beliefs of several major faiths, and see how faith influences action. Pupils behave well and show a willingness to take part in lessons. As well as supporting literacy, for example in explaining the appropriate vocabulary of the '5 Ks' of Sikhism in Year 3, teachers also take opportunities to support numeracy as in Venn diagrams of the similarities in ceremonies at birth and death in Christianity, Judaism and Islam in Year 5.
156. The subject leader has adapted the order of the Agreed Syllabus appropriately to support any possible cross-curricular links. This means that religious education is supported, for example, by art or geography lessons. A satisfactory range of resources including videos helps to give pupils vivid experiences, although full use is not yet made of information and communication technology to further increase pupils' knowledge and understanding. Visits to local churches are frequent, and local Christian clergy regularly take assemblies, whose themes are aligned with the topics of the syllabus. Pupils have as yet not visited places of worship of other religions to benefit from similarly vivid experiences.