

INSPECTION REPORT

GREAT PONTON C OF E PRIMARY SCHOOL

Great Ponton, Grantham

LEA area: Lincolnshire

Unique reference number: 120602

Headteacher: Mr K. B. Morrow

Reporting inspector: Mr A. C. Matthews
Rgl's No. 19410

Dates of inspection: 11 – 13 March 2002

Inspection number: 197206

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: Voluntary aided

Age range of pupils: 4 - 11

Gender of pupils: Mixed

School address: Mill Lane
Great Ponton
Grantham
Lincolnshire

Postcode: NG33 5DT

Telephone number: 01476 530306

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Appropriate authority: Governing body

Name of chair of governors: Councillor R. Chapman

Date of previous inspection: April 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
A. C. Matthews 19410	Registered inspector	Foundation Stage English Information and communication technology Design and technology Physical education Equal opportunities English as an additional language	What sort of school is it? How high are standards? How well are pupils taught? How well is the school led and managed? What should the school do to improve further?
M. Le Mage 9348	Lay inspector		Pupils' attitudes, values and personal development How well does the school care for its pupils? How well does the school work in partnership with parents?
P. Isherwood 20301	Team inspector	Mathematics Science Art and design Geography History Music Special educational needs	How good are the curricular and other opportunities offered to pupils?

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Great Ponton Church of England (Aided) Primary School is much smaller than most primary schools, with 46 pupils on roll, 21 boys and 25 girls aged between 4 and 11 years. These pupils are taught in two classes. The school is situated in the Forest ward of Grantham in Lincolnshire. Half the pupils who attend the school live in the village itself, whilst the others live in neighbouring villages. The majority of these are brought to school by bus. Pupils come from a wide variety of socio-economic backgrounds, but the majority of pupils come from low-income families. Thirteen per cent of pupils are eligible for free school meals, which is below the national average. The percentage of pupils with special educational needs is slightly above average; with 12 pupils on the school's special educational needs register. One of these pupils has a Statement of Special Educational Need. Four per cent of the pupils speak English as an additional language and this is higher than in most schools. The pupil mobility rate is above average, with five pupils joining the school and nine leaving during the school year. The attainment of children on entry to the school is below average.

HOW GOOD THE SCHOOL IS

Great Ponton is a good school with many very good features, where pupils achieve well and reach standards that are above national expectations in English, mathematics and science by the end of Year 6. Pupils behave well and have very good attitudes to school. The quality of teaching is good with a significant amount of very good and excellent teaching. The classroom assistant and nursery nurse provide good quality support to the pupils. The headteacher provides excellent leadership and is well supported by hardworking staff. The school provides good value for money.

What the school does well

- Pupils achieve high standards at the end of Year 6 because of the consistently good quality of teaching and a carefully planned curriculum.
- Pupils have a good enthusiasm for school, behave well, have very good attitudes to their work and form very good relationships with each other.
- The development of pupils' spiritual, moral, social and cultural education is very good overall and contributes significantly to the strong Christian ethos of the school.
- The headteacher provides excellent leadership and the management of the school is very good.
- The school has good links with parents, who are very happy with the education it provides.

What could be improved

- The standards of work in information and communication technology at the end of Year 2.
- The inadequate indoor provision for pupils' physical education lessons.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has made good improvements since the last inspection in April 1997 and has an excellent capability to improve further. In response to the key issues raised at the time of the last inspection:

- teachers' weekly and daily planning is now good and ensures that the tasks set are appropriate to the different abilities and ages of pupils;
- teachers' yearly and termly planning is now very carefully thought through and ensures the clear development of pupils' knowledge, skills and understanding in all subjects;
- pupils in the Reception, Year 1 and Year 2 class now have a good range of learning experiences which are well tailored to their individual needs;
- the headteacher and the subject co-ordinators for English and mathematics carefully monitor the standards in their subjects to ensure consistency in provision.

In addition:

- the quality of teaching has improved, particularly in the proportion of very good and excellent lessons;
- the leadership of the headteacher is now excellent;
- standards have improved in English, mathematics and science at the end of Year 6;
- the school carefully monitors pupils' progress and adjusts planning so that strengths are built on and weaknesses addressed;
- however, there has been no improvement in the school's provision for indoor physical education.

STANDARDS

The table that normally appears in the summary is not included as individual year groups have less than 10 pupils. Standards for the present Year 6 pupils are above national expectations in English, mathematics and science and the pupils are on course to meet the very challenging targets set for them in the 2002 National Curriculum tests. From a below average start pupils, including those with special educational needs, achieve well by the end of Year 6. Pupils who speak English as a second language are very well provided for and make very good progress in their work. In all other subjects, pupils achieve standards that are in line with national expectations. Over the past five years results have fluctuated greatly because of the very small number of pupils in each year group. However, the school has had particular success in English. The Year 6 pupils in 2001 met the targets set with the local education authority and when compared with similar schools their attainment in English was above average, in science below average and in mathematics well below average. However, this particular year group was very small and comparison with national data does not give an accurate picture of how well these pupils achieved during their time in the school. Last year's Year 2's results were very high when compared with similar schools, being in the top 5 per cent in the country in all three subjects. Because of the very low number of pupils in each year group, no clear trend emerges over the last four years. The present Year 2 group is making good progress and their attainment is in line with national expectations in reading, writing and mathematics. This shows an apparent fall since last year, but the present group of pupils has a much higher proportion of pupils with special educational needs when compared with last year. In all other subjects, the present Year 2 pupils' standards are in line with national expectations, with the exception of ICT (information and communication technology) where pupils' attainment is below expectations. In the Reception class, children achieve well and are on course to achieve the expected standards in all areas of learning.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils are very enthusiastic about school, interested and involved in their work, and want to do well.
Behaviour, in and out of classrooms	Good. This creates a purposeful and happy atmosphere for work and play and has a positive impact on the pupils' attainment and progress.
Personal development and relationships	Very good. Pupils respect one another and the staff, and show increasing levels of initiative and responsibility as they grow older.
Attendance	Good and has improved since the previous year.

The very positive relationships have a noticeable impact on the way that pupils learn when they work together in classes. Pupils respond very well to the good quality teaching and take their responsibilities seriously.

TEACHING AND LEARNING

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

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

The overall quality of teaching is good and during the inspection there was no unsatisfactory teaching. A significant proportion of lessons were very good and excellent. Well-focused teaching in the Reception class provides children with a good start to their schooling. The teaching of literacy and numeracy is consistently good and teachers' planning is of high quality. Teachers have a secure knowledge and understanding of the curriculum, manage the pupils very well and, as a result, pupils concentrate well, work hard and enjoy success. The effective work of the nursery nurse and classroom assistant has a marked impact on the progress of the pupils they work with. Teachers plan carefully for pupils who have special educational needs and those with English as an additional language, and help these pupils to achieve well. The school promotes equal opportunities strongly with teachers ensuring that pupils of all abilities are fully included in the work and appropriately challenged.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good overall, although the ICT provision in the infants' class is unsatisfactory. There is clear planning for all subjects and the school provides experiences that are relevant to pupils' lives. Visits and visitors enhance the school's provision so that pupils have a wider view of their learning. Provision for extra-curricular activities is good.
Provision for pupils with special educational needs	Good. Pupils with individual education plans have clear targets set for them and make good progress towards meeting these targets.
Provision for pupils with English as an additional language	Very good. Pupils are very well supported and make very good progress in developing their English speaking and listening skills so that they can take a full part in the learning opportunities the school offers.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good. The school makes very good provision for pupils' spiritual, moral and social development and good provision for pupils' cultural development.
How well the school cares for its pupils	Good overall. There are very good procedures for looking after pupils' personal welfare and effective procedures for monitoring their academic performance.

The curriculum for ICT in the Years 1/2 class is unsatisfactory because not all statutory elements of the subject are presently taught. Parents think very highly of the school and value what it provides for their children. The school has worked hard to improve its links with parents and has improved the quality and quantity of information that is regularly sent home.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher provides excellent leadership and is very well supported by all staff, who are committed to improving standards. Numeracy, literacy and ICT co-ordinators provide good leadership in their subjects and are helping to drive up standards.
How well the governors fulfil their responsibilities	Satisfactory. Governors are supportive of the school, but most do not visit on a regular basis. The numeracy governor gives good support to the school, having visited both classes to observe lessons. More use could be made of governors' skills and expertise in helping the school to evaluate its developments.
The school's evaluation of its performance	Test results are carefully analysed and the very challenging targets that have been set at the end of Year 6 show the school's strong commitment to raising standards further. There is effective monitoring of teaching and the school's commitment to constant evaluation of its practices is helping it to improve even more.
The strategic use of resources	Good overall. The school uses its budget carefully to support pupils and improve the quality of learning resources. The school applies the principles of best value well, particularly when buying resources and in the monitoring of its National Curriculum test results.

There is a sufficient number of suitably qualified and experienced teachers and support staff. The good quality of lunchtime, caretaking and administrative staff contributes well to the effective running of the school. The hall accommodation is unsatisfactory for physical education lessons. Learning resources are satisfactory overall and the school is working hard to increase the number of computers.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

37 per cent of parents' questionnaires returned. 10 parents attended the parents' meeting with the registered inspector.

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none">• Children enjoy school and are expected to work hard.• The teaching is good and children make good progress.• The school is approachable and well led and managed.• The behaviour is good and children achieve their best.• Pupils of different ages get on well together.	<ul style="list-style-type: none">• The setting of homework.• The range of clubs outside the school day.• The way the school works with parents.• The way the school helps pupils to become mature and responsible.• The information about how pupils are progressing.

The inspectors wholeheartedly endorse parents' positive views of the school and recognise that procedures for homework have recently been reviewed as a result of the parents' meeting before the inspection began. On the other issues, inspectors have found no grounds for concern. They consider the range of clubs to be good, considering the size of the school, and feel that pupils are encouraged to take on extra responsibility as they move through the school. They also feel that the school is open with parents and is genuinely trying to involve them in strategies to help improve the school. Pupils' reports meet statutory requirements and the increase in the number of parents' evenings will give more opportunities for parents to see how well their children are progressing.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. The year groups in the school are much smaller than in most other schools and because of the very low numbers in the year groups, comparisons with national averages and similar schools can be very misleading. For example, last year's Year 6 year group consisted of three pupils, which had an above average proportion of pupils who were on the special educational needs register. The Year 2 group consisted of five pupils which, although was bigger than the Year 6 group, was still very small when compared with most schools. The school does have a higher than average mobility rate of pupils leaving and joining the school during the school year and a high proportion of the pupils who have started during this school year have gone straight on to the school's register of special educational needs. However, the pupils who do join the school from other schools quickly settle in and achieve well. For the last three years, Year 6 pupils' attainment in English, mathematics and science had been above average overall. The results declined significantly in the 2001 National Curriculum tests. Results show that, when compared with all schools nationally, pupils' attainment was average in English, well below average in science and in the bottom 5 per cent in mathematics. When compared with similar schools, pupils' attainment was above average in English, below average in science and well below average in mathematics.
2. Inspection evidence shows that attainment for the present Year 6 group is higher than last year and is above average in all three subjects. The targets for this group of seven pupils are very challenging with the school forecasting that all pupils will gain the expected standard at the end of Year 6; this despite the fact that one pupil is on the special educational needs register. Inspection evidence confirms that these pupils are on course to meet these high targets. Over the last three years it has been impossible to judge the attainment of boys against girls because of the very low numbers. During the inspection however, no significant differences were seen in the standards achieved by pupils of different gender, ethnicity or background.
3. Over the last four years standards have fluctuated widely in Years 1 and 2. The National Curriculum tests for 2001 showed that pupils at the end of Year 2 attained very high standards in reading and mathematics and well above average standards in writing when compared with all schools nationally. In fact, the results in reading and mathematics were in the top 5 per cent nationally. When compared with similar schools, pupils' attainment was in the top 5 per cent in all three subjects. These outstanding results confirm that these pupils had made very good progress since they entered the school. The proportion of pupils attaining the higher levels was again very high in reading and mathematics but below average in writing. Inspection evidence shows that the present group of Year 2 pupils are making good progress and are achieving the expected standards in reading, writing and mathematics. The school again has set high targets for this group of pupils, a third of whom are on the school's register of special educational needs.
4. Children enter the Reception class with attainment that is below that of children of a similar age. Children make good progress in the broad range of learning opportunities that they are given and benefit from well-focused adult support. As a result of the carefully planned curriculum they receive, and the good quality teaching, the children will achieve the expected standards at the end of the Reception year in all of the areas of learning for this age group.
5. The present pupils in Year 2 are making good progress in English and their attainment is average. Pupils receive good encouragement to take part in discussions in lessons and

their speaking and listening skills are above average for their age group. Pupils' reading skills are at the expected levels. Most read accurately and with good expression and usually self-correct when they make mistakes. Pupils show good confidence when sounding out unfamiliar words. The standard of pupils' writing is in line with the national average. Pupils produce a good amount of written work and have satisfactory understanding of punctuation. Pupils use their literacy skills well when writing in other subjects, such as religious education and science. The quality of pupils' handwriting is satisfactory.

6. Standards at the end of Year 6 are above average for their age with these pupils making good progress in all aspects of their work. Pupils have good speaking and listening skills and take part enthusiastically in lesson discussions. Pupils' reading skills are above average and pupils enjoy a wide variety of different books. Pupils use their reading skills well in their research work for other subjects. Standards of handwriting are satisfactory. Pupils' writing skills are average, with pupils writing for a wide range of purposes. Grammar exercises help pupils to improve the quality of their punctuation and of their descriptive writing.
7. Pupils' attainment in mathematics at the end of Year 2 is average, with pupils making good progress in their number work. They have a very good knowledge of place value and can count on and back from a given number. Pupils identify two- and three-dimensional shapes and know about some of their properties. Pupils record information on graphs and charts and use the information to answer questions. Lower-attaining pupils have difficulty in ordering numbers up to 100 and in their measuring skills. By the end of Year 6 pupils are making good progress in all areas of mathematics. They are confident in addition, subtraction and multiplication, but their division skills are not as well developed. Most pupils are confident in their use of negative numbers and all pupils show a very good understanding of the language of probability. Pupils' skills in data handling are only satisfactory, with the highest-attaining pupils not confident in initiating and interpreting their own data.
8. Pupils are achieving well in science and standards at the end of Year 2 are average. Pupils are developing their skills to carry out simple investigations, but do not have the confidence to put forward their own ideas on how to find the answer to a scientific question. Pupils have a very good knowledge of living things. They identify the main parts of plants and know the conditions necessary for growth. They know about the importance of diet and exercise in keeping healthy. Pupils' knowledge of what happens to materials when they are heated or cooled is not well developed. By the end of Year 6, pupils' attainment is above average. Pupils have satisfactory investigative skills, but have too few opportunities to initiate their own investigations. In all other areas, pupils' attainment is above average with pupils developing a good scientific vocabulary that they use well in their work.
9. Pupils' attainment at the end of Year 2 is below expectations in ICT but at the end of Year 6 pupils' attainment is in line. The school has recently installed new computers in the Reception, Year 1 and Year 2 classroom. The teacher has not had sufficient time to familiarise herself with the new programs and, as a result of this, pupils' skills in areas such as control and modelling are below expectations. However, pupils have satisfactory word processing skills and know how to extract information from a CD-ROM. They also make satisfactory use of a paint program to illustrate their project work. By the end of Year 6, pupils have good word processing skills that they use well to help display their work. They are making satisfactory progress in their data handling work that they are learning about at a local secondary school. Pupils make good use of ICT in other subjects, such as when they use a digital camera to photograph parts of the church, and use the designs from the photographs in their silk screen work in art. Pupils' present

undeveloped skills in multi-media work and in monitoring will be addressed when they attend a combined computer and outdoor activities residential week next term.

10. At the end of Year 2 in all other subjects, pupils' attainment is in line with national expectations. The school does place a high emphasis on swimming as part of its educational curriculum and, as a result of good quality teaching, Year 2 pupils are showing above average confidence and skills in this work. At the end of Year 6, pupils have made satisfactory progress in all other subjects and are achieving standards that are in line with national expectations. No judgement could be made on the standards of music at the end of Year 6 because no lessons were observed. A range of visits gives good practical experiences for pupils in Years 3 to 6 to develop their geographical skills and their understanding of the past. Pupils who attend the good range of extra-curricular activities often have the opportunity to extend their individual skills and knowledge in a particular field, such as in art and craft, football and gardening.
11. There is careful planning for the development of pupils' numeracy and literacy skills in other subjects. Pupils' literacy skills are used well by the pupils in their science, history, geography and religious education work. Pupils make good use of their numeracy skills in ICT, science, history and in design and technology and these opportunities help to consolidate pupils' mathematical understanding.
12. Pupils with special educational needs achieve well and make good progress towards the targets in their individual education plans because of the careful planning by the teachers and the well-focused support they receive in lessons. Pupils with English as an additional language are given appropriate support in class and make very good progress in developing their speaking, listening and reading skills. The small number of gifted and talented pupils makes good progress because of the challenging work that is set for them by their teachers.

Pupils' attitudes, values and personal development

13. The attitudes, values and personal development of pupils are very good and have a positive impact on pupils' achievement. This aspect of school life has remained a strength of the school since the last inspection and is still continuing to develop.
14. The pupils' attitudes to all aspects of school life are very good; they show obvious enthusiasm for their work and are very keen to take part in all school activities. In lessons, pupils quickly settle to work, are eager to respond to questioning, confident to share ideas, and always try their best. Pupils listen well to each other and respond very well to the good teaching they receive. All ages in the school, including the very youngest, are able to work well without direct supervision and collaborative working skills are well developed over the time pupils spend in the school.
15. Throughout the school, pupils' behaviour is good and there have been no exclusions since the last inspection. Pupils behave very well in lessons when they are engaged in challenging and interesting activities. At less structured times of the day, such as at assemblies, a small minority of pupils can become restless and inattentive, but never disruptive. Behaviour during break and lunchtimes is very harmonious and the ethos of the school is such that pupils of all ages play together naturally. There were no incidents of bullying seen during the inspection. Nevertheless, the older pupils in the school are very aware of the effects of bullying and of the various strategies to deal with a situation should it ever arise.
16. Relationships throughout the school are very good. The worth and contribution of every pupil is highly valued and this ensures that pupils are relaxed and want to put in the effort to succeed. The high quality relationships between the pupils and the adults who teach

them make these pupils eager learners. Pupils respond well to instructions and are really pleased when given praise. Pupils relate very well to all adults they encounter during the school day. They give a friendly welcome to visitors and are polite and courteous. There is a very supportive atmosphere running throughout the school, and pupils willingly help each other both in and out of the classrooms. Mutual respect is evident between pupils of all abilities and ages in the school.

17. The personal development of pupils is good. They demonstrate increasing understanding of how their behaviour affects others as they move up the school. This is clearly shown in the spontaneous ways in which older pupils take responsibility for younger ones and provide good role models for them. Pupils' respect for others is demonstrated in lessons where collaborative working across ages is very well developed, and pupils show respect and courtesy when listening to the views and ideas of others in their class.
18. Pupils respond well to opportunities they are given to use their initiative and take responsibility for some aspects of the life of the school. For example, a dance club is organised by a Year 4 pupil for others to attend and the recently introduced suggestions box enables pupils to contribute to the development of the school. However, more opportunities could be provided for pupils to use their initiative or take responsibility for aspects of their learning, such as in English and mathematics where there is a lack of specific targets for individual pupils.
19. Inspection evidence confirms the positive views expressed by parents at the parents' meeting and in their responses to the parents' questionnaire. Attendance at the school is good and has improved in the current academic year. The school day begins promptly and registration is completed pleasantly and efficiently.

HOW WELL ARE PUPILS TAUGHT?

20. The quality of teaching is good and this relates closely to the good progress that pupils make as they move through the school. Over four-fifths of the lessons were good or better and there were no unsatisfactory lessons. The quality of teaching has improved since the last inspection, particularly in the proportion of very good and excellent lessons. The use of teacher expertise is proving particularly effective in the teaching of literacy and ICT in the Years 3 to 6 class.
21. Teaching is consistently good for the Reception children and is the major reason for the good progress that children make in all the areas of learning, and the positive attitudes that they show in their first year in school. A strength of the teaching is the way that the teacher and the nursery nurse plan and work together to develop the skills, knowledge and understanding of the individual children. Much of this is through practical learning activities that help children gain a real understanding of the new concepts they are learning. The class teacher has very good skills in questioning the children to ensure that they have a clear understanding of their work. The experienced nursery nurse has very good relationships with the children and inspires confidence in them to make them want to do their best. There is sound day-to-day assessment of children's progress, but this is not formally recorded to confirm their progress over a longer period.
22. Teaching is good in English and has improved since the last inspection. The teaching of basic skills, such as reading, are taught well, resulting in above average standards at the end of Year 6. Pupils' reading habit is further developed by the good use of displays, which emphasises key descriptive and explanatory vocabulary as well as examples of pupils' own work. Teachers give good opportunities for discussion in class and, through careful questioning, successfully develop pupils' speaking and listening skills. Teachers use a good range of initiatives to improve pupils' writing. Well chosen grammatical practices are clearly reflected in the development of pupils' writing skills and the planned

use of literacy in some subjects, such as history, science and religious education is extending the opportunities for the consolidation and development of these skills. Whilst marking is satisfactory overall, not enough emphasis is given to informing pupils what they need to do to improve their work.

23. The quality of teaching has improved since the last inspection and is now consistently good in mathematics. This good teaching makes lessons interesting and leads directly to pupils making good progress. Teachers know their pupils well and set challenging work for all abilities. Pupils respond well to the high expectations both of work and of behaviour. Teachers do not always share with their pupils what they are going to learn in a lesson, and this makes it difficult for the pupils to measure their own progress. Whilst the day-to-day assessment of pupils' progress within lessons is very good, teachers miss opportunities to use marking to develop pupils' learning further.
24. The quality of teaching in science has improved since the last inspection and is now good. Whilst the teacher in the Years 3 to 6 class gives opportunities for pupils to carry out investigations, the highest-attaining pupils could be challenged more by initiating their own investigations to test their hypotheses. Marking is positive and helps raise pupils' self-esteem, but there are too few comments to help pupils develop their scientific knowledge and understanding. A reason for pupils' enjoyment of the subject is the way that teachers link subjects together, such as when the Reception, Year 1 and Year 2 teacher uses the planting and growing of beans as a stimulus for musical composition.
25. The quality of teaching in ICT has been maintained since the last inspection and is satisfactory overall. However, as a result of the recent acquisition of new PCs the infant teacher has not had time to become familiar with the new programs, which is resulting in Year 2 pupils having unsatisfactory skills in certain elements of the subject. However, teachers' plan carefully to use ICT across the curriculum to support pupils' learning, such as when pupils use the Internet to find out information about their topic work. The teaching of ICT for the Years 3 to 6 class is particularly effective. The school makes good use of the facilities at a local secondary school and also uses the expertise of the headteacher and a friend of the school to develop pupils' skills in the control and communication elements of the subject. As a result, pupils make good and sometimes very good progress in aspects of their computer work.
26. In art, geography and history in the infants and in design and technology, history, geography and music in the juniors, the quality of teaching could not be judged because no lessons were observed. In all other subjects teaching is good in both classes. Teachers' planning is consistently good and challenges pupils of all abilities. As a result, pupils are interested in their work, concentrate hard and produce very good amounts of work in lessons. Teachers make good use of questioning to assess how well pupils have understood a new concept. Results of these assessments are used by the teachers to ensure that pupils' strengths are built on and weaknesses addressed in follow-up lessons. Teachers know their pupils well and the different approaches they employ create an enthusiasm for learning and a desire to do well. This was clearly seen in an art lesson for the Years 3 to 6 class when pupils were using a silk screen printing technique. Teachers have very good management skills, expect pupils to behave well during lessons and listen carefully. This results in lessons having a good pace and very little time being wasted on the disciplining of pupils. Teachers have very good knowledge of the subject they are teaching. This was clearly evident in an ICT lesson for the Years 3 and 4 pupils and in the teaching of swimming. On both occasions, pupils made noticeable progress because teachers had the requisite skills to develop pupils' learning successfully.
27. Whilst the quality of marking is satisfactory overall, teachers do not consistently outline what pupils need to do to improve. Where this does happen, such as in some of the Years 3 to 6 class English books, pupils do make clear progress. There is very good

teamwork through the school. The very good relationships between the teachers, classroom assistant and nursery nurse, result in good quality support for individuals and groups of pupils. Homework is now set more regularly and pupils have a clear understanding of how it helps their learning. Reading diaries provide a useful record of pupils' progress, but do not identify short-term targets to give a focus when pupils read to their parents for homework.

28. The teaching of pupils with special educational needs is good and they make good progress towards the targets on their individual education plans. Teachers ensure that pupils of all abilities are involved in discussions at the beginning and end of lessons and this makes a positive contribution to the development of these pupils' self-esteem. Individual pupil needs are carefully met through good quality teacher planning and the well-focused use of the classroom assistant to support pupils when appropriate. The quality of teaching and support for pupils with English as an additional language is particularly good and these pupils make very good progress in developing their speaking and listening skills and, as a result, are able to take a full part in all the learning opportunities that are planned for their class. Pupils who join the school during the school year are quickly assessed, provided with additional support where required, benefit from the good quality teaching and make good progress in line with their peer group.

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

29. The curriculum has improved since the previous inspection. There has been good progress in addressing planning issues. Planning is now good. The school uses the guidelines from the Qualifications and Curriculum Authority and adapts them very well to meet the needs of the mixed-age classes. The curriculum for children in the Foundation Stage¹ is satisfactory. It is satisfactorily planned, with interesting activities that challenge children and help them make good progress. Pupils in Years 1 to 6 are given a range of activities, which motivate them and ensure that they make consistently good progress throughout the school. All the required subjects of the National Curriculum are taught and meet requirements, with the exception of some aspects of ICT at the end of Year 2 and some elements of physical education curriculum where the lack of accommodation limits opportunities for gymnastics. The school compensates for this in the other aspects, for example swimming and dance.
30. The curriculum for the core subjects of English, mathematics and science is good and this has a positive effect on the standards achieved. The National Literacy and Numeracy Strategies have been implemented effectively. The three-part lesson is used effectively to introduce the subject or topic, give pupils opportunities to work on group or individual tasks and then to discuss what they have learned. Teachers plan carefully for pupils to use both their literacy and numeracy skills in other subjects. Pupils are given many opportunities to write for a purpose, for example when they carry out projects on other countries or write about life in Tudor times. In science the younger pupils develop mathematical skills when they measure root systems of plants. The lack of suitable resources until very recently has meant that the use of information and communication technology across the curriculum is at an early stage. There are, however, some good examples, particularly involving the junior aged pupils, for example using data and researching topics in history and geography. Opportunities are being developed for the younger pupils, for example using a paint program in artwork.

¹ [The Foundation Stage begins when children reach the age of three and ends at the end of the Reception class. It is a distinct stage in preparing children for later schooling and is based on six areas of learning. These mainly refer to communication, language and literacy; mathematical development; and personal, social and emotional development, but also includes knowledge and understanding of the world; physical and creative development.](#)

31. The three-lesson morning is very well organised. The school maintains interest and concentration by putting a more practical subject, for example music, in between the literacy and numeracy sessions. Teachers link different curriculum subjects together very well. Music to illustrate the science topic on growing beans was composed using percussion instruments then recorded and used for a dance lesson.
32. The school makes very good provision for pupils' personal, social and health education. This provision contributes significantly to the very good personal development of pupils. In lessons, pupils are encouraged to discuss their feelings and behaviour. In Years 3 to 6, pupils discussed bullying in a very mature way. Many talked about their experiences in other schools, explaining why they were bullied and how they felt. Pupils feel confident to speak in front of the class. In discussion with an inspector, a pupil said, "One of the good things about the school is that you are always allowed to express your opinion". The programme of health education includes personal hygiene, dental care and the importance of exercise. Pupils are also taught about the correct use of medicines and avoidance of harmful substances. The programme for sex education includes discussions with the school nurse.
33. Equality of access is good for all pupils. All pupils have access to the full curriculum with work set at a level to meet their needs and develop learning. Pupils with special educational needs and English as an additional language have full access to the curriculum and this has a positive effect on the progress they make; the provision for these pupils is good. The careful curricular provision ensures that all pupils are fully included in all aspects of school life.
34. The school has very good links with the community. There are particularly strong links with the local church and this has a positive effect on pupils' spiritual, moral and cultural development. The school makes good use of the police and fire service to develop pupils' understanding of citizenship. The school is a central part of the local community, hosting social events to which members of the local community are invited. There are very close links with two senior high schools. Pupils are given opportunities to develop their performing arts skills and benefit from using ICT facilities. These links have a positive effect on both developing learning and preparing pupils for secondary education.
35. There is a good range of extra-curricular activities including football, gardening, chess, recorders, and art and craft. There is also a dance club run by two Year 4 pupils. The residential visits for pupils in Years 5 and 6 enrich the academic curriculum and develop social skills. The curriculum is enhanced by visits out from school, for example to museums. Good use is made of the local area to enhance curriculum provision. Visits to the church are used to develop skills in many curriculum areas, including religious education, ICT and art. The English curriculum is particularly well enhanced by the use of a visiting author.
36. The provision for pupils' personal development, including spiritual, moral, social and cultural development is very good. It has a significant effect on pupils' learning in a strong Christian environment. The school has improved the high standards in spiritual, moral and social development and improved the satisfactory standard in cultural development since the previous inspection.
37. Provision for spiritual development is very good. Pupils know the school values them. Everyone in the school is special; this is shown in the way the teachers display work. Answers are valued even if they are incorrect. Teachers show respect for pupils, encouraging them to express themselves. Collective worship makes a significant contribution to pupils' spiritual development. Pupils are given opportunities to think and reflect as they listen to music at the start of the assembly. Time is provided within the act of worship to think, reflect and say prayers. Displays of bibles and a display on a visit to a

mosque contribute positively to pupils' spiritual development. Teachers develop spirituality in lessons. Literacy is particularly well used; for example, in a poetry lesson in Years 5 and 6, the teacher talked about 'pictures in the mind'. In science, younger pupils show a sense of awe and wonder when they see that a bean has sprouted and started to grow.

38. The promotion of moral development is very good. The headteacher and all staff are excellent role models. Teachers relate well to each other and to pupils. There is an expectation of high standards of behaviour and pupils respond positively to this. Staff consistently praise good behaviour and attitudes. This raises pupils' self-esteem and confidence and motivates them to learn and behave well. The school rules are all positive and easy to understand. Pupils are encouraged from an early age to be aware of the need to take responsibility for their actions. They are given opportunities to discuss what effect their actions have on others. Pupils are developing a clear sense of right and wrong. The card system is used very effectively to reinforce good standards of behaviour throughout the school. Older pupils are given opportunities to think and talk about moral issues such as bullying. In history, pupils consider such topics as the life of Henry VIII; in discussion they express views on the morality of Henry's actions.
39. The high quality relationships in school underpin the school's very good provision for social development. Teachers give pupils many opportunities to develop their social skills. The Reception aged children work without direct supervision for short periods. Working together in a variety of different groups, including attainment-based, age-based and mixed-age groups, gives pupils opportunities to develop their social skills. Staff ensure that pupils with special educational needs and English as an additional language are fully included in all activities. Activities such as composing and performing music have a positive effect on developing pupils' social skills and awareness. There are some opportunities for pupils to develop their independence skills, for example when researching topics in geography or history. However, pupils do not have enough opportunities to initiate their own investigations in subjects such as science. Extra-curricular activities have a positive effect on developing social skills. Pupils learn to work together and share equipment. A residential visit for pupils in Years 5 and 6 helps to develop their social skills and an awareness of others' needs.
40. Provision for cultural development is good. This is an improvement since the previous inspection when this element was satisfactory. The school has improved the opportunities for pupils to learn about other cultures, particularly multi-ethnic and multi-faith. Pupils learn about their own culture and its history by studying important periods, such as the Tudors and the Second World War. They learn about the great civilisations of the past and the influence they have had on their own culture. There are opportunities to listen to music from around the world. Art is used well to develop cultural awareness. Visits to religious buildings, including the church and a mosque, help pupils to develop an awareness and understanding of the diversity of different cultures. Discussion sessions illustrate some of the effects of living in a multi-ethnic society, for example when pupils talk about racism and its effect on people. The lack of multi-cultural books in the library makes it difficult for pupils to gather information for themselves.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

41. The steps taken by the school to ensure the welfare, health and safety of its pupils are very good and have improved since the time of the last inspection. This is undoubtedly a very caring environment where the safety of pupils is given high priority in lessons, and the general welfare of pupils is well catered for in the daily life of the school. The obvious care within the school is underpinned by rigorous procedures and monitoring to ensure all statutory requirements are met. Child protection procedures are in place, are understood by all adults in the school and are very good.
42. The effectiveness of educational and personal support to help raise pupils' achievements is good. The school has good procedures for monitoring and promoting good behaviour and very good procedures for monitoring and eliminating oppressive behaviour. The behaviour and discipline policy in the school is good and is also the vehicle for monitoring oppressive behaviour. The school successfully uses its aims and values as a focus for the life of the school, establishing a very supportive community. This consistent focus on values has virtually eliminated oppressive behaviour in the school.
43. Because of the family atmosphere of the school all pupils are very well known by all members of the staff and this in-depth knowledge of pupils ensures that the monitoring and supporting of pupils' personal development is good. In the past, this monitoring has been largely informal, but recording of personal development on an annual basis has recently been introduced. In time this will enable more rigorous monitoring and supporting of personal development. The procedures for monitoring and improving attendance are good.
44. Overall, the monitoring of pupils' academic performance and personal development is good. The procedures for assessing pupils' attainment and progress are good in all areas of the curriculum. Good use is made of the assessment information to ensure the curriculum matches pupils' needs. The school, in the last year, has developed good procedures for assessing attainment in subjects other than the core subjects of mathematics, English and science. There are regular ongoing assessments for children in the Reception class, but these are not formally recorded so that children's progress can be tracked.
45. Formal assessment procedures are comprehensive, using both statutory and commercial assessments, and provide a breadth of information about the core subjects of English, mathematics and science that is analysed carefully. The staff use the analysis of this information to identify strengths and weaknesses in teaching and learning. For example, writing has been identified as a weakness. Appropriate forms of assessment are used as the basis for helping pupils to set their own personal targets. These targets are reviewed through the term and shared with parents at the termly parent-teacher meetings. However, the school does not set individual targets for pupils specifically in English and mathematics. The headteacher keeps a close eye on pupils' progress by monitoring their individual exercise books. As a result of this monitoring, he too sets individual targets for pupils to work towards. The new assessments for subjects other than English, mathematics and science, give good opportunities for teachers to judge how well pupils have understood some of the key elements of their learning. Results of these assessments again inform future planning. For example, as a result of an assessment of a Years 1/2 dance lesson, it was apparent that more opportunities were needed in future work for pupils to respond to the music.
46. The school identifies pupils with special educational needs at an early stage. Teachers complete a 'concern' form and set targets for the pupil. If the action taken is not successful, an individual education plan is put in place. The special educational needs co-ordinator and class teacher regularly review the plans to ensure that pupils are making

progress towards their targets. Recent changes introduced by the headteacher, who is the special educational needs co-ordinator, ensure that these reviews are used effectively. In line with the good practice cited in the new Code of Practice for special educational needs², pupils and parents contribute to the targets. The school has contact with the outside agencies including the educational psychologist and occupational therapist. The headteacher has recently addressed an issue raised by parents about the level of support from the speech and language service for a pupil with a Statement of Special Educational Need. The support given by the service in the recent past has not met the requirements of the statement.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

47. Parents feel that this is a very good school and their views of the school have become more positive since the last inspection. The parents' questionnaires completed for the inspection reveal that parents are most pleased with:
- the progress made by their children in the school;
 - the welcome they receive when approaching the school;
 - the standard of behaviour of the pupils;
 - the quality of teaching in the school;
 - the expectations the school has of its pupils;
 - the quality of the leadership and management in the school.

The inspection endorses the parents' positive views of the school.

48. A very small minority of parents does not feel:
- well informed about the progress of their children;
 - the school works closely with them;
 - the school is well managed and led;
 - the school provides an interesting range of activities outside lessons;
 - their children get the right amount of homework;
 - the school is helping their children become mature and responsible.

The inspection found all these areas of the life of the school to be at least satisfactory, with some being good and very good.

49. The effectiveness of the partnership between the school and the parents of its pupils is good. The headteacher is committed to developing this partnership and this is clearly demonstrated by his very prompt response to concerns expressed, or questions asked, at the parents' meeting held before the inspection. Action had already been taken in some areas by the time the inspection took place. Some of the areas already addressed are: reducing inconsistencies in homework in the junior class by following the homework guidance, explanation to parents of behaviour sanctions, and the monitoring of reading diaries to ensure books are changed when needed.
50. The impact of the involvement of parents on the work of the school is satisfactory and parents make a satisfactory contribution to children's learning at school and at home. Currently, the school has a small number of parents working in school on a regular basis as volunteers in the classroom. Parents also help with extra-curricular activities, accompany school visits and raise significant funds for the school. The contribution of these volunteers is valued by the school and makes a positive contribution to pupils' learning. Parents are very supportive of school functions. The recently introduced weekly 'Excellence' assembly is much appreciated and well supported by parents.

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

However, parents do not receive sufficient regular, detailed curriculum information about what their child is being taught to enable them to be fully involved in their child's learning at home. There is very little evidence of active involvement by the majority of parents in the opportunities provided to support their children's reading at home. A significant minority do not record progress in their children's reading diary or enter into a written dialogue with the class teacher. However, there are no reading targets in the pupils' reading record books, which would give a focus for parents when they hear their child read. Nevertheless, the use of homework in the school enables all parents to make a contribution to their children's learning at home.

51. The quality of information provided for parents is good. There is regular contact with parents through reading diaries, homework, school newsletters and three open evenings per year, as well as many regular opportunities for informal contact at the start and end of the school day. The school's prospectus is attractive and informative, as is the governors' annual report to parents. All parents receive an annual report on their children's progress. Reports in the school cover all subjects of the National Curriculum and religious education, but omit reporting on ICT as a separate subject. The use of ICT within other subjects of the curriculum is well reported. For English, mathematics, science and, very occasionally, other subjects, there is a detailed personal report on the pupil's particular strengths and the progress achieved, but frequently reporting on the other subjects concentrates on pupils' attitudes to the subject and not on what progress they have made. Only reports at the end of Years 2 and 6 are strengthened by references to National Curriculum levels, in order that parents can tell if their child is performing in line with, above or below national expectations. However, overall, reports are of a good standard.
52. Teachers inform parents at an early stage if there are problems with a child's learning. If a child is on the register of special educational needs, parents are kept appropriately informed about their child's progress. The individual education plans for pupils on the special educational needs register include a section which gives parents ideas on how they can help and support their child. Parents are fully involved when individual education plans are reviewed.

HOW WELL IS THE SCHOOL LED AND MANAGED?

53. The headteacher provides excellent leadership for the school and is very well supported in all his work by his hardworking staff. In his short time in the school, the headteacher has shown a breadth of understanding and a wealth of ideas that have helped the school successfully address the issues in the last inspection report and instigate other important changes. He has good awareness of his own strengths, but also uses the skills of others to very good effect. The governing body, members of staff and parents give him credit for the improvements that have been made in the school. The staff in the school represent a very strong team that has an excellent capacity to succeed in its main goals of continual evaluation of the school's effectiveness and improving the standards and quality of education that it offers.
54. The governing body is supportive of the school and their understanding of their role has improved noticeably since the arrival of the new headteacher. Collectively, they have a good combination of skills and experience, although more use could be made of these skills in helping the school to evaluate the quality of its developments, when governors visit the school. In fact, the new development plan for ICT clearly identifies the governors' role in helping to evaluate the effectiveness of the planned improvements. Most governors work during the day and are not able to visit the school regularly. The exception is the numeracy governor who works on a voluntary basis, helping in the Reception, Year 1 and Year 2 class but also in supporting the numeracy co-ordinator. Recently, the governor has carried out joint classroom observations with the headteacher,

so that she has a clearer understanding of the National Numeracy Strategy and the quality of work going on in the different age groups. At the next governors' meeting, her feedback on the visit will give the governors a deeper understanding of the standards in mathematics. The new sub-committee structure is making governors more effective in their work and has led to a far greater understanding about the school's performance using national data. As a result, all governors are now better informed about the strengths and weaknesses in the school's performance as measured by external assessments. Subject co-ordinators for English, mathematics and ICT have good leadership skills and are having a positive influence on the raising of standards through working with the headteacher in their monitoring role. The headteacher has judged aptitudes very well and gives very positive encouragement to those with subject co-ordinator responsibility. There is effective delegation and good systems are in place to maintain a watching brief over their work. Overall, the quality of management by the subject co-ordinators that was a key issue at the time of the last inspection has improved significantly and is now good overall.

55. The school has made good improvements since the last inspection and the key issues have all been successfully addressed, although the weakness with regard to the school hall still remains unresolved. Teachers' planning is now good and tasks are clearly targeted towards pupils of different ages and abilities. The school's curriculum planning is now based on the nationally recommended guidelines which lay down the clear development of pupils' knowledge, skills and understanding. The teacher in the Reception, Year 1 and Year 2 classroom joined the school 18 months ago and has greatly improved the learning environment for the children in her class. The youngest children in Reception now have a satisfactory range of experiences, although limitations in the size of the classroom mean that permanent sand, water and role-play areas cannot be permanently in place. The planned classroom extension, due to be completed at the end of next term, will greatly enhance the learning environment. The headteacher now monitors the quality of teaching and learning in the classroom on a regular basis as part of the school's appraisal and performance management scheme. The literacy and numeracy co-ordinators have not had time to observe their colleagues teach, but this is planned for the new school improvement plan presently being drawn up. The most significant improvement, which was not an issue at the last inspection but which is impacting on standards, is the greatly improved quality of teaching which was observed during the inspection week. A very high proportion of teaching was good and a significant proportion very good or better. As a direct result, pupils are now consistently achieving well through the school.
56. There was no school development plan when the headteacher took over his post. His interim management plan addressed perceived weaknesses and also elements from the action plan of the last inspection, which were not fully addressed. As a result, there have been significant improvements in the following areas:
- the resources and organisation for literacy teaching;
 - the acquisition of new computers;
 - work sampling and the establishment of smaller groups for one day a week in the Years 3 to 6 class;
 - improvements in long-term planning of the curriculum for both classes;
 - improved assessment procedures to check on pupils' progress;
 - a successful programme of developing staff expertise involving both teaching and non-teaching staff;
 - the building of closer relationships with parents and local secondary schools, which are having a positive impact on pupils' ICT and dance skills.

The success criteria for judging the effectiveness of how well targets have been met on this management plan have been successfully carried out, but have not made enough

use of the skills of the governors. The present improvement plan is being drawn up. All parties connected with the school, pupils, parents, staff and governors, are being fully consulted before the main priorities are identified. The further development of ICT is rightly to be the most important initiative.

57. The school aims are highly appropriate and are very well incorporated into the school's day-to-day routines. They highlight the importance of the development of pupils' potential, good relationships and show a clear commitment to equality of opportunity for all pupils. The school works very hard to ensure its pupils acquire a range of skills and knowledge as part of their preparation for 'learning for life', which is the school's mission statement.
58. The headteacher acts as special educational needs co-ordinator. He performs the role very effectively, meeting fully the recommendations of the Code of Practice for special educational needs. In the short time he has been co-ordinator, he has started to review and revised procedures, putting in place a good system of identification and reviewing. The school is in a good position to implement the new Code of Practice for special educational needs.
59. The school's finances have been carefully managed since the last inspection. The new headteacher has successfully sought extra funding through money from sponsorship and gifts to help develop the school's resources. This has been particularly successful in ICT where the new suite should be in operation by the end of the academic year. The present school finances are in sound order. There are secure financial systems and effective control, with the headteacher and governors having a clear picture of the ongoing financial position. Whilst governors ensure that school initiatives are carefully financed, there has historically been no evaluation of the impact of spending on standards. However, the school gives good consideration to the principles of best value through the work of the headteacher and finance committee. It carefully considers its comparison with local schools, consults increasingly well with parents, and receives good support from them, particularly with regard to pupils' achievement and high standards of behaviour. The school shows good attention to competition by carefully ensuring it gets the best possible deal when buying resources. As a result, good savings have been made on the purchase of computers and the development of the ICT suite. Very good support is provided by the school secretary who is responsible for the day-to-day management of the budget as well as keeping records of other funds, such as those for school visits. School administration is very efficient with routines well established. The recommendations of the last audit report have been successfully addressed. Co-ordinators for numeracy and literacy are responsible for their own budgets. Overall, the school gives good value for money.
60. The school's staffing, accommodation and learning resources are good overall. The school has a satisfactory number of suitably trained and experienced staff. The use of part-time staff enables a wider range of specialist skills to be available than may be expected for a school of this size. Well-focused staff training is helping to improve teachers' expertise in literacy and numeracy teaching. However, the non-teaching staff do not have enough opportunities to attend training courses so that they too can keep up with new initiatives that affect their support work and develop areas of expertise that would benefit the quality of learning in the school. Class sizes are well below national guidelines for primary schools and pupils work in small groups in all lessons. This ensures that all adults in the classroom know their pupils very well and give a high level of individual support, which effectively promotes pupils' learning and personal development.
61. The accommodation is unsatisfactory overall for the delivery of the National Curriculum as it prevents the delivery of some aspects of the curriculum for physical education. Gymnastics cannot be taught at all due to the limited floor space, lack of space to store

equipment and insufficient height to the room. In addition, there is not enough space for pupils to practise other physical education activities involving speed and travel. The school compensates for the limitations the hall imposes on the physical education curriculum by taking pupils swimming every week to ensure that they have the opportunity for regular, structured physical activity. Currently, the accommodation is further limited by the lack of outdoor accommodation for the Reception age children, although the school has identified this and plans are in place to address this shortcoming. The school makes good use of the limited accommodation and functions very effectively. The hall is used extensively for small group work and to enable the class of the youngest pupils to be separated into a group of Foundation Stage pupils and a group of infant pupils when this is appropriate. The building is well maintained and a lack of litter, graffiti and damage indicates the respect pupils show for the school.

62. Resources are adequate to meet the needs of the planned curriculum in all subject areas, except for ICT where they are good and gymnastics where they are unsatisfactory. Although classrooms have adequate book collections, the school has identified limitations in its central library. This area is currently being developed. The school uses the local environment effectively to promote pupils' learning in science. Well-planned educational visits very successfully extend pupils' experiences and support their learning and development.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

63. In order to improve standards of attainment and the quality of education, the governors, headteacher and staff should:

- (1) improve pupils' attainment in ICT at the end of Year 2 by:
 - ensuring all aspects of the statutory curriculum are taught;
 - making greater use of the expertise of the ICT co-ordinator;
 - planning the greater use of ICT across the curriculum;(paragraphs 10, 25, 29, 54, 56, 121-125)
- (2) improve provision for the teaching of gymnastics for all pupils.
(paragraphs 62, 132)

In addition to the key issues above, the following minor weaknesses should be considered for inclusion in the action plan:

- (i) ensure all staff continue developing their ICT expertise (paragraph 125);
- (ii) review the school's marking policy to ensure it helps pupils improve the quality of their work (paragraphs 27, 80, 87);
- (iii) formally record the results of ongoing assessments of Reception children's work (paragraph 65);
- (iv) set individual reading targets in pupils' reading record books to give a focus to parents listening to their children read (paragraphs 50, 78, 80);
- (v) ensure non-teaching staff have more opportunities to attend relevant in-service training courses (paragraph 60);
- (vi) give parents more information about the work their children will be doing in school (paragraph 50);
- (vii) create more opportunities for competitive sport, particularly for the older pupils (paragraph 133).

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	18
Number of discussions with staff, governors, other adults and pupils	19

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
Number	1	6	8	3	0	0	0
Percentage	6	33	44	17	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 five percentage points.

Information about the school's pupils

Pupils on the school's roll	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	46
Number of full-time pupils known to be eligible for free school meals	6

FTE means full-time equivalent.

Special educational needs	YR – Y6
Number of pupils with statements of special educational needs	1
Number of pupils on the school's special educational needs register	12

English as an additional language	No of pupils
Number of pupils with English as an additional language	3

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	5
Pupils who left the school other than at the usual time of leaving	9

Attendance

Authorised absence		Unauthorised absence	
	%		%
School data	6.4	School data	0.1
National comparative data	5.6	National comparative data	0.5

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

In the tables below the numbers of pupils gaining the specific levels are not included, as there were fewer than ten of each gender.

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

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

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

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC Level 2 and above	Boys			
	Girls			
	Total			
Percentage of pupils at NC Level 2 or above	School	100 (89)	100 (78)	100 (89)
	National	85 (84)	89 (88)	89 (88)

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

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

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

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC Level 4 and above	Boys			
	Girls			
	Total			
Percentage of pupils at NC Level 4 or above	School	67 (100)	67 (100)	67 (100)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC Level 4 and above	Boys			
	Girls			
	Total			
Percentage of pupils at NC Level 4 or above	School	67 (57)	67 (71)	67 (86)
	National	72 (70)	74 (72)	82 (79)

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

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	46
Any other minority ethnic group	0

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

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

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

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	2.6
Number of pupils per qualified teacher	17.7
Average class size	24

Education support staff: YR – Y6

Total number of education support staff	2
Total aggregate hours worked per week	45

FTE means full-time equivalent.

Financial information

Financial year	2000/01
	£
Total income	148,487
Total expenditure	144,748
Expenditure per pupil	3,016
Balance brought forward from previous year	3,739

Recruitment of teachers

Number of teachers who left the school during the last two years	2.5
Number of teachers appointed to the school during the last two years	2.6
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate 37%

Number of questionnaires sent out	46
Number of questionnaires returned	17

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	76	24	0	0	0
My child is making good progress in school.	41	59	0	0	0
Behaviour in the school is good.	41	53	0	0	6
My child gets the right amount of work to do at home.	35	53	12	0	0
The teaching is good.	47	47	6	0	0
I am kept well informed about how my child is getting on.	47	41	6	6	0
I would feel comfortable about approaching the school with questions or a problem.	53	47	0	0	0
The school expects my child to work hard and achieve his or her best.	53	41	0	0	6
The school works closely with parents.	41	47	6	6	0
The school is well led and managed.	47	47	6	0	0
The school is helping my child become mature and responsible.	47	35	12	0	6
The school provides an interesting range of activities outside lessons.	35	53	0	12	0

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

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE

64. Most children who start in Reception have not been to play groups or had nursery education. They enter the Reception year with below average attainment and they are taught in the same classroom as pupils in Years 1 and 2. This is a very wide age span for the teacher to cover. However, since the last inspection there has been a good improvement in the provision for these children and, as a result of that and of the support they receive from the class teacher and the nursery nurse, the children make good progress in their first year in school. The teacher and nursery nurse work hard to overcome the difficulties of lack of space which means that there are no permanent role-play and sand and water areas that the children can have access to in the classroom. Careful planning helps to overcome these limitations and at the end of the Foundation Stage all children in the Reception class will attain the expected level in all six areas of learning as described below. Some higher-achieving children will attain beyond the expected level in communication, language and literacy, mathematical development and personal, social and emotional development. The school is expecting that an extension to the Reception/Years 1 and 2 classroom will be completed by the start of the next academic year. This will not only give the Reception children their own discrete outside play area, but will also give far more internal space to allow for permanent indoor sand, water and role-play areas.
65. During the inspection, the teaching was of a consistently good standard and had some very good features. This showed a clear improvement since the last inspection. One of the great strengths of the teaching is the way that the teacher and the nursery nurse plan and work closely together to develop the skills, knowledge and understanding of the individual children. Wherever possible, the children are involved in practical learning activities to which they respond enthusiastically and this helps them to gain a real understanding of new concepts and to practise and consolidate newly acquired skills. The children benefit greatly from working with the older children in the class and respond well to the whole-class sessions at the beginning and end of lessons. The teacher shows really good skills in ensuring that the children understand the ongoing work through careful questioning and through the well-focused interaction of the nursery nurse. The experience of the nursery nurse is evident when she teaches the small group of children. The pace of learning is appropriate and the strong relationships inspire confidence and make children want to do their best. At present, the nursery nurse does not record formally the assessments she makes of children's progress in the planned activities. This makes it more difficult to monitor children's progress accurately and to see what areas need reinforcing in future teaching.

Personal, social and emotional development

66. Very few of the children have benefited from pre-school education; as such, this aspect of their development is rightly seen as a priority area to help them to settle in and benefit from the learning opportunities that are planned for working with their peers and with the older pupils in the class. Children are very well motivated because of the enthusiastic approach of the Reception class staff and have very positive attitudes to learning and behave well. They enjoy their work and, because of good teaching, develop confidence in themselves as learners. They are keen to solve problems and to make choices and decisions about their work. This is particularly evident in their 'High Scope' work where the children choose their activities and then review them at the end of the session. During the inspection, children showed good levels of independence: for example, they worked independently on making glove puppet faces from designs they had planned with the nursery nurse. They follow verbal instructions well and quickly start their given tasks.

They have a clear understanding of classroom routines and how they should behave because these are consistently reinforced by the Reception staff.

67. The children take part in a good range of activities that successfully promote their social skills. During the course of a day, they have opportunities to work independently, in pairs, in small groups and to interact with older pupils in the class. Children share resources and support each other sensitively when working as a group. The children take turns well, for example when they work alongside each other in the sand tray outside or prepare a meal in the playhouse.
68. The quality of teaching for this aspect is good, with the teacher and support staff providing very good role models for the children and showing courtesy in their dealings with one another and the children. The example of the adults is a constant reminder for the children and encourages them to be polite, kind and considerate to the needs of others.

Communication, language and literacy

69. The teaching of communication, language and literacy is good. The promotion of spoken language skills is an ongoing priority, helping the children to become confident communicators by the time they join the Year 1 class. Both the teacher and nursery nurse provide many good opportunities for the children to take part in discussions where they learn to take turns and to listen and value the views and contributions of others. This is particularly the case when children choose their own activities as part of the 'High Scope' initiative and when they feed back at the end of the session and evaluate what they have done. Children benefit from sharing parts of their literacy work with the older pupils. For example, when the children were introduced to sequential language, one child who was later working in the play house, commented, 'First I cooked the spaghetti bolognese, then we all ate it, then I washed up and put the plates away'.
70. The children are learning to see the link between reading and writing and all are making good progress in this work. The nursery nurse uses a good range of techniques to help children learn key words, which they later use when reading a book together. The staff use novel approaches to improve children's word recognition skills. For example, when the nursery nurse assessed children's recognition of high-frequency words, those the individual children did not recognise were written out onto a laminated tablemat and taken home so that the children could practise them at meal times with their parents. The children make good use of picture clues to help them with particularly difficult words. Letter formation is taught well and children are given a range of tasks to help them develop left to right orientation, such as tracing patterns. Higher-attaining children are encouraged to write independently, but the staff are careful not to place too much pressure on children who need more support. By the end of the Reception year, most children recognise initial letter sounds and use these to help them break down unknown three letter words. Higher-achieving children also recognise consonant blends, such as 'sh' and 'ch' and make good use of this knowledge to help them to read unknown words. Regular dictation is helping pupils to improve their spelling and to use their letter sounds more accurately in their spelling work. At the end of the Reception year, all children will reach the expected level with a significant proportion exceeding this level.

Mathematical development

71. By the end of the Reception year, children are working at the expected level in this area of learning. Children benefit from joining in with the numeracy hour for the older pupils in the class and, because of the well-focused questioning of the teacher, feel fully included in this oral mathematics work. They have a good knowledge of two- and three-dimensional shapes, such as square and cylinder, and are developing their mathematical language appropriately. The children recognise numbers 1 to 10 and write these unaided. The nursery nurse constantly reinforces children's number work by challenging

questioning and, because of this, children understand terms such as 'most' and 'least', with most being able to find one more and one less working with numbers up to ten. There is a good emphasis on practical work, but sometimes the pace of the teaching slows when children take it in turn to carry out an activity. For example, some of the children lost interest and concentration when one child counted 1p coins from a basket and then counted how much money was left when some coins were taken away. However, children are interested in their number work because the staff plan fun, yet challenging activities which are relevant to the children's stage of development. There is a satisfactory range of easy accessible mathematical resources in the classroom, which are used by the children to support them in their learning.

Knowledge and understanding of the world

72. Children make good progress in this area because the activities are carefully planned and relevant to the children's needs. For example, the children are fascinated by the beans and the hyacinths that are growing in the classroom and understand that these need to be carefully looked after to grow. Children are encouraged to select the tools and resources that they need, such as in their design and technology work, and use these resources carefully. They are confident in using the computer and make good use of a CD-ROM that helps to increase their knowledge of the alphabet and develop their mathematical skills. Teaching in this aspect is good and is helping children to understand more about their immediate environment, such as when they walk round the grounds to see where different plants grow. Children are beginning to learn about their own culture, such as when they walk around parts of the village and visit the local church. They also are learning about the cultures and beliefs of other people. For example, children visited a mosque in a nearby city and also spent some time in a museum as part of their history project work.

Physical development

73. Although the school is inadequately equipped for the teaching of this aspect, children make overall satisfactory progress because the teacher and nursery nurse plan appropriate activities to compensate for the lack of the hall facility. During the inspection, children used the large-wheeled vehicles, played football and travelled around, under and above, the large piece of caterpillar apparatus. Children show a good awareness of space for themselves and others. Overall, the children make sound progress in this area because the teaching of large motor skills is satisfactory.
74. The teaching of the fine manipulative skills, such as pencil control and cutting with scissors, is good. The teacher provides good opportunities for the children to develop these skills. They have regular opportunities to cut and stick materials and to use brushes and pencils of different sizes. The children show a good awareness of space, especially in the classroom when they move around their different activities with care.

Creative development

75. By the end of Reception, children have made satisfactory progress in their creative development, with all children in line to attain the expected levels by the end of Reception. The teaching is good because the very careful planning enables the staff to overcome the constraints of the classroom, which does not allow separate areas for sand, water and role-play. Despite the problems of the accommodation, the children receive regular art and craft activities, where they have the opportunity to practise the skills of cutting, sticking, drawing and painting. There are occasions when the adults supervising the children give too much guidance and this prevents the children from fuller development of the skills in which they have the most difficulties, such as cutting material for their puppet faces. Children show good confidence in role-play situations. This was clearly evident when they enacted the story of *Goldilocks and the Three Bears*. An opportunity to perform in front of parents as part of an 'Excellence' assembly helped the children to gain in confidence whilst giving much pleasure to their parents and to the rest

of the school. Children regularly sing action songs and often recite number rhymes. The teacher provides satisfactory opportunities for the children to make their own music.

ENGLISH

76. Standards are in line with the national average at the end of Year 2 and above average at the end of Year 6. Statistically, this shows an improvement in attainment in Year 6 over last year's results and a decline in attainment in Year 2. However, the year groups are very small and the variations compared with last year are due entirely to the proportion of pupils on the special educational needs register. There is no difference between the attainment of boys and girls. Inspection evidence also shows that pupils throughout the school are making good progress in all aspects of their English work and that pupils with special educational needs are given well focused support and also make good progress towards the targets they are set. Pupils with English as an additional language make very good progress in developing their speaking and reading skills and take a full part in all lessons.
77. Speaking and listening skills are good throughout the school because teachers have high expectations of their pupils in this aspect of their work. Opportunities for the older pupils to give talks to their classmates and to give group performances based on a poem, help to develop pupils' skills in these areas and give them increasing confidence in front of their peers and parents. An example of this took place when pupils performed in front of their parents as part of the weekly 'Excellence' assembly. Pupils have good vocabularies and take part enthusiastically in the frequent classroom discussions. They are also building up good technical vocabulary for different subjects. For example, in a design and technology lesson in Year 2, the teacher demonstrated a glove puppet in the form of a bee. One pupil said, "It would be nice to put this bee by the hyacinths so that it can eat the pollen". Pupils respond well to questions and in a very good lesson in Years 5 and 6, the teacher built on the pupils' responses to further enhance their understanding of terms such as 'alliteration', 'metaphor' and 'simile'.
78. Pupils in Years 1 and 2 make good progress and have satisfactory reading skills. A significant minority of the Year 2 pupils have a fluency of expression in advance of their years. The majority read confidently, self-correct when they make mistakes and show good confidence when sounding out new words. It is apparent that some pupils receive good encouragement to read at home and, in discussions, identify a wide range of favourite books and stories. However, it is equally apparent that a significant minority of pupils do not read regularly at home and miss out on valuable opportunities to share and develop their enjoyment of books with another adult. Reading skills are taught well by all teachers and, as a result, pupils' reading continues to advance as they move through the school. By the end of Year 6, pupils are encouraged to read a wide range of literature from a variety of genres and have above average reading skills. These pupils have good research skills and use these well when looking for information to enhance their class work. The reading habit is further developed by well-considered displays around the school, where teachers' labelling emphasises key descriptive and explanatory vocabulary. This was very apparent in the Years 1 and 2 class where the interactive display encouraged pupils to think about what the key characters on the display might be thinking or saying. Many displays in the older classroom contain examples of pupils' written work, which are regularly read. Pupils' interest in reading is further enhanced by visits from well-known authors who talk to the pupils about their work.
79. Standards in writing are in line with the national average at the end of Year 2 and Year 6. The school has prioritised this area of work for further development and improvement, and inspection evidence indicates that this emphasis is already having an effect. By the end of Year 2, pupils have produced a good amount of written work. Stories such as 'The Pirate and the Treasure Island' and 'The Two Helpful Dragons' are much longer than you

would expect from children of this age. These pupils have satisfactory quality handwriting, with higher-achieving pupils using punctuation accurately. Pupils are beginning to use adjectives more to enhance the quality of their work. Pupils use their literacy skills well in other subjects, such as when they write stories about the 'Prodigal Son' as part of their religious education work or record their evidence in science on 'What makes things shine'. Pupils' good progress continues through Years 3 to 6. There is clear evidence that punctuation practices in Years 3 and 4 are leading to further improvements in pupils' overall written work, with pupils also understanding the importance of developing characterisation in their stories. By the end of Year 6, pupils write for a good range of purposes. The teaching of punctuation is particularly effective, clearly shown in a higher-achieving pupil's work 'So slowly, bow first, Titanic sank'. Pupils are making particularly good progress in their choice of vocabulary. A lower-achieving pupil wrote 'Dinosaurs lumbered around the land in search of food'. Pupils show a good understanding of how contradictions bring poems alive to the reader. Lines such as 'the first blossom of a dead tree' and 'the last movement of a paralysed man' show a mature use of language and a clear idea of imagery. Pupils' sense of fun also shines through in their written work. One pupil, writing a list of excuses for being late for school wrote 'We didn't pay the oil man so I froze'. Pupils make increasing use of computers to produce written work for display and to help in the development of their literacy skills.

80. Pupils make good progress overall through the school because the teaching of English is consistently good. This represents an improvement over the findings of the previous inspection when the quality of teaching was satisfactory. The school has successfully implemented the National Literacy Strategy and is successfully developing pupils' literacy skills across the curriculum. Good intervention work for Year 1 pupils as part of the Early Literacy Strategy is helping pupils to use consonant blends to work out how to pronounce new words. Pupils in Years 3 to 6 certainly benefit from the splitting of the top class into Years 3 and 4 and Years 5 and 6 teaching groups. This helps to ensure that the work is accurately focused on the pupils, whose individual needs can be carefully targeted. Pupils in Years 3 and 4 also benefit from the good quality support of a classroom assistant who works with individuals and small groups of pupils. Teachers keep accurate records of pupils' progress and use assessment well to inform the planning and delivery of subsequent lessons. Teachers and some parents make good use of the home reading record book, but at present no short-term targets are mentioned in this book to enable parents to focus more accurately on their child's immediate needs. Whilst the marking of pupils' work in the Years 3 and 4 class is supportive, it does not always give pupils a clear idea of how they can improve. In the Years 1 and 2 class there are too few comments on pupils' books and occasionally large pieces of work do not appear to be marked at all.
81. Children respond well to the good quality teaching and are highly motivated to succeed in their work. They show a good appreciation for the work done by others. This was clearly evident when older pupils gave talks to their classmates and answered questions. Pupils behave very well in lessons because they are interested in the work and have good self-motivation. Pupils with special educational needs and English as an additional language are very well integrated into the work of their classes. Teachers' planning ensures that the work set for these pupils is appropriately challenging and helps them build successfully on their previous learning. Higher-attaining pupils are also fully challenged by the quality of the work being expected of them. The subject makes a considerable contribution to pupils' social and cultural development. Teachers plan regular opportunities for pupils to work together and the range of texts chosen for literacy hour activities, such as the pygmy poem for the Years 3/4 group, makes pupils more aware of their own and others' cultures.
82. The recently appointed co-ordinator for English has already established a good overview of the subject and has a clear vision of how the subject should be improved. The planned

reorganisation of the library will improve the display of reading books and give an opportunity to update the fiction and the multi-cultural section. Teachers and pupils are involved in the setting of individual pupil targets, some of which relate specifically to pupils' literacy skills.

MATHEMATICS

83. All pupils achieve well and are making good progress in mathematics. Standards at the end of Year 2 are in line with national averages and are above average at the end of Year 6. Pupils with special educational needs and English as an additional language make good progress because teachers set work at the correct level, give additional support and ensure that mathematics targets are included on individual education plans when necessary. There is no significant difference in attainment or achievement between boys and girls.
84. The school has worked hard to raise standards in mathematics. Tests and assessments have been used to identify areas for development, including answering word problems and use of number lines. The National Numeracy Strategy three-part lesson has been successfully introduced. Additional booster sessions and the 'Springboard' initiative are having a positive effect on raising standards. The quality of teaching and learning is now good: this is a good improvement on the previous inspection when there was some unsatisfactory teaching. Mathematical skills are well developed across the whole curriculum and this has a positive effect on raising standards.
85. By the end of Year 2, most pupils have very good knowledge of the value of each digit in numbers to 100. They count on and back from a given number. The lowest-attaining pupils have difficulty in consistently ordering numbers to 100. Few pupils are fully confident working with four-figure numbers. The average attaining pupils carry out single digit addition and subtraction using conventional signs (+ and -). Most pupils recognise odd and even numbers. Pupils identify regular two- and three-dimensional shapes, including triangles, squares, cubes and cylinders, and know some of their basic properties. Measuring skills are variable, with the highest-attaining pupils being very accurate. Pupils are starting to apply their mathematical knowledge to answer written problems, for example 'If a jug holds 2 cups of water, how many cups do 3 jugs hold?' Information is recorded on graphs and charts; for example, simple graphs are produced when counting 'Santa's Toys'. Pupils use the information to answer questions. Pupils are not always able to explain why an answer is correct.
86. By the end of Year 6, pupils have built on the skills acquired earlier. They have particularly good understanding of addition and subtraction and multiplication but division skills are not as well developed. Pupils multiply numbers, including decimals, by 10, 100 and 1,000. Higher-attaining pupils are achieving well in all areas of the subject. For example, they use their previous knowledge to work out new problems, such as when they multiply by 20, they use their knowledge of multiplying by 10 and 2. Not all pupils are confident in their use of negative numbers. Most pupils show good measuring skills, they are able to accurately calculate the perimeter of a two-dimensional shape. They have a good understanding of the net of a shape. Pupils use data handling, but this is often teacher led and the highest-attaining pupils are not confident in initiating and interpreting their own data. Almost all pupils show a very good understanding of the language of probability and are able to say if something is certain, likely, unlikely or impossible. Knowledge of the probability scale between nought and one is not as well developed.
87. Pupils learn well in mathematics because of the good quality of teaching. Teachers make lessons interesting for pupils. For example, in a Years 1 and 2 lesson, the teacher turns herself in to a 'cash machine' to help pupils develop an understanding of counting in fives

and tens. The work set challenges pupils; for example, in the Years 3 to 6 class, the teacher challenged pupils when she asked them to produce factor pairs for 48. Pupils with special educational needs make good progress because teachers ensure they are included in all aspects of the lesson. They are asked questions in introductory sessions and teachers and support staff continually monitor their progress. Pupils respond very well to the high expectations both of work and of behaviour. Teachers do not always make it clear to pupils what they are going to learn in the lesson, so it is difficult for them to measure their own progress. The day-to-day assessment within lessons is very good, but teachers miss opportunities to use marking to develop learning. There are few examples of questions or comments to move the pupil on to the next stage of learning. All pupils enjoy their mathematics lessons; they show very good attitudes and behave well. This has a very positive effect on learning because it allows the teacher to concentrate on giving out information and helping pupils. Pupils feel valued because teachers ensure that everyone is fully included in all activities.

88. The use of mathematics across the curriculum is good. There are well-planned opportunities; for example, in a Years 1 and 2 registration period, pupils counted swimming money and calculated how many days there are to the start of spring. In a Years 3 to 6 lesson, pupils used their measuring skills to determine which magnet was the strongest in a scientific investigation. Pupils develop their literacy skills in the subject when they read word problems and record using words. Speaking and listening skills are particularly well developed in the introductory sessions. The use of ICT is at an early stage; it is satisfactory for the older pupils, but the lack of suitable resources until very recently has limited opportunities for the younger pupils. Teachers use the subject well to develop moral, social and cultural awareness. In a lesson on money, the teacher and pupils discussed the fact that not everyone in the world has a lot of money and there were problems faced by poor people.
89. There is good management of the subject. The recently appointed co-ordinator wishes to raise standards and is aware of the areas for development and has included these in her subject management plan. There is good quality regular assessment that is used effectively to identify areas for development. The school is now at the stage to develop this further by developing mathematical targets for all pupils to allow secure tracking of progress as pupils move through the school.

SCIENCE

90. All pupils achieve well and are making good progress in science. Standards at the end of Year 2 are average, but have improved since the last inspection at the end of Year 6 and are now above average. The present Year 2 group is very small with an above average proportion of these pupils on the school's special educational needs register. As a result, standards will not be as high as last year. Pupils with special educational needs and English as an additional language make good progress because teachers set work at the correct level and give additional support when appropriate. There is no significant difference in the attainment of boys and girls.
91. There has been good improvement since the previous inspection. There is a new scheme of work in place based on the Qualifications and Curriculum Authority guidelines. This has been effectively adapted to meet the needs of the mixed-age classes. Planning is now good and the quality of teaching and learning is consistently good.
92. By the end of Year 2, pupils are starting to carry out simple investigations, for example when looking at forces. They record their findings, but are not so confident in saying whether what happened was what they expected. Pupils are not putting forward their own ideas on how to find the answer to a scientific question. In work on life processes and living things, pupils show very good knowledge and understanding. They identify

living and non-living things. Most pupils understand the life-cycle of a butterfly. All identify the main parts of plants including roots, stem and petals. They know that plants need light and water to grow. Knowledge and understanding of their own bodies is good, pupils know the importance of a good diet and exercise. Knowledge and understanding of what happens to materials when they are heated or cooled is not well developed. Pupils have a growing understanding of light and recognise 'push' and 'pull' as forces.

93. As they move through the school pupils successfully build on their previous learning. By the end of Year 6, they carry out investigations, understanding the significance of using a fair test. As a result of limited opportunities, pupils are not confident in initiating their own investigations. Pupils identify the major organs of the body and understand their function. Pupils identify characteristics of a variety of materials and classify them into solid, liquid and gases. Pupils carry out investigations on materials to test their 'stretchiness'. They use appropriate scientific vocabulary; for example, in an investigation on soil pupils talk about the most 'permeable'.
94. The quality of teaching is good and this has a positive effect on learning. Teachers make lessons interesting for pupils. The use of bulbs and plants ensured that pupils in Years 1 and 2 had a good understanding of the root system and parts of the plants. In Years 3 to 6, the teacher gives pupils the opportunities to develop learning by carrying out investigations, for example by using magnets. The highest-attaining pupils could be challenged more at times, for example by producing their own recording sheets and initiating their own investigations. The management of pupils and class control are very good. This allows the teacher to concentrate on targeting support where it is most needed. Teachers make good use of questioning to ensure that all pupils are fully included in the lesson. Day-to-day assessment in lessons is good, but the use of marking to develop learning and move pupils on is unsatisfactory. Marking is positive and helps raise self-esteem, but there are few comments that challenge the pupils and help them develop scientific knowledge and understanding. Teachers link subjects together very well, for example using planting and growing beans as the stimulus for musical composition. Literacy skills are developed well because pupils write for a purpose when they make their predictions, write down their methods and record their results. Mathematical skills are very well developed, for example when pupils measure the length of root systems and use rulers to investigate which magnet is strongest. The lack of suitable resources until very recently has meant that the use of information and communications technology is unsatisfactory in science.
95. The management of the subject is satisfactory. There has not been time since the present headteacher arrived to appoint a co-ordinator. All staff take responsibility for the subject. There is good regular end of unit assessment and this is used effectively to identify areas for development.

ART AND DESIGN

96. Standards in art and design are at the expected level for pupils in Years 2 and 6. The school has maintained the standards since the previous inspection. Pupils of all attainment levels, including those with special educational needs, are achieving well and making good progress.
97. The school has made good progress since the previous inspection. The issue of planning has been effectively addressed by adapting the nationally recommended guidelines issued to meet the particular needs of the school.
98. Only one lesson was observed during the inspection period. Previous work was observed and analysed. Pupils in Years 1 and 2 use paint and pencils with good effect. The pencil sketches of seed pods show pupils are developing an eye for detail. Pupils

use materials to produce very effective pictures of daffodils in an activity linked to the science topic on 'living things'. Pupils are not fully confident in saying how they could improve their work.

99. By the end of Year 6, pupils have built on the skills acquired earlier and produce good quality work using a variety of techniques. Marbling is used very well as a background to poems on 'Patterns'. This is very well linked to three-dimensional work. Pupils produce very high quality clay sculptures based on words such as 'spiky' and 'holey'. Pupils sketch in grey and black paying particular attention to shading. Painting in the style of famous artists is not well developed. Silkscreen printing skills are very well developed; the pupils are producing a very good banner based on a visit to the local church.
100. No lessons were observed in Years 1 and 2. Only one lesson was observed in the Years 3 to 6 class. The standard of pupils' work is consistent with the quality of teaching being good. In the lesson observed, the quality of teaching was very good. The teacher uses her expertise very well to illustrate the techniques of silkscreen printing. Pupils are kept interested because of the brisk pace of the lesson. There were very good links with other subjects. A visit to the church helped develop religious education skills. Photographs taken by pupils using a digital camera were used as a basis for the 'cut-outs' being used on the banner. Very effective use of the support assistant meant that a pupil with particularly complex special educational needs was fully involved in the lesson. Pupils responded very well in the lesson, they worked with care, taking pride in what they did. The very good attitudes and high standards of behaviour meant that the teacher could concentrate on ensuring pupils were developing good silkscreen printing skills. Opportunities for pupils to work without direct supervision and discuss their work had a positive effect on their social development. Cultural and spiritual awareness are developed well in the subject. Pupils are given opportunities to study art from different places and reflect on the beauty of what has been produced.
101. Speaking and listening skills are developed well in the introductory sessions of art lessons. In work on tessellation, pupils improve both artistic and mathematical skills. Computer-generated tessellation patterns and paint programs used by the younger pupils reinforce their information and communication technology skills.
102. The subject is satisfactorily managed. Assessment is at an early stage, but there is a system of recording against objectives. The school shows pupils that they are valued by the very good way it displays pupils' work; this has a positive effect on raising self-esteem and helps pupils to want to learn and produce good quality work.

DESIGN AND TECHNOLOGY

103. Standards in design and technology are in line with national expectations at the end of Year 2 and Year 6. Since the last inspection there have been improvements in pupils' understanding of the design element in the subject and in the adoption of a national scheme of work, which is ensuring the appropriate progression of pupils' skills, knowledge and understanding as they move through the school. All pupils, including those with special educational needs and those with English as an additional language, make satisfactory progress through the school.
104. By the end of Year 2, pupils have a good understanding of design, such as when they draw and label plans for making a glove puppet. Very good questioning from the teacher helps to ensure that pupils label these designs carefully and choose the appropriate materials. They have satisfactory cutting skills, evident when they make a house for a toy that they bring from home. Evaluations of their work are done orally, but pupils have a clear understanding of how these evaluations can help improve their future work.

105. By the end of Year 6, pupils have particularly well-developed food technology skills because of the school's good use of a parent's expertise. Pupils talked enthusiastically about a selection of the items they have made, including Valentine biscuits, home-made tomato soup and an apple and banana cake. In other work, pupils show original skills to overcome problems they encounter in the making process. This was clearly evident in the many modifications that were made to ensure that the rain stick musical instrument made the appropriate sound. Pupils' understanding of the importance of design was heightened by an original initiative from the class teacher. As part of the class Tudor topic, groups of pupils built a house following an original design by their peers. This reinforced the importance of using the correct technical terms as groups had to pass on to each other the instructions necessary to complete the next stage of the construction. Pupils make good use of their literacy skills when they formally evaluate each of their projects and make clear recommendations for improvements to be used in future work. However, pupils do not have enough opportunities to use wood in the making process or to use the associated tools, such as saws.
106. No judgement can be made of the quality of teaching for the older pupils but the quality of teaching in the Reception, Year 1 and Year 2 class is good because pupils' skills are developed systematically and pupils' work is very closely associated with other ongoing classroom work, such as the making of glove puppets depicting characters from recent class stories. The subject makes a good contribution to pupils' social development and the development of pupils' speaking and listening skills because teachers plan regular opportunities for pupils to work together. The development of pupils' mathematical skills is carefully fostered in the practical activities that pupils are expected to carry out. The school has recently introduced regular assessments to help teachers judge pupils' skills and track their progress through the years.

GEOGRAPHY

107. Standards in geography are in line with expected levels at the end of Year 2 and 6. The school has maintained these standards since the previous inspection. All pupils, including those with special educational needs and English as an additional language, achieve well and make good progress.
108. There has been good progress in addressing the planning issue raised in the previous inspection. Plans based on the guidelines issued by the Qualifications and Curriculum Authority are used effectively to meet the particular needs of the school. This enables the school to address the issue of mixed-age classes.
109. Only a very small part of one lesson was observed in the inspection period. It is not possible, therefore, to make a firm judgement on the quality of teaching. Analysis of work and discussions with pupils show that teachers use a variety of different methods, for example using the local area and giving pupils the opportunities to research places beyond the British Isles. In the short session observed, good use was made of atlases and a short video on weather forecasting. The overall standards that pupils achieve are consistent with good quality teaching.
110. By the end of Year 2, pupils show a good understanding of the local area. They describe their journey to school, identifying permanent and temporary features. In discussion, pupils distinguish between their own locality and the nearby town of Grantham. They explain that there are more shops, people and traffic in Grantham. Pupils use geographical vocabulary including 'town' and 'countryside'. They talk about the environment saying what they like and dislike; for example, they do not like litter being left about. Pupils do not have a good understanding of maps and they are not aware that there are both differences and similarities between different places.

111. By the end of Year 6, pupils have increased their knowledge of local areas. They discuss similarities and differences between villages and cities. In work on physical features, pupils show a good understanding of river development, using geographical terms such as 'meander' correctly. Mapping skills are good with pupils being able to identify places all over the world. Projects, based on holiday plans, show that pupils have an understanding of climatic conditions throughout the world. Comparisons between life in the United Kingdom and in other parts of the world are not as well developed as other aspects of geography. Pupils discuss topics such as pollution and understand the effects that this is having on the environment.
112. In discussions, pupils show very good attitudes; they have a pride in the work they have produced. They listen very well to each other when they speak. Pupils' literacy skills are very well developed in geography. Pupils use books and other sources to gather information. They then use this information to write good quality projects on different countries. Mathematical skills are developed well when pupils discover rainfall figures and hours of sunshine. The use of information and communication technology is at an early stage, but there is satisfactory use of the Internet to gather information in the Years 3 to 6 class.
113. There is satisfactory management of the subject. The recently adopted assessment procedures allow the school to identify areas for future development. The school makes good use of the grounds and local area to develop geographical skills. Geography makes a good contribution to pupils' spiritual, moral, social and cultural development. Pupils are given opportunities to study the beauty of the world, discuss moral and social issues and learn about other cultures.

HISTORY

114. Standards have been maintained since the previous inspection. They are at the expected level at both 7 and 11 years of age. All pupils, including those with special educational needs and English as an additional language, achieve well and make good progress.
115. The school has made good progress in addressing the planning issue raised in the previous report. The use of national guidelines and adapted planning ensures that there is full coverage of the subject and the needs of pupils in mixed-age classes are met.
116. No lessons in history took place during the inspection period. It is not, therefore, possible to make a secure judgement on the quality of teaching. The standards attained and pupils' achievement are consistent with good quality teaching. This is reinforced in discussions with pupils. Teachers make good use of resources, artefacts and visits to museums.
117. By the end of Year 2, pupils show a good understanding of the past. They talk about the difference between toys now and in the past. They are aware that although some toys have changed, others have remained similar, for example teddy bears. When talking about the Great Fire of London, pupils show good understanding of how the fire started and why it spread so quickly. They recall famous people from the past, for example Beatrix Potter. They do not understand why people in the past acted as they did.
118. By the end of Year 6, pupils show good understanding of the periods they have studied. They have particularly good knowledge of the Tudor period and are able to explain clearly why Henry VIII argued with the Pope and separated from the Roman Church. Comparisons are made between different periods; pupils understand that there have

always been differences between rich and poor. Pupils discuss and express opinions about the issues they have studied, for example Tudor punishment. This has a very positive effect on developing moral understanding. The higher-attaining pupils explain that things we may think of as being wrong would have been acceptable in earlier times. All pupils know where to find historical information and make effective use of the library for this research work. Pupils are not yet confident suggesting why events may be interpreted in different ways.

119. History is used very well to develop pupils' literacy skills. Pupils find information from a variety of sources. This is read and rewritten in the pupils' own words. Mathematical skills are developed when pupils use time lines and study different periods of history. The use of information and communication technology is developing. It is satisfactory overall, with pupils accessing the Internet to find out information on the period being studied. History makes a very good contribution to pupils' spiritual, moral, social and cultural development. Pupils are given opportunities to reflect on the past, express their opinions on moral and social issues and learn about the world's great civilisations and the influence they have had on modern day Britain.
120. The subject is satisfactorily managed. The recently introduced assessment procedure helps to identify areas for development. The history curriculum is very well enhanced by visits to several museums, including Grantham and Peterborough.

INFORMATION AND COMMUNICATION TECHNOLOGY

121. Standards are in line with national expectations in the juniors and have been maintained since the last inspection. Standards at the end of Year 2 have fallen since the last inspection and are now below expectations. The use of ICT across the curriculum has improved and is beginning to be thoughtfully integrated into other subjects, particularly in the juniors. The school has made good progress in introducing assessment procedures that will enable staff to track pupils' progress and inform their future lesson planning.
122. By the end of Year 2, pupils have sound word processing skills. They write sentences and know how to correct these. They know how to extract information from a CD-ROM and have used a paint program to support their project work. However, their skills in control, such as programming a floor turtle, and in modelling are below expectations. Pupils' knowledge and experience of using ICT to help display their work is also under-developed. Much of the reason for the apparent decline in standards in the infants is due to the fact that the school has very recently replaced the old Acorn computers with PCs. As a result, the teacher has not had sufficient time or training to explore the new PC programs and to see how these can be fitted in to the pupils' learning experiences.
123. Pupils in the juniors have had experience of using PCs and some more powerful PCs have recently been purchased to widen the range of possible applications. Good use is made of the expertise of the headteacher, who is also the ICT co-ordinator. Although Year 6 pupils have not covered all statutory elements of the subject, the school has planned very carefully to ensure that this will happen before the end of the school year. Years 5 and 6 pupils benefit from weekly visits to a local secondary school where they are taught in an ICT suite by one of the host school's teachers. This is helping pupils at present to develop their data handling and graph skills. Further skills, such as multi-media and monitoring work, will be covered when pupils take part in a residential week that is specialising in ICT and adventure activities. Pupils in Years 3 and 4 are making particularly good progress in developing their communication skills. For example, pupils take photographs with the school's digital camera, download the images into the computer and import the images onto a page so that text can be added. The very good progress is due to the high quality teaching from the co-ordinator and the good support he receives from the classroom assistant. These pupils are also making good progress in

their control work, which is being taught by a friend of the school. Pupils are able to program a floor turtle to make squares, but also to draw the demanding equilateral triangles. For this work, pupils make very good use of their knowledge of angles. By the end of Year 6, pupils have good word processing skills, which they use well in their display work. There were some excellent links between the subject and history and art when pupils used the digital camera to take photographs of parts of the church and used the designs from these photographs to produce a large and dramatic silk screen print.

124. The quality of teaching is satisfactory overall, although the present infant teacher's knowledge of her new computer programs is underdeveloped. Some very good teaching was observed in Years 3 and 4. Pupils are very enthusiastic about the subject because they see it permeating many elements of their learning. Pupils make good use of the Internet to find information to support their project work. For example, older pupils searched for information about rainfall in parts of Saudi Arabia, and made good use of their knowledge of databases to display the results of their science work.
125. The co-ordinator has very good subject knowledge and gives good leadership to the subject. The development of the subject is the main priority for this year's school improvement plan and the creation of an ICT suite will make it easier to teach skills to groups of pupils. The organisation of the teaching of the subject, particularly in the juniors, is very effective and is resulting in pupils making rapid gains in their learning. However, the national training scheme did not improve the staff's skills, knowledge and confidence as much as was hoped, and the school is rightly looking for relevant in-service opportunities for the staff to develop their expertise further. Resources for the subject are good and will be further improved when the suite is established. The school has good screening procedures for the Internet use to ensure pupils do not access unsuitable material. The subject makes a good contribution to pupils' social development, particularly when pupils have to work together on a given task.

MUSIC

126. Standards at the end of Year 2 are in line with those expected. There is insufficient evidence to make a judgement on the standards of Year 6 pupils because no music lessons took place in the junior class during the inspection. The school has made good progress in improving the quality of planning since the previous inspection. The nationally recommended guidelines are used effectively to meet the needs of the pupils.
127. Only one lesson was seen and, as a result, it is not possible to make a firm judgement on the quality of teaching. In the lesson seen, the quality of teaching was very good. Resources including a very wide range of percussion instruments were used to compose music based on the science topic of growing beans. Pupils' vocabulary was well developed because the teacher named instruments and talked about high and low sounds. Pupils were interested because there was a good pace to the lesson. Very effective use was made of the support assistant. As a result, the younger and lower-attaining pupils produced very good 'rainfall music' using body percussion. The use of tuned percussion enabled the higher-attaining pupils to contribute very well to the final performance. The later recording of the composition and its use in a dance lesson illustrates the very effective way teachers link areas of the curriculum. Pupils respond very well to the high expectations of both behaviour and learning. They listen carefully to each other when they are performing. Pupils show a good understanding of high and low notes. Their mathematical skills are developed when they identify long and short notes. Pupils have a good sense of rhythm. All pupils sing tunefully in collective acts of worship. They have very good attitudes to the subject.
128. The subject is managed satisfactorily. The recently introduced assessment procedures allow the school to identify areas for development. The music curriculum is enhanced by

opportunities to play recorders and receive instrumental tuition in the violin. Music makes a very good contribution to pupils' spiritual, moral, social and cultural development. Pupils are given opportunities to listen and reflect on music at the start and end of collective acts of worship. There are opportunities to sing and play instruments together and to listen to music from different cultures. There is some use of information and communication technology, for example in playing tapes and CDs. The lack of suitable resources until very recently has restricted opportunities for pupils to develop their composition skills using new technology.

PHYSICAL EDUCATION

129. Standards in physical education are in line with national expectations at the end of Year 2 and in Year 6. No comparison can be made with the last inspection as no judgement was made on the standards of pupils' work. There is no difference in standards between boys and girls. Pupils with special educational needs and English as an additional language make satisfactory progress. The school has not been able to improve the quality of its indoor facilities and, as a result, there are no opportunities for pupils to use apparatus in their indoor work. Two lessons were observed during the inspection. One, a dance lesson for pupils in the infant class, and the other a swimming lesson for pupils in Years 2 to 6. In both these lessons the quality of teaching was good with pupils behaving well, working hard and making good progress.
130. By the end of Year 2, pupils have a clear understanding of the importance of warm-up. They make good use of the restricted floor space and worked well together in small groups in a dance lesson to depict the growth of a bean. Pupils sensitively interpreted the rhythms that they had recorded earlier in the week as part of a music lesson. Pupils' performance of the dance improved significantly during the lesson because the teacher made good use of exemplars for the pupils to copy. Good support from the nursery nurse and the teacher helped groups to reflect on their work and raise its quality. Year 2 pupils benefit from weekly swimming and show good confidence in water, with some able to swim unaided.
131. By the end of Year 6 pupils have benefited from five years of weekly swimming and standards are above national expectations with all pupils able to swim 25 metres unaided. Pupils are very confident in water, work hard in lessons and benefit from good quality teaching from the nursery nurse and from the sports centre swimming coach. Pupils are enthusiastic and make good progress in lessons because of this good quality coaching and well-chosen practices. For example, an insistence on a good body position in the water, strong leg kick and high arm action means that pupils have developed a strong front crawl. Pupils benefit from analysing each other's swimming styles and from incorporating the best elements into their own practice.
132. The school has a good size field and playground for outdoor games, but the facilities of the hall are totally inadequate for the development of pupils' movement and gymnastic skills. This is particularly the case with the older pupils, who are not able to carry out vigorous activities because the hall acts as the main storage area for computers, dining room tables and chairs, piano and other musical instruments. The very low ceiling means that no work is possible on apparatus. The inadequacy of the hall was mentioned at the last inspection, but nothing has been done since then to address this weakness in the school's provision.
133. Pupils benefit from dance and movement sessions taken by a teacher from a local secondary school, a football club taken by a parent, a lunchtime dance club taken by a Year 4 pupil and tennis coaching in the summer term. However, at present the school has no fixtures against other schools and this is a particular disappointment to several of the older pupils. The school uses a national scheme of work to plan lessons, but the

curriculum is unsatisfactory because the school is not able to develop the pupils' gymnastic skills. The school has, however, just adopted a useful assessment procedure to check and record pupils' progress. The results of these assessments are used by teachers to plan their future work. The subject makes a good contribution towards pupils' spiritual and social development, with good opportunities for pupils to work together and value each other's work.