

INSPECTION REPORT

Holton-le-Clay County Infant School
Lincolnshire

LEA area : Lincolnshire

Unique Reference Number : 120453

Headteacher : Mrs C Standish

Reporting inspector : Mr R R Fry
T12824

Dates of inspection : 29 September - 2 October 1997

Under OFSTED contract number: 508691

Inspection carried out under Section 10 of the Education (Schools) Act 1996

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Information about the school

Type of school : Infant

Type of control : County

Age range of pupils : 4 - 7

Gender of pupils : Mixed

School address : Church Lane
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Lincolnshire
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Telephone number : 01472 822065

Appropriate authority : Governing Body

Name of chair of governors : Mr W Bickley
(where appropriate)

Information about the inspection team

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Roger Linstead	English History Geography Religious education	Curriculum and assessment Staffing, accommodation and learning resources Pupils with special educational needs Equal opportunities
Nadine Dawson	Science Music Design and technology Pupils under the age of five	Attitudes, behaviour and personal development Pupils' spiritual, moral, social and cultural development
Alan Sanders		Attendance Support, guidance and pupils' welfare Partnership with parents and the community Efficiency of the school

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Main findings

Holton-le-Clay Infant School provides a good education for its pupils and has strengths in the quality of the teaching, the attitudes and behaviour of pupils, the strength of parental support and the standards of work achieved.

Educational standards achieved at the school

The attainment of children on entry to the school is broadly what might be expected of children of four years of age nationally. Most pupils achieve the standards suggested by the Department for Education and Employment by the age of five in language and literacy, mathematics, personal and social development, physical development, knowledge and understanding of the world and creative development. Some pupils achieve beyond them. Pupils make good progress.

The results of the National Tests and teachers' assessments of pupils in 1995 and 1996 at the end of Key Stage 1 indicated that their attainments were above the national average in English and mathematics. Assessments made by teachers of pupils' attainment at the end of Key Stage 1 in science indicated that pupils achieved standards above the national average. The results of National Tests and teachers' assessments in 1997 show a further improvement in mathematics and science results.

At the end of Key Stage 1 pupils' attainments exceed the national average in English and mathematics and match the national average in science. Pupils' attainments in the foundation subjects exceed the national expectation in design and technology, art, music and physical education. Pupils' attainments match the national expectation in information technology, history, and geography. The attainment of pupils in religious education matches the levels expected in the local authority's agreed syllabus. Variations in standards achieved in science are explained by differences in attainment between year groups. Most parents feel that the school enables their children to achieve a good standard of work.

Pupils make good progress in English, mathematics, design and technology, art, music and physical education. Pupils make satisfactory progress in science, information technology, history, geography and religious education. Pupils with special educational needs make good progress.

Standards of work in speaking and listening, reading and writing are high. Pupils listen well to others, they talk confidently and the majority read at least appropriately for their ages. Pupils' attainment and progress in most subjects is enhanced by their capacity to discuss issues and record their thoughts accurately.

The school gives appropriate attention to the teaching of literacy and numeracy. Pupils are able to apply mathematical skills to practical and investigative tasks and more able pupils present information such as measurements in well organised ways. Pupils use their mathematical knowledge in other subjects such as science, history and geography appropriately

Pupils make sound progress in the development of investigative skills. Many pupils can make appropriate suggestions and predictions about what might happen as they investigate tasks.

The pupils' attitudes, behaviour and personal development are a strength of the school. Throughout the school pupils of all ages consistently show good attitudes to learning. They show interest, enthusiasm and enjoyment in their work. Pupils show initiative and regularly take appropriate responsibility for their work. Pupils' attendance is good and it is above the national average.

The quality of education provided

The quality of teaching is a strength of the school. All lessons observed were of a satisfactory quality or better. Three quarters of lessons were of good quality and 8 percent were very good. The teaching of the under fives is consistently good.

Teachers have a secure knowledge of the subjects they teach. They provide clear explanations during lessons that help pupils to understand new ideas. Teachers successfully explain, demonstrate and discuss ideas to enhance pupils' attainment and progress. Lessons mostly proceed at an appropriate pace. There are variations in the quality of tasks that pupils are to carry out recorded in plans for lessons by teachers. Some weekly plans do not identify the skills, knowledge and understanding to be developed which on occasion has a negative impact on pupils' learning. Most parents feel they are kept well informed about their children's progress and about what is taught.

The curriculum provided by the school is broad and balanced and meets the requirements of the national curriculum, the agreed syllabus for religious education and the needs of children under five years of age. All subjects are supported by written policies. The school lacks detailed schemes of work in most foundation subjects which limits teachers' effectiveness when planning work. This has a negative impact on the planning for some lessons. The school's arrangements for the assessment and recording of what pupils know, understand and can do are satisfactory. The school is addressing the improvement of assessment procedures through its monitoring process and action planning. There is widespread satisfaction amongst parents about the homework that is set and the involvement of children in clubs and other activities beyond daily lessons.

The school's provision for the spiritual, moral, social and cultural development of its pupils is good. The school provides a secure and happy environment in which individual pupils are valued and positively helped towards realising their potential. Pupils can distinguish clearly between right and wrong and they have appropriate opportunities to participate in the life of the school, for example in after-school clubs. A large majority of parents support the values and attitudes that the school promotes.

The school is a caring and orderly community that offers good support for its pupils, including proper attention to health and safety issues. Parents and friends of the school contribute to the school in various important ways, such as hearing pupils read and assisting pupils with understanding computer programs. Most parents feel that the school is approachable, it handles suggestions well and encourages parents to take an active part in the life of the school. A very high percentage of parents feel that their children are happy to go to school and that children are well behaved. The partnership between school and parents is strong.

The management and efficiency of the school

The governing body and headteacher, strongly supported by the staff, manage the school well and provide a strong sense of direction for it. The governing body maintains a proper oversight of the curriculum, budget and premises through its committee structure. However, the governing body monitors few aspects of the school's work during the school day. The headteacher and staff have a clear vision for the future of the school. The school development plan contains references to most of the issues that the school needs to address. It is appropriately constructed, targets are defined within it which are linked to detailed action plans. However, the plan has not been fully costed, therefore the school cannot be sure whether it can complete its plans.

The school has appropriate systems for monitoring and evaluating its work through the scrutiny of teachers' planning and the evaluations carried out by co-ordinators. Teaching is not monitored and evaluated in a systematic way.

The aims of the school are clear and appropriate. They are shared by the staff, parents and governing body. The ethos of the school is very positive and an effective learning environment has been created. There are very good relationships between adults and pupils. There is a good match of qualifications and experience of the teaching and support staff to the curriculum. The accommodation is of good quality and allows the curriculum to be taught effectively. The school does not have an enclosed outdoor area for children under the age of five to use, which limits their physical activities.

Efficient use is made of the funds available to the school. Financial planning is satisfactory, the school knows its costs and spending is monitored. Efficient use is made of staff and learning resources. Day-to-day management of funds is carried out very effectively by the school administrator and the school runs smoothly. In relation to its context and income, the educational standards achieved and the quality of education provided, the school gives good value for money.

Key issues for action

In order to raise standards further:

the governing body should systematically monitor and evaluate the work of the school;

the governing body, headteacher and staff need to:

develop detailed schemes of work in most foundation subjects;

develop weekly lesson plans that focus precisely on what the pupils need to know and understand in all subjects.

Introduction

Characteristics of the school

Holton-le-Clay Infant School is situated in Lincolnshire near the town of Grimsby. The school serves the village of Holton-le-Clay, an area of mainly private housing. There are 136 pupils in the school aged between four and seven years, they are taught in five classes. The school building has good classroom and hall facilities. The school is situated in a pleasant semi-rural environment and has a good playground and field. Compared with national averages, the eligibility of pupils for free school meals is very low. The pupils' attainment on entry to the school is broadly what might be expected of children of four years of age. There are significantly more boys than girls. There are eight pupils identified as having special educational needs.

The school's principal aim is to "provide enjoyable educational experiences of an intellectual, physical and social nature within a stimulating environment appropriate to the needs of the individual child". The school's aims make appropriate reference to most aspects of the school's provision including the achievement by pupils of the highest possible standards and for pupils to acquire an appropriate set of moral values.

The school has identified a number of priorities for action. The school's action plan gives priority to the development of expressive and creative art, IT, a history resource area, monitoring of the curriculum and raising the standard of reading in Year 1.

Key indicators

Attainment at Key Stage 1¹

Number of registered pupils in final year of Key Stage 1
for latest reporting year:

Year	Boys	Girls	Total
1996	24	22	46

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Number of pupils at NC Level 2 or above	Boys	22	22	22
	Girls	19	19	19
	Total	41	41	41
Percentage at NC Level 2 or above	School	89(82)	89(95)	89(89)
	National	78(78)	79(80)	82(78)

Teacher Assessments		English	Mathematics	Science
Number of pupils at NC Level 2 or above	Boys	22	23	22
	Girls	19	19	20
	Total	41	42	42
Percentage at NC Level 2 or above	School	89(90)	91(90)	91(91)
	National	79(80)	82(79)	84(84)

1

Percentages in parentheses refer to the year before the latest reporting year

Attendance

Percentage of half days (sessions) missed through absence for the latest complete reporting year :

		%
Authorised Absence	School	3.9
	National comparative data	5.5
Unauthorised Absence	School	0.0
	National comparative data	0.5

Exclusions

Number of exclusions of pupils (of statutory school age) during the previous year :

	Number
Fixed period	0
Permanent	0

Quality of teaching

Percentage of teaching observed which is :

	%
Very good or better	8
Satisfactory or better	100
Less than satisfactory	0

PART A: ASPECTS OF THE SCHOOL

Educational standards achieved by pupils at the school

Attainment and progress

The attainment of children on entry to the school is broadly what might be expected of children of four years of age nationally. Most pupils achieve the standards suggested by the Department for Education and Employment by the age of five in language and literacy, mathematics, personal and social development, physical development, knowledge and understanding of the world and creative development. Some pupils achieve beyond them. Pupils make good progress.

The results of the National Tests and teachers' assessments of pupils in 1995 and 1996 at the end of Key Stage 1 indicated that their attainments were above the national average in English and mathematics. Assessments made by teachers of pupils' attainment at the end of Key Stage 1 in science indicated that pupils achieved standards above the national average. The results of National Tests and teachers' assessments in 1997 show a further improvement in mathematics and science results.

At the end of Key Stage 1 pupils' attainments exceed the national average in English and mathematics and match the national average in science. Pupils' attainments in the foundation subjects exceed the national expectation in design and technology, art, music and physical education. Pupils' attainments match the national expectation in information technology, history, and geography. The attainment of pupils in religious education matches the levels expected in the local authority's agreed syllabus. Variations in standards achieved in science are explained by differences in attainment between year groups. Most parents feel that the school enables their children to achieve a good standard of work.

Pupils make good progress in English, mathematics, design and technology, art, music and physical education. Pupils make satisfactory progress in science, information technology, history, geography and religious education. Pupils with special educational needs make good progress towards the literacy and numeracy targets set out in their individual education plans. Their levels of understanding, speaking and listening skills and creative development exceed those in reading and writing. There are no significant variations in attainment between boys and girls.

Standards of work in speaking and listening, reading and writing are high. Pupils listen well to others, they talk confidently and the majority read at least appropriately for their ages. Pupils' attainment and progress in most subjects is enhanced by their capacity to discuss issues and record their thoughts accurately.

The school gives appropriate attention to the teaching of literacy and numeracy. Pupils are able to apply mathematical skills to practical and investigative tasks and more able pupils present information such as measurements in well organised ways. Pupils use their mathematical knowledge in other subjects such as science, history and geography appropriately. Many pupils can make calculations so that they can draw graphs, they can record dates and times and use simple survey tools such as tally graphs when on field visits.

Pupils make sound progress in the development of investigative skills. Many pupils can make appropriate suggestions and predictions about what might happen as they investigate tasks. They can accurately investigate the magnetic properties of materials and record and explain their results.

Pupils can sequence a group of four puppets according to their ages and interpret old photographs appropriately. They can describe some simple characteristics of the weather and build model houses with doors and windows that open. Pupils can play simple tunes and record on paper what they have composed. Many pupils can work together in physical education lessons to produce sequences of activity of good quality.

The quality of work in art is high.

Attitudes, behaviour and personal development

Pupils under the age of five relate positively to adults and other children, they can play and work together and are able to take turns in games. They concentrate well on tasks, settle quickly to them and show interest in their work.

Pupils' attitudes, behaviour and personal development are a strength to the school. The positive and caring ethos of the school is mirrored in pupils' attitudes and behaviour. The ethos is strongly supported by parents. Pupils have a positive attitude to their work. They show interest in all areas of the curriculum and they concentrate well and develop a capacity for personal study. Many pupils are eager to contribute to class discussions and participate fully in lessons. In some subject areas such as design technology and craft older pupils have appropriate opportunities to exercise choices. The great majority of parents feel that their children like school.

Pupils with special educational needs concentrate well. They play an enthusiastic part in practical activities and like to contribute to all the work of their classes.

Pupils look after the school building well, for example they pick up litter and respect school property. Pupils take appropriate responsibility for various activities in class and around the school. They put out apparatus for gymnastics, collect and give out equipment in classes and use the school's reference library.

The school is an orderly community. Pupils behave well in lessons and are very courteous and friendly around the school. They respond well to school routines such as lunch time procedures and play sensibly in the playground. Behaviour in the dining hall is good. There is no evidence of bullying.

Relationships between adults and pupils and between pupils are very good. Pupils mostly show respect for other people's feelings, values and beliefs during discussions in lessons and during assemblies.

Attendance

The pupils' level of attendance is good throughout the school and it is above the national average. The school places an emphasis on the importance of good attendance which has a positive effect on pupils' attainment and progress from an early age. Procedures for marking registers are clearly stated and consistently followed. The school complies with statutory requirements. The pupils enjoy coming to school. They arrive punctually and lessons commence promptly.

Quality of education provided

Teaching

The quality of teaching is a strength of the school. All lessons observed were of a satisfactory quality or better. Three quarters of lessons observed were of good quality and eight percent were very good. Teaching of the under fives is consistently good.

Teachers link subjects together effectively. They have a secure knowledge of the subjects they teach and of the National Curriculum programmes of study. The teachers provide clear explanations during lessons that help pupils to understand new ideas. Teachers question pupils well and they use an appropriate range of challenges to motivate them. All pupils' work is marked but few comments suggested ways in which pupils could improve their work. The match of work to pupils' prior attainment is good; however, able pupils in some classes are not always sufficiently challenged by the work that is set. In other classes

appropriate extension activities are provided for pupils of higher attainment.

Teachers plan activities for pupils with special needs effectively. They question and check whether pupils have understood their work and expect them to work independently for appropriate periods of time.

Lessons mostly proceed at an appropriate pace and little time is wasted. Teachers vary the activities during lessons to maintain pupils' interest effectively. Teachers' day-to-day assessments of pupils' work are good, pupils having difficulties are helped and the main points of lessons are further explained to individuals and groups. Homework set is appropriate and most parents are satisfied with it.

The methods and organisational strategies that teachers use are successful. Explanations, demonstrations and detailed discussions enhance pupils' attainment and progress. Pupils are encouraged to work in a variety of ways including: individually, in pairs and in small groups. Teachers manage pupils well and standards of discipline are good. Pupils are clear about the tasks they have to complete and their contributions are valued. Resources for learning are always present and ready to be used at the beginning of the lessons. The school provides equal opportunities for all pupils.

There are variations in the quality of tasks recorded in the teachers' plans for lessons. Some plans do not identify clearly what pupils are to know and understand. In some instances this has a negative impact; for example, more able pupils are not always extended in science lessons. The school's arrangements for assessment are satisfactory but incomplete. Not all subjects have a check list of skills and knowledge which record pupils' attainments and progress. Planning and short-term assessments are shared between teachers and classes work together effectively.

The school is addressing its few weaknesses; an action plan is in place for the improvement of assessment procedures.

The curriculum and assessment

The curriculum for children under the age of five is good. It is broad, balanced and relevant. The children have a variety of carefully organised opportunities to play and work in the areas of language and literacy, creative, physical and personal development and knowledge and understanding of the world.

The curriculum for pupils in Years 1 and 2 meets the statutory requirements in all subjects and provides appropriate religious and health education for all pupils. An appropriate amount of time is devoted to each subject. The curriculum supports all pupils' development in body, mind and spirit.

The school gives equality of opportunity and access to the curriculum for all pupils, including those with special educational needs. Pupils sometimes have extra time to complete work and individual work is provided at appropriate levels. The curriculum for pupils with special educational needs matches targets in their individual education plans well. The school reviews their progress regularly and uses information from assessments to change approaches in the provision made. The school does not always provide sufficiently challenging work for higher attaining pupils.

Up-to-date and thorough schemes of work for English and mathematics effectively guide pupils' development in literacy and numeracy. Pupils' individual needs determine how often teachers hear them read. Pupils take reading scheme books home at least once a week and have the opportunity to choose from a wide range of good quality books for reading at home at any time. There is an appropriate commercial scheme of work for design technology and the scheme of work for science is satisfactory. The remaining subjects have outlines of the work for each term and year, but do not show in detail how pupils will meet and work on all the elements of the National Curriculum. As a result, teachers are not always able to plan in sufficient detail in individual subjects. Similarly, daily and weekly plans always show what pupils are to do in each lesson, but often do not show what they are to know and understand. These factors have a

negative impact on pupils' progress and attainment.

A range of visits stimulates pupils' learning and extra activities such as country dance, recorder and book shop widen the enjoyment and understanding of those who take part.

Teachers use information from observations, marking and assessments to meet pupils' needs, for example by setting individual work for particular pupils, in forming groups and changing the timing of work. National Curriculum check sheets show teachers what each pupil and class has been taught and what they know, understand and can do in most subjects. The school has identified the need to complete records of assessments for all subjects and link them all to the key points in pupils' learning recorded in teachers' weekly planning and subsequently to the school's pupil profiles. The school's sets of examples of previously assessed work highlight examples of good attainment and progress during the school year for each age group. The school is addressing present weaknesses in subject and termly planning procedures through its monitoring process and action plan.

Most parents feel that their children have ample opportunities to take part in the good range of extra-curricular activities offered by the school. They also feel they are kept well informed about their children's progress and about what is taught. A significant number of parents at the parents' meeting requested that the school provide more detailed information about their children's attainment and progress, such as their levels of work within the National Curriculum.

Pupils' spiritual, moral, social and cultural development

The school's overall provision for the spiritual, moral, social and cultural development of its pupils is good. The school provides a secure and happy environment in which individual pupils are valued and positively helped to develop and realise their potential.

Pupils' spiritual development is sound and is promoted within lessons by encouraging pupils to reflect upon their own actions and consider the feelings and circumstances of others. The school recognises and celebrates the achievements of pupils. Regular appropriate assemblies include acts of collective worship which meet statutory requirements.

A strong emphasis is placed upon pupils' moral development and this is reflected in the stated aims of the school which stress the importance of good manners and consideration for others. Teachers place an appropriate emphasis on pupils' sense of personal responsibility and take advantage of opportunities to make pupils aware of the difference between right and wrong. Pupils respond well to the positive role models of the staff and demonstrate good standards of personal behaviour, honesty and courtesy. Pupils have the opportunity to look after the school's pets and older pupils keep the school tidy and look after younger pupils.

Pupils' social skills are good and they are developed through many subjects in the curriculum and a range of extra-curricular activities. In the classroom, pupils have extensive opportunities to work in groups where they are collaborative, co-operative, sensitive and responsive to the needs of others. Pupils accept responsibility willingly and they develop an appropriate degree of self-reliance as they progress through the school.

Pupils' cultural development is sound and aspects of pupils' cultural knowledge and understanding are promoted through art, literature and music and after-school clubs. Opportunities are provided for pupils to learn about the heritage and culture of this country and the local area of the school. The school has enjoyed the company of visiting authors, actors and puppet groups, storytellers and musicians. There are strong links with the local church and an understanding of other faiths and the multi-cultural nature of society is appropriately developed through the subjects of the National Curriculum and religious education.

Support, guidance and pupils' welfare.

The support, guidance and attention to pupils' welfare is good. Pupils feel secure and are confident to turn to staff for help. Parents strongly support the school's values and the help and guidance pupils receive. Parents co-operate well with the school should their child's behaviour or academic progress give cause for concern. Specialist agencies are consulted appropriately on behalf of pupils with particular needs, such as the local authority's speech therapy service.

The formal monitoring of pupils' academic and personal development is satisfactory. Teaching staff know pupils well, pupils are respected and they are encouraged to be self-confident. The quality of this support has a beneficial effect on pupils' standards of attainment and behaviour.

The school has established good procedures for health and safety checks. Arrangements for dealing with routine matters such as minor accidents are good and safety checks are carried out appropriately. The school has implemented a child protection policy which complies with national requirements.

The school's policy about behaviour is strongly supported and encouraged by the parents.

Partnership with parents and the community

The school places much emphasis on its informal contact with parents during the school day. It sends an appropriate number of newsletters to inform parents about organisational and curricular matters and there is regular contact between staff and parents. The school encourages parents to come into the school to help in classrooms and the library. Parents are actively involved in their children's learning.

Parents receive an appropriate annual report which they have an opportunity of discussing with the class teachers. At the meeting for parents a number of parents requested the school to provide more regular information about their children's attainments within the National Curriculum. The school involves parents appropriately in reviews of the progress of pupils with special educational needs.

Teachers take good care to ensure that parents are well informed about the school before their children start full time education. The play group has strong links with the school. There are opportunities for parents and their children to visit the school and this helps to strengthen home-school relationships. The great majority of parents feel that the school is approachable, it encourages parents to participate in school activities and it handles suggestions and complaints well.

Before transfer at seven years of age, opportunities are provided for pupils and their parents to meet the staff of the junior school. Curricular links between the infant and junior schools are satisfactory. The schools have joined together to attend courses about first aid and a positive pupil behaviour initiative. Parents, friends and the local community have raised much money for the school, this has been spent wisely on improving the school's resources for learning. The good relationships with parents, the community, other institutions and outside agencies make a positive contribution to the quality of life in the school.

The management and efficiency of the school.

Leadership and management

The governing body and headteacher manage the school well and provide a strong sense of direction for it. The governing body is supportive and is actively involved with the running of the school through a committee structure. It maintains an oversight of the curriculum, budget and premises. The governing body regularly discusses the school's standards of work and plans for action. All matters are brought before the full governing body. The school fulfils its legal obligations. Few governors visit the school to look into aspects of its daily work and make comment so that the school can improve further.

The leadership provided by the headteacher and staff is good. They have clear vision for the future direction of the school. The school has maintained high standards of work. The staff have written a range of curricular policies and other documents which provide mostly initial guidance for staff. Each teacher has appropriate responsibility for the co-ordination of several subjects. The school has identified the need to write more detailed guidance about most foundation subjects of the National Curriculum.

The aims of the school are clear and appropriate. They establish a proper set of curricular and pastoral priorities which are mostly achieved by the school. At the meeting for parents, support for the school's aims was virtually unanimous. The results of the parents' questionnaire revealed, for example, that 94 percent of parents expressed a positive view about the attitudes and values that the school presents to their children and 87 percent of parents felt the school enables their children to achieve a good standard of work. Pupils like coming to school. The ethos of the school is positive, it is an effective learning environment and very good relationships are present.

The school development plan is appropriately constructed, it follows guidelines laid down by the local education authority. Appropriate targets are defined within it for one year. However, these targets are not costed. The implications for professional development are appropriately specified in the action plans. The school development plan contains references to many of the issues that the school needs to address.

An appropriate process for monitoring and evaluating the school's work is in place, which focuses on the priorities in the action plan. Much whole-school discussion takes place and the school has achieved a range of targets in the recent past. The school does not monitor and evaluate the teaching and learning in classrooms in a systematic way.

The administration of the Code of Practice for pupils with special educational needs is satisfactory. The school achieves equality of opportunity for all pupils.

Staffing, accommodation and learning resources

Teachers are well qualified and experienced to meet the demands of the National Curriculum and religious education, the areas of learning for children under five and pupils with special educational needs. Classroom support staff are also very experienced and able to meet the demands of the curriculum. They work closely with the teachers. Arrangements for the appraisal, further training and professional development of staff are good and have positive effects on teaching and learning as teachers gain new knowledge and skills, for example in mathematics.

The accommodation and outdoor areas are of good standard. There is, however, no enclosed separate play area for children under five. Classrooms have good acoustics, natural and artificial lighting, storage space, practical areas and furniture to match pupils' ages. There is a well organised reference library. The level playground has clear markings for games and a spacious field gives further opportunities for sports. The range, quality and quantity of books and other resources are good and provide for the needs of the subjects and for pupils with special educational needs. There are, however, some shortages. There is insufficient large outdoor play equipment and there are no bikes and pedal cars for children under five which limits their physical activities.

The efficiency of the school

The governing body and the headteacher make sound financial projections based on the most reliable data available in the school. However, the school development plan is not costed, therefore the school cannot be sure whether its plans can be put into action. Appropriate emphasis is placed on maintaining the effective standard of teaching which is achieved by present staffing levels and class sizes.

The finance committee of the governing body maintains an appropriate oversight of the budget and has regard for the cost effectiveness of decisions. For example, the insurance policy that provides funds when staff are absent through illness was changed to achieve better value for money. Funds provided for the training of staff and for pupils with special educational needs are appropriately spent. A positive response is made to individual requests for training for the benefit of the school and individual teacher.

All staff have additional responsibilities which they carry out efficiently. All staff are well deployed and the use of support staff is closely linked to the needs of pupils. Good use is made of the accommodation and resources.

The school was last audited in 1996 and it was commended for the good financial controls that are in place. The school secretary and headteacher ensure that the school is administered efficiently. The day-to-day running of the school is smooth and communication within the school is very effective. When account is taken of the income available to the school, the progress that pupils make, the educational standards achieved and the quality of education provided, the school gives good value for money.

PART B: CURRICULUM AREAS AND SUBJECTS

Areas of learning for children under five

Children start school at the beginning of the academic year in which they are five years old. Most children have attended the privately run play-group which is held on-site in the spare classroom. There are 48 children of reception age. The oldest 10 children have been admitted into Year 1 classes. The reception unit is managed by the early years co-ordinator with the help of a full time classroom assistant, a trainee nursery nurse and a part-time classroom assistant.

Results from assessments taken on pupils' entry to school last year were below the average for Lincolnshire schools. The school's own tests reveal that children enter the school with broadly typical attainments and most pupils achieve the standards suggested by the Department for Education and Employment by the age of five and some achieve beyond them.

An appropriately high priority is placed on developing literacy and numeracy skills. Pupils listen attentively to stories and join in counting rhymes. The development of reading, writing and mathematical skills is addressed through well planned and purposeful activities. Groups of pupils engage in tracing activities and letter shape work, pupils' writing is beginning to emerge. Books are regularly used as sources of ideas and for discussion. Pupils are able to solve sequencing and counting puzzles during mathematical activities. Counting is part of their everyday experience. Pupils can order the numbers 1 to 5 and make jigsaws and they can read and write the numbers involved.

Pupils make a good beginning in the further development of physical skills, such as jumping and skipping during movement lessons. They also have opportunities to play on a the playground. However, there is no large apparatus or separate play area which limits pupils' opportunities in some areas of movement such as climbing, although appropriate opportunities are provided in physical education lessons. Pupils can manipulate pencils, crayons and small apparatus appropriately for their ages.

Pupils are able to use information technology programs to support their number work and when identifying words. Small pieces of apparatus strategically placed in the classroom enable independent scientific activities to take place. Pupils can carry out simple investigations. Pupils are able to use basic tools such as scissors and paint brushes. Pupils can weave and explore the properties of materials and construction kits. Pupils gain insights into history through recounting their own experiences and in religious education lessons they develop insights into moral issues, such as selfishness.

Standards of attainment in music are good. Pupils have access to a wide variety of musical instruments. They enjoy clapping and singing together. Pupils can choose colours and materials in art and craft lessons and can explain why water is needed.

The quality of teaching is consistently good. Planning is clear and purposeful and staff co-operate well. They are enthusiastic and relate well to pupils. All teaching is planned with a deep understanding of the developing child. Every contribution made by a child is valued. Resources and equipment are purposefully used to give children access to a wide and exciting range of activities. These activities are well managed and monitored. The teachers' expectations of pupils are high.

Assessment of pupils' attainments and records of achievement are carefully used to ensure that each pupil receives sufficient individual attention. The content of the curriculum is broad and balanced. Resources are of good quality. The accommodation and the quality of displays make the reception unit an attractive place to work and have a positive impact on standards of work.

English, mathematics and science

English

Pupils' attainments in all aspects of English at the end of the Key Stage 1 are above the national average. Standards in reading at the end of Year 2 are slightly higher than those in speaking, listening and writing. Results of assessments made by teachers and the National Tests confirm that pupils have reached standards that are above the national average in 1995 and 1996. All pupils, including those with special educational needs make good progress in reading, writing, speaking and listening.

At the end of Key Stage 1 most pupils are able to listen attentively and speak clearly to adults and other pupils. They are able to follow detailed directions about their work in all subjects. They take turns in discussions, giving their views and asking questions. Higher attaining pupils can relate in detail what they remember and notice in lessons. All pupils make progress in understanding a wider range of words and ideas, using standard English and extending their capacity to listen. In each year pupils speak more confidently and clearly as they become older. Pupils receiving speech therapy make good progress. There is very good progress in both scripted and improvised drama because teachers are enthusiastic and make the language activities interesting.

At the end of Key Stage 1 most pupils read at the level expected for seven year olds and nearly a third read to a higher standard. Higher attaining boys and girls read fluently by themselves and are able to understand some of the hidden meanings in stories. Most pupils read their reading scheme books accurately. Lower attaining pupils and most pupils with special educational needs still need help whilst they read. Pupils develop their skills in looking up and finding out information appropriately. All pupils progress well with the speed of their reading, understanding of alphabetical order, in recognizing harder words and in their ability to read both more expressively and silently. They begin to have favourite authors and understand differences between characters and stories.

Pupils' standards in writing are above the national average. They shape letters and form words carefully and they know how to join letters and to punctuate sentences. Higher attaining pupils can join letters and use ink pens. The standard of presentation is good and their writing is legible. Pupils can read their own writing and they know how to redraft their work to improve its accuracy, layout and neatness. Occasionally, pupils use a computer to word-process their work. All pupils can write in a variety of forms; stories, diary entries, poems, plans and observations, for example. Pupils in Year 2 clearly describe to the teacher experiences that are important to them in their story books. They can use their writing skills to plan activities and record them in design technology and science. Pupils of all ages and attainments make good progress in forming sentences and in personal writing. They learn that careful choice of words makes their writing more expressive and interesting.

Pupils enjoy language work. They like giving examples and talking about their experiences. Pupils sustain concentration well, they are usually keen to finish work and to contribute to conversations. All pupils enjoy hearing the teachers read stories. Occasionally, pupils slow down and lose interest when the point of their work is unclear. Some plans for lessons do not contain the specific targets to be achieved.

The quality of teaching is good. Occasionally the quality of teaching is very good. For example, very good quality drama and dance work in Year 2 based on a cathedral visit combined movement, music and speech which lifted pupils' emotional and spiritual understanding. Teachers use clear speech when explaining issues or when reading to pupils. They set a high standard and it contributes significantly to pupils' language development. Teachers plan learning activities so as to develop all language skills. Good management of lessons supports the development of sensible, responsible behaviour and creates a purposeful atmosphere.

The scheme of work for all aspects of English and the hard work and expertise of the subject co-ordinator, contribute significantly to the thoroughness of the teaching, breadth of pupils' language development and

the good standards achieved. However, variations in how often pupils read to teachers and the limits on when reading scheme books can be taken home, concern a significant minority of parents. The school, however, actively promotes wider reading for all pupils and standards of reading are high. The school needs to continue to explain to parents how the system works and that books from the reading schemes are a check on progress and are not more important than other books.

A well organised reference library and a weekly bookshop encourage individuals to read and they help to give pupils a very good start in reading. Each classroom has a good supply of good quality reading books to encourage enjoyment of reading at home and school.

Mathematics

The pupils' attainments in mathematics are above the national average by the end of Key Stage 1 and pupils make good progress. This pattern of high and improving standards is reflected in assessments made by teachers and in the National Tests taken by pupils at age seven in 1995, 1996 and 1997. These indicated that most pupils achieved the national average and some pupils achieved above it. Pupils with special educational needs make satisfactory progress.

By the end of Key Stage 1 many pupils are able to work with numbers up to one hundred and many realise that the position of digits in a number signifies their value. Most pupils recognise a range of two and three dimensional shapes and can identify their particular properties. They can discuss their work using appropriate language and make predictions, for example, when asked. Some pupils check their work carefully. Some pupils can recall addition and subtraction facts to 25. They use mathematical names and language appropriately. Pupils can explain how they can make shapes fit together and can use, with ease, a computer program which tests their knowledge.

By the end of the Key Stage pupils have made good progress in all aspects of mathematics, including numeracy. Pupils in Year 1 can tell the time in quarter hours, measure in centimeters or non-standard units, such as finger widths, and recognise regular two dimensional shapes. They can sequence numbers and use the terms heavier and lighter. The majority of pupils are counting to 10, 20 and beyond.

The pupils make very positive responses in class to mathematics and participate willingly and enthusiastically in discussions and practical work. They show a genuine interest in their lessons, behave very well and respond eagerly in situations which encourage the use of initiative and problem solving skills. They are able to work both independently and collaboratively. Pupils have a sense of purpose and they persevere with tasks particularly well.

The teaching is good. It is characterised by appropriate lesson planning, good pace in lessons and challenging tasks are set. Teachers prepare lessons well, although some short term plans specify activities only. Classroom management and organisation are good and teachers have very good relationships with the pupils. Teachers have a good subject knowledge and a thorough understanding of the needs of the pupils. Explanations of ideas are invariably clear. Teachers make appropriate use of the school's commercial scheme of work to reinforce the teaching and their expectations of what pupils can do are high. There are inconsistencies in the way teachers mark pupils' work. The best marking is frequent and gives older pupils a sufficiently clear indication of what they have achieved and need to do next.

There is a clear policy statement and helpful guidance for teachers in the scheme of work. Resources are good and they are appropriately distributed throughout the school. Mathematics has been monitored and evaluated by the co-ordinator and appropriate modifications to teachers' practices have been achieved. The co-ordinator makes a positive impact on the school's work.

Science

The pupils' attainments in science match the national average by the end of Key Stage 1 and pupils make satisfactory progress. The results of the assessments made by teachers of pupils' attainments at age seven at the end of the Key Stage 1 over the last three years exceeded the national average. The pattern of yearly assessments made by teachers indicates that standards are rising. The variation in standards is explained by differences in attainment between year groups.

By the end of Key Stage 1 pupils have an appropriate knowledge and understanding of scientific principles and methods of inquiry. Pupils can identify some of the properties of materials and explain why materials behave as they do. Pupils have a sound knowledge of the processes of bending and melting and can explain which materials are attracted by a magnet. Pupils have a sound grasp of what allows living things to grow and can identify body parts, such as hands and feet, and explain some of their functions.

Across the key stage, all pupils make sound progress in the development of investigative skills and knowledge and understanding of science. For example, pupils learn to investigate carefully and make tentative suggestions about what might happen as an investigation develops, such as when testing materials for magnetic attraction.

Pupils are well behaved, interested in what they do and have positive attitudes. Pupils are appropriately motivated, ask and answer questions confidently and listen well to each other. They apply themselves to investigations and problem solving challenges and demonstrate the ability to persevere with tasks. Relationships are good, pupils collaborate and support each other in their activities.

The quality of teaching is satisfactory. The teaching is characterised by the use of good questioning of pupils and lesson plans that contain clearly defined tasks for lessons. Teachers generally prepare their lessons well and have sound organisational and management skills. Extension work for pupils who finish their tasks before the end of lessons is rarely provided. Some pupils were observed waiting for the next task to be given to them.

The subject has a policy statement and there is a scheme of work which gives brief guidance and structure for teachers planning science lessons. The school needs to ensure that an appropriate balance is maintained between all the aspects of science. The scrutiny of past work revealed an over emphasis on the “physical processes” section of the National Curriculum. The school needs to continue to develop its guidance for teachers.

Resources are satisfactory and they are well organised so that they are accessible to staff. The coordinator monitors teachers’ plans and enthusiastically promotes the schools’ work in science.

Other subjects or courses

Art

Five art lessons were observed. Evidence was also gathered from discussions with pupils and staff and a scrutiny of work displayed in the school. Pupils attain standards that exceed the national expectation and they make good progress.

A scrutiny of pupils’ past work revealed that pupils at the end of Key Stage 1 can use a wide range of media appropriately and express their ideas clearly and with enthusiasm through drawings, paintings and three dimensional work. Pupils are able to represent objects such as twigs and berries using appropriate colour and awareness of proportion. Their drawings are detailed and accurate. Pupils can blend colours when weaving and mix primary colours to make others during painting lessons. Pupils have an appropriate knowledge of the work of famous artists which has inspired some of their work.

Good progress is made through the school. Pupils in Year 1 build on their previous skills and learning and improve their pencil and brush control, for example to achieve various effects, such as thinner and thicker lines and shades of colour. Pupils’ cutting and sticking skills are well developed and a growing awareness of shading in pencil is evident in past work and lessons observed.

Pupils respond positively to art lessons. They are well behaved, try hard and show interest in their work to achieve various effects.

The quality of teaching is good. Teachers introduce lessons in interesting ways and prepare their classrooms well for lessons. The planning and methods used by teachers help pupils discover a wide range of new techniques and experiences. The teachers knowledge is secure and the school environment inspires pupils

to develop new ideas.

Resources for the teaching of art are good and there is a brief policy statement. There is no scheme of work or agreed system for recording pupils' attainment and progress in art. The school acknowledges the need to improve the guidance for teachers in art and there is an action plan in place.

Design and Technology

Two lessons were observed. Models, displays and teachers' plans were included in the scrutiny of work. The evidence is consistent with standards of work that exceed the national expectation by the end of Key Stage 1. Pupils make good progress.

Pupils can suggest ideas in response to a need, for example hinges to allow a door and window to open on model houses. Pupils are able to draw appropriate designs and build objects by referring to them. They can cut, stick and glue materials with little adult help. Pupils can explain what they are doing and why. From the scrutiny of past work, pupils have built working models of carousels and puppets to a high standard for their ages.

The pupils make good progress with the skills of designing and making objects. Pupils' making skills have progressed faster than their designing skills; however, many understand the need for a design to guide the making of objects in Year 2. They refine their cutting and joining skills and there is progress evident as pupils begin to prepare their ideas on paper rather than by solely re-arranging objects and using trial and error to find a solution to a problem.

Pupils' attitudes are good, they show interest in their work and persevere with the solutions to problems. They take responsibility for their work and complete what they start. Pupils are proud of their finished work.

The quality of teaching is good. Teachers prepare lessons well and make good use of parent helpers to assist pupils when needed. Teachers' knowledge is secure and appropriate challenges are set. Groups of pupils are given different relevant experiences and teachers are sufficiently well organised so that pupils are not entirely dependent on adult support.

The schools policy, scheme and commercial scheme provide appropriate guidance for teachers. The co-ordinator maintains a well organised resource area for design and technology. It contains materials and reference books which are well used by all teachers. These factors make a positive impact on the standards achieved in the school.

Geography

At the end of Key Stage 1 pupils' attainment matches the national expectation and pupils make satisfactory progress.

Pupils understand that the world is a globe with land and sea surfaces and how weather and climate change the way people live in different countries, such as Africa. They understand how the spin of the earth makes night and day. Pupils understand directions and can draw the routes of walks, journeys and visits. They are unsure about the names of the countries of Great Britain, but know some names of countries in other parts of the world. They can make and read simple maps with keys, symbols and co-ordinates, and can record weather changes over a short period. Higher attaining pupils can make accurate plans of the school buildings and show improvements they would like to make. At the end of Key Stage 1 pupils can see and record important contrasts between different localities, such as Louth and Holton-le-Clay.

All pupils, including those with special educational needs, make satisfactory progress in mapping and recording skills and in the understanding of the interaction of people and the land. Progress is less secure in

understanding geographical terms such as valley, ocean and passenger. They are able to discover more information from maps and books.

Pupils enjoy making maps to show routes. They are interested in farms and ships. Pupils in Year 1 concentrated and worked well together to decide which clothes were best for summer and winter. Pupils show a genuine concern for the proper care of the environment and understand the importance of recycling used items. They particularly enjoy the beginnings of fieldwork, such as local walks and school trips, and the widening view of their world that geography brings.

The quality of teaching is satisfactory. Teachers have a secure knowledge of the subject. They give pupils clear directions. They relate work in geography to pupils' experiences and encourage pupils to learn from direct observation. Teachers' planning appropriately combines geography with other subjects to simplify learning. Plans for lessons which list what pupils will do, without showing what geography they are to learn, occasionally limit progress. The objectives set often cannot be assessed easily and progress cannot be easily monitored.

The scheme of work specifies what should be taught in each term but it lacks detail, for example, of all the new words and ideas pupils need to learn each year. This limits teachers' capacity to plan their work without frequent discussion with the co-ordinator. Geographical work begins to develop pupils' cultural understanding, for example through classroom displays such as clothes from other cultures.

History

At the end of Key Stage 1 attainment matches the national expectation and pupils make satisfactory progress.

Pupils' understanding of chronology is appropriate for their ages. They know some of the different ways of finding out about the past and have a growing knowledge of personal, family and local history. Pupils have only limited knowledge of famous people in the past. They can observe artifacts and have compared old and new toys and telephones, for example, to see how they have changed over time. Pupils can remember important stages in some historic events such as Columbus' discovery of America.

Pupils make appropriate progress in describing such changes and comparing the present with the recent past. They can remember key happenings in their own lives, relate them to how old they were and place evidence such as pictures in time lines. They make satisfactory progress in learning about the past from older members of the community, for example about how washing day has changed.

Pupils show an increasing interest in the past. For example, a class in Year 2 started to find out about the past by studying puppets. They carried out a survey about which television puppets family members knew and they were able to sequence the puppets on a time-line. They like to find out more about their own family in the past. They listen intently to stories from and about the past.

The quality of teaching is satisfactory. Teachers make effective use of stories, artifacts, visits and visitors to bring the past into the present. They encourage pupils to observe and interpret information. Planning shows how the National Curriculum programmes of study develop in lessons, but the scheme of work does not adequately provide for knowledge of the lives of famous men and women. The school needs to increase the amount of detailed guidance for teachers in the scheme of work. History lessons contribute significantly to pupils' social and cultural development.

Information Technology

Pupils' attainments match the national expectation at the end of Key Stage 1 and they make satisfactory progress.

By the end of Key Stage 1, pupils can listen to recorded stories, carry out simple word processing tasks and follow

appropriately selected simulation programmes. They can add and delete text and follow programmes to improve their literacy and numeracy skills. For example, pupils develop their understanding of tessellating shapes in mathematics and write simple letters in English lessons. Pupils work at an appropriate speed using a mouse and the keyboard. Appropriate work using devices that respond to commands is planned for later in the year.

Pupils' progress is satisfactory. Pupils demonstrate their attainments with increasing confidence over Years 1 and 2. There is an appropriate development of a range of computer programmes which enhances pupils' learning across the curriculum. Pupils' progress is improved when they are supported by adults to whom they can ask questions and who can teach the next skill when pupils require it.

The pupils' attitudes to their work are good and pupils work with commitment and enthusiasm. They are keen and enjoy using the range of information technology. They listen to instructions carefully and take care of the equipment. They are able to share resources and they acquire good collaborative skills when working in pairs or groups.

The quality of teaching is satisfactory. Teachers mostly have a sound knowledge of the programmes which they have in their classrooms but there are aspects of the subject where expertise is lacking; as a result some classes make greater use of information technology than others. Teachers' planning does not always identify clearly what pupils are to know, understand and be able to do. Few opportunities for the assessment of pupils' attainment and progress are made. However, the school has recently developed a checklist of skills that has been implemented this term.

Resources are satisfactory and they are used appropriately. Each class has a computer. There is a clear policy statement. The school is aware of the need to develop a more detailed scheme of work that links closely with the record for assessment to ensure that the curriculum builds appropriately upon the pupils' previous knowledge and skills. Information technology has been identified as a subject requiring extra support in the school's action plan.

Music

Two music lessons were observed. Evidence was also drawn from discussions with pupils and teachers. The evidence is consistent with attainment that exceeds the national expectation at the end of Key Stage 1. Pupils make good progress.

By the end of Key Stage 1 pupils can play tuned and untuned instruments in time. They can investigate and arrange sounds to suit a particular purpose, such as to sound like glass. Pupils can, in a class lesson, devise a series of symbols to record their music, play their composition and refine it. Pupils are able to listen to the work of great composers and appraise it at an appropriate level.

Pupils make good progress. Many pupils show enjoyment in lessons, they cooperate well and enthusiastically play the instruments. The recorder group meets regularly and it is well attended.

The teaching of music is good. Teachers have a secure knowledge of the subject. They extend pupils' thinking and provide a wide range of opportunities for pupils to develop their skills. Teachers' plans are clearly written and identify what pupils are to know and do. Lessons proceed at an appropriate pace which maintain pupils' interest and enjoyment. The school has an appropriate music policy and scheme of work. They provide initial guidance for teachers. The school has an adequate range of instruments.

Physical Education

By the end of Key Stage 1 the majority of pupils attain standards that exceed the national expectation and they make good progress.

At the end of the Key Stage 1 pupils can transfer their weight in a wide variety of ways using low apparatus such as benches and tables. Pupils move with agility and precision. They can move quickly and slowly, hop, jump, skip and explore the potential of apparatus and space well. Many pupils can successfully link their actions into a short sequence and exhibit a wide range of movements.

Most pupils make good progress. They develop skills such as clapping and stamping in time to music in dance lessons that improve their co-ordination. Pupils in Year 1 develop a range of movements that in the following year become incorporated into sequences of movement that include, crouching, hopping and jumping. Pupils also make good progress with catching and throwing skills and they learn the importance of listening to instructions and teaching points.

The pupils' response to physical education is good overall and it ranges from satisfactory to very good. In most lessons pupils behave very well, persevere with tasks and seek to improve the quality of their performances. Pupils respond well to clear instructions and they are willing to work independently and in groups. There is a high degree of co-operation between pupils during the country dance clubs lessons after school. In many lessons pupils watch demonstrations by their classmates and attempt to include new ideas in their work. Pupils put out equipment safely.

The teaching is good. Teachers have a secure knowledge of the subject and the expectations they have of pupils are high. Pupils' work is effectively evaluated and pupils know where they have to improve.

There is a brief policy statement and scheme of work that provide initial guidance for teachers. The school has a satisfactory range of commercially produced resources that contain ideas for lessons. These have not been organised to make them easy to use by, for example, allocating page numbers to units of work in the scheme. Physical education is being appropriately monitored this term; for example, the co-ordinator checks teachers' planning to ensure that what is planned is taught. At present there is no detailed procedure for recording pupils' knowledge, skills and attitudes. The co-ordinator has identified the recording of assessments as a priority for action.

The school provides a broad range of experiences for the pupils including: swimming, a successful sports day and a sports club after school. The indoor and outdoor accommodation is good and there is a good range of small equipment for use in lessons.

Religious Education

The school's provision follows the local education authority's agreed syllabus for the teaching of religious education. The school meets the local and statutory requirements. The basis of the teaching is Christianity and the scheme of work takes account of other major faiths, particularly Judaism.

At the end of Key Stage 1 the development of pupils' knowledge and understanding of religions, their own beliefs and tolerance match what is typical for their age. They know important Bible stories and have an early understanding of the lives and influence of some of the world's great religious teachers. They start to relate moral and religious ideas presented in many lessons and some assemblies to their own lives, relationships and families. In Year 1, for example, when studying people who help us, pupils were very interested when the crossing patrol lady called in to tell them about her work. They understand that there are different faiths in the world with different beliefs and customs. They appreciate the richness and beauty of the creation.

Pupils make satisfactory progress in beginning to understand the meaning in daily life of the ideas of authority, celebration and beliefs. They see that the great teachings carry messages for each person, for example about the effects of kindness and selfishness. In the best lessons they learn by experience what it is to feel consciousness and peace.

Pupils value the growing understanding of themselves and their lives in religious education. They listen attentively to stories with religious messages. They work well together. For example, a Year 2 class made big models of stained glass windows, inspired by those they had seen in Lincoln Cathedral.

The quality of teaching is good. In lessons pupils have many opportunities to give to their class, for example in describing important experiences, asking questions, using words and image to record new learning, and listing together examples to illustrate ideas such as good behaviour.

Teachers have a satisfactory knowledge of the locally agreed syllabus and have a good understanding of the importance for pupils at Key Stage 1 of the moral teaching within religious education. They are skilled in guiding pupils to link the great religious ideas to childhood experience.

Visits to the village church for harvest and carol services and the celebration of religious festivals in drama and assemblies enrich pupils' understanding. The school's range of religious artifacts is limited at present and the scheme of work is at an early stage of development.

PART C: INSPECTION DATA

Summary of inspection evidence

The evidence considered by the inspection team of four over four days included the inspection of:

- 52 lessons or parts of lessons covering all classes and including pupils with special needs;
- the reading skills of a sample of 3 pupils from all classes;
- samples of current and past work from each year group;
- discussions with pupils, the headteacher, staff, parents and governors;
- school development plan and policy documents;
- attendance registers;
- budget figures;
- teachers' planning;
- records of pupils' progress and reports for parents;
- the daily acts of collective worship.

Before the inspection a meeting was held to record parents' views about the school. 15 parents attended it. 57 responses to the parents' questionnaire were analysed.

Data and indicators

PUPIL DATA

	Number of pupils on roll (full-time equivalent)	Number of pupils with statements of SEN	Number of pupils on schools' register of SEN	Number of full-time pupils eligible for free school meals
YR – Y2	136	0	8	5

TEACHERS AND CLASSES

Qualified teachers (YR – Y2)

Total number of qualified teachers	5.6
Number of pupils per qualified teacher	24:1

Education support staff (YR – Y2)

Total number of education support staff	2
Total aggregate hours worked each week	30

Average class size:

27

FINANCIAL DATA

Financial year:

1997/1998

	£
Total Income	223380
Total Expenditure	216380
Expenditure per pupil	1591
Balance brought forward from previous year	1210
Balance carried forward to next year	5790

PARENTAL SURVEY

Number of questionnaires sent out:

136

Number of questionnaires returned:

57

Responses (percentage of answers in each category):

	Strongly agree	Agree	Neither	Disagree	Strongly disagree
I feel the school encourages parents to play an active part in the life of the school	47	49	4	0	0
I would find it easy to approach the school with questions or problems to do with my child(ren)	58	40	2	0	0
The school handles complaints from parents well	25	37	38	0	0
The school gives me a clear understanding of what is taught	28	60	12	0	0
The school keeps me well informed about my child(ren)'s progress	23	60	13	4	0
The school enables my child(ren) to achieve a good standard of work	26	62	12	0	0
The school encourages children to get involved in more than just their daily lessons	37	51	12	0	0
I am satisfied with the work that my child(ren) is/are expected to do at home	28	47	21	4	0
The school's values and attitudes have a positive effect on my child(ren)	47	47	6	0	0
The school achieves high standards of good behaviour	35	56	9	0	0
My child(ren) like(s) school	65	28	7	0	0

Other issues raised by parents

Parents expressed:

Concern about the limitations placed on the number of reading scheme books that can be taken home weekly;

Concern about the availability and quality of information about their children's progress and attainment;

Pleasure regarding the wide range of activities available to children and how delighted they are with most aspects of the school.