

INSPECTION REPORT

LITTLE GONERBY CE INFANTS SCHOOL

Grantham

LEA area: Lincolnshire

Unique reference number: 120600

Headteacher: Mrs E Wiggins

Reporting inspector: Mr N A Pett
17331

Dates of inspection: 3rd – 6th April 2000

Inspection number: 197271

Inspection carried out under section 10 of the School Inspections Act 1996

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant
School category:	Voluntary Aided
Age range of pupils:	4 to 7
Gender of pupils:	Mixed
School address:	Sandon Road Grantham Lincolnshire
Postcode:	NG31 9AZ
Telephone number:	(01476) 564112
Appropriate authority:	The governing body
Name of chair of governors:	Mr R J Hearmon
Date of previous inspection:	March 1996

INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
N A Pett	Registered inspector	Geography History Information technology	Standards How well is the school led and managed?
J R Lovell	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?
Mrs M Farman	Team inspector	Science Art Music Equal opportunities	How good are the curricular and other opportunities?
C Coombs	Team inspector	Mathematics Design and technology Special educational needs	
Mrs M Sandercock	Team inspector	English Physical education Under fives	How well are pupils taught?

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

The school serves an area of the market town of Grantham. It caters for boys and girls aged between 4 and 7 years. There are 180 pupils on roll, which makes the school smaller in size than primary schools nationally. The attainment of a significant number of children meets or exceeds the expectations for their age on entry. Pupils come from the full range of socio-economic backgrounds, although a significant proportion of them experience financial and social disadvantage. No pupils are eligible for free school meals. A small minority of the pupils are identified as having special educational needs, which is lower than the national average. The very large majority of pupils are of white European heritage and only one pupil has English as an additional language, figures that are below the national average. The school's aims are set in the context of its Church of England status.

HOW GOOD THE SCHOOL IS

This is a very good school. It is well led by its headteacher, who is providing the school with a clear sense of direction. This has been enhanced in more recent months as the newly constituted governing body has increased its focus. The partnership between the governors, headteacher and the teaching staff has sustained and improved the overall provision reported at the last inspection. The school provides its children and pupils with a good quality of education through effective teaching, which has many significant strengths. There is a very good ethos. Standards in National Curriculum tests at the end of Key Stage 1 are consistently above national expectations and compare very favourably with similar schools. It has begun to provide an extended challenge for more talented pupils. The school is giving very good value for money.

What the school does well

- Provides very well for children aged under five.
- Achieves standards at the end of Key Stage 1, which are above the national average in English, mathematics and science.
- Teaching is consistently good, often very good, and leads to pupils making good progress.
- Gives pupils a very good quality of education.
- Establishes a very good ethos in which pupils' personal development is well provided for.
- Works very well in partnership with its parents and the community.
- Successfully ensures very positive attitudes towards school and achieves very good standards of behaviour.
- Is well led, has a clear, shared vision and is achieving its aims, set in its Christian context.

What could be improved

- The formal recording and analysis of assessment data.
- Extending the roles of the co-ordinators.
- Training for First Aid.
- The further provision of work which encourages pupils' thinking skills and independent learning opportunities.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was previously inspected in March 1996. It was then seen as a school which was achieving high standards through effective teaching. It has continued to develop, by addressing the key issues from the previous report and through its own priorities. Standards have been maintained. A policy has been established for assessment, although there is still not enough formal recording of the data to further improve continuity of records. There is now a high quality provision for the youngest pupils because of the well implemented policy for early years. Good progress has been made in the curriculum, with National Curriculum requirements now being met. Teaching has improved significantly with many lessons now being very good. The staff have competently addressed the improvement of problem-solving and investigations, although additional work is still needed in this area. The management roles of the co-ordinators has developed and they monitor colleagues' lesson

plans and sample pupils' work to evaluate progress and standards. These roles have not been extended to monitoring teaching, as, in the interests of continuity in the classroom, the governors have made the decision that this role should fall to the headteacher.

STANDARDS

The table shows the standards achieved by 7 year olds based on National Curriculum test results.

Performance in:	compared with				Key
	all schools			similar schools	
	1997	1998	1999	1999	
reading	A*	A*	A	A	well above average A above average B average C below average D well below average E
writing	A	A	A	B	
mathematics	A*	A*	A	A	

The table above shows that results in the 1999 National Curriculum tests at the end of Key Stage 1, were well above average in reading, writing and mathematics when compared to all schools nationally. Results in previous years have been very high in reading and mathematics, and the slight fall reflects the fact that the year group in 1999 contained a larger proportion of pupils of lower attainment. The proportion of pupils who gained the higher scores was well above average in reading and mathematics and above average in writing. Over the last four years, the scores achieved have been consistently above average. Both boys and girls achieve above the national average. When compared to similar schools, the results are well above average in reading and mathematics and above average in writing. Targets are being achieved and these results show that the pupils are making good progress over time.

Pupils throughout the school, including those with special educational needs, make at least good and, very often, very good progress, which is a reflection of the high standards of teaching. When the youngest pupils reach Key Stage 1, their standards are at least in line with expectations for their age and, for a significant majority, above this expectation. Standards in reading are very high. Many pupils are articulate, speaking clearly and confidently with the use of good vocabulary, which they understand. Listening skills are good and pupils are invariably encouraged to discuss what they have read and respond readily, communicating ideas confidently in all subjects. Attainment in writing is good, with examples of very good writing seen in all subjects. Overall, standards in English have shown improvement since the last inspection.

By the end of Key Stage 1, pupils achieve above the expected standards in all aspects of mathematics, particularly number skills. Attainment in science is well above the national average. Standards in information and communication technology are broadly in line with expectations. Progress in art, design and technology, history, music and physical education is always good and in geography satisfactory. Standards of presentation, overall, are good.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils enjoy coming to school and enjoy learning.
Behaviour, in and out of classrooms	Very good. Pupils behave sensibly and follow instructions very well.
Personal development and relationships	Very good. Pupils enjoy good relationships with each other and with adults.
Attendance	Pupils' attendance and punctuality are very good. Attendance is significantly above the national average, with no unauthorised absence.

This is a significant strength of the school. Pupils work with enthusiasm and are eager to learn. The very high quality of their attitudes, behaviour, relationships, response to opportunities for personal and social development and attendance make a significant contribution to pupils' attainment and learning.

TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years	aged 7-11 years
Lessons seen overall	Very good	Good	N/a

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.

Teaching has improved considerably since the last inspection when all teaching was found to be satisfactory and over one fifth good. Teaching is always satisfactory, at least good in 94 per cent of lessons and very good in 44 per cent of lessons. Teaching makes a good contribution to pupils' opportunities to learn and make progress. The teaching of literacy and numeracy skills is very good. The National Literacy and Numeracy Strategies have been well implemented and have enabled teachers to continue with their focused teaching of the basic skills. Very careful attention is given throughout the school to the teaching of reading and standards are very high. Teachers have high expectations and are clear about their learning objectives. Planning is good and the work set generally meets the differing needs of the pupils. In the best lessons, teachers challenge their pupils well through good questions and also through opportunities to carry out problem-solving and investigations. Nevertheless, this is still an area which needs further development to ensure that there is consistent practice in all classrooms. All lessons are characterised by good behaviour and learning. The ethos in the large majority of classes is very good.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Provision for early years is very good. The overall curriculum has balance and breadth and meets National Curriculum requirements. Extra-curricular activities are good.
Provision for pupils with special educational needs	Good. There is only a small number of identified pupils, but their needs are met through individual education plans and small group teaching.
Provision for pupils with English as an additional language	Effective provision is made, and progress is good.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good in all areas. Pupils have good opportunities to take responsibility for their work and tasks in class. Visits to local places of interest support their social and cultural development.
How well the school cares for its pupils	Very good care is taken of all pupils. Staff know them well and provide good support. There are some deficiencies in the formal recording of assessment details and in the training of staff for first aid.

There have been significant improvements in these aspects since the last inspection. Curriculum requirements are now met. The overall opportunities for the spiritual development in subjects across

the curriculum support the school's Christian ethos. Whilst assessment procedures are followed, there is insufficient formal recording of data to ensure that the information is readily available to support information on pupils' continuity and progression. Staff are very effective in promoting good standards of discipline and behaviour. The school works very well in partnership with its parents and many provide support for a wide range of activities.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher provides a clear educational vision and the partnership between her, the deputy headteacher and the staff lead to the high quality of education in the school. The roles of the subject co-ordinators have been developed, but the opportunities for the monitoring of teaching are underdeveloped.
How well the governors fulfil their responsibilities	Since September there has been a new governing body. The governors are being very active in their role and having a positive impact on the quality of education and the care of the pupils.
The school's evaluation of its performance	Good evaluation of national test results and other testing systems is well suited to evaluate performance. The development plan effectively addresses school priorities for improvement.
The strategic use of resources	This is very effective and allows the school to give very good value for money.

The school is very well led through the effective partnership of the governors and headteacher. The deputy head and staff provide very good support and the overall vision promotes high expectations. There are sufficient teaching staff who are appropriately qualified. The number of support staff is low, although parents provide very good support. The accommodation is sufficient to meet the numbers on roll and the curriculum. It is in very good condition. The library is very small, but the overall stock of books available throughout the school is good. Learning resources for subjects are good and have been recently enhanced by a network of computers.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> The progress made and standards achieved by their children. Good standards of behaviour and personal development. That the right amount of homework is set. Their children enjoy school. There is a good partnership between themselves and the school. 	<ul style="list-style-type: none"> More information about pupils' progress. An increase in the range of activities outside of lessons. Information about their children's success and not just weakness, for example through a reading record.

From the approximately 50 per cent return of the questionnaire parents are pleased with the quality of education that their children receive. Twenty two parents attended the pre-inspection meeting. Overall, the inspection evidence confirms the positive views of the parents. The inspectors' judgements are that adequate opportunities do exist for parents to be informed about their child's progress. Parents have the opportunity to contact teachers daily and the annual reports are sound. Nevertheless, the procedure for reading records could be enhanced to facilitate a better dialogue. The range of activities outside of lessons is good, yet the school recognises the need to review its provision.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and achievements

1. Results in the 1999 National Curriculum tests at the end of Key stage 1, for pupils aged seven, were well above average in reading, writing and mathematics when compared to all schools nationally. Results in previous years have been very high in reading and mathematics and the slight fall reflects that the year group in 1999 contained a larger proportion of pupils of lower prior attainment. The proportion of pupils who gained the higher scores was well above average in reading and mathematics and above average in writing. Results in the teacher assessments for science were well above the national average. Over the last four years, the scores achieved have been consistently above average. Whilst the girls achieve better results in English, boys do better in mathematics, but the gap is only marginal and both sexes achieve above national averages. When compared to similar schools, the results are well above average in reading and mathematics and above average in writing. These results show that the pupils are making good progress over time.
2. Attainment on entry, for the majority of pupils, when they join the Reception class before their fifth birthday, is broadly in line with the expectations for their ages. The pupils are grouped by age and the large majority of pupils in the youngest Reception class were aged under five at the time of the inspection. Overall, the pupils make good progress during their time in Reception classes, so that, when they reach Year 1 and begin the National Curriculum, they have been well prepared and their standards in all of the desirable learning outcomes are at least in line with expectations for their age and, for a significant majority, above this expectation. This represents good progress.
3. Pupils make at least good and, very often, very good progress in Key Stage 1, which is a reflection of the high standards of teaching. Emphasis is placed on developing literacy and this is successfully achieved. Well organised sessions at the beginning of the day which contribute to the personal development of the pupils as they adapt to the responsibility of getting on with their work, either in groups or individually, involve a range of activities, but mainly reading. Virtually all pupils are heard reading every day, either by the class teacher or by support staff or parent volunteers. This accounts for the good progress in reading standards, leading to attainment that is well above national expectations by the end of the key stage, particularly among higher attaining pupils in all year groups. The large majority read confidently and with expression and understanding of the texts, which are effectively matched to their needs. A small minority of parents expressed concerns that reading material was insufficiently challenging for their children's ability, but inspection evidence shows that the vast majority of pupils are well challenged. The majority of pupils in Year 2 and high attaining and average pupils in Year 1 have already developed a strong interest in non-fiction books and this is encouraged by the systematic introduction of non-fiction texts related to other subjects, such as science and history.
4. By the end of the key stage, attainment in speaking and listening is in line with expectations and often pupils have acquired skills which are well above expectations. The large majority of pupils speak clearly and confidently. They use appropriate vocabulary and can explain the meanings of the words that they use in subjects across the curriculum. The pupils listen well. The good emphasis placed on discussion in class, for example, about the books that the pupils have read, leads to good responses and this occurs in all subjects, with pupils readily responding to questions. Attainment in writing is above national expectations by the end of the key stage, with examples of very high standards in all subjects. The majority of pupils use consistently sized, joined handwriting and can write in sentences, using imaginative vocabulary. Pupils write effectively for a range of purposes, including prayers, information writing and instructions. Higher attaining pupils punctuate sentences accurately, using speech marks and exclamation marks appropriately.

5. By the end of Key Stage 1, pupils achieve above the expected standards in all aspects of mathematics, particularly number skills. They know addition and subtraction facts to ten and many pupils easily add and subtract two digit numbers to 100 and, sometimes, beyond. They have good recognition of patterns in numbers and clearly articulate how they solved the problem, with clear mathematical thinking. They use mathematical terms, such as corners, sides, faces and angles, correctly. Most pupils correctly identify two-dimensional shapes such as hexagon, circle, square, rectangle and triangle and three-dimensional shapes such as cylinder, cube and cuboid. In subjects across the curriculum, there is effective use of number work, and the standards seen in mathematics occur in all subjects.
6. By the age of seven, pupils' attainment in science is well above the national average. They are developing very good skills of enquiry and investigation. This is a very significant improvement since the key issue about the lack of investigation skills in the previous inspection. All pupils understand the need for a fair test. All pupils understand and use a suitably accurate scientific vocabulary. For example, they know the specific scientific use of everyday words such as conductor and vibration.
7. Standards in information and communication technology are broadly in line with expectations for the end of Key Stage 1. The recent acquisition of new computers has enabled the school to build on the previous experience. Teachers are very well supported by parent volunteers and through very effective paired work, sometimes with parents and sometimes without support, pupils are making good progress. The pupils can log on to programs, use a mouse and icons effectively and both print and save their work. Standards in word processing are above expectations and data handling and graph work in line with expectations. Older pupils are developing the use of E-mail to communicate with another school in North America.
8. Inspection evidence from a limited range of lesson observations, but from a detailed scrutiny of pupils' work, shows that progress in art, design and technology, history, music and physical education is always good and, in geography, satisfactory. The standards being achieved by the pupils are generally above the expectations for their ages, although more broadly in line in geography and physical education.
9. Pupils with special educational needs make good progress in their learning and achieve appropriately. They have individual education plans with achievable short-term targets and receive some additional support in their learning from non-teaching assistants. These factors have a positive effect on their achievement.
10. The school has recently introduced curriculum extension work in literacy for some higher attaining pupils. However, insufficient attention is given at present to providing challenge to extend all pupils fully in mathematics and other subject areas. The school plans in-service training on developing this area.
11. Overall, all pupils are making good progress and, for a significant majority, progress is very good. This reflects the quality of teaching which leads to the high standards being achieved, which show good improvement since the last inspection.

Pupils' attitudes, values and personal development

12. Almost all pupils, including those aged under five, have very good attitudes to learning and to all school activities. Their behaviour is very good at all times and they enjoy very good relationships. Pupils respond very well to opportunities for personal and social development. These high standards make a very positive contribution to pupils' attainment and learning and are a significant strength of the school.
13. Pupils work with enthusiasm and are eager to learn. They value the positive comments of teachers which help them to understand how they can improve their work. Throughout the school, there are very good relationships between pupils and between pupils and staff and other adults who help in the school. Pupils display care and consideration for each other within the classroom where, for example, Year 1 pupils recognise the need to consider others, whilst undertaking a range of activities to develop their use of everyday language to describe the

features of two-dimensional objects. They value their relationships with each other and are sensitive to each other's feelings, displaying kindness and concern. They particularly enjoy working with others and 'sharing', an expression used independently by a number of pupils in Year 2. In lessons, they sustain their concentration well, undertaking work with interest and enthusiasm, responding well to challenging work, displaying initiative and often taking responsibility for their own work with confidence. Pupils work effectively on their own and with others, co-operating, collaborating and sharing resources very well.

14. Pupils respond very well to the high expectations for their behaviour. They know and understand the rules, having been involved in drawing them up and consider the effect of their actions on others through assemblies and during circle time, promoting the Christian ethos of the school. For example, during the week of the inspection, pupils in the Reception class were organising a picnic which focused on caring and sharing. Pupils are courteous, trustworthy and take great care of property and equipment. Their behaviour around the school and in lessons is very good and most pupils are self disciplined, although, on occasions, a very small minority of pupils behave in an inappropriate manner. Neither pupils nor parents identify any concerns about bullying or any other form of oppressive behaviour. Where any concerns are identified, they are dealt with effectively and sensitively by staff and pupils are confident that they may turn to staff for support. There have been no exclusions in the current year and this rate of exclusions is static.
15. When pupils are given the opportunity, such as during a Year 1 form period, they are able to take responsibility for their own work. They effectively organise themselves when undertaking activities such as reading, using computers, completing worksheets and developing dictionary skills, in small groups or independently. Pupils are eager to help and readily volunteer to undertake tasks.
16. All pupils warmly welcome visitors and are confident in showing and discussing their work and in talking about their school. They respond well to visiting speakers and visits, displaying a keen sense of inquiry. Through these activities, pupils have a very good understanding of the needs of others and they support a range of charities. For example, making up shoeboxes of gifts for children in Kosovo, giving up one item a week during Lent and donating the money saved to support the work of the Lincolnshire Air Ambulance, acknowledges the value of giving away something of their own to those with a greater need. Pupils appreciate the environment and enthusiastically participated in a project to plant a large number of trees within the school grounds.
17. Pupils' attendance and punctuality are very good. In 1998/9, the attendance level of 96.4 per cent, with no unauthorised absence, was well above the national average of 94.1 per cent. Attendance rates are consistently high and have a very positive effect upon attainment and progress. Standards have been maintained since the last inspection.

HOW WELL ARE PUPILS TAUGHT?

18. Teaching has improved considerably since the last inspection when all teaching was found to be satisfactory and over one fifth of teaching good. There has been a distinct increase in the number of good lessons and teaching, in a high proportion of lessons, is now very good. In 94 per cent of lessons, teaching is good, including 44 per cent where teaching is very good. No unsatisfactory lessons were seen. Very good teaching is seen in each year group, but is particularly evident in reception and with under fives, where two thirds of teaching is very good and teaching is never less than good and in Year 2, where 44 per cent of teaching is very good. Teaching makes a good contribution to pupils' opportunities to learn and make progress and is a strength of the school.
19. The teaching of literacy and numeracy skills is very good, overall, with very good teaching in half of all English and mathematics lessons. The introduction of the National Literacy and National Numeracy Strategies has enabled teachers to continue with their focused teaching of the basic skills. The teaching of basic skills in literacy and numeracy for under fives and in reception is extremely good. Children receive a thorough grounding at an early age, which ensures that they have the confidence and ability to tackle any written and numerical tasks that arise in other

subjects. Teaching in English is of a consistently high quality in the Reception year when pupils are always very well challenged and tasks are always very well suited to pupils' ability. This continues in Key Stage 1, although challenges in group work are occasionally not sufficiently high to keep pupils absorbed and on task. Letter sounds, spelling rules and sentence construction are always taught carefully and clearly, so that spelling and writing are always of a good standard and pupils use the appropriate format when making lists or writing instructions, for example, in science. Very careful attention is given throughout the school to the teaching of reading. Standards are very high and pupils can use books for research from an early age. The teaching has developed good speaking and listening skills and pupils can express their opinions clearly. The National Numeracy Strategy gives a good structure for teachers' planning of whole class and individual work. The teaching encourages pupils to use their mathematical knowledge as well as teaching the basic concepts of counting and ordering numbers.

20. Teaching in science is very good, with teachers' thorough preparation and lively presentation contributing well to pupils' enthusiasm for learning. Overall, the quality of teaching in history, geography, art, music, design technology and physical education is good. Teaching in information technology is satisfactory in class and it is exceptionally well supported by parents in their working with small groups.
21. Teachers' planning is usually very good, presenting good challenges to the pupils through high expectations. This is usually the result of the overall good subject knowledge, which ensures that teachers are aware of the detailed steps which pupils must take in order to learn. In these lessons, teachers effectively use resources to ensure that pupils have access to what they need to maximise learning opportunities. This is particularly evident in English, mathematics, science and design technology. Subject knowledge is good in all subjects except information and communication technology where it is satisfactory. This results in a lack of direct teaching in the subject and, although some good and very good work is evident from individual pupils, teachers do not offer high level challenges consistently.
22. The overall management of the school supports the positive climate for learning very strongly. School policies are very well implemented, with teachers managing and controlling pupils very well. The management of pupils under five is extremely good. Lessons move from whole class sessions to group work appropriately, although, very occasionally, they falter, for example, when settling into groups in English lessons or in physical education. Individual or paired tasks are well used in subjects like science, English and design and information technology. Teachers enjoy very good relationships with pupils. They use praise frequently and appropriately when pupils deserve it and constantly encourage a good level of effort. Pupils respond with warmth and respect and a willingness to please by working hard. In English and mathematics, good levels of encouragement in lessons, together with questions appropriate to every child's learning needs, ensure that pupils put a high level of intellectual effort into whole class sessions when reading text, or in mental mathematics sessions. Their learning is characterised by a high level of interest and concentration. When pupils visited Grantham museum and the local hospital during the inspection, teachers' management of pupils was very good. Pupils were curious and inquisitive and were expected to listen politely and courteously at all times. They responded well to this expectation and teachers used the opportunity well, so that the visit actively promoted learning in geography, history and science.
23. Support staff, students and parent helpers are well deployed and are well prepared to support learning. Good support is given for reading groups, with positive pointers for learning new skills and reading techniques. In reception classes, students on placements are very involved in planning and aware of targets for each pupil, so, for example, when they support reading and writing, they ask clear and challenging questions and reiterate new sounds carefully. Pupils with special educational needs are well taught. Clear, individual education plans with attainable short-term targets support their learning well. Pupils with special needs learn effectively as they work towards the achievable short-term targets specified in their individual education plans. Support staff are used effectively to provide additional help for pupils whose special needs have been identified.
24. In the best lessons, teachers ask searching questions at the end of lessons to assess the level of new learning and use this information to adjust planning for the next day's tasks. Assessment

procedures are in place and teachers know their pupils well. Nevertheless, there is heavy reliance on tick lists and inadequate formal records exist to show progress. For example, although all staff know exactly which books pupils have read, there is no readily available analysis of skills mastered in these text levels, either for teachers, or for pupils and their parents to share.

25. There is a very clear homework policy which is well used. Homework supports learning very well, especially in literacy and numeracy, with regular reading and spelling a very important feature. Parents share responsibility for homework and the headteacher rewards pupils' efforts, so that they are eager to complete their homework and gain their awards. Quantities given are appropriate in each year group and the school fulfils its obligation, as outlined in its policy, very well.

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

26. The school provides a broadly based and well-balanced curriculum and National Curriculum requirements are met. The curriculum for the under five's is very good. The basis for this curriculum is the nationally agreed Desirable Outcomes for Learning. The school also takes into account the recommendations of the new Early Learning Goals. The curriculum prepares children very well for work at Key Stage 1 of the National Curriculum. There is a significant improvement to the curriculum for children who are under five since the previous inspection. Significant emphasis is placed on English and mathematics within the curriculum at Key Stage 1 and, although this restricts teaching time for the foundation subjects, it does not have an adverse effect on standards. There is a whole school curriculum framework, ensuring good continuity without unnecessary repetition of work and there is clear progress in the development of skills.
27. The school provides very well for pupils' physical and personal development. Science includes a suitable health education programme that encompasses sex education and drugs awareness. The personal, social and health education programme effectively deals with moral and social issues. The effective implementation of the National Literacy and Numeracy Strategies is having a positive impact on raising standards in English and in mathematics. There are better opportunities for pupils to develop their ability to investigate and work independently, which is an improvement since the last report. Opportunities are effectively identified in science, art and music, but there is insufficient use of these techniques in other areas of the curriculum. Very good use is made of visits and visitors to enhance the curriculum.
28. The school's provision for extra-curricular activities is good. These include sporting activities as well as music, gardening and visits to places of interest. They broaden, enrich and enhance pupils' experiences. For example, there are good opportunities for the pupils to learn to play recorders and to sing in the school choir. Pupils enjoy these activities and participate enthusiastically in them. The range of extra-curricular activities is appropriate for this type of school and the concerns of parents are not supported by inspection evidence. The school prepares pupils well for their transfer to junior school.
29. There is effective provision for pupils on the register of special educational needs. Identified pupils have access to the full curriculum. The procedures for recording and monitoring progress give a clear focus on the needs of individual pupils with special educational needs. All pupils, regardless of age, ability or gender, have equal access to the curriculum, including opportunities to join in the extra-curricular activities.
30. The school's provision for the spiritual, moral, social and cultural development of its pupils is very good. This is an improvement since the previous inspection. The school places great importance on these elements of pupils' development within a clear Christian ethos, enabling it to broaden and deepen pupils' social skills, understanding, values and experiences. The report from the Diocesan inspector will comment more fully on pupils' spiritual development, although in subjects in general, opportunities are taken to develop pupils' values and beliefs and stimulate their awe and wonder. For example, during the visit to the local hospital, pupils reacted with amazement at the results achieved by the various tests that they underwent and gained in

confidence at the thought of how medical science can affect their lives. There is very good provision for moral development. Pupils have many opportunities for reflective thought in assemblies and lessons. There is direct teaching of the principles that distinguish right from wrong and all classrooms have clearly defined rules.

31. The provision for the social development of pupils is very good. This is an improvement since the previous inspection. Children who are under five in the reception classes have many opportunities to develop independent attitudes to learning. Teachers build on these and increase them as the pupils progress through the school. Pupils develop their ability to work co-operatively and collaboratively in lessons very well. In science, for example, pupils work very well together when carrying out investigations into how seeds grow. This makes a positive contribution to the effective development of social skills. The school prepares pupils very well for their transfer to junior school. It makes very effective use of visits and performances to enable pupils to develop a sense of group identity and acceptable group behaviour. All members of staff foster very good relationships between pupils and between pupils and themselves. Pupils play together very well and further develop their social skills during lunchtime. The pupils have a very good level of involvement in the wider community. An example of this is the recent, successful concert in conjunction with the local Rotary club. They sing in the local church and give concerts for families and friends. Pupils take part in a variety of outings and visits that support their work in lessons very well.
32. The school makes very good provision for the cultural development of its pupils. This is an improvement since the previous inspection. Pupils have many opportunities to develop awareness of their own culture. They visit local places of interest as part of their work in history and geography, developing their awareness of their local cultural heritage very well. The school teaches pupils well about other cultures and beliefs. Representatives of different beliefs and cultures visit the school to talk to the pupils, for example, members of the Chinese community in Grantham. Major festivals of the Christian world, as well as the Chinese New Year and Diwali, are celebrated. Good links exist with a school in America and pupils communicate by e-mail. The school teaches pupils to value and respect all faiths and beliefs and prepares them very well for life in a multi-cultural society.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

33. The school is a happy environment, which functions as an orderly community with a caring Christian ethos. Teachers and staff set very high standards for pupils and act as very good role models. They have a very clear knowledge of pupils' academic and personal progress, although formal records are insufficiently developed. Staff are very effective in promoting good standards of discipline and behaviour. Provision has been well maintained since the last report.
34. Since the last inspection, good progress has been achieved in developing procedures for assessment, building upon test results and commercial schemes. Teachers' knowledge of pupils is used very effectively to improve standards and learning. Although teachers know pupils very well and have a good understanding of their standards of attainment and their learning over a period of time, there are insufficient formal records of individual pupils' progress. Planning is informed by the attainment of the group, combined with the teacher's own knowledge of pupils, information which would not be available to any temporary teacher in the event of the need to provide cover. For example, whilst all pupils are heard to read on a regular basis and teachers are aware of their progress, they do not regularly record the acquisition of skills. End of year assessments are good. Pupils are very confident in approaching staff with any problems and feel that they are very well supported. The very good educational and personal support and guidance, which teachers provide, assist pupils to benefit from the opportunities offered.
35. The school's ethos and the high expectations of all adults working within it are successful in promoting pupils' very good standards of behaviour. There is an effective behaviour policy. School rules are displayed, together with class rules which are negotiated annually between the pupils and class teachers. Many opportunities are taken to praise pupils for good work or good behaviour. The rules and expectations of staff are well understood by pupils and the use of rewards and sanctions is consistent. Pupils are regularly involved in discussing issues to promote responsibility for their own behaviour and an understanding of its impact on others.

The anti-bullying policy is good and pupils know that they can turn to a member of staff in the case of any difficulties. Neither pupils nor staff report any incidents of systematic bullying or oppressive behaviour. Good storybooks raise pupils' awareness of the issues surrounding bullying and are used to stimulate discussions. These strategies ensure high standards of behaviour and very good personal relationships which, together, have a very positive effect on both attainment and progress.

36. There are good procedures for monitoring attendance and punctuality. Parents are strongly encouraged to take holidays outside term time and not during the period when tests are being taken. Staff work with parents and outside agencies to address any attendance problems. Registers are marked accurately. Although all pupils are brought to school, parents are quickly contacted if a reason for their child's absence has not been provided.
37. Child protection arrangements are satisfactory. Staff understand the child protection policy and the school exercises its responsibilities with care and vigilance, having adopted the local area protection committee's procedures, which comply with requirements. The headteacher is responsible for child protection and has received appropriate training. The policy for special educational needs fully reflects the Code of Practice. Teachers' records document well and effectively the pupils in the class with those needs and how they will be met. The individual education plans are clear and give precise targets. They help the teachers and classroom assistants to provide suitable activities to support pupils' needs, enabling them to make good progress. There are good liaison arrangements with specialists and support agencies, to ensure that pupils' needs are identified and supported appropriately.
38. There is a good health and safety policy and safe practices are promoted. For example, when Year 2 pupils were undertaking a visit to Grantham Museum and the library at The King's School, the class teacher and adult helpers very safely escorted them across a number of busy roads and junctions. This journey was used very well to involve all pupils in recognising potential dangers and how to behave and act sensibly for the safety of themselves and others. The LEA completed and documented risk assessments on behalf of the school last year and the issues arising have been addressed, although the action has not been formally recorded. Equipment and appliances are regularly tested and, throughout the school, there is a good awareness of safety.
39. The arrangements for providing first aid are satisfactory and pupils are looked after well. Although all staff undertook first aid training five years ago and the midday assistants have recently undertaken a course to provide them with a 'Certificate of Competency' which included an element of basic first aid skills, no member of staff holds a current first aid certificate. First aid boxes meet requirements and the school takes great care to ensure the well being of pupils by, for example, maintaining a list of those pupils who are allergic to sticking plasters. The recording of accidents has recently been improved to provide more information, which will benefit regular reviews and the identification of any risks.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

40. Partnership with parents is very good and makes a significant contribution to pupils' learning. An effective partnership between school and home is promoted through good communications and the active involvement of parents in the life and work of the school. Parents have high expectations of the school and are very supportive of their children's learning. For example, their support for pupils in developing literacy and information and communication technology skills has had a positive impact on the standards attained.
41. Parents express positive views of the school. They clearly state that their children like school, express particularly positive views about the quality of teaching and the high expectations which exist. The amount of homework is seen as being appropriate and they praise the good standards of behaviour and the good leadership and management of the school. A significant minority of parents express concerns about the information provided about progress and the range of activities available outside lessons. The inspection team supports the positive views of parents, but was unable to support the concerns expressed by a minority of parents because the reports do convey appropriate information, the range of extra-curricular opportunities is

appropriate for an infant school. The inspectors do agree that reading records could be improved.

42. Parents, governors and adults from the local community play an important part in the life and work of the school and staff and pupils value their involvement. These volunteers provide effective assistance in classrooms, with activities such as reading, design and technology, computer skills and with visits. All parents are members of the Friends of Little Gonerby and, through their direct fundraising activities, have supported projects, such as the planting of 200 trees in the school grounds, which have positively influenced the learning environment. In addition, the Friends assisted in gaining grants from local businesses and other bodies, enhancing the opportunities and facilities available to pupils. The home/school agreement effectively builds upon the good partnership which exists with parents.
43. The information provided for parents is good. Regular newsletters include good information about visits, the curriculum topics which are being covered, an outline of homework and lists of words to improve spelling. All of this information helps parents to support their children's work at home and reinforce learning. Staff are readily accessible to parents. Open evenings, with an opportunity to meet with teachers, are held each term and, in the spring term, parents have an opportunity to have a private consultation with teachers. Virtually all parents attend consultation evenings and contact is made with those parents who are unable to attend to provide them with an opportunity to discuss their children's progress. Reports meet requirements and teachers' comments are carefully written and provide a statement on progress, particularly in core subjects, and clear, realistic targets for improvement which are beneficial to pupils and parents.
44. Parents are always involved fully in the identification of pupils with special educational needs. They are invited to review meetings and are involved usually when individual education plans for their children are being drafted. The school provides parents with copies of good and informative leaflets about special educational needs, detailing the local education authority provision for meeting these.

HOW WELL IS THE SCHOOL LED AND MANAGED?

45. The school's aims, based on educational and Christian values, are shared by all involved with the school and are effectively implemented and achieved. They centre on providing pupils with a respect for each other and a love for learning. The successful implementation of these aims is very visible in the very good ethos the school has achieved.
46. Until September 1999, the school was part of a group of three schools all under the same governing body. Since then, a separate governing body has been formed and many of its members are new to their role. The governors have been very active and already have a good understanding of the strengths and weaknesses of the school. They are appropriately involved in the management and leadership of the school. This good partnership between the headteacher, staff and governors is effective in promoting the very good quality of education throughout the school. Governors have worked very hard to ensure that statutory requirements are in place and policies have been reviewed and adopted, reflecting the school's own comprehensive approach to the successful education of its pupils. Statutory requirements are met. The school is very well led by the headteacher, who has a clear vision and plays a distinctive role in the life of the school through her commitment to the staff and pupils. Her leadership, which is well supported by the deputy headteacher, has led to the maintaining of standards and also to effective improvement in the school since last report issued in 1996. There is effective analysis of test results, of both National Curriculum tests and other testing systems and the school has identified its own priorities for improvement which have been fulfilled.
47. Improvement since the last inspection has effectively addressed the key issues. An effective policy has been agreed for assessment, although formal recording has yet to be developed and still remains an area for improvement. The monitoring role of the subject coordinators has been developed in the wider role of monitoring teachers' plans and sampling work. The governors' decision that the headteacher should mainly monitor teaching has been implemented. This limits the professional development of the staff. Plans now fully reflect National Curriculum requirements. Early Years planning is now good. Better opportunities exist for pupils to carry

out investigations in mathematics, science and technology. There have been improvements, which have been initiated by the school through its own evaluation, to extend pupils' opportunities in information and communication technology. Outdoors facilities for under fives have been extensively improved, although the layout of the school grounds prevents further changes unless extensive funds become available. The quality of teaching has also improved. Overall, school improvement has been good and there are appropriate plans to bring about further changes.

48. The headteacher is the coordinator for special educational needs and is also the nominated person for child protection. She carries out these roles effectively and well. Detailed records are kept and there are efficient procedures for the identification, monitoring and review of pupils' progress. The school has a nominated governor for special educational needs and, although she has only recently taken on this responsibility, she has visited classes to see how pupils with special educational needs are progressing. She is committed to the support of these pupils and the early identification of problems.
49. The whole-school development plan is a very detailed and effective document and contains a comprehensive approach for development. It is effectively linked to the staff development plan to ensure that the staff have the skills required to implement the plans. For example, the school recognises the need for training in information technology, now that they have an improved range of equipment. The bid for an enrichment programme, to support talented pupils and targets for English and mathematics, is indicative of the school's awareness of changes for further improvement.
50. The school is appropriately staffed and there is a very good match of experience. There have been two new staff appointed since the last inspection. The staff are a committed team of colleagues, who have high expectations for their pupils and who provide the headteacher with good support. They have good subject knowledge in all areas except information technology, where it is broadly satisfactory. The number of learning support staff is low in comparison to the number of pupils and, whilst they enhance the pupils' learning opportunities, limitations for a range of activities exists. Very good use is made of parents who willingly give of their time to support teaching and activities in a wide range of contexts. For example, parents listen to pupils read, support group work in information technology and visits. Administrative staff make a very positive contribution to the day-to-day running of the school. The mid-day supervisors all hold the Certificate for Midday Supervisory Assistants. Part of this training involves child protection and special needs. Staff reviews are held, but, currently, there is no appraisal in place. There is a good support programme for newly qualified teachers. The school has the potential to provide very effectively for initial teacher training, and does so for early years support staff through its links with various institutions.
51. The accommodation is adequate for the number of pupils and to meet the needs of the curriculum. The building is in very good condition and standards of caretaking are very good. No graffiti or litter were seen during the week of the inspection. Access to the school for the physically disabled is good. The library is small, but is a useful facility for group work and good access to books in the corridor racks partially compensates for this inadequacy. The overall amount of resources are good, especially books. The recent acquisition of six computers, which are networked, has enhanced the provision for information and communication technology.
52. Financial planning is sound and effectively linked to the development plan to make it strategic. The most recent auditors' report shows that arrangements are effective. The contingency fund is inflated by the recent changes in school governance, whereby additional finance was credited to the school account. This has led to a balance in excess of 5 per cent, but there are relevant development plans. Specific funds for special educational needs, funding attributed to the school from national Standards Funds and from Diocesan funding have been effectively targeted and are having a positive impact on learning opportunities. The headteacher and governors seek to provide the best possible value, being very conscious of the eventual limitations of their budget. Taking into account the unit costs, the standards being achieved through effective teaching and the overall very positive learning ethos, the school is giving very good value for money.

53. Overall, the management and leadership of the school is maintaining high standards, yet is aware of the need to be rigorous in its work to maintain the momentum in the future. The very good learning environment and the positive ethos identified in the last report have been maintained.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

The governors, headteacher and staff now need to:

- improve the formal recording of pupils' progress and analysis of assessment data to further improve planning, so that work consistently meets the differing needs of all pupils;

Paragraphs: 24, 34, 47, 76, 89, 98, 103, 109, 116

- extend the role of the subject co-ordinators by increasing their involvement in monitoring and evaluation so that they have experience of all aspects of teachers' work, and to provide opportunities to further their professional development;

Paragraphs: 47, 71, 83, 89, 94, 98, 116

- ensuring that the school has appropriately trained staff for First Aid;

Paragraph: 76

The school recognises that further improvement is required in:

- extending the opportunities for work which encourage pupils' thinking skills and independent learning.

Paragraphs: 10, 19, 76

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	36
Number of discussions with staff, governors, other adults and pupils	18

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
2	42	50	6	0	0	0

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

Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y2
Number of pupils on the school's roll (FTE for part-time pupils)	N/A	180
Number of full-time pupils eligible for free school meals	N/A	0

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y2
Number of pupils with statements of special educational needs	N/A	1
Number of pupils on the school's special educational needs register	N/A	22

English as an additional language	No of pupils
Number of pupils with English as an additional language	1

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	2
Pupils who left the school other than at the usual time of leaving	1

Attendance

Authorised absence	%
School data	3.6
National comparative data	5.4

Unauthorised absence	%
School data	0
National comparative data	0.5

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

Attainment at the end of Key Stage 1

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 1 for the latest reporting year	1999	27	33	60

National Curriculum Test/Task Results	Reading	Writing	Mathematics	
Numbers of pupils at NC level 2 and above	Boys	25	24	26
	Girls	32	32	32
	Total	57	56	58
Percentage of pupils at NC level 2 or above	School	95 (98)	93 (98)	97 (98)
	National	82 (80)	83 (85)	87 (86)

Teachers' Assessments	English	Mathematics	Science	
Numbers of pupils at NC level 2 and above	Boys	25	26	25
	Girls	32	31	31
	Total	57	57	56
Percentage of pupils at NC level 2 or above	School	95 (98)	95 (98)	93 (98)
	National	82 (81)	86 (85)	87 (86)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	1
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	1
White	118
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-Y2

Total number of qualified teachers (FTE)	7.1
Number of pupils per qualified teacher	25.5
Average class size	30

Education support staff: YR-Y2

Total number of education support staff	2
Total aggregate hours worked per week	48

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	N/A
Number of pupils per qualified teacher	N/A

Total number of education support staff	N/A
Total aggregate hours worked per week	N/A

Number of pupils per FTE adult	N/A
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FTE means full-time equivalent.

Financial information

Financial year	1998/99
	£
Total income	272243
Total expenditure	273153
Expenditure per pupil	1509
Balance brought forward from previous year	23050
Balance carried forward to next year	22140

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	180
Number of questionnaires returned	82

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	72	22	4	2	0
My child is making good progress in school.	60	32	4	0	5
Behaviour in the school is good.	68	27	0	1	4
My child gets the right amount of work to do at home.	59	37	5	0	0
The teaching is good.	66	30	2	0	1
I am kept well informed about how my child is getting on.	34	41	18	6	0
I would feel comfortable about approaching the school with questions or a problem.	63	27	5	2	2
The school expects my child to work hard and achieve his or her best.	73	24	2	0	0
The school works closely with parents.	52	33	6	6	2
The school is well led and managed.	68	27	0	2	2
The school is helping my child become mature and responsible.	62	32	2	1	2
The school provides an interesting range of activities outside lessons.	26	39	16	4	16

From the approximately 50 per cent return of the questionnaire, parents are pleased with the quality of education that their children receive. Twenty two parents attended the pre-inspection meeting. Overall, the inspection evidence confirms the positive views of the parents. The inspectors' judgements are that adequate opportunities do exist for parents to be informed about their child's progress. Parents have the opportunity to contact teachers daily and the annual reports are sound. Nevertheless, the procedure for reading records could be enhanced to facilitate a better dialogue. The range of activities outside lessons is satisfactory and the school recognises the need to review its provision.

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

54. Provision for children under five is very good and is a strength of the school. At the time of the last inspection, standards were generally sound, with good standards in reading and writing and teaching was generally sound. There was no policy in place and no provision for outdoor play. These issues have been very positively addressed and considerable improvements are evident. Teaching is now very good and children achieve well, with particularly high standards in language and literacy and in mathematics. An outdoor play area has been provided, with fixed climbing and balancing equipment. This is not exclusively for the use of under fives and is unfenced, although the children are well supervised, have a good sense of safety and use the area appropriately. A very good, early years policy is now in place and planning ensures that all areas of learning are covered. In practice, there is a greater emphasis on the development of mathematics, language and literacy and personal and social development than the other areas of learning, but this does not prevent children from reaching the nationally agreed standards by the age of five in all areas of learning.
55. Children under five make good progress. They are admitted to reception classes at the beginning of the year in which they become five and are grouped by age. At the time of inspection, two thirds of one class were under five. These children are all meeting and, in many instances, exceeding the national standards set out in the desirable learning outcomes in all areas of learning. In the areas of personal and social development, language and literacy and in mathematics all children have already reached the desirable outcomes for children on entering compulsory education and they are already working on the early stages of the National Curriculum.

Personal and social development

56. Attainment in personal and social development is above average for the children's age. Children under five have already met the expected national outcomes for children aged five. They are very confident when working together or alone, finding what they need for their work without any fuss. They respond positively to adults and other children and are happy to work together, sharing resources and taking turns fairly. Teaching is very good in this area and a regular circle time gives opportunities for children to reflect upon things which make others happy or sad. During this time, teaching is well related to their experience in school, for example, a forthcoming picnic, so that all children have good reminders of right and wrong behaviour and a need to treat people and property with respect and care. Very good encouragement for discussion when working enables children to enhance their social skills and to improve their use of language; these opportunities are well used. Good relationships established before children are admitted and during the early months in reception continue throughout their time in reception, ensuring that parents and teachers share values and expectations for children's behaviour, progress and attainment.

Language and literacy

57. On entry to Reception, standards in reading are in line with national standards and those found in the county. At the time of inspection, under fives are well above average in their early reading skills, with all children already reaching and in many cases exceeding the nationally agreed outcomes. A very positive emphasis on the teaching of reading skills and daily reading practice, ensure that very good progress is made. Every child has a clear view of the importance of reading and wants to read. Teachers, parents and children closely monitor progress through the scheme and enjoyment of reading and a pride in success is clearly evident. All children have a reading book which contains text at an appropriate level and can read it, spelling out words and using sounds clues to help when necessary. All are able to talk about the book they are reading and to retell the story using the pictures to enhance the description. One child knew about thinking bubbles in text and all could point to the title of the book, with higher attaining pupils able to point to the author's name and say what the author does. One child was able to

use the 'contents' page of a book to locate a chosen story quickly and read the simple text both fluently and with expression. Children's writing is developing at a good rate and all have already attained the desired outcomes normally reached by the age of five. They sound out letters confidently and use their knowledge of sounds to help them spell. In the areas of reading, writing, speaking and listening, children are already working on the early stages of the National Curriculum. Teaching is very good in this area, with one excellent lesson seen. Expectations are very high and take into account the individual needs of every child. When teaching is excellent, fine attention to detail in planning ensures that every opportunity for learning is utilised. Colour-coded text, with individual words covered, is used to encourage children to read sentences, to choose appropriate words to complete the sentence and to read which word the author chose, using sound clues. As a result, children concentrate very well on the text and read clearly and with understanding.

Mathematics

58. Very good emphasis is given to the development of mathematical skills. On entry at 4 years of age, attainment is marginally above national standards but very good teaching and very good attitudes towards learning ensure that children make very good progress. By the time of inspection, practically all have reached the desirable outcomes and all are well on target to do so before the age of five. Children confidently recognise numbers up to ten, add numbers up to eight and count confidently in order up to 20, with one third able to count to 100. They count together in tens to 100 and recognise that it's much quicker to count in tens than in ones to get to bigger numbers. They accurately recognise and use positional language, such as under, behind and next to, when listening and speaking and, when completing tasks based on this concept, can put objects and people in the right places. Every opportunity is taken to introduce mathematical ideas and vocabulary, so that, when a child draws one flower, the teacher asks the child to re-read the words 'flowers' asking how many there should be and getting the answer, 'more than one'. Teaching is consistently very good. Extremely good subject knowledge and a high level of competence in the curriculum for under fives ensures that children build on previous learning and that all children, including higher attainers, are well challenged in this area of learning. Planning is very detailed and resources are readily available, ensuring that children get on with their tasks quickly. Questions are very well thought out and challenging, and assessments are very well used to fine-tune the planning for the following day. The work of students in training is well organised so that they play a vital part in teaching during group activities.

Knowledge and understanding of the world

59. Teaching in the wide area of knowledge and understanding of the world is good. Children make satisfactory progress in the development of skills when using the computer, developing confidence in using the mouse, although little direct teaching was seen. When children were planning a Teddy Bears' picnic, all knew the difference between real food, which they will eat and pretend food, as on display in their pictures. They can describe which foods are good for picnics and why some food, for example frozen foods or uncooked foods, is not suitable for a picnic at school. Their mathematics, work with the floor map and cars, shows an appropriate awareness of directions and the rules of the road. They know which day of the week it is, when they started school and how much they have learned since then. Opportunities in this area of learning are strongly linked to the development of language and literacy and, sometimes, the emphasis of teaching is insufficiently focused on early learning in history, geography, science and technology. Standards reflect expectations for the children's ages.

Physical development

60. Standards are in line to meet the desirable outcomes in this area of learning by the age of 5. Sufficient provision of small tools like pencils and crayons ensures that fine motor skills are well developed. Children can draw, cut and stick confidently. The provision of large apparatus in an outdoor play area provides regular practice in balancing and climbing, and ensures that children move confidently and with control. Children have daily supervised use of wheeled toys, can choose small apparatus like hoops, balls and ropes or play chasing games which increase their awareness of space. Although not seen during the inspection, planning indicates that children

are fully involved in physical development lessons in the hall, which offer good challenges and good opportunities for learning, both in physical development and personal and social development. Teaching in this area is good, with very clear plans to support progress in whole class physical development lessons.

Creative development

61. Attainment is in line to meet the national levels expected by the age of five. Children have regular opportunities to explore musical instruments and clearly enjoy playing them. Most can play the rhythm of their name accurately. They listen carefully to music played by recorders in assembly and join in singing with enthusiasm. Evidence of displays and analysis of work indicate appropriate attention to detail in art work. Children know the names of colours securely and make careful drawings of people and of teddy bears, with appropriate attention to detail like faces, eyes and noses. Teaching in this area is good, but timetables and plans indicate that there are insufficient opportunities for these young children to extend these appropriate experiences by exploring and experimenting imaginatively.
62. The overall quality of teaching is very good. It is never less than good. A very high level of knowledge and expertise ensures that teaching is based on a thorough understanding of children's needs. Teaching ensures that children are very well challenged and respond very positively, invariably working very industriously. Children are managed extremely well, with grouping for tasks very carefully planned to ensure that children work with maximum involvement and at a swift pace. The available staff and adult helpers are very well deployed and relationships with children are very good, ensuring that they develop confidence in expressing their views and organising their work and seek help when needed. Planning is undertaken carefully and based on good daily assessments, ensuring that the needs of different groups and individuals are very well met.

ENGLISH

63. At the time of the last inspection, standards were very good. Most pupils achieved national expectations in reading, writing and speaking and listening and many exceeded them. Results of national tests and inspection evidence confirm that these high standards have been maintained and, in the area of writing, standards among higher attaining pupils are improving.
64. Results in the 1999 National Curriculum tests at the end of Key Stage 1 were well above the national average in reading and writing. They were well above the average for similar schools in reading and above average in writing. The number of pupils reaching level 3 was above the national average and also above the average results in similar schools. Teacher assessments indicate that speaking and listening skills are well above the national average and inspection evidence confirms this judgement. Over the four years from 1996, up to and including 1999, pupils' performance in reading was very high, exceeding the national average for their age group by at least a year. In writing, their performance was well above the national average, exceeding it by six months. These high results have shown a slight decline over time, but detailed records show that differences in the overall performance from year to year relate directly to the attainment of individual pupils and those with learning difficulties within the year group, rather than any general lowering of standards. There is no significant difference between the performance of girls and boys.
65. The National Literacy Strategy is effectively implemented and provides a consistent framework for teaching. There is a strong emphasis on ensuring that pupils are given a very good grounding in basic literacy skills. A generous amount of time is allocated to teaching English and to teaching and using literacy skills in other subjects. Pupils use their reading and writing well in all subjects. This is particularly noticeable in science where pupils record information accurately and in a variety of styles for different purposes, such as lists, notes, instructions and factual accounts. During the literacy hour, the shared text session is always crisply focused. Skilled use of questioning, adapted appropriately to the needs of each pupil, encourages pupils to listen well and enables them to answer clearly, using a wide vocabulary. Group work is generally effectively used to enhance the teaching of writing and reading skills and reading groups are well supported by a capable classroom assistant. Very occasionally, there is

insufficient emphasis on selecting work to challenge and inspire pupils during group activities. This results in a lack of enthusiastic involvement and opportunities for new learning are missed.

66. Attainment in speaking and listening is good, with some very good examples observed. Pupils have acquired skills which are above national expectations by the end of the key stage. Pupils contribute confidently in whole class discussions and express their views, using mature vocabulary, their contributions demonstrating a high level of understanding. For example, Year 2 pupils can explain clearly what a 'character' is, others also adding confidently that the word contains digraphs. Sentence construction and vocabulary are corrected appropriately, so that a good awareness of Standard English has developed. Throughout the school, a positive emphasis on discussion, both with their teachers and with other pupils ensures that pupils make good progress. During whole class reading sessions and when reading to teachers, pupils are invariably encouraged to discuss what they have read and respond readily, communicating ideas confidently. Points are clarified in an encouraging way and pupils are often thanked warmly for their contributions, which further increases pupils' confidence and promotes learning.
67. Attainment in reading is very good, with examples of very good use of reading, particularly among higher attaining pupils in all year groups, in all subjects. Pupils practise their reading daily in school and this, together with a good partnership with parents, ensures that pupils make very good progress. Opportunities for reading during the literacy hour are well used by teachers and pupils. By the age of seven, all pupils can clearly explain what an author does and know where to find the blurb and its purpose. The majority of pupils in Year 2 and high attaining and average pupils in Year 1, have already developed a strong interest in non-fiction books, encouraged by the systematic introduction of non-fiction texts related to other subjects, such as science and history. A similar number of pupils and the higher attaining pupils in the reception class can use a contents page to locate a story or information quickly. A very strong emphasis on phonic skills in reception classes ensures that these are very secure at an early age. Few of these young readers need to use picture clues although many will extract information from pictures enthusiastically, to enhance the retelling of a story. The very good provision of books in the reading scheme and pupils' own knowledge of their progress through the scheme is an important factor in ensuring pupils' rapid progress. This generous provision, together with an extensive range of high quality non-fiction books, which are clearly classified, encourages a very positive attitude to reading for many purposes and demonstrates the school's shared commitment to high standards.
68. Attainment in writing is good, with examples of very good writing seen in all subjects. By the age of seven, the majority of pupils use consistently sized, joined handwriting and use this script in all their work. They write clear sentences using imaginative vocabulary and write for a wide range of purposes, including prayers, information writing and instructions. Higher attaining pupils invariably punctuate sentences accurately, using speech marks and exclamation marks appropriately. Pupils recognise blends in words and write these accurately, so that spelling is good. Tasks are usually well planned to challenge pupils and expectations are high that they will complete tasks, ensuring that they make good progress. All pupils, including those in the reception class, write clear sentences, which convey meaning. From this early age, pupils can spell simple words correctly. More complex words are attempted, using a secure knowledge of letter sounds, so that when writing independently, an average pupil in the reception class writes, 'I played with my robot.', with correct spelling, a capital letter and a full stop at the end. A support programme with specialist teaching has recently been introduced to challenge higher attaining pupils in Year 1 and to improve their writing skills and this is beginning to have a positive impact on their writing skills. Their lesson on writing a report for a local newspaper, following the visit of the community policeman, was very ambitious and pupils responded well and made good progress. They accurately used vocabulary like 'toxic' and knew how to use a dictionary and a thesaurus confidently to improve their vocabulary. Computers are used well to produce their final versions. Pupils with special educational needs make good progress and achieve appropriate standards.
69. Pupils have very good attitudes in their work and behave very well. They enjoy reading and writing and are very proud of their work.

70. The quality of teaching is good and in 30 per cent of lessons very good, with no unsatisfactory teaching. Teaching in the reception class, a quarter of teaching in Year 1 and the teaching of reading is very good. This very good teaching is characterised by precise attention to detail in planning and high expectations, with the result that lessons proceed at a very brisk pace, with pupils fully involved in their tasks. Work is presented in very interesting and challenging ways and is clearly explained. In the majority of lessons, where teaching is good, the quality of planning is good and group tasks enable pupils to work individually for a sustained period. Resources are usually ready for pupils to use, enabling them to move from whole class sessions into groups quietly and swiftly and to settle to their tasks quickly. Teachers have good subject knowledge and follow the National Literacy Strategy, adapting it to suit the needs of their pupils well. Marking is consistent and offers encouragement and regular records are kept of what pupils are reading. Where teaching is less successful, group work leads to some pupils needing to wait for further explanation, whilst others finish quickly, due to insufficient challenge in their task. This slows the pace of learning.
71. The co-coordinator is very knowledgeable and has a high level of expertise. The introduction of the literacy hour and its effects on standards are being carefully monitored and pupils' performance is very carefully tracked. Test results are analysed as pupils move through the school, so that the mismatch between anticipated results and performance is minimal. As a result of an analysis of levels in writing, the co-ordinator has recently planned and carried out the programme for raising standards in writing for Year 1 higher attaining pupils. Inspection evidence confirms the view that these pupils are receiving challenges at a high level in comparison with their age. The co-ordinator has a strong commitment to maintaining and raising standards and this is an important factor in the successful teaching in this subject and the high results achieved. Monitoring of teachers' plans takes place, but the monitoring of teaching is carried out by the headteacher.

MATHEMATICS

72. Results in the 1999 National Curriculum tests, at the end of Key Stage 1, were well above the national average for the number of pupils reaching both the national standard and the higher levels. Teachers' assessments broadly reflect these results. Results were well above the average in comparison with similar schools. There was no significant difference between the performance of boys and girls. The trend in results over the last four years shows a very gradual decrease in the average points score, which reflects the variation in the number of pupils with learning difficulties. The evidence of pupils' school work is that pupils' attainment is above the national average at the end of Key Stage 1 and this reflects the results of the last four years. Standards in mathematics show a slight improvement since the last inspection. Pupils use their mathematical knowledge well across the curriculum, for example when measuring accurately in centimetres and millilitres in science, or when they use graphs to record and analyse their findings.
73. By the end of Key Stage 1, pupils achieve above the expected standards in all aspects of mathematics. By the age of seven they count readily in twos, fives and tens. They have good understanding of numbers to 100 and most easily add on ten to numbers up to 100. They know addition and subtraction facts to ten and many pupils easily add and subtract two digit numbers to 100 and, sometimes, beyond. They have good recognition of patterns in numbers, for example, knowing that a vertical column of numbers in a 100 square increases each time by ten. Pupils work well with number "crosses" using their knowledge of number patterns effectively to fill in up to five missing numbers when only one of the pattern is given to them. They explain clearly how they solved the problem with good mathematical thinking, for example, saying, "I went right one, so it's thirty-five, and I went up one so it's ten less, so it's twenty-four." Pupils working with money recognise all of the coins from 1p to £2, and most of them count accurately sums of money up to ten pounds when they check on the amount in their "purse". They have some understanding of money being exchanged for goods in their shopping exercise and know that they can't 'buy' something that costs more than they have! Most pupils correctly identify two-dimensional shapes such as hexagon, circle, square, rectangle and triangle and three-dimensional shapes such as cylinder, cube and cuboid. They know the difference between a square and a rectangle and can explain this, using phrases such as "rectangles have big sides and little sides but in a square they are all the same." They use mathematical terms

such as corners, sides, faces and angles correctly. Younger pupils develop their mathematical vocabulary as they use terms, such as middle, beside, corner, opposite and behind correctly, when positioning objects around their teddy. Effective use is made of a range of computer programs to enhance pupils' knowledge and understanding.

74. Pupils, including those with special educational needs, make generally good progress in their learning as they acquire knowledge, for example of mathematical language, and skills, such as facility with number operations, as they move through the school. They concentrate well on the task in hand and apply themselves diligently to their work. They are usually interested in what they are doing. They often show pride and pleasure in what they achieve and most have confidence in their mathematical ability. Pupils' attitudes to their work are good. They are enthusiastic and interested and their behaviour is usually good. They listen well to one another and to their teachers and they take initiative sensibly, for example, finding the apparatus or equipment they need. They share well with one another. These factors all have a positive effect on their learning.
75. The overall quality of teaching is good. Lessons are well planned and organised, following the structure of the National Numeracy Strategy, and move at a brisk pace, maintaining pupils' interest in what they are learning. Questions are used well to extend learning and to assess what pupils know. Appropriate learning resources are provided, such as purses of money for counting, or large number squares to enable pupils to explore patterns and relationships in number. Explanations are clear and based on secure knowledge of the subject. Relationships are good and praise is often used very well to reinforce learning and to raise pupils' self-esteem. Effective summary sessions are held at the end of lessons to review learning and clarify any misunderstandings. These aspects of teaching have a significant and positive effect on pupils' progress and attainment. Occasionally, the marking of pupils' work gives insufficient support and helpful guidance as to how the pupils can progress.
76. The coordinator monitors teachers' plans and samples pupils' work. Assessment procedures are in place and the information gained is used in planning future work for pupils, but the formal recording of pupils' results in general work is underdeveloped. Monitoring of teaching is also underdeveloped. An area for development is to provide additional challenge and extension work for the most able and higher attaining pupils.

SCIENCE

77. At the end of Key Stage 1 in 1999, the teacher assessment indicates that most pupils attain standards above the national average. Attainment, at the higher level, is well above the expectation for pupils of this age. The current inspection findings reflect the 1999 teacher assessments. This is because of the high quality of teachers' planning, the quality of their teaching and their effective use of assessment procedures. The well-structured scheme of work is constantly under review to ensure that pupils understand the need to enquire and investigate. This is leading to an improvement in achievement by pupils throughout the school, and makes a very good contribution to the improvement in pupils' attainment and progress. Improvement since the previous inspection is good.
78. By the age of seven, pupils' attainment is well above national expectations. They are developing very good skills of enquiry and investigation. This is a very significant improvement since the key issue about the lack of investigation skills in the previous inspection. Teachers build on and develop the work pupils do in the reception classes and in Year 1. All pupils understand the need for a fair test and most pupils know how to construct and carry one out. They apply their knowledge well to other subjects. For example, in music lessons, pupils predict how the length and tautness of a string affects the sound it makes. Pupils discuss their findings and arrive at secure conclusions. They know how to record their findings and understand the need for accurate measurements. An example of this is when pupils measure and record temperatures and pulse rates. This makes a positive contribution to pupils' numeracy skills. All pupils understand and use a suitably accurate scientific vocabulary. For example, they know the specific scientific use of everyday words such as conductor and vibration. They raise questions about how seeds grow and try to answer them through logical reasoning.

79. Attainment in the life processes is well above the national average. From the reception classes, pupils understand how water, light and food affect plant growth. They understand that humans have similar needs. By Year 2, pupils understand the effect of exercise on the body and are aware of what constitutes healthy eating. Attainment in the knowledge of materials and their properties is well above the national average. The scrutiny of work shows that pupils understand how to classify materials according to their properties. They understand the processes of change and are developing awareness that some change is reversible, for example, freezing and melting water. Attainment in the knowledge of physical processes is above the national average. Most pupils can identify different kinds of forces correctly. The most able pupils are developing a good level of understanding of the effects of gravity. All pupils understand the uses and dangers of electricity.
80. Pupils learn very well and make very good progress. Teachers build very well on the pupils' learning as they progress through the school. All pupils consolidate their learning very effectively and rapidly learn new concepts. An example is when pupils discover how plants grow. The pupils show significant gains in their ability to plan, organise and carry out scientific investigations. Pupils make very good progress in their understanding and use of appropriate scientific vocabulary. Pupils make good progress in their ability to write up experiments clearly. This makes a positive contribution to their literacy skills. Pupils with special educational needs make good progress in developing scientific skills and concepts. They work in mixed ability groups in all classes. This gives them mutual support and helps raise their self-esteem.
81. Pupils in all classes are enthusiastic about their work in science. They respond very well to the teaching, which motivates them and enhances their learning and progress. They listen carefully, follow instructions and behave in a responsible and sensible manner. The pupils concentrate well and take pride in their work. They work very well together, discuss ideas and use an increasingly mature level of reasoning to work out ideas. Pupils show excitement in the investigative work they undertake. All pupils show a great deal of respect for their teachers and each other. They take good care of equipment and materials. They welcome opportunities to work independently and respond very well to the challenging and interesting work. They are aware of safety issues as they work.
82. The overall quality of teaching is very good. No teaching is less than good. In all lessons, teachers' planning has clear and relevant learning objectives that identifies extension activities. Teachers make skilful and timely interventions to assist and extend learning by challenging pupils' thinking and ideas. They give all pupils suitable opportunities to discuss their findings. The pace of lessons is good. This ensures total involvement of pupils in their work. The very good relationships between teachers and pupils ensure a high level of commitment by pupils. Teachers provide pupils with many opportunities to engage in their own research and to plan and carry out their own investigations. The structure of lessons is very clear and expectations are high. This ensures that pupils learn well, make good progress and achieve high standards in their work. Teachers expect pupils to complete their work within lessons and make the criteria for work clear. There is firm but subtle management of class routines, control and discipline. The individual lesson planning is good in quality and content. All teachers match activities very well to the needs and abilities of pupils. They provide suitable extension work for higher attaining pupils. All teachers have a good knowledge and understanding and are enthusiastic about their teaching. Teachers make good links to other subjects, for example, producing graphs and charts, artwork from observations of flowers and exploration of sound in music lessons.
83. The subject is effectively coordinated in relation to planning and reviews of pupils' work, but there is inadequate monitoring of teaching. Resources are well managed and, overall, there is a very positive learning ethos.

ART

84. By the end of Key Stage 1, pupils attain standards that are above expectations for their age. This is a good level of improvement since the previous inspection. The basis for judgements is the analysis of work on display and one lesson.

85. Pupils show a good level of skill in their observational drawings, for example, in the careful drawings they make of viburnum cuttings and primulas. The pupils are confident in their use of paint and brushes and, where appropriate, produce bold and colourful paintings. They use a suitably wide range of media and materials confidently. For example, pupils experiment with pastels and chalk to achieve different shades and tones in the style of Monet. Most of the pupils have a good understanding of the properties of media such as pastels, chalk and pencils. They link their drawings well with work in science, English and design and technology. For example, pupils use paint well to decorate models they make and to illustrate stories and books. They make effective use of computer programs to produce pictures and illustrations.
86. The pupils consolidate and develop their skills, knowledge and understanding well. They use and apply their knowledge of techniques, such as using pencils, paint, pastels and chalk to good effect in their work. They develop their understanding of the properties of a range of media and materials well. Pupils' work shows an increasing ability to observe closely and record carefully as they progress through the school. They make good progress in their ability to evaluate and improve their work.
87. Pupils' work shows evidence that they find their work interesting and stimulating. They take a great deal of pride in their own work and are eager to explain the work on display. The pupils have opportunities to take responsibility and show initiative in developing and using their own ideas in their work.
88. The quality of the work and of teachers' planning indicates that the quality of teaching is good. Planning is thorough with clear learning objectives and outcomes. The challenges set in the work indicate high expectations of achievement. The planning provides for systematic teaching of skills and for teaching about artists and their art. It provides a good balance between direct teaching of facts and opportunities for pupils to discuss and reflect on art and artists.
89. The school provides its pupils with a well-balanced curriculum that covers both elements of the National Curriculum for art. The actual time allocation is low, but this does not affect standards. The scheme of work gives an effective level of support to enable teachers to plan and teach effectively. The co-ordinator monitors teachers' planning and the quality of work on display, but not teaching. There is no structured and systematic monitoring of pupils' development of skills and techniques.

DESIGN AND TECHNOLOGY

90. Only one lesson in design and technology was observed during the inspection. Other evidence was drawn from discussions with teachers and pupils, from teachers' plans and from displays of pupils' work.
91. By the end of Key Stage 1, attainment is above the standards expected for the pupils' age. Year 2 pupils design well and carefully an Easter basket to contain a cream egg, selecting appropriate materials. They draw and make notes for their designs, which are of above average quality. They understand how to plan their work in order to produce a good finished basket. They demonstrate good making skills, using scissors, fabric, tissue paper and a variety of other materials well as they produce interesting and thoughtful baskets, which meet the required purpose. Younger pupils make good, interestingly designed and decorated teddies with moveable limbs. They design and make from 'junk' materials a good variety of model toys. Pupils in Year 1 effectively construct good 'push' toys and moving pictures, using a slide mechanism which works well. Other pupils investigate book making and design and make a book using well the information they have found. A good variety of 'musical instruments' made by pupils all work and demonstrate a number of different ways in which the sound is produced, such as plucking, scraping or shaking.
92. Pupils, including those with special educational needs, make good progress in their learning. They practise well the various making skills, such as cutting and joining different materials and, by investigating, find out how things are made or how simple mechanisms work. They work with a high level of concentration and remain on task for lengthy periods of time. They show independence as they move purposefully to select the materials and equipment they need and

they work with evident enjoyment. Behaviour is very good and pupils have a very good attitude to this work. They listen well to instructions and discuss well their plans with maturity beyond their years.

93. The quality of teaching, judged by an analysis of pupils' work, teachers' plans and very limited lesson observation, is good. Tasks are well planned at the appropriate level for the pupils, giving the highest attaining pupils challenge, but allowing lower attainers to develop the skills and understanding they need to make suitable progress. A good variety of resources is provided and explanations are given clearly and well. Good use is made of pupils to demonstrate their work or to explain it to the whole class and this enhances their speaking and listening skills. All of these factors have a very positive effect on the pupils' learning.
94. There have been significant improvements in this subject since the last inspection. There is an appropriate policy and a good range of resources is available to enhance the teaching and learning of the various aspects of design and technology. The coordinator effectively monitors planning, but the monitoring of teaching is underdeveloped.

GEOGRAPHY

95. Because of the curriculum arrangements, very little teaching of geography was observed as the majority of the work is covered in the summer term. The current arrangements concentrated on history, although there are close links in the work being undertaken with other subjects. For example, visits made during the inspection to the museum and hospital included geography as pupils planned their routes and took account of employment in the area and in science in the marvellous time that the pupils experienced in being patients in the hospital. The overall judgements are based on a study of teachers' plans, a scrutiny of pupils' work, displays and very limited lesson observations, and discussions with teachers and pupils.
96. Standards by the end of Key Stage 1 are in line with expectations. At the last inspection, no judgement was reached because of limited evidence and, thus, no judgement can be made on improvement since this inspection. Pupils can plan their routes in the locality and understand the four cardinal points of the compass. They have made effective maps of the locality showing the main land use features. In Year 1, the visit of a local policeman enhanced the pupils' knowledge and understanding of the range of employment in the area, also achieved in the hospital visit. Pupils in Year 2 can identify key buildings in the area and their use. In relation to the local river, higher attaining pupils can provide a simple explanation of erosion. Some work has begun on comparisons in the British Isles and pupils can identify the different countries.
97. Progress is broadly satisfactory on the basis of the available evidence. Pupils are making gains in their knowledge and understanding of Grantham, which contributes to their understanding of change in jobs and culture. Pupils' attitudes are positive and they behave very well. They are very enthusiastic to ask questions and listen very well.
98. The quality of teaching is at least good, as shown by the planning for the visits undertaken and the teachers' subject knowledge. The coordinator has plans for monitoring pupils' work, but not for teaching. Resources are good, but there is insufficient evidence to show that the use of information and communication technology is planned for, although the e-mail link with the school in North America has distinct potential. The recording of pupils' progress is also underdeveloped.

HISTORY

99. The overall judgements are based on a study of teachers' plans, a scrutiny of pupils' work, displays and lesson observations. At the last inspection, standards were judged as being above expectations by the end of the key stage and, overall, these have been maintained.
100. Pupils have a good understanding of a number of famous people that they have studied, including Florence Nightingale, Newton, Van Gogh and Braille. They can recall historical facts and link them with developments in the last century. Good use is made of the local museum for

the pupils to see and handle artefacts, gaining an understanding of primary sources of evidence. They also understand the various buildings in the locality, how and when they were built and for what purposes they are used. They also have a sound understanding about the Great Plague and its effects on London. In their writing, they produce clear factual accounts as well as writing creatively.

101. Pupils have positive attitudes and are enthusiastic learners. They willingly ask questions and listen very well. This enhances their overall good progress as they develop their understanding of their cultural heritage.
102. Teaching is good. The work set meets the needs of the pupils and is effectively marked with some good comments as to how work might be improved. The planning for visits is meticulous and teachers and parent volunteers ensure the safety of the pupils and also stimulate their interest.
103. The coordinator ensures that resources are good and monitors planning for progression and continuity. Assessment is good informally, but the formal recording is still underdeveloped.

INFORMATION TECHNOLOGY

104. Standards are in line with national expectations by the end of Key Stage 1. The last inspection report commented that standards were sound and this has been maintained. The report also stated that insufficient attention was given to providing extension work to meet the needs of all pupils and that insufficient use was made of computers in subjects across the curriculum to support independent learning. The recent acquisition of six new computers, which are networked and accessible to all classes, has increased the opportunity for developing pupils' knowledge, understanding and skills and good opportunities are now taken for independent research. Overall, there has been a good level of improvement.
105. Pupils at the end of Key stage 1 can use the keyboard and the mouse to give commands and type text. They can follow instructions on the screen, and use software to develop number and reading skills. They can load software confidently. Pupils can enter text on a word processor when writing letters and stories and record information on their favourite book, without help and print their work. They can use drawing and data handling programs. Pupils understand the function of keys, such as return, shift and delete, know the names of computer hardware and use terms such as icon and double click. They can use the Internet for research in other subjects, for example, to find out about famous people in history. They persevere well when they experience technical difficulties. Pupils are proficient in the use of a data handling program to make graphs and can enter commands to control a screen turtle and predict the effects of commands. In recent weeks they have gained the skills to write e-mails as part of the link with a school in North America.
106. Progress is good. Pupils are developing the skills to use computers in their research and to enhance the quality of their work. The opportunities taken by teachers to make full use of the new computers are as yet limited, but the good use of parent volunteers is enhancing pupils' progress. Good access is given to all pupils and the progress of pupils with special educational needs is good. The new equipment is enhancing printed work.
107. Pupils have positive attitudes. When using the computers, they work well in pairs or independently, taking care of the equipment and helping each other. They are interested in their work and keen to learn. Pupils take pride in work which is completed well and talk confidently about what they have done. Behaviour is good.
108. Teaching is broadly satisfactory. Teachers have appropriate subject knowledge, but accept that more training is needed. They plan relevant learning experiences into the curriculum. It is through the very good partnership with parents that the teaching is effective. Pupils' work is effectively displayed to raise their awareness and self-esteem.
109. Planning is effectively coordinated and National Curriculum requirements are met. A policy and scheme of work are in place. Assessment is satisfactory, but needs to be formally developed to

inform planning. Resources are now adequate, with six new computers in a network and separate computers in each classroom. Good use is still made of older machines for specific purposes. There has been improvement since the last inspection, but there has not been an audit of teachers' skills to ascertain what effective training is required. The overall monitoring of pupils' progress and the quality of teaching is underdeveloped.

MUSIC

110. Standards are above those expected for pupils of seven years of age. The pupils sing and play recorders well. They develop their own ideas to create pictorial scores and have a good understanding of beat and rhythm. This is good improvement since the previous inspection.
111. By the age of seven pupils have above average skills in composing and in playing recorders and percussion instruments. They are confident and play accurately as they accompany singing in assembly. The pupils show good control of their voices. For example, they sing the 'learning' song very expressively. Pupils have a good understanding of the meaning of beat and rhythm and can maintain accurate rhythm in a two part rhythmic exercise. Pupils maintain accurate pitch and sing sweetly and enthusiastically in lessons and assemblies.
112. The pupils learn well and make good progress. They consolidate and develop their knowledge and skills well. Direct teaching of singing and playing skills enables pupils to develop their performing skills well. The pupils build on their skills and quickly learn to maintain an accurate beat against rhythmic singing. Pupils work hard to improve their skills of composition and make good progress in producing pictorial scores. There are limited opportunities for the pupils to use information technology to support their work in music. They have access to CD ROMs that enable them to carry out independent research into musical instruments and the lives of composers.
113. The pupils respond very well throughout the school. They show much respect for the efforts of others and respond very well to their teachers. The pupils persevere and work with determination to perform well. They co-operate well together and with adults in lessons. Pupils with special educational needs, have suitable opportunities to consolidate their skills and understanding.
114. The quality of teaching is consistently good. Teachers' planning indicates good subject knowledge through the provision of a carefully balanced range of activities. These include listening to, appraising, performing and composing. Teaching is lively, enthusiastic and makes music enjoyable and fun. This ensures that pupils develop good levels of expertise and a love for music.
115. The pupils support the extra-curricular activities very well. Music makes a very good contribution to pupils' spiritual, social and cultural development. Resources are very good. They are of good quality, suitable for the needs and age range of pupils and are from a good range of cultures. Staff and pupils make very effective use of them.
116. The coordinator is effective in her management role. Monitoring of plans occurs, but not of teaching. The scheme of work covers all elements of the National Curriculum. There are satisfactory procedures for assessing pupils' progress in performing, composing and in their knowledge and understanding of music

PHYSICAL EDUCATION

117. At the time of the last inspection, teaching was sound and pupils reached a satisfactory standard in the subject; these aspects have been maintained. During the week, of inspection it was possible to see only the teaching of gymnastics and games. In these areas, all pupils attain the standards normally expected for pupils of their age and by the end of Key Stage 1.
118. By the end of year 2, pupils work together satisfactorily when involved in group work and use space thoughtfully when moving around the hall together. They use small apparatus

appropriately. Pupils develop and practise a range of ways of travelling with a ball, sending and receiving it, using different sorts of bat. In evaluating their performance they understand that some types of ball are easier to control and that some types of bat are easier to use on particular surfaces or with particular sizes or types of ball. The majority clearly demonstrate an awareness of space and can avoid others whilst running or when throwing a bean-bag or dribbling a ball. They bounce a ball carefully within the confines of a hoop and catch it, improving their performance after discussion, by practising bouncing the ball straight and bouncing it low rather than high. In gymnastic activities, using small apparatus, they perform a variety of jumps on the floor and using low benches and demonstrate good body control.

119. Pupils' attitudes are satisfactory, with a good level of involvement demonstrated in one third of lessons seen. Pupils are all appropriately dressed and clearly enjoy games and gymnastics. They are fair about taking turns and the majority wait their turn sensibly. Pupils use equipment safely and pay due regard to their own safety and the safety of others. However, some pupils are rather noisy, which lessens the impact of the lesson, as they do not carefully observe what others are doing.
120. The overall quality of teaching and learning is good. Long term planning ensures that pupils learn games, gymnastics and dance, including traditional country dances. Lessons are clearly planned with good attention to appropriate warm ups and suitable group activities. Teachers use their time well, moving from group to group, giving instructions, encouragement for evaluation and making suggestions for improvements. In two thirds of lessons, good teacher intervention ensures that clear instructions for improvement are given and good progress is made. By listening to others, good attention to techniques and practice, pupils' learning is at a good level. Pupils in Year 1 improved their control when throwing bean-bags, bouncing balls or jumping and a class of Year 2 pupils improved their skills in dribbling a ball by careful thought about how hard to tap or hit the ball with the bat provided. However, in two thirds of lessons, teachers allow too much chatter and pupils pay insufficient attention to instructions with the result that the pace of lessons slows when groups change activities. Pupils are clearly learning about the effects of exercise on their bodies, for example, pulling strongly with their arms when travelling along a low bench to improve upper body strength.
121. The subject is well led. The co-ordinator is very well qualified and has recently prepared a good scheme to improve standards and the quality of the curriculum. The subject makes a satisfactory contribution to social and cultural development. Among other activities, pupils take part in a local Swimathon and perform traditional country dances, all of which are beneficial to the development of their skills and fitness.