

INSPECTION REPORT

BROCKLESBY PARK PRIMARY SCHOOL

Grimsby

LEA area: Lincolnshire

Unique reference number: 120442

Headteacher: Mr A Travis

Reporting inspector: John Messer
15477

Dates of inspection: 25 -27 February 2002

Inspection number: 222266

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	County
Age range of pupils:	4 to 11 years
Gender of pupils:	Mixed
School address:	Brocklesby Park Primary School Great Limber Nr Grimsby N E Lincolnshire
Postcode:	DN37 8JS
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Appropriate authority:	The governing body
Name of chair of governors:	Mrs Fiona Reeves
Date of previous inspection:	28 February 2000

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
15477	John Messer	Registered inspector	Foundation Stage English Geography History Music Religious Education	The school's results and pupils' achievements. How well are pupils taught? How well is the school led and managed?
A8919	John Kerr	Lay inspector		Pupils' attitudes, values and personal development. How well does the school work in partnership with parents? How well does the school care for its pupils?
20230	Jenny Clayphan	Team inspector	Science Art and design Design and technology Special educational needs Equal opportunities Mathematics Information and communication technology Physical education	How good are the curricular and other opportunities offered to pupils?

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

This village school has 28 pupils on roll and is much smaller than most primary schools. Pupils live in a scattered rural community and many live in isolated farms and remote cottages. Few children have any pre-school nursery or playgroup experience before starting school. There is an equal mix of boys and girls. There are no pupils from ethnic minority groups. There is no schools meals service in the county and no parents claim free school meals; the proportion actually entitled to free school meals is unknown. Assessments of children's attainment on entry to the school indicate significant variations from year to year; overall it is below average though the full range of ability is represented. Over a third of pupils are entered on the register of special educational needs, which is a high proportion and well above the national average. Recently there have been major changes in teaching staff; a new headteacher was appointed in September, at the beginning of this school year, and the school reorganised its teaching staff in January.

HOW GOOD THE SCHOOL IS

This school is now effective in most areas and standards are beginning to rise. The new headteacher provides good leadership and there is clear evidence that standards have improved, especially in English, mathematics, information and communication technology and, to a lesser extent, in science. In recognition of the school's improved performance in national tests in 2001 it received a 'School Achievement Award' from the Department for Education and Skills. There is scope for extending pupils' understanding of the rich ethnic diversity in our society. Teaching is now good and the teaching force is deployed well to enable pupils to gain maximum benefit from the teachers' particular areas of expertise. The school is managed well and provides satisfactory value for money.

What the school does well

- As a result of consistently good teaching, the achievement of most pupils is good and they are on course to attain at least average standards in reading, writing, mathematics and science by the time they leave the school.
- Teachers are hard working and the good teamwork helps pupils to achieve well.
- Relationships throughout the school are very good and the exceptionally small size of the school contributes to a family atmosphere that encourages confidence and security in learning.
- Pupils' attitudes to school and their behaviour are good and have a positive impact on their learning.
- The leadership of the school is good and there is a strong commitment to raising standards further.
- Financial planning is good and money is used wisely to support pupils' learning.

What could be improved

- The amount of time spent teaching the National Curriculum in Years 3 to 6, the pace of lessons and the way that the timetables are organised.
- Opportunities for pupils to use their initiative and take more responsibility for their own learning.
- Systems to identify gaps in pupils' learning and the use of assessment data to plan lessons that match pupils' individual learning needs.
- The availability of computers for pupils in the reception class and in Years 1 and 2 to use and the use of computers to support teaching and learning across the curriculum.
- The outdoor play area for the youngest children.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

At the time of the last inspection in March 2000 the school was identified as an underachieving school. This is no longer the case. Most pupils are now generally achieving well and standards have improved in English, mathematics, science and information and communication technology. Teaching has improved; it was satisfactory and is now good. Pupils' attitudes to learning are good and there are indications that they have an increasing enthusiasm for learning. The number and quality of computers has improved significantly.

STANDARDS

Statistics that compare a school's performance in the annual National Curriculum tests are not published where, as in this school, the number of pupils in the groups that take the tests are below ten. The groups of pupils that take the National Curriculum tests are very small and each group has different characteristics and differing proportions of higher and lower attaining pupils. This creates wide variations in test results from year to year. By the end of the reception year, most children attain the early learning goals specified in national guidance and several surpass this standard. In last year's national tests for pupils in Year 2, most attained the national target of Level 2 in reading, writing and mathematics and a large proportion attained the higher Level 3 standard in writing. In the tests for pupils in Year 6 in 2001, all pupils attained at least the national target of Level 4 in English and science; a large proportion attained the higher Level 5 standard in English, mathematics and science. Although a large number of pupils have special educational needs and attainment on entry is generally below average, most attain at least average standards in most subjects by the end of Year 2 and again by the end of Year 6. This represents good achievement. Over the past five years, the trend in the school's performance has been above the improving trend nationally.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. Pupils have positive attitudes to school and are keen to learn.
Behaviour, in and out of classrooms	Good. Pupils are polite and well behaved in lessons and around the school.
Personal development and relationships	Good. The very good relationships have a positive effect on learning. There is scope to improve pupils' personal development; a significant proportion lack self-confidence. Pupils work and play happily together.
Attendance	Good. Pupils enjoy coming to school.

In September 2001 a visiting inspector from Her Majesty's Inspectorate noted that pupils lacked enthusiasm for learning and were reluctant to work hard. The school has worked hard on strategies to improve motivation and most pupils are now increasingly interested and are more willing to give of their best.

TEACHING AND LEARNING

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

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

Overall the quality of teaching and learning is good. In all lessons teaching is at least satisfactory. In nearly two thirds of lessons it is good and occasionally very good. The good teaching enables pupils to learn effectively and achieve well. The teaching force was reorganised in January when a new appointment was made. These new arrangements have not been sustained for long enough to have had a major impact on the standards pupils attain but an improving trend is evident. English is now taught well across the school. The teaching of mathematics is broadly satisfactory. The teaching of science is good in Years 1 and 2 and satisfactory for pupils in Years 3 to 6. The skills of literacy are taught well and pupils' good grounding in reading helps them to achieve effectively in other areas of the curriculum. Teachers make insufficient use of numeracy skills in practical situations. The teaching for pupils with special educational needs is mostly good. The needs of higher attaining pupils are provided for by appropriate grouping of pupils in lessons but they are not always sufficiently extended, especially in mathematics. The good teaching now evident in most lessons is improving the pupils' enthusiasm for school.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Satisfactory. There is scope for developing the curriculum further to meet the learning needs of each individual pupil more precisely.
Provision for pupils with special educational needs	Pupils' needs are identified early and sound provision is made. The co-ordinator visits the school each week to teach individuals and to check on progress.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Satisfactory overall. Provision for moral and social development is good and it is satisfactory for spiritual and cultural development. Pupils are not given enough responsibility or opportunities to use their initiative and this impedes their personal development. In addition, pupils are insufficiently prepared for life in multi-cultural Britain.
How well the school cares for its pupils	Good. The school provides a secure learning environment within which pupils are able to flourish.

The school is well supported by parents who are pleased with the education provided. A good range of visits and other activities outside lessons enriches learning opportunities. Good levels of care are maintained and pupils' welfare is safeguarded effectively.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Good. The headteacher is keen to improve the education provided and he receives good support from the teaching staff who all fulfil their responsibilities well.
How well the governors fulfil their responsibilities	Governors are closely associated with the school and fulfil most of their responsibilities effectively.
The school's evaluation of its performance	The school's analysis of its performance is satisfactory and it explores areas for development thoroughly as it strives to improve standards.
The strategic use of resources	Satisfactory. Resources are used wisely to enhance pupils' learning opportunities and financial control is good.

Staffing is adequate and teachers' expertise is deployed well to make the best use of specific expertise to support pupils' learning. Accommodation and learning resources are adequate. The school applies the principles of best value well to all major spending decisions.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Children like school, behaviour is good and they make good progress. • Teaching is good. • Parents feel comfortable about approaching the school with a question or a problem. • The school expects children to work hard and achieve their best. • The school works closely with parents and is well led and managed. • The school helps children to become mature and responsible. 	<ul style="list-style-type: none"> • The amount of homework. • The range of activities outside lessons.

The inspection team agree with most of the parents' positive comments but inspection findings show that there is considerable scope for encouraging pupils to be more responsible for their learning. Inspectors found that homework was appropriate and that a good range of activities outside lessons is organised.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. Children enter the reception class with standards of attainment that are generally below those normally expected of four-year-olds. This is confirmed by the baseline assessment procedures that are administered soon after children start school. Although attainments of four-year-olds are often lower than average, the range of achievement varies widely. In successive years one year group may have children who enter the school with exceptionally advanced skills whilst another may have children who have very poorly developed skills. On entry, a significant proportion of pupils often have poor speaking skills and a minority lack self-confidence and have poorly developed social skills. Their achievement in the reception class is good and they quickly develop confidence and learn to work and play happily together. This is because the school places a strong emphasis on personal, emotional and social development. Good social skills are emphasised from children's earliest days in school and the classes are so small that a warm family atmosphere is readily promoted. The majority of children are on course to reach the early learning goals specified in national guidance by the time they transfer to Year 1. They develop confidence and dress and undress independently for physical education. They have a good understanding of what is right, what is wrong and why. They sit quietly when listening to the teacher and most speak confidently to adults. They read simple stories and many have well developed early reading and writing skills. The teaching is good and promotes an enthusiasm for learning. Children enjoy mathematical activities such as singing and acting out traditional number rhymes. Most count to twenty although many have to check the number of fingers they are holding up by carefully counting every digit on each hand as when holding up three fingers on each hand and having to determine the total number of fingers. They understand the term zero. Early scientific understanding is developed well through a study of the five senses and role-play in the class accident and emergency clinic. Pupils achieve well because the activities are in tune with the things they like playing, such as doctors, nurses and patients. In physical education children name a good range of body parts and are inventive as they move around, over, under and between apparatus. The outdoor area is under developed and opportunities for using it to extend physical, creative and social skills are restricted. This limits achievement in this area of learning. Children are good at making models from construction kits and they use scissors to cut paper and card with a good degree of accuracy. The good achievement of children in the reception classes helps to lay firm foundations for future learning.
2. Inspection findings show that, by the end of Year 2, pupils attain standards that are in line with national expectations in reading, writing, mathematics and science. These findings are similar to those found at the time of the last inspection. The standards that pupils attain in all other subjects meet national expectations except in design and technology and music where there was insufficient evidence available to make judgements about standards. Standards in religious education meet the expectations defined in the locally agreed syllabus.
3. Pupils' achievement in Years 1 and 2 is good because lessons are carefully planned to meet the learning needs of the different groups within the class. The teacher is acutely aware of each individual's particular stage of development and learning is organised systematically in a step-by-step way. The teacher allows plenty of time for pupils to organise their ideas so that most learn how to express themselves with increasing clarity. The majority of pupils speak confidently though one or two lack confidence and find difficulty explaining themselves. The teacher engenders a serious approach to learning and pupils have a great enthusiasm for work. They like to work together in groups and enjoy their success. In writing, the majority of pupils write in sentences that follow a clear sequence and most understand the function of full stops and capital letters. Spelling of simple words is generally accurate. They have a sound grasp of literacy and enjoy reading and writing. A high proportion of pupils in Year 1 have special educational needs. They are given good support by the class teacher and the classroom assistant so that they are able to achieve well. The pupils in Year 2 write clear, organised, extended pieces of imaginative writing. Pupils in Year 2 enjoy mathematics, particularly work in number, and they demonstrate

good skills in the quick recall of number facts. Their numeracy skills are developing well; they count in twos, fives and tens with ease and have a good grasp of number patterns. In science, they have a good understanding of whether light comes from a source or is reflected from a surface. For homework several took a CD disk into their bedrooms in the dark to test whether light came from it or not.

4. Pupils' achievement in Years 3 to 6 is good because they receive good teaching from teachers with particular, specialist expertise in different areas of the curriculum. Teachers promote good attitudes to work and this has a positive impact on pupils' achievement and the standards that they attain. Overall, by the end of Year 6, the standards pupils attain match national expectations in nearly all subjects. Standards are broadly average in English, mathematics, science and information and communication technology. This represents good achievement, especially as nearly a third of pupils in the class have been identified as requiring substantial extra support in their learning. There has been a marked improvement in standards in information and communication technology and, as a result of training courses for teachers and improved resources, the school is well placed to make further improvements. Standards in literacy and numeracy are broadly average and an improving trend is evident. Pupils enjoy writing, for example, and lower attaining pupils wrote prayers enthusiastically and were keen to read them in assembly. Standards in numeracy are broadly average and pupils have a sound understanding of addition, subtraction, multiplication and division. Standards in all other subjects meet national expectations except in design and technology and music where there was insufficient work available to make judgements about the standards pupils attain.
5. Throughout the school the large proportion of pupils with special educational needs receive sound support and they make good progress towards the targets set for them in their individual education plans. Specific tasks are planned for them and teaching assistants provide good support. They are grouped by ability and groupings are different for literacy and numeracy, for example, to reflect individual pupils' particular stages of development in different areas of the curriculum. However there is scope to adjust work in lessons even more so that all are provided with tasks that enable them to experience greater success in all activities. Their individual education plans incorporate good short-term targets and are reviewed regularly. Procedures for identifying, monitoring and assessing pupils who may have learning difficulties have improved since the last inspection. Across the school the improved standards of teaching has had a positive impact on pupils' achievement and now pupils of all abilities achieve well in most lessons and attain the standards of which they are capable.

Pupils' attitudes, values and personal development

6. The attitudes and behaviour of children under five are good. They cope well with life in the school, adapting naturally to the need to learn with older children in their class. As a result of the very good relationships in the school the older pupils help the under fives whenever there is a need to do so. The older ones have younger reading partners, for example. This is a significant help to their learning. Most children are confident to give their opinions and to join in class discussions with their suggestions though several lack confidence in speaking. The school has addressed this well by employing a specialist teacher to teach speaking skills across the school. Parents confirm that their children are happy to come to school.
7. Throughout the school, pupils show good attitudes to their work. They settle quickly to their tasks and are willing to tackle difficulties and meet a challenge. For instance, pupils in Years 3 to 6 were asked to find out how oxygen is passed around the body ready for the next session in a series of lessons on the healthy body. They rose to the challenge and were eager to find the answer. By their interest and enthusiasm, these pupils show that they are able to become much more responsible for their own learning. They are keen to learn through information technology in school and some develop skills well at home where pupils report that parents are often able to help with research. When given the opportunity pupils work well on their own, together in pairs and in groups. Their motivation has improved significantly. This has been achieved by ensuring that each individual understands that they have a contribution to make and that they are all valued.

equally. Teachers and classroom assistants offer much praise and encouragement. This has improved pupils' feeling of self worth and their confidence is developing well.

8. Behaviour is good in class and around the school. Pupils are sensitive to the feelings of others and are considerate of each other when playing together on the playground. Very rarely do they talk at once; they listen carefully to each other's comments and the contributions of each age group in the class. Most pupils develop a sense of self-discipline and reliability. Of necessity in such a very small school pupils of all ages mix together. This they do well, the older pupils helping the younger ones, both as a duty but more often quite naturally. No oppressive behaviour was seen during the inspection and very little is reported by parents. There has been no occasion in recent years when the school has been obliged to exclude pupils due to poor behaviour. As pupils mature, they are given more responsibilities in the daily life of the school although these responsibilities are not as extensive as they could be. There is scope, for example, to give all pupils responsibility for maintaining tidiness in different parts of the school, to become even more involved in supporting each other's learning and to use their initiative. Insufficient time is spent discussing school issues and talking with pupils about how improvements in provision might be made.
9. Relationships in the school are very good. There is a lively and friendly atmosphere around the school, where there are very few signs of tension. Pupils play well together, the older pupils helping to organise games for the younger ones. Boys and girls mix well together and girls show remarkably well developed skills when playing football informally with the boys at lunchtime. They are always courteous and friendly to adults and happily share their ideas with staff, visitors and volunteers in the school. This has a marked affect on their social development. The school is so very small that all pupils and adults know each other well and this contributes to a warm, friendly family atmosphere that helps pupils to feel secure and comfortable in their learning.
10. Attendance of pupils is well above the national average and parents almost always inform the school of the reasons for absence. Pupils arrive on time for school, which helps to promote an efficient and purposeful start to the day.

HOW WELL ARE PUPILS OR STUDENTS TAUGHT?

11. The school reorganised the deployment of teachers in January. The teaching force of the school is organised well and is supplemented effectively by the services of learning support assistants, part-time teachers with specific expertise and voluntary helpers, several of whom offer specialist support in teaching children in the foundation stage, physical education and music. This strong raft of support has been organised well by the headteacher who is good at tapping many sources to create good teaching provision for pupils. Staff are deployed well so that everybody's particular talents and strengths are used to best effect. The headteacher teaches information and communication technology and physical education to the whole school. The other full time teacher uses her expertise in art and design, religious education and design and technology to teach pupils across the school. A qualified physical education instructor teaches across the school. A specialist English teacher concentrates on teaching speaking and writing, a specialist in teaching pupils with special educational needs supports pupils with specific learning difficulties and a music specialist provides expert support each week. Extra expert support is provided by a local football club who run a football coaching course. Pupils who are particularly gifted in mathematics visit the local grammar school for extra support from Year 8 teachers. The school invites people with specific expertise, such as a local potter or professional 'Vikings' into school to work with pupils and to supplement the teaching provision. In consequence pupils are provided with a particularly good range of learning opportunities for such a small school. The wide range of teaching talent is further supplemented with a substantial range of support and advice from the local education authority's advisory service. Pupils benefit from a well deployed teaching force and from teachers who have a good knowledge and understanding of the subjects they teach. The improved teaching arrangements has contributed to improvements in pupils' learning, which is now good, but have not as yet had time to make a major impact on the standards that they attain. There is clear evidence, however, that the reorganisation of personnel and new appointments are

beginning to have a strong influence on improving standards of attainment. The school is well placed to make further improvements.

12. The quality of teaching across the school is good and results in effective learning. This is an improvement since the last inspection when teaching was judged to be satisfactory overall. Teaching for pupils in the foundation stage is good. Teaching for pupils in Years 1 and 2 was at least satisfactory in all lessons seen during the inspection and in over a half it was good. The teacher's plans in the first class are detailed and she produces two sets, one for the children in the foundation stage and one for pupils in Years 1 and 2. The classroom assistant makes a strong contribution to the good teaching. She is well briefed and has a good understanding of children's learning needs. She takes pupils in Year 1 for extra literacy work and demonstrates good skills as she follows the nationally recommended programme for this initiative. Good relationships support learning and children settle quickly into class routines. Pupils are at widely varying stages of development and many have special educational needs. This is managed well and plans are modified to meet the learning needs of most pupils though on occasion more could be expected of the higher attaining pupils.
13. Teaching for the pupils in Years 3 to 6 was always at least satisfactory in the lessons observed by inspectors and in two thirds of lessons it was good and occasionally very good. Teaching is especially good when teachers are confident in the subjects they teach, as was particularly evident in English and information and communication technology. Teaching is less effective when the pace of lessons is too slow and when lessons are overlong. The team of teachers and support assistants work well together and it is highly likely that the improved quality of teaching will be sustained and will lead to further improvements in the quality of pupils' learning and the standards they attain.
14. The teaching of pupils with special educational needs is good and is undertaken partly by teaching assistants under the guidance of the class teacher and partly by the part-time special educational needs co-ordinator. In one lesson, for example, a learning support assistant helped pupils to write prayers and they achieved well, producing writing that they were keen to read in assembly. However, a scrutiny of work indicates that the lowest attaining pupils in Years 3 to 6 are not always provided with sufficiently structured activities that have been adjusted sufficiently to ensure success. Several pieces of work are unfinished and very little had been produced compared with the amount produced by the other pupils.
15. The teaching of English is good across the school and it is satisfactory for mathematics. Science is taught well in Years 1 and 2 and it is satisfactory in Years 3 to 6. The teaching of information and communication technology is satisfactory in Years 1 and 2 and good for pupils in Years 3 to 6. The teaching of physical education and religious education is good across the school. There was insufficient evidence available to make judgements about the teaching of art and design, design and technology, geography, history or music across the school. This was partly because the inspection team were only in the school for half a week and partly because there was insufficient material available to make inferences about teaching by scrutinising pupils' work.
16. The teaching of literacy is good and pupils have plenty of opportunities to practise their reading and writing skills in other areas of the curriculum, such as history and religious education. The teaching of numeracy is satisfactory but pupils have few opportunities to use their skills in other areas such as cooking or measuring accurately when making models in design and technology.
17. Teachers plan lessons thoroughly and describe learning objectives clearly in their plans. Expectations of pupils' performance are generally reasonable but in a minority of lessons teachers do not plan to teach a sufficient quantity of new skills, or a sufficient amount of new knowledge and understanding to all groups. The pace of lessons is, on occasion, too slow and teachers do not always expect enough work from pupils. This is partly because plans do not always describe precisely what will be taught to each group. Plans are occasionally too generalised and take insufficient account of pupils' prior learning and the widely varying stages of development they have reached. This is mainly because assessment procedures have not yet been developed well in all subjects so gaps in pupils' learning are not always identified clearly. In

mathematics the highest attaining pupils are not always fully stretched. Time is not always used to best effect and there are too few opportunities for pupils to take responsibility for their own learning. There is often too much teacher control and direction. Basic skills are taught well. Teachers maintain good relationships with pupils and behaviour is managed well.

18. Teachers use resources appropriately to support teaching and learning but there is still considerable scope to use a greater range of computer programmes to support individual learning needs. The outside area is under-developed as a learning resource. In particular there has been insufficient development of a secure area where the youngest children can develop their creative, social and physical skills.

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

19. The school provides a good range of learning opportunities although there is scope for further improvements. The curriculum is relevant to the pupils' needs and meets statutory requirements. The school is good at reacting to the identification of areas for improvement. Pupils' speaking skills were under developed and they lacked confidence in speaking. In January a specialist English teacher was employed. She teaches speaking skills across the school. Pupils have already developed a good range of poems learned by heart, they speak more clearly and with increasing confidence. At present, however, the amount of time devoted to teaching the National Curriculum to the pupils in Years 3 to 6 is shorter than the recommended minimum and some lessons, particularly in the afternoons, are extremely long. There are too few opportunities for pupils to use their initiative, to conduct research and take responsibility for their own learning. This is because lessons are often over-directed by teachers and pupils are not given sufficient scope to follow their own lines of enquiry. These factors impede the pace of pupils' learning.
20. The school has adopted nationally recommended planning frameworks for all subjects, although it has not yet adapted them effectively to suit the school's small size. The previous inspection found that planning was not detailed enough and that many subjects were taught in blocks of half a term at a time which made it difficult for teachers to build pupils' skills steadily. This is still an area for further development. Also whole afternoons are timetabled for science and art and design, for example, rather than designing the timetables to promote greater variety in learning each week. The amount of time spent on other subjects is often too long in one session rather than breaking the sessions up and spreading them throughout the week or by designing a fortnightly timetable. The recently appointed headteacher is making great efforts and has succeeded in ensuring that pupils' skills in information and communications technology rise to nationally expected levels. The school now has enough computers, and pupils are starting to make good progress, but there are still a few gaps to be filled in associated equipment, such as a digital camera, scanners and appropriate software. This lack of equipment restricts pupils' learning opportunities although the school has plans to purchase new equipment in the very near future.
21. Pupils have equal access to the curriculum though the children in the foundation stage and in Years 1 and 2 do not have sufficient access to computers. The school lays emphasis on promoting fairness and equality, and everyone is fully included in all activities.
22. The school has implemented the national literacy and numeracy strategies effectively and improvements have been made since the last inspection. A skilled and experienced specialist teacher has recently been employed to give valuable extra support in writing and speaking. This is already having a positive effect on standards. The opportunities for the enrichment of pupils' learning are wide and varied. At Christmas the pupils in Years 3 to 6 were part of a choir of 5,000 who sang in the Sheffield Arena. The whole school visited the pantomime in Gainsborough and afterwards the cast provided the pupils in Years 3 to 6 with a drama workshop which the pupils thoroughly enjoyed. There are visits to places of educational interest such as Normanby Park where pupils dress in Victorian clothes, attend a Victorian school and gain an insight into Victorian living conditions. A wide variety of people, for example an American Folk and Blues Group, the local policeman and two 'Vikings', have visited the school and expanded pupils'

horizons. There are further good extra learning opportunities through clubs that take place after school, some of them in association with other local small schools.

23. The school continues to have effective links with the local community. A local potter came and talked to the school and everyone threw pots and made tiles and mugs from local clay. The whole community was invited to the school's concert at Christmas, and the school choir has sung to local pensioners and to some other elderly people in a neighbouring village. The younger pupils visit Limber because it is a village with old and interesting architecture and helps them to understand how people lived in the past. There are plans to invite local people to talk to pupils about their work in order to raise pupils' aspirations about what they could do when they become adults. The association of small schools gives older pupils good opportunities to meet with others of their age and join in a variety of sports and activities.
24. Pupils have satisfactory opportunities through personal, social, health and citizenship education, and in assemblies to explore each other's values and beliefs. Learning in health matters is promoted in science and design and technology lessons. Pupils are consistently encouraged to understand the impact that their actions have on other people, and during the inspection pupils treated each other and adults with high levels of consideration. Staff foster an awareness among pupils that each one of them is valued, and pupils in turn show deep levels of interest in each other. Provision for spiritual development is satisfactory. The atmosphere in assemblies during the inspection was satisfactory but opportunities were missed to rise above the everyday routine experiences offered and substitute more imaginative activities.
25. The school continues to provide well for pupils' moral and social development. Provision is rooted in the behaviour policy, the school rules and the system of rewards that are all effective in encouraging pupils to behave well. All adults work as a close-knit team and are very good role models, displaying thoughtfulness, kindness and consideration. Pupils have a clear understanding of right and wrong from an early age. They are proud of their school and their community. A lunchtime supervisor encouraged pupils to work together to weed and tidy the flower tubs. They chatted sensibly and discussed how they could make the quiet area more striking. They were keen to make the area as attractive as possible. There is a great deal of scope to develop such discussions and involve all pupils in considering how the environment could be further improved. Staff provide good opportunities for pupils to work co-operatively in school, for example, in mathematics and information and communication technology when they share computers. Friendship between older and younger pupils is encouraged through reading with partners, and pupils look after each other kindly at playtimes. The range of extra-curricular activities, particularly those with other small schools, widen pupils' experience of social situations, and this year pupils in Years 5 and 6 will join those from another small school on a week long residential visit. The school supports a good number of charities and two pupils in Year 6 organised a bring and buy sale in aid of a Blue Peter appeal.
26. Pupils' cultural development is satisfactory. Pupils in the first class learn French and gain a good understanding of how to conduct simple conversations in a foreign language. Pupils hear a range of music including that played on instruments similar to those played by the 'Vikings'. They visit local museums in connection with history projects and study a wide variety of European artists' work in art lessons. Recently pupils were involved in African dancing and drumming, and the pupils in Years 3 to 6 took part in a dance and drum workshop. Pupils learn about other people's faiths and beliefs in religious education, but inevitably in this rural community, opportunities are limited to learn from first hand experience about the diverse range of cultures that exist in Britain today. There is scope to extend pupils' understanding of the multi-cultural nature of our society. Pupils are included in all aspects of the curriculum and equal access is assured.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

27. The provision for the support, guidance and welfare of pupils is good. Pupils are confident in the advice of their teachers. Behaviour and attendance are managed well. Parents are very satisfied with the care the teachers take with their children. They find it easy to approach the teachers if there is a concern about their children's progress or welfare.

28. Procedures for monitoring pupils' academic and personal development are satisfactory. The procedures for introducing the new children and their parents to the school are good and ensure that they settle quickly to their new surroundings. Teachers in this small school know the children extremely well. Even so, pupils are still not given enough opportunities for independent learning to increase their confidence and develop enquiring minds. In several lessons the activities were closely directed by the teacher and there was little scope to conduct first hand investigations, to test ideas and become involved in systematic research. Extra support is given in accordance with pupils' particular needs, particularly to those who may not be progressing as well as expected. Should pupils' learning give any cause for concern, parents are involved at an early stage and they confirm that the teaching staff, who are sympathetic and constructive, give appropriate support to all ability groups.
29. Procedures for promoting good behaviour and a sense of self-discipline are good. The whole staff work together to encourage pupils to develop consideration for each other and to foster good manners. As a result, there has been very little thoughtless behaviour in recent times. Teachers' high expectation of behaviour and pupils' positive attitudes ensure that lessons proceed with purpose and little time is wasted in starting activities at the beginning of the day or after break times. Pupils are clear what to do if they believe that someone is being unkind to them and they are confident in their teachers if they need help. Staff are prompt to correct poor behaviour.
30. Procedures for monitoring attendance are good. With the co-operation of parents, almost all absence is accounted for. The education welfare officer visits regularly but for some time there have been no pupils whose attendance gives cause for concern.
31. Procedures for monitoring child protection and the promotion of pupils' well-being and their health and safety are good. All staff are aware of their responsibilities and the accepted child protection procedures. The training of the new headteacher in up to date child protection matters is in hand. Staff and governors carry out regular checks of premises and equipment and defects are dealt with swiftly. Accidents and injuries are treated promptly records are kept and parents are informed.
32. Pupils' personal and health education is covered in a full programme which includes sex education and drugs awareness. Topics are dealt with as separate units of work with specific groups of pupils where necessary but in general, younger pupils in a class benefit from the discussions and the contributions of the older pupils.
33. The school has made sound progress in response to the concerns expressed in the last report. Pupils are now assessed as having special educational needs at an early stage. There is still scope to use assessment information more effectively to inform curricular planning. Older pupils are given limited opportunities for independent study, such as using the Internet for research, but this is not planned systematically. Most pupils are given few opportunities to learn independently or provided with challenges that involve individual or collaborative work to do that is designed to be completed without repeated reference to the teacher. Computers are under used in this respect.
34. The procedures for assessing pupils' attainment and progress are satisfactory. They have developed and have been improved since the last inspection. The school has an effective policy for assessment that clearly sets out principles and practice. These are regularly carried out so teachers gain a growing understanding of the capabilities and potential of their pupils. Pupils are assessed soon after entry to the school and the results are used to identify areas for further development. These assessments help to identify children who might have special educational needs in order to provide appropriate support. A file recording pupils' achievements is begun and this follows each child right through the school. The school ensures that all pupils are tested regularly in English and mathematics, and the results are recorded. The results are analysed well in mathematics to show clearly areas where pupils have understood and made progress, and also where they need further help. Such helpful analysis is not so well developed in English or any other subjects. The school does not yet predict pupils' rates of progress and possible attainment in future years as they move through the school, but has started to give pupils targets to aim

towards in English though these are very broad. For example, some pupils near the top of the school have targets that state, 'need to use paragraphs regularly in written work' and for younger pupils 'need to use capital letters and full stops correctly'. At present these targets do not include challenging short-term aims that inspire pupils to achieve them. Systems to identify gaps in pupils' learning need refining further.

35. Pupils take the statutory National Curriculum tests and assessments at the age of seven and eleven. Data from these tests is analysed but it is not used systematically to inform future planning and to ensure that work is set at a suitable level for each child. In addition, a number of non-statutory assessments are made. These include assessments in one or more aspects of English and mathematics twice a term; regular assessments of pupils' progress in reading using nationally moderated tests and optional non-statutory tests in English, mathematics and science towards the end of Years 3, 4 and 5.
36. The use of assessment information to guide and inform curriculum planning is largely satisfactory. Teachers maintain records on the progress of each pupil in the core subjects of English, and mathematics. The information is used to identify areas for improvement in literacy and numeracy. However, this has not yet been extended to any other subjects, which means that teachers are not able to pinpoint pupils' achievements and needs precisely. Teachers' lesson plans define in broad terms what it is they intend pupils to know, understand and do. These objectives are often shared with pupils at the beginning of lessons so that they are prepared effectively for the learning to follow. Teachers usually take time to organise short review sessions at the end of each lesson to assess the learning that has taken place, often involving pupils in the assessment of their own progress.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

37. Parents are pleased with the way the school is managed. They like the family atmosphere where relationships between staff and pupils are well regarded. Their children enjoy coming to school. Being a small school, parents appreciate the individual attention so many of them seek for their children. As at the time of the previous inspection report, a significant minority do not consider that the school provides an interesting range of extra-curricular activities. They also think that their children do not get the right amount of work to do at home. Inspection findings confirm that an appropriate amount of homework is set. The school now organises more visits and sporting activities than in former times, in many cases joining up with other schools. Good use is made of the new computer facilities at break, lunchtimes and after school. The amount of homework set is appropriate.
38. The quality of information for parents is good. They are kept up to date by half termly newsletters together with supplementary letters on such topics as new clubs, attendance and events which are about to happen. The school prospectus gives useful information for new and prospective parents and the governors' annual report gives details of the events and results of the year. Annual reports to parents are good. They include perceptive but brief comments on pupils' strengths and weaknesses. Regular meetings with teachers provide parents the opportunity to discuss their children's progress. These meetings are not always well attended. On the other hand, school events are well supported by parents and members of the community, many of whom went to the school. On these occasions, the village hall is often used, to hold all the parents and supporters who come.
39. Parents are always welcomed to contribute to school activities. They do so as volunteers helping in school and with visits. Homework and reading diaries are not well used in the pupils in Years 3 to 6 where communications about homework could be improved. Parents of pupils in Years 1 and 2 keep a good home school link through the use of the reading diaries.
40. There is no formal parent teacher association but parents co-ordinate as a body to arrange social events and a summer fair, which raise valued funds. The school supports a range of charities, both national and international. A good range of visitors from the community, enhance the curriculum and help to develop pupils' social development.

HOW WELL IS THE SCHOOL LED AND MANAGED?

41. The new headteacher works well with the governing body to provide good leadership. The administrative staff, teachers and learning support staff work well with governors to ensure that the school is well managed. In such a very small school delegation is difficult because there are so few members of staff to cover all curricular areas. However responsibilities are divided and shared well. The headteacher is astute in finding extra part-time teachers, voluntary parents and other people with expertise to supplement provision. Governors have taken a particular interest in different curricular areas and visit the school regularly to monitor specific aspects of provision. They make written reports on their findings to the governing body. Governors also play a full part in analysing data on the school's performance as they support the school in identifying areas for improvement. The headteacher and governors formulate good plans to tackle areas for development systematically and incorporate these plans for improvement in the school development plan. The headteacher has been highly successful in bringing specific teaching expertise into the school to address specific areas where teaching was not particularly strong in the past. The reorganisation of the teaching force in January is already having a positive impact on pupils' learning and achievement. There is a strong, shared commitment to sustain the improving trend in provision and standards and the school has good capacity to make further advances.
42. The governing body have made a good start in tackling the key areas for improvement described in the last inspection. The standards that pupils attain in English, mathematics, science and information and communication technology have improved. Individual target setting for pupils still needs to be developed further. Lesson plans do not always include details of how computers will be used to support teaching and learning. Lesson planning has improved and now plans include specific learning objectives. The school has been highly successful in adopting procedures that ensure that pupils with special educational needs are identified soon after they start school. The governing body have been successful in ensuring that the provision for pupils in the foundation stage has improved and that the youngest children benefit from a greater variety of teaching styles. The new headteacher has adopted an inclusive management style that seeks to involve all associated with the school in improving provision and the standards that pupils attain.
43. The school produces a good annual development plan that includes appropriate priorities for improvement. Its main focus is improving standards in English, mathematics, science and information and communication technology and provision for pupils in the foundation stage. The plan includes clear details of how improvements will be made, a timescale for completion and the costs involved. The governing body produces an informative annual report to parents but, contrary to legal requirements, it does not include a financial statement detailing the school's income and expenditure. Governors have had problems with a new computerised system introduced by the local education authority that is supposed to give them clear information about the school's finances.
44. Accommodation is adequate but the hall is small and no large climbing apparatus is available for supporting physical development. Also the library, computer suite and dining tables are accommodated in the hall which restricts space further. The outside area is spacious with a good field, pond and wild area as well as a quiet garden area. There is great scope for the development of the outdoor environment as a learning resource, especially for the youngest children.
45. Financial control is good. The governing body were faced with a potential deficit of some £9 000 which by careful management has been resolved successfully so that the school finances are now likely to be in surplus at the end of this academic year. All funds, such as money to support pupils with special educational needs, are used for their designated purposes. School accounts are managed efficiently and are audited regularly. All allocations of money are spent wisely after due consideration of how spending decisions will affect pupils' learning opportunities. The school provides a secure learning environment in which all pupils are treated equally. The cost of educating a child in such a small school is inevitably very high, but no higher than schools with a similar number of pupils on roll. The headteacher, staff and governors have worked hard to improve standards and they are increasingly successful. The school is now poised to develop further. In

view of the improving standards and the advances in pupils' achievement, the school provides satisfactory value for money. This represents an improvement since the last inspection.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

In order to improve standards further the headteacher, staff and governing body should:

- (1) Consider the how time is used and improve allocations of time by:
 - reviewing the amount of time spent teaching the National Curriculum in Years 3 to 6 with a view to increasing it so that standards are across are raised further;
 - considering the school's timetables and determine how they could be organised more effectively to provide pupils with a greater range and variety of activities;
 - organising lessons so that time is spent more effectively and a greater pace of learning is generated.

(See paragraphs 13, 17, 19, 20, 81, 88, 92 and 116.)

- (2) Pursue strategies that will enable pupils to use their initiative and take more responsibility for their own learning. (See paragraphs 7, 8, 17, 19, 28, 33 and 70.)
- (3) Refine assessment procedures so that gaps in pupils' learning are identified clearly and such gaps are used to create specific individual targets for improvement. (See paragraphs 7, 34, 36, 82 and 112.)
- (4) Provide greater access to computers so that the youngest pupils can use them more frequently and investigate ways to use computers to support teaching and learning more effectively across the curriculum.* (See paragraphs 18, 33, 42, 53, 61, 74, 85, 89, 93, 98, 99, 107 and 117.)
- (5) Develop the outdoor area as a learning resource for the youngest children.* (See paragraphs 1, 44 and 54.)

Other less significant areas for development:

The governing body should ensure that it publishes all the information that it is required to do by statute. (See paragraph 43.)

Opportunities for pupils to gain an appreciation of the rich diversity of our multi-cultural society are limited. (See paragraph 26.)

The use of numeracy skills in practical situations is under developed. (See paragraphs 16 and 70.)

* These have already been identified by the school as areas for improvement and feature in the current school development plan.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	30
Number of discussions with staff, governors, other adults and pupils	27

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	1	19	10	0	0	0
Percentage	0	3	63	33	0	0	0

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

Information about the school's pupils

Pupils on the school's roll	YR– Y6
Number of pupils on the school's roll (FTE for part-time pupils)	28
Number of full-time pupils known to be eligible for free school meals	0

Special educational needs	YR– Y6
Number of pupils with statements of special educational needs	0
Number of pupils on the school's special educational needs register	10

English as an additional language	No of pupils
Number of pupils with English as an additional language	0

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	3
Pupils who left the school other than at the usual time of leaving	0

Attendance

Authorised absence

	%
School data	3.9
National comparative data	5.6

Unauthorised absence

	%
School data	0.1
National comparative data	0.5

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	28
Any other minority ethnic group	0

This table refers to pupils of compulsory school age only.

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

Total number of qualified teachers (FTE)	2.2
Number of pupils per qualified teacher	12.7
Average class size	14

Education support staff: YR– Y6

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

FTE means full-time equivalent.

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	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.

Financial information

Financial year	2000-2001
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	£
Total income	121,094
Total expenditure	115,734
Expenditure per pupil	4,133
Balance brought forward from previous year	1,790
Balance carried forward to next year	7,150

Recruitment of teachers

Number of teachers who left the school during the last two years	2
Number of teachers appointed to the school during the last two years	1

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

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out

28

Number of questionnaires returned

22

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	68	27	5	0	0
My child is making good progress in school.	55	41	5	0	0
Behaviour in the school is good.	55	36	0	0	9
My child gets the right amount of work to do at home.	32	50	18	0	0
The teaching is good.	82	14	0	0	5
I am kept well informed about how my child is getting on.	68	32	0	0	0
I would feel comfortable about approaching the school with questions or a problem.	91	9	0	0	0
The school expects my child to work hard and achieve his or her best.	86	14	0	0	0
The school works closely with parents.	68	32	0	0	0
The school is well led and managed.	64	32	0	0	5
The school is helping my child become mature and responsible.	73	23	0	0	5
The school provides an interesting range of activities outside lessons.	36	36	23	0	5

Summary of parents' and carers' responses

Parents support the school strongly and are pleased with the education provided. A significant minority believe that activities outside lessons could be improved and that the amount of homework set is inappropriate.

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

46. Children enter the school at the beginning of the school year in which they have their fifth birthday. Children in the foundation stage are taught alongside pupils in Years 1 and 2. They enter the school with a wide range of attainment from year-to-year but, overall, their attainment is often below the national expectations for their age. As a result of good teaching, children, including those who have special educational needs, achieve well in the six areas of learning in the foundation stage curriculum. These are:

- personal, social and emotional development;
- communication, language and literacy;
- mathematical development;
- knowledge and understanding of the world;
- physical development;
- creative development.

National curricular guidance details 'stepping stones' in each area of learning that lead to 'early learning goals' for each area.

47. This year the children in the reception year are well on course to reach the early learning goals, described in national guidance, in all these areas of learning. In previous years a significant proportion of lower attaining children did not attain all the goals. The new curriculum for the foundation stage is becoming well established. Children's achievement is generally good in all aspects of the foundation stage curriculum. The quality of teaching in all the areas of learning is good. The teacher follows national guidance well to create detailed plans designed to meet the learning needs of the youngest children in the class. These plans are separate from the plans she creates for teaching pupils in Years 1 and 2. One particularly good feature of the teaching is the time that pupils are given to contemplate their answers to questions. The teacher waits patiently for them to sort out their ideas and to express themselves without interruption. At the time of the last inspection, provision for the youngest children was identified as an area for development. The school has worked hard on tackling the issues raised and has been successful in improving provision, although there is scope for further improvements by providing an even more imaginatively structured learning environment with clearly defined learning areas and by giving the youngest children more time to work in these areas. The school has identified this as an area for improvement and it features in the current school development plan. The classroom assistant plays a significant role in planning and in the teaching programme. Parents provide skilled assistance in the classroom and are even prepared to receive 'medical treatment' in the 'class clinic'.

Personal, social and emotional development

48. Teaching is good and very good relationships are developed that support learning well. Good activities that encourage role-play, such as a pretend accident and emergency clinic, are set up. Children are keen to participate in activities and to answer questions. Children show confidence, engage in a friendly way with others and enjoy playing together. They chat sensibly about their work and their families. They form good relationships with adults and are prepared to ask for assistance when facing difficulties. They dress and undress independently for physical education sessions, though tights sometimes present difficulties. They understand the need to take turns and to share fairly, though squabbles do occur occasionally when there is a difference of opinion on who should be the patient and who the nurse, for example. These are short lived and settled by the children with no need for adult intervention. They organise themselves well and are particularly good at collecting materials they need without reference to adults. They decided to make party hats, for example, and so went straight to the drawer where the paper was kept, selected appropriate sheets, found sellotape and colouring crayons and got on with the job in hand. They

show kindness to others and were very sympathetic when one girl fell in the playground and hurt herself. There are too few plants or living creatures in the classroom to promote care and concern for living things. There are good opportunities to develop an understanding of different cultures and beliefs through the study of different religions and children have a good understanding of different religious festivals. Children understand the need for rules and are very well behaved. The group of reception children is very small and all mix well with the older pupils. The smallness of the school helps to promote a family atmosphere in which children feel secure. They have a good sense of belonging to their reception group, to their class, to their school and to their families. They are well on course to attain the early learning goals by the end of the school year.

Communication, language and literacy

49. Teaching and learning are good and there is an appropriate emphasis on developing speaking skills and a knowledge of phonics. There is scope for developing questioning skills so that adults ask questions that challenge children's thinking during activities rather than those that require just a 'yes' or 'no' answer. For example, when working with coloured cellophane rather than asking the question, 'Does the light shine through?' a more challenging question might be, 'Why does the light shine through this material but not the other material?' Children speak clearly and confidently to visitors. They explain that a patient has 'broken' his arm but their grammar is generally accurate and they use appropriate vocabulary in imaginary situations. They enjoy the challenge of saying long words like 'stethoscope' and 'kaleidoscope'. They ask the 'shopkeeper' politely for the sweets they have decided to purchase, remembering to use 'please' and 'thank you'. They enjoy poetry and are good at identifying words that rhyme. They have a very good understanding of phonics and the purposes of writing. The youngest child in the school wrote a shopping list, confidently sounding out the words as she wrote, 'fiv crissbs'. This demonstrates exceptionally well developed early writing skills. They know the information that invitations must contain and write the day, the time and the place of the party they organised. Some use technology to send invitations and use their mobile 'phones well as they pretend to telephone friends to invite them to the party. They write the signs for the Macdonald's shop in their classroom, even the advertisements for new members of staff. They love listening to stories and are clear about their favourite books. They listen attentively and reflect on the characters and events in the stories they hear. Their early reading skills are developing well and they can already read simple texts. They are less sure about how information can be found in non-fiction books. The children are well on course to attain the early learning goals by the time they are due to transfer to Year 1.

Mathematical development

50. Teaching and learning are good. Children have many opportunities to practice their counting skills and most can count accurately from zero to ten. They know that zero plus zero is zero. One knew that sixty five was greater than fifty. Children enjoy playing in the class shop where they gain a familiarity with coins and develop an understanding of how money is used. They were delighted to be given individual purses full of money with which to buy their sweets. They were excited about counting their money, 'I've got about a million'. They count their money carefully and the girl with nine pence knew that she had the most. They recognise the different value of coins and have begun to count two for each two pence coin. They recognise five pence and ten pence coins and one confidently named all the coins we use. They understand how many coins will be needed to buy different types of sweets. They write shopping lists that include numerical data, such as five packets of crisps for five party guests. They sing number rhymes, such as 'Five little ducks sitting on a pond', which helps to consolidate an understanding of 'taking away'. They are beginning to use mathematical names for solid three-dimensional shapes, such as 'cube', though they are unsure of how many faces a cube has. They thread coloured beads in repeating patterns according to a set formula. They use language such as 'bigger' and 'smaller' to compare quantities but the terms 'heavier' and 'lighter' are not so well established. They enjoy playing board games, such as snakes and ladders that help them with developing their counting skills.
51. Lessons are well planned and carefully prepared. All equipment is assembled prior to the beginning of the lesson, such as the shopping bags, purses of money and bottles of sweets for the shopping activity for example. Due attention is paid in planning according to the stepping

stones that lead towards the early learning goals. Planning specifies what activities will be conducted and what skills children are expected to develop. The classroom assistant is deployed well so that when the teacher is focusing on Years 1 and 2, the assistant, or on occasions a parent, supervises the reception group. Children are well on course to attain the learning goals.

Knowledge and understanding of the world

52. Teaching and learning are good and children are provided with a rich range of learning activities. Good opportunities are provided through play to extend children's understanding of the world. In the accident and emergency clinic children learn about thermometers and taking patients' temperatures. They study x-ray photographs and identify the bones that are shown. They understand that x-rays are used to take pictures of the bones hidden inside the body. They bandage broken arms and give patients 'stickers' for being brave before asking them to, 'Come back at half past six in May'. They wear proper nurses' uniforms and use a stethoscope to 'hear the heart blipping'. They know that it is not possible to see germs but that they are unhealthy things that spread disease, 'Like fleas and I can't see them either'. They regularly build and construct castles and space ships from wooden blocks and plastic construction apparatus. They study the local environment and walk around the village noting different types of house and can identify bungalows, terraced and detached houses. They use plastic construction apparatus well to make good models of the village that includes the church, the inn and the village shop. They develop scientific enquiry as they study objects intently through magnifying glasses and explore sources of light to see which materials are transparent.
53. With adult assistance children use reference books to find out where different fruit comes from and prepare ripe mangoes to add to an exotic Caribbean fruit salad that they prepare. They classify healthy and unhealthy food. They knead dough when making Bangladeshi bread and cook egg fried rice as part of their work on the Chinese New Year. They also constructed a large green Chinese dragon from re-cycled containers as part of this project. They think about the shape, feel and smell of prawn crackers. Although children are curious there was little evidence that they ask questions about how things work or why things happen. They have a good understanding of past and present and trace their own development from babies, through the toddler stage to their present status as school children. Many recall events that happened before they started school. They assemble small gifts in shoe boxes to 'send to people in other countries who don't have any Christmas presents.' They enjoy visits from 'PC Bob' who talks to them about road safety. There is no computer in the classroom to complement and extend learning opportunities. There is some evidence that a programmable robot is used occasionally. There is no regular use of a weather chart to plot different weather conditions. French is taught as an incidental activity and for a short period each week. Pupils have a good understanding of everyday words and phrases and enjoy displaying their skills in speaking a foreign language. They can count to eleven during registration, for example, and know how to say 'hello' and 'goodbye' in French. Children are on course to attain the early learning goals by the end of the school year but there are too few opportunities to find out about the uses of information and communication technology. The use of computers in the foundation stage is an area for improvement that the school has identified, together with the need for further training for the teacher and classroom assistants. This is scheduled to take place later in the year.

Physical development

54. Teaching and learning are good. Children show increasing control over clothing and fastenings. They climb steps using alternate feet and run in the playground without knocking into each other. Weather permitting, they ride tricycles and drive pedal cars on the playground. They steer accurately and avoid accidents skilfully. The school has identified the development of the playground as an area for improvement. It is underdeveloped as a learning resource and pupils have limited opportunities to use the outdoor area for physical development. The headteacher takes them for physical education in the hall. They balance successfully on one hand and one foot. They move confidently and with imagination, finding new ways to weave over, under around and through apparatus. There was little evidence of pupils being provided with opportunities to initiate combinations of movement to express feelings, ideas or experiences. Children are

adventurous and enjoy jumping from heights and landing appropriately. They understand that some foods are good for you and that others are not. They appreciate that exercise is essential to remain healthy.

55. Children show appropriate dexterity when using equipment and tools such as scissors. They are gaining increasing control in the use of pencils and paintbrushes though they cannot always make the lines go just where they want them. Most are well on course to attain the early learning goals.

Creative development

56. Teaching and learning are good. Children enjoy painting bold colourful portraits and drawing detailed pictures of themselves that include features such as prominent teeth and the correct number of fingers. They thoroughly enjoyed working with clay when a local potter visited the school and experienced throwing pots on a wheel. They have a well developed sense of drama and enact imaginative scenes such as preparing for a birthday party that involves dressing up in party clothes and making party hats. They explore the colour and shapes of different fruits and the different coloured light that shines through cellophane paper. They express their thoughts clearly to the rest of the class when explaining how they organised the pretend birthday party.
57. The classroom has a good display of percussion instruments but there is little evidence that music making is well established in the curriculum. Children enjoy singing and are building up a good repertoire of traditional songs. Most children are on course to attain the early learning goals by the end of the school year.

ENGLISH

58. Pupils are well on course to attain standards that are broadly average by the end of Year 2 and at the end of Year 6. This is an improvement since the last inspection when standards were below average by the end of Year 6. Inspection findings are broadly reflected in the National Curriculum test results for pupils in Year 2 in 2001. In the tests, most pupils in Year 2 attained the national target of Level 2 in reading and writing and several attained the higher Level 3 standard. The group of pupils that took the tests in Year 2 contained a large proportion of pupils with special educational needs and against this background they did well in the tests. The test results in 2001 were particularly good for pupils in Year 6; all attained at least the national target of Level 4 and most attained the higher Level 5 standard. This year's group of Year 6 pupils comprise a smaller proportion of higher attainers so results this year are likely to be broadly average. In most year groups there is an unusually high proportion of lower attaining pupils. Because of the small numbers in each year group it is not appropriate to make year-on-year comparisons of the school's performance based on annual averages. An analysis of national test results over the past five years, however, shows that on average pupils in Year 2 perform slightly less well in reading but better in writing than the national average. On average over the past five years, results in Year 6 are slightly behind the national average. This is not surprising given that pupils' attainment on entry is below average and the group that took the tests in 1999 had an exceptionally large proportion of lower attaining pupils which depressed the overall average.
59. Pupils' achievement was unsatisfactory at the time of the last inspection and pupils were not learning as much as they should. Pupils, including those with special educational needs, are now achieving well from Year 1 through to Year 6 as a result of the good teaching that promotes effective learning. However, the high proportion of pupils with special educational needs affects the school's overall rate of achievement and many of these pupils have gaps in their prior learning that restricts their attainment. Improvements in pupils' achievement have also been accomplished through good management. A skilled English specialist has been appointed with the specific task of improving speaking and writing skills. A classroom assistant has been trained to administer the 'Early Literacy Support Programme' for pupils in Year 1. A special educational needs co-ordinator has been employed on a part-time basis and provides sound support in helping to develop literacy skills. Also the timetable has been adjusted for teaching writing activities so that for part of each week Years 1 and 2 are taught separately as are Years 3/4 and Years 5/6.

60. When they enter the school a significant proportion of pupils have speaking skills, and to a lesser extent listening skills, that are below average. This is a common thread that runs through the school and by Year 6 several are reluctant to speak at length and they lack confidence in expressing their feelings and ideas. Since January speaking skills have been developed through drama and choral speaking and this is beginning to have a marked impact on developing pupils' confidence. Pupils learn how to breathe properly, adopt good posture and enunciate clearly by placing their tongues, lips and teeth in correct positions. In Years 1 and 2 they recite poems from, 'When We Were Very Young' and know that the poet was 'the same as the Winnie the Pooh man'. Several remember the name A A Milne. They recite poems such as 'The Christening' and 'Missing' from memory. Pupils in Year 6 enjoy reciting Roald Dahl's 'Revoltin' Rhymes' and poems such as 'Me' and 'Give Up Slimming, Mum' by Kit Wright. Pupils relish these activities because they are learning together as a group with each member able to make a good contribution and add to the group's success in performing in unison. Nobody is left out or made to feel uncomfortable about any limitations in their ability to speak effectively. It is rare for pupils to develop such a good repertoire of poems learnt by heart.
61. Standards in reading at the end of Year 2 and by the end of Year 6 are broadly average. Good emphasis is placed on developing pupils' knowledge and understanding of phonics systematically. The younger pupils enjoy a new system that has been introduced which links sounds to actions to help pupils to remember the link between letters and sounds. Pupils enjoy learning about technical terms to describe elements of language. They understand the term, phoneme, for example and identify 'ck' as a phoneme. Pupils read regularly with their teachers in group reading sessions during the literacy hour and during individual sessions, mostly with classroom assistants and voluntary helpers. Teachers keep careful records of reading development but opportunities are missed to record common errors and use them as short-term targets for improvement. Pupils have positive attitudes towards reading and all pupils in Year 2 and Year 6 read fluently. Many have favourite books such as, 'The Iron Man' by Ted Hughes and J K Rowling's 'Harry Potter' series. Pupils understand how to use index pages when looking for information in non-fiction books but library skills are not sufficiently well developed partly because the school's library, which is situated in the hall, is not well organised for promoting such skills. Most pupils do understand, however, how to search for information on the Internet and can recite the world wide web address that they would use, how they would select from the options provided and how they would retrieve information in paper form. The library van calls at the school every fortnight and most pupils enjoy borrowing up to three books. They also enjoy 'paired reading' activities where older pupils read books with their younger reading partners. Word processing is used to support learning but this has not been developed systematically across the school.
62. Pupils are well on course to attain standards in writing at the end of Year 2 and by the end of Year 6 that are broadly average. Pupils in Year 1 have a good understanding of basic punctuation and most remember to use it in their writing. They write a series of short sentences that are legible and follow a logical sequence. Pupils in Year 2 write at greater length and understand how to use adjectives to brighten up their descriptions. Pupils write instructions for making sandwiches and then follow them to see if they work. Such imaginative tasks help pupils to achieve well. Too much of their work, however, is confined to worksheets where they practise, for example, identifying words with letter patterns such as 'igh' sounds. When given the opportunity to write freely, as in passages about a visit to Doddington Hall, their writing is fluent, lengthy and accurate. Words such as 'because' are spelt correctly and handwriting is joined carefully. Pupils in Year 6 write in a wide variety of styles. They write persuasively, for example, on why all children should have their own mobile 'phones and letters asking for the school to be provided with a lollipop person. They write long descriptive pieces, having been inspired by extracts from the 'Harry Potter' books, imaginative ghost stories and inventive stories entitled 'Invent a Beast' as well as factual accounts about lifeboat men. Pupils write clear newspaper reports with headlines such as, 'Dog Saves Three in House Blaze'. Good links are made with other subjects as, for example, when pupils wrote kennings based on a Norse style of writing as part of their study of the Vikings. Older pupils understand that a kenning comes from old Norse poetry and is a way of describing something by writing about its characteristics rather than its name. After the school

was invaded by mice, pupils wrote good kennings, as this piece, written collaboratively by three pupils, illustrates:

'A nibbling nipper
A menacing muncher
A creeping creature
A scurrying sniffer
A passageway prince
A hungry hider
A plimsoll puller
A chewing champion'

This showed a good understanding of the form and the alliterative style.

63. The work of many of the pupils is written neatly. Spelling is generally accurate though lower attaining pupils in Year 6 still spell words like 'healthier' phonetically as 'helfyer'. The clear enunciation promoted in the elocution part of the choral speaking lessons helps pupils to speak more clearly, however, and this in turn assists accurate spelling. Pupils' work is not always presented imaginatively, and sheets of writing on different sized pieces of paper are often just placed in pupils' individual files rather than being used to create class books or for displays on a particular theme.
64. Teaching is good. In both classes the teachers have to address the different learning needs of pupils in different year groups who are at widely varying stages of development. This is well organised. In the class for pupils in reception, Year 1 and 2, for example, the teacher usually presents the introduction to the lesson after which the classroom assistant takes Year 1 for extra literacy work, and the teacher works with pupils in Year 2 while the reception pupils work with a parent helper. One parent helper is a trained nursery nurse and provides expert assistance. In one such lesson, the classroom assistant used a puppet effectively to engage pupils' interest and to add variety to the learning experience. There is, however, an over-reliance on worksheets that occupy pupils effectively but are not sufficiently challenging. A good lesson was seen in the class for pupils in Years 3 to 6. Here pupils were required to write a balanced report that presented both sides to an argument or issue. At the beginning of the lesson, pupils were told precisely what was expected of them. Previous work on persuasive writing was reviewed before the teacher explained in detail how to write a balanced report with phrases such as, 'It is thought that' and 'On the other hand'. A debate about the pros and cons of adopting a vegetarian diet laid the ground for creating 'For and Against' lists. These provided a good structure that enabled the younger and lower attaining pupils to write confidently. The older, higher attaining pupils were asked to create original newspaper articles on different subjects. The whole class settled willingly to the work in hand and worked in silence with great concentration. Most wrote well, giving good examples of cause and effect and presenting a well balanced set of arguments. Homework is used satisfactorily to consolidate and extend learning though much of it involves learning spellings or reading. Pupils have clear targets for each half term, such as, 'To use paragraphs' but these are too broad and span too long a period.
65. The subject is well managed and well organised to make the best use of staff and accommodation. The national literacy strategy has been implemented effectively and provides a good framework to guide teacher's planning. The co-ordinator monitors the work that pupils' produce by using effective assessment strategies such as evaluating a termly whole school writing task. A battery of reading and spelling tests are also used to check on progress. Insufficient attention is paid to recording assessments of pupils' everyday reading. Teachers and other adults miss opportunities to note common errors, for example, so that they can form short term targets for individual improvement. Resources are adequate to support teaching and learning but computers are not used systematically to support learning.

MATHEMATICS

66. Pupils' attainment in mathematics varies considerably from year to year but overall it is broadly average across the school. At the time of the previous inspection it was judged to be average at the end of Year 2 and below average at the end of Year 6 and the older pupils were underachieving. Indications this year are that pupils are now achieving satisfactorily across the school. There have been sound improvements since the last inspection.
67. Pupils in the current Year 2 are working at the nationally expected level, but there are too few indications of work done beyond that level. Pupils read, write and count numbers confidently to 100, and beyond. They demonstrate a growing understanding of how the position of a digit in a number affects its value, and add and subtract within 100. They double numbers accurately up to double 16. They count in twos, fives and tens. They know the names and properties of common two-dimensional shapes. Pupils solve simple problems involving money and are beginning to use appropriate mathematical language. Pupils in Year 1 are attaining at average levels for their age. Half of this year group have been identified as having special educational needs. They are well supported by the class teacher. They are achieving satisfactorily but are working steadily at a lower level than the others. All pupils in the classroom are fully included in all aspects of mathematics lessons.
68. Pupils in the current Year 6 are at widely varying stages of development. Pupils work on a given topic at appropriate levels of difficulty. All are using their skills and understanding well in all aspects of mathematics. Pupils in Years 3, 4 and 5 share lessons with Year 6 and also work at appropriate levels. They show sound understanding and are making steady progress. The higher attaining pupils in this class understand and confidently use the formula for finding the area of squares and rectangles, and are starting to apply it appropriately to calculate the area of triangles. Pupils of average ability know how to draw simple shapes that contain a given area, and the slowest learners count the number of squares in shapes to estimate the area. Pupils' ability to think quickly and calculate accurately in their heads remains slow in the oral sessions, partly because pupils do not concentrate sufficiently and partly because they are still developing mental strategies. Opportunities for pupils to use their numeracy skills in practical situations are limited.
69. The quality of teaching is satisfactory throughout the school and there are areas where it is good. In the class for pupils in Years 1 and 2, the teacher is very well organised and plans activities that are appropriate to the different groups she has identified. This enables all pupils to work confidently and to make satisfactory progress in their learning. For example, while pupils in Year 2 put numbers in order up to 100, those in Year 1 put them in order up to 20. The slowest learners did so with the aid of cubes. The teacher keeps a close eye on all the groups and asks skilful questions to check on true understanding. This helps pupils to know clearly when they understand and when they do not.
70. The teacher in the class for pupils in Years 3 to 6 has high expectations of pupils' performance and sets tasks that are stimulating and thought provoking. For example, the highest attaining pupil was given the problem of drawing a triangle of a certain area with an obtuse angle. There is good emphasis on encouraging pupils to think for themselves but little scope for them to follow their own lines of enquiry or to conduct investigations that they have been encouraged to instigate themselves. Independent learning skills are under developed. Across the school there is evidence that numeracy is used in other curricular areas, such as in geography where pupils estimate the distance between towns in mapwork, but opportunities are missed to use mathematical skills in realistic situations or to solve practical problems. No temperature graphs are kept, for example, and there was little evidence of measuring and weighing in cooking activities.
71. Teachers use planning documents well and have good subject knowledge. They introduce the lesson aims simply and teach new skills clearly, so that pupils are interested and are confident to try. Teachers' expectations of what their pupils can do are usually satisfactory, but they do not always challenge their pupils appropriately in oral sessions, nor do they systematically devise methods that involve all the pupils, so at present many pupils' mental agility remains slow. The pace of this part of lessons is steady rather than brisk and stimulating. Teachers have good relationships with their pupils and expect pupils to be obedient. This creates an atmosphere conducive to hard work, and pupils concentrate well during the main part of the lessons and think

deeply while they do their tasks. Teachers ask carefully phrased questions that encourage pupils to listen attentively and answer clearly. Teachers plan closely with their support staff so that they are able to give good quality help to pupils who learn more slowly or who have special educational needs. The support provided by classroom assistants often takes the form, during class teaching, of adding discreet comments or rephrasing more simply what the teacher says and of working alongside pupils during the tasks. Slower learning pupils and those with special educational needs respond well, listen attentively and try hard with their written work. Teachers value all the pupils equally and include everyone appropriately in question and answer sessions.

72. Pupils have good attitudes to work. They sustain concentration well and try hard to complete their tasks by the end of the session. When they work in pairs or groups, they do so sensibly, sharing resources and discussing ideas without fuss. During this time, teachers move between groups to ask questions that help pupils to clarify their thinking or make them think further.
73. Towards the end of each lesson the teachers gather pupils together to review their learning. This is not always used to best effect. In the good sessions, teachers use skilful questions to check how much their pupils have learned and this heightens pupils' awareness of what they now understand. On occasion teachers do not leave enough time to go over the main points of the work thoroughly and merely list what has been covered.
74. There is increasing use of computers to extend pupils' understanding in mathematics in Years 3 to 6. A pupil said, for example, 'It's much easier to understand areas with halves and quarters when you see it on the screen.' The pupils in Years 1 and 2 do not yet have the same freedom of access to the computers.
75. The co-ordinator has been in post for a term. Leadership and management of the subject are satisfactory with some growing strengths. The results of national and school tests are analysed for gaps in pupils' knowledge and understanding, and teachers are starting to ensure that pupils have extra practice in those areas. Teachers do not yet agree targets for improvement with pupils. Resources are satisfactory and are used appropriately.

SCIENCE

76. Standards at the time of the last inspection were judged to be average at the end of Year 2 and below average at the end of Year 6. The standards attained by pupils' in the present Year 2 group have been maintained and are broadly average. Pupils in Year 6 are now attaining average standards. This represents good achievement and indicates an improvement since the last inspection.
77. Pupils in Years 1 and 2 are interested in the subject. They are curious to know more and they explain their discoveries clearly. For example, at the end of a lesson about light, a pupil gave an explanation of the difference between a source of light and reflectors of light that was clear enough for the pupils in Year 1 to understand. Pupils in Year 1 identified a wide range of sources of light including a camera's flash bulb, and started to understand the difference between light sources and reflectors.
78. During their time in Years 1 and 2, pupils start to build a solid basis of skills. They observe carefully and record accurately. They classify living things and consider which foods are healthy and which are bad for them to eat. Pupils with special educational needs are fully included in lessons and work at appropriate levels.
79. Pupils in Years 3 to 6 develop their ability to organise investigations, make sensible predictions of what they expect will happen, and they start to understand how to control variables in order to make a test fair. Pupils have discovered how to make water clean by filtering it and they understand that liquids evaporate when heated. They understand that sounds are caused when materials vibrate and they know how they hear sounds. Younger pupils work at the same topics, but usually at simpler levels. The teacher is aware of pupils with special educational needs and gives them appropriate help so that they make similar progress to other pupils of their age. Pupils'

progress has been limited this term because they did not have any lessons for half a term while the deployment of teachers was being restructured.

80. Throughout the school, pupils make satisfactory use of their literacy skills in order to record lists and describe investigations. Teachers encourage pupils to listen carefully and to explain clearly and logically what they see and understand. Pupils in Years 3 to 6 use their skills in numeracy well to record the effect of changes in the temperature of liquids. They use their knowledge of spreadsheets in information and communications technology to record their predictions about which solids will dissolve.
81. Teaching and learning is satisfactory overall and there is evidence of an improving trend. Good lessons were observed in Years 1 and 2 and satisfactory lessons in Years 3 to 6. Good teaching was characterised by clear planning which catered effectively for three groups of pupils. The teacher asked skilful questions that encouraged pupils to think hard. For example she asked them if they could see in the dark, and if so how? After a lot of thought a pupil answered that she could see in her bedroom, because her mummy left the landing light on. The pace of the lesson was good with plentiful activities that kept the pupils busy and helped them to make good progress in their understanding of light sources. The satisfactory lesson had strengths such as a clear plan with learning objectives that were shared with the pupils, so that they were interested and ready to listen. However, although there were activities for pupils of different ages, opportunities were missed to lead them logically to attain all the objectives specified in the lesson plan. Lessons are often too long and time is not always used to best effect. Teachers use resources well, and ask skilful questions that stimulate pupils and encourage them to think further. For example in the lesson about predicting which cooking materials dissolve, the teacher asked, 'Why is this oil different from the other materials?' and this led pupils to consider whether liquids as well as some solids will dissolve in water. Teachers have good relations with their pupils and expect good behaviour. Pupils respond well, and concentrate hard especially when doing tasks. At present, teachers do not keep records of their pupils' knowledge and progress, and it is particularly noticeable in the pupils in Years 3 to 6 that younger pupils have not all been working at levels appropriate to their age and ability. This has led to an element of underachievement. The teacher is aware of the need to plan in greater detail in order to challenge more precisely the full range of pupils. Lessons end well as teachers ask questions to check how much pupils have learned. This also reinforces pupils' new knowledge and gives them opportunities to clarify their thinking.
82. The management of the subject is satisfactory overall. Assessment procedures are under developed and so teaching does not always match what pupils need to be taught. Gaps in pupils' learning are not identified systematically so that lessons can be planned to meet pupils' particular needs. Science is currently a priority subject for development. At present there is no record of pupils' progress and the nationally recommended scheme of work has not yet been adapted to meet the particular needs of the school. Resources are satisfactory and are used well.

ART AND DESIGN

83. There were no opportunities to observe any lessons during the inspection, so judgements have been made about attainment and progress from looking at pupils' work completed earlier in the school year. The evidence available indicates that standards are similar to those at the time of the previous inspection; pupils are on course to attain at nationally expected standards by the end of Year 2 and Year 6. There was insufficient evidence available to make overall judgements about the general quality of teaching and learning but it is clear that pupils are introduced to a sound range of experiences and their achievement is broadly satisfactory as they move through the school. Pupils in Years 1 and 2 have had an interesting range of experiences during the school year. A local potter spent time with the entire school and everyone designed and made tiles that were placed together to form panels as well as mugs, using a potter's wheel. This work is all of good quality and has been carefully fired, painted and glazed. In connection with a geography topic about Limber, pupils in Year 2 made a detailed plan of the village and pupils in Year 1 produced three-dimensional models of the church and houses. Pupils have also studied a self portrait by Van Gogh and used this to inspire carefully observed chalk portraits of members of the class.

Chalk is not easy to use cleanly and the pupils worked with great care to produce recognisable likenesses. Satisfactory progress has been made in acquiring early skills in art.

84. Pupils in Years 3 to 6 have also produced clay mugs of good quality and tiles that have been arranged to make a composite picture. They have developed their skills well. For example, they have studied a wide range of hats, composed their own designs and then used a variety of media to make a collage of elaborate headgear. Pupils have heightened their skills of observation well by studying the work of famous artists. They experimented with bold colours to design plates in the style of Clarice Cliffe, in contrast to the limited colours they when making snow pictures in the style of Monet with brush and sponge effects. They have also learned to appreciate Picasso's paintings.
85. The school has adopted nationally recommended guidelines for teaching art and uses them over a four year period in the pupils in Years 3 to 6. This ensures that pupils have a wide range of experiences, but at present there is no system for recording pupils' attainment. Resources are satisfactory and are used imaginatively though there is little evidence of computers being used to support teaching and learning.

DESIGN AND TECHNOLOGY

86. The previous inspection judged standards of attainment to be satisfactory at the end of Year 2, but below the standards found nationally at the end of Year 6. There was insufficient work available during this inspection to make judgements about pupils' achievements or the standards that they are attaining. One lesson was seen for pupils in Years 3 to 6, which was the first of a series. No other evidence was available, apart from the school's evaluation of work that involved making folded cards of which there were no samples. There was little recent evidence available of work completed by pupils in Years 1 and 2 because they had done cooking and recorded work was scant. It is therefore not possible to judge whether or not standards have improved.
87. In the lesson observed, standards were broadly in line with national expectations. The pupils considered a variety of purses and wallets and evaluated how well they were adapted for the purpose of keeping coins safe. They then sketched an example and labelled it to show various design features and how effective they were. The older and younger pupils in this Year 3 to 6 class all did similar work.
88. The quality of teaching in the lesson observed was satisfactory. Planning was confined to a series of learning objectives but there was no modification of the task to cater for the different age groups present. The objectives of the lesson were not shared with the pupils and this shortcoming led to a lack of clear purpose. The lesson progressed smoothly, although it was very long, and the pace of teaching and learning was slow. Pupils were interested, but not altogether focused on the lesson until they started to handle the purses and draw them. At this point, they became far more aware of the need for suitable materials and fastenings, so that they made satisfactory progress in their learning.
89. Long term planning indicates that all aspects of the National Curriculum programmes of study will be taught over four years, and nationally recommended guidelines for the subject have been adopted. However, it remains unclear how pupils' skills, knowledge and understanding are to be built on systematically, because the guidelines have not been adapted to the school's particular circumstances. There is still no system of recording pupils' attainment and progress in learning new skills. There is no evidence of computers being used to support learning but basic resources are satisfactory and are used appropriately.

GEOGRAPHY

90. Pupils are on course to attain standards that are in line with national expectations by the time they reach the end of Year 2 and the end of Year 6. Standards have been maintained since the last inspection in the classes for pupils in Years 1 and 2 and have improved for pupils in Years 3 to 6. There is insufficient evidence to be able to judge the quality of teaching in Years 1 to 6.

However evidence from teachers' planning, examples of pupils' work and displays around the school, indicate that pupils, including those with special educational needs, make satisfactory gains in their learning.

91. Pupils in Years 1 and 2 have conducted field study visits in the surrounding area. They studied maps of the village and used these as the basis for constructing an accurate model. They can point out on maps where they live and know the names of surrounding villages and towns. They use their model to trace a route to the church or the village shop. They have drawn good maps of the local area and have included a key to explain the symbols used. They make good block graphs of how they each travel to school and analyses of these forms a good link with work in mathematics. Opportunities are seized to discuss issues related to the subject. One boy brought in a photograph of himself riding a camel. A discussion followed on where camels live. Another child remembered visiting America and seeing crocodiles and the impala skin that his father brought home from Africa. When studying the Chinese New Year they find China on a globe and when using mangoes to make an exotic fruit cocktail they discovered that mangoes grow in the Caribbean and found the islands on a map. They develop a sound understanding of the local area and a developing awareness of the wider world.
92. Pupils in Years 3 to 6 have completed a short project on water that involved identifying very wet places in the world and contrasting them with the very driest areas. This work also included a satisfactory study of the school water systems. Pupils drew plans of the school and plotted drains, water pipes and standing water. They classified the uses of water and analysed the need for water in leisure pursuits, in industry and in the home. A satisfactory lesson was seen where pupils were being introduced to local studies. They considered the merits and disadvantages of closing high streets to traffic and investigated folders containing information about the nearby town of Louth in preparation for a field study visit. The pupils enjoyed studying a large map of the area and were good at estimating distances from the school to nearby towns. They were confident in their estimation that Louth is about eighteen miles south of Limber and could trace the quickest route on roadmaps. They have a sound understanding of terms such as 'pedestrianisation'. Their growing confidence in using computers was seen as they searched the Internet for aerial photographs of the area. The pace of this lesson was slow, however, as pupils were not presented with specific challenges but were asked to explore material generally to see what they could find out. Pupils have also completed a detailed study of Chembakoli, a village in India, and have compared it with their own village.
93. The subject has not been the focus for development as the school's other priorities have taken precedence. Resources are adequate to support teaching and learning. The use of computers to support learning is under developed. The subject is managed satisfactorily by both teachers but no improvements to provision are scheduled at present.

HISTORY

94. No lessons were observed during the inspection because lessons were scheduled at times outside the inspection period. Judgements are based on scrutiny of pupils' work and talking to pupils and teachers. Pupils are on course to attain standards that are broadly in line with national expectations by the end of Year 2 and again by the end of Year 6. Standards have been maintained since the last inspection.
95. Pupils in Years 1 and 2 study photographs of people from the past. They note the different clothes and speculate about whether the people were rich or poor, happy or sad and what their occupations may have been. A lively discussion was prompted by a photograph of Florence Nightingale and pupils devised a good list of questions to ask about her. One pupil deduced from her clothes that she might be a nurse. In the autumn term, pupils in Years 3 to 6 completed a study of Victorian England. The work they produced was mainly a collection of worksheets and little work of quality was assembled. This term a project on the Vikings captured pupils' imaginations. Two professional 'Vikings' visited the school and transformed it into a Viking village. A great deal of good work flowed from this visit and pupils across the school gained a good understanding of the life and practices of the Viking people. Pupils made replicas of pouches,

shields, swords, axes and woven woollen articles as well as good pictures of long boats and Viking houses. They found out about the Sutton Hoo finds and Viking jewellery. They interpreted pictures of a rune stone well and wrote, 'This picture of a rune stone shows you that the Vikings had an alphabet, could write and tell stories.' Pupils wrote good accounts of why monasteries were good places to raid. They imagined themselves as Vikings and wrote letters to their Anglo Saxon adversaries. They studied a wooden plaque showing the Viking runes and their relationship to the English alphabet before writing their own runic words. Good Norse poetry in the form of kennings were written. This visit fired the pupils' imagination and several of them are still engaged in drawing and writing as a result.

96. There is too little evidence to make judgements about the overall quality of teaching and learning. It is clear, however, that imaginative teaching, like that which featured in the Viking project, is much more effective in generating enthusiasm than the worksheet driven work that provides little challenge. Pupils enjoy history and are positive in their learning. Pupils are given opportunities to develop their enquiry skills and use computers confidently to search the Internet for Viking images with which to illustrate their work. Good links are made with geography as pupils study maps of Europe to see where Vikings came from and where they settled. Writing and research skills are used well and consolidate work in literacy. Good links are made with music as pupils listen to 'Viking' music as they assemble for their collective act of worship.
97. The subject has not been the focus for development as the school's other priorities have taken precedence. Resources are adequate to support teaching and learning. The subject is managed satisfactorily by both teachers but no improvements to provision are scheduled at present.

INFORMATION AND COMMUNICATION TECHNOLOGY

98. At the time of the last inspection, standards were at the expected level for pupils at the end of Year 2, but there was underachievement in Year 6 and standards were below those normally expected. Pupils' achievement is now satisfactory in Years 1 and 2 because a programme designed to teach skills systematically is now taught regularly each week by the headteacher. There are, however, too few opportunities for pupils in Years 1 and 2 to practise these skills on a daily basis. Pupils in Years 3 to 6 are now achieving well. Standards across the school are broadly in line with national expectations; this is an improvement since the last inspection. The school is poised to make further improvements. More machines, including two new laptop computers, have recently been installed and they are grouped together in the hall. This is having a positive effect on pupils' achievement and the standards attained in Years 3 to 6. In this class they use computers regularly but, apart from their specific computer lessons, pupils in Years 1 and 2 do not have regular access to computers. Pupils, especially those in Years 1 and 2, do not use computers enough to support their learning across the curriculum. The school has identified the increased use of computers as a priority for development.
99. Pupils' in Years 1 and 2 are keen to use computers and their knowledge and skills are developing well. As their access to computers is limited, many are slow to find the correct keys when writing their names, for example. During the lesson observed, they discovered how to use the shift key for capital letters and started to use the scroll bar. One pupil knew how to install a CD-Rom for a child in reception, but generally pupils needed a lot of support from the teacher. There was little evidence that they are using appropriate programs to improve their skills in English or mathematics, nor that they use programs that develop their designing and drawing skills. They are familiar with a programmable toy and have opportunities to listen to stories and music on a tape recorder.
100. Pupils in Years 3 to 6 are developing new skills rapidly. Pupils are confident in using computers for word processing. They design multi-media pages independently, using print, graphs and slides. Pupils have their own e-mail addresses and use them independently. They turn to the Internet automatically to find information, 'because you can find such a lot of information that way,' although they are also aware of information books and encyclopaedias. Pupils are extremely enthusiastic and there is a flourishing computer club. Pupils display good levels of knowledge and confidence. They use spreadsheets independently, and transfer data to graphs

showing increasing understanding of which graph is most appropriate to use. For example, they discussed and agreed that bar graphs are best for showing comparative information, but that pie charts are better for showing proportion.

101. Information and communications technology is taught by the headteacher as he has more advanced skills than the other members of staff. In the lesson for pupils in Years 1 and 2, shared by children in reception, the quality of teaching was satisfactory. The teacher has good subject knowledge, but the planning was brief and pupils in Year 1 were not clear what to do beyond writing their names and trying to find how to make capital letters. Their lack of confidence meant that the teacher constantly needed to help them. This impeded the pace of the lesson. However experimentation was encouraged and resulted in good levels of co-operation and satisfactory progress in learning. Pupils knew how to close the computers at the end of the lesson.
102. Overall the quality of teaching and learning is good. The lessons for pupils in Years 3 to 6 were planned in detail and the learning objectives for the lessons were shared clearly with pupils so that they were interested and knew precisely what was expected of them. The teacher set a brisk pace and taught in short bursts which gave pupils good opportunities to practise each stage and then extend their learning further. For example, pupils in Years 5 and 6 investigated the appropriate graph on which to present information they had collected. The teacher then challenged them to complete their chosen graph with title and relevant information. This resulted in good progress during the lesson.
103. The school has recently added to its hardware and software, and the ratio of computers to pupils is now good, which is an improvement since the previous inspection. The school is aware that it needs to compile records of pupils' attainment and progress in order to pinpoint areas where there is a need to develop skills further.

MUSIC

104. Standards at the time of the last inspection were judged to be in line with national expectations. There was limited evidence available during this inspection. It is not possible, therefore, to form judgements about the quality of teaching or the standards that pupils attain. Pupils enjoy singing and join in well when singing in assemblies. Most sing confidently and the school sings well in unison. Discussions with pupils and a display of work provided a limited amount of evidence. Pupils in Years 1 and 2 are beginning to understand volume and loud and quiet and the need to control instrument and voice. In Years 3 to 6 pupils play tuned percussion such as glockenspiels and xylophones. They compose using a simple form of notation and play their compositions to others. Very nearly a half of the pupils in the school learn the guitar and accompany traditional songs, such as 'Bobby Shaftoe', and religious songs such as, 'Michael Row the Boat Ashore', effectively.
105. Teachers' planning shows that the pupils have covered a good proportion of the National Curriculum programmes of study. The school uses nationally recommended planning framework to guide teaching and works through the units of work systematically. This term the school is concentrating on the appreciation of music by different composers and on providing opportunities for pupils to develop their skills in composing. Last term the school concentrated on performing and as a grand finale to their work they formed part of a five thousand strong choir of children as part of the Young World Concert in the Sheffield arena. The pupils are taught by a specialist teacher each Friday morning who takes each class for appropriate musical activities.
106. The school provides musical experiences at the major Christian festivals such as Harvest Festival, when they sing to parents, and Christmas when they sing at a local residential home and at a Christmas dinner for senior citizens. This supports pupils' understanding of citizenship well. The subject also makes a sound contribution to pupils' cultural and social development.
107. The subject has not been the focus for development as the school's other priorities have taken precedence. Resources are adequate to support teaching and learning but there is little use of computers to support learning in composition, for example, or to find out about different

composers on the Internet. The subject is managed satisfactorily by both class teachers although there is a lack of subject expertise among the full time members of staff. This is managed well by employing specialist help to teach guitar playing and singing.

PHYSICAL EDUCATION

108. The previous inspection judged standards to be in line with national expectations at the end of Years 2 and 6 and this continues to be the case. Pupils throughout the school enjoy physical activities and their achievement is satisfactory.
109. Pupils in Years 1 and 2 were observed performing in gymnastics lessons. They used the available space in the restricted area of the hall well. Pupils were imaginative in their movements and were well aware of different parts of their bodies. Pupils in Year 2 controlled their bodies with precision and weaved around apparatus imaginatively. However, they were not always challenged to think about different speeds and directions or developing a simple sequence of movements.
110. Pupils in Years 3 to 6 were observed during a country dance lesson. All pupils understood and respected the need for warming up activities before a main activity. They showed a well-developed ability to count beats and to keep in time as they performed simple movements. Pupils enjoyed dancing and made great efforts to move precisely. They commented positively on each other's performance and used the work of others to improve their own work.
111. The quality of teaching is generally good across the school and is supplemented by weekly visits from a sports development teacher. However, teachers do not always plan to accommodate the different levels of skill in the mixed age classes. Learning objectives are described clearly in planning and lessons progress logically. Pupils' awareness of the importance of warming up their bodies before the activities is reinforced at the start of each lesson and health and understanding of safety issues is emphasised. In one lesson, for example, the teacher was scrupulous in heightening pupils' awareness of the need to carry apparatus safely. The teacher made good use of demonstrations by pupils which gave the rest of the class good opportunities to explain what they saw and liked, and they used these displays well to improve their own performances. The pace of most lessons was brisk with a good variety of activities were included that maintained pupils' enthusiasm. They all concentrated hard, behaved sensibly and generally made good progress during the lessons.
112. The outside area is of generous size for games and physical education, but space indoors is very restricted and there is no room for large apparatus. The range of small equipment is satisfactory and is used well. The school is aware of the need to implement a system for recording pupils' attainment in order to ensure that all pupils work at suitable levels and are provided with enough challenge for their age and ability.

RELIGIOUS EDUCATION

113. Across the school, pupils are well on course to attain the standards that are in line with the requirements of the locally agreed syllabus for religious education. This is similar to the findings of the last inspection. Pupils, including those with special educational needs, achieve well and demonstrate a wide breadth of knowledge. However, pupils have a better-developed understanding of the more factual aspects of their studies, where they learn about religions and human experience, than they have of personal responses to religion and experience.
114. By the end of Year 2, pupils can retell accurately in their own words the main points in some religious stories, for example talking about the Biblical account of creation and the parable of the Good Samaritan. They have good knowledge of Judaism. They know about the skull cap or kippah and pupils in Year 2 have written at length about the Shabbat and know that it starts at sunset on Fridays. Pupils in Year 2 can explain the word 'passover', and have a sound understanding of the escape from Egypt. Pupils in Year 1 draw the food that is traditionally set out on the Passover plate. They enjoy experimenting with copies they make of Hebrew words, such as 'Shalom'. They have a good understanding of different festivals and remember learning about the Divali and Chinese New Year which they relate to the New Year celebrations that they have experienced.

Good links are made with personal, social and health education lessons where pupils explore the theme of friendship and remember that the disciples were friends of Jesus and that the Good Samaritan was a good friend. They draw the people they respect most on a chart of concentric circles. Not surprisingly, all placed their mothers at the very centre of their charts.

115. Pupils in Years 3 to 6 remember visiting the local church and use correct terms such as 'font' and 'aisle' to describe what they have seen. They can identify the importance of some religious signs and symbols, for example, bread and wine and understand the term 'communion'. In their studies of different religions, they show appreciation for example of the special nature of the prayer mat to Muslims and they see the similarities in festivals celebrated by different religions. They listen well in discussions and learn a broad range of facts about major world faiths but few raise questions of their own. Pupils have a reasonable understanding of the nature of Christian prayer and demonstrate this in producing simple prayers of praise and thanks. In a good lesson for pupils in Years 3 to 6 the youngest pupils learned about Zaccheus, pupils in Year 4 studied the life of Joan of Arc, pupils in Years 5 and 6 wrote prayers whilst a group of higher attaining pupils wrote at length about the last supper as might have been seen through the eyes of Jesus. All groups settled eagerly to their work and those who completed writing prayers were enthusiastic about the prospect of reading their work out in assembly. Pupils showed good knowledge of the Bible, explaining that it is in two parts, contains 66 books, has been written by different authors over many years and contains letters, thoughts, historical accounts, songs and stories. They know that Genesis is the first book and details an account of the creation. Surprisingly none knew the Lord's Prayer. They talk knowledgeably about their work but they offer little in the way of personal responses. They do not explore the often puzzling aspects of life and moral and religious issues or go deeper into the ultimate questions of identity, experience, meaning and purpose. Pupils behave well and demonstrate positive attitudes to their work. They are happy to contribute to class discussions but do not show a particular curiosity about the factors which influence their thinking.
116. Teaching across the school is good. In the classes for pupils in Year 1 and 2 tasks were well matched to pupils' learning needs. In a lesson on festivals and celebrations, for example, the reception children went off to organise a birthday party, the pupils in Year 1 conducted research to help them create a drawing of a Passover plate containing appropriate food while pupils in Year 2 completed a written research project on the Passover. Similarly in a good lesson for pupils in Years 3 to 6, pupils were taught in four separate groups. All groups were provided with challenging activities and all enjoyed a good measure of success. Lessons are carefully planned and well prepared. An enthusiasm for learning is generated and pupils approach their work seriously. Lessons are, however, too long. Pupils find it difficult to sustain concentration for a whole hour and the lessons tend to run out of impetus after about half an hour of sustained hard work.
117. The subject co-ordinator teaches across the school and therefore has a thorough knowledge of pupils' attainment and progress. She has good subject knowledge and her interest in the subject stimulates the pupils' enthusiasm. Resources are adequate to support teaching and learning but computers are not used as a learning resource.