

INSPECTION REPORT

BOSTON CARLTON ROAD PRIMARY SCHOOL

Boston

LEA area: Lincolnshire

Unique reference number: 120500

Headteacher: Mr Shaun Canadine

Reporting inspector: G W Cooper
23647

Dates of inspection: 6 and 11 – 14 February, 2002

Inspection number: 222569

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

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INFORMATION ABOUT THE SCHOOL

Type of school: Infant and Junior

School category: Community

Age range of pupils: 3 to 11

Gender of pupils: Mixed

School address: Carlton Road,
BOSTON,
Lincolnshire

Postcode: PE21 8QX

Telephone number: 01205 364 674

Fax number: 01205 366 099

Appropriate authority: The Governing Body

Name of chair of governors: Mr. V.B. Topliss

Date of previous inspection: March, 2000

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
23647	Mr. G.W. Cooper	Registered inspector	Music Physical education	What sort of school is it? The school's results and pupils' achievements How well is the school led and managed What should the school do to improve further?
9399	Mr R. Watts	Lay inspector		Pupils' attitudes, values and personal development How well does the school care for its pupils? How well does the school work in partnership with parents?
21910	Mr. G. Longton	Team inspector	Mathematics History Geography Equal opportunities	How good are the curricular and other opportunities offered to pupils?
10144	Mrs. M. Marriott	Team inspector	Science Information and communication technology Special educational needs	How well are pupils taught?
22113	Mrs. A. King	Team inspector	Children in the Foundation Stage Religious education English as an additional language	
5862	Dr. S. Heaney	Team inspector	English Art and design Design and technology	

The inspection contractor was:

Nord Anglia School Inspection Services
Strathblane House
Ashfield Road
CHEADLE, Stockport
SK8 1BB

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London WC2B 6SE

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Carlton Road Primary School has 396 boys and girls on roll including 78 children who attend the Nursery part time. It is larger than most primary schools. Data available to the inspection team indicates an area of considerable social and economic deprivation. Almost all pupils come from a white United Kingdom background. A very small proportion of pupils comes from other ethnic groups Western and Eastern European. Nine pupils are at an early stage of learning English as a new language. Six have support because of their new language needs. Compared with other schools, an above average proportion of pupils is entitled to a free school meal. A similar proportion of pupils, more than in most schools, is identified as having special educational needs. A total of eight pupils have statements of special educational needs. This is more than found in most schools. Some of these pupils are on the roll of the designated unit for special educational needs but are fully supported within mainstream classes. When children start this school their attainment is well below that expected for their age. The school has considerable difficulty maintaining a full staff.

HOW GOOD THE SCHOOL IS

Effectiveness is satisfactory. The school ensures that pupils make satisfactory progress given their previous range of skills, knowledge and understanding. The quality of teaching is satisfactory overall despite a small number of lessons that were less than satisfactory. The leadership and management are satisfactory overall. The school is making a satisfactory response to the issues of its previous inspections. It provides satisfactory value for money.

What the school does well

- The headteacher, deputy headteacher and governing body are a purposeful influence on the school.
- Pupils progress well in their personal development and relationships because there is good provision for moral and social development: much is done to encourage good behaviour: the provision for personal, social and health education is very good.
- The work of learning support assistants.
- Provision for pupils with special educational needs is good.
- Numeracy skills are well taught.
- The school cares well for its pupils.
- Parents take a positive view of the school: the school provides a good range of information for them.

What could be improved

- Standards of attainment in English and science throughout the school, and in mathematics and information and communication technology in Years 1 and 2, ensuring that all teachers assess the progress of pupils and use assessment information to set targets.
- The role of the subject manager, especially in monitoring lessons, to achieve curriculum balance and provide guidance for teachers, alongside the development of an effective senior management team.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was previously inspected in March 2000 when it was judged to have serious weaknesses. Since then, satisfactory improvement has been made overall. The quality of teaching is much better than at the previous inspection. Improvement in standards is broadly in line with the national trend of improvement. Good improvement has been made in information and communication technology. Mathematics standards are much better. Standards in English are not improving as quickly. Although national strategies and the adoption of the most recent curriculum guidance have helped create a satisfactory curriculum, there is still work to do in establishing a cohesive curriculum based on the assessed needs of pupils. Attendance has improved significantly. Staffing difficulties mean that the school has not been able to make much progress in establishing the role of the subject manager. Well-focused leadership and management have helped to raise the quality of teaching and improve standards of behaviour.

STANDARDS

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

Performance in:	compared with			
	all schools			similar schools
	1999	2000	2001	2001
English	D	E	E	D
mathematics	C	D	D	B
science	C	B	D	B

Key	
well above average	A
above average	B
average	C
below average	D
well below average	E

Eleven-year-olds achieved standards well below the national average in English in the National Curriculum tests in 2001. Standards in mathematics and science were below average. The school's trend in improvement is broadly in line with the national trend. When compared with schools in a similar social and economic setting, standards in English were below average but those in mathematics and science were above average. There are no significant trends of difference in the performance of boys and girls. The school sets targets for this age group based on their previous learning. Actual results were very close to those targeted; mathematics a little above expectation and English a little below. Standards achieved in reading, writing and mathematics in National Curriculum tests for seven-year-olds were well below average. When these results are compared with similar schools, reading was above average, writing broadly in line with the average and mathematics well below average. Teacher assessments for science indicate attainment below average. Trends are erratic, reflecting an unsettled staffing situation, in the prior attainment of pupils and pupils who enter the school at a late stage in their school career. Pupils with special educational needs, and the small number learning English as a new language make satisfactory progress. In the work seen during the inspection, seven-year-olds match the standard expected for their age in geography, history, music, physical education and religious education. Standards in English, mathematics, science, art and design, design and technology and information and communication technology are below the level expected. Eleven year olds achieve standards that match expectations in mathematics, history, geography, information and communication technology, music, physical education and religious education. Attainment in English, science, art and design and design and technology is below expectation. Children enter full time education with skills and knowledge well below that expected for children of a similar age. Although they make satisfactory progress in the Nursery and Reception classes they are not on course to achieve the expected learning goals for their age, except in physical development. Given their previous learning, pupils in Years 1 to 6 achieve well, except in English where progress is slower.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Satisfactory. Most pupils are positive and enthusiastic about their school life.
Behaviour, in and out of classrooms	Satisfactory. A minority of pupils presents difficult behaviour. The majority is willing and responsive.
Personal development and relationships	Good. Pupils get on well with adults and with each other. They show respect for other people's beliefs and feelings.
Attendance	Satisfactory. There has been a great deal of recent improvement.

TEACHING AND LEARNING

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

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.

In the lessons seen, about 19 out of 20 were satisfactory or better. More than half the lessons seen were good or better and a small number were excellent. A proportion below one lesson in 20 was judged to be less than satisfactory. The school has difficulties maintaining a stable team of teachers. Temporary teachers taught a proportion of lessons in Years 1 to 6. These lessons were a balance in the range very good to unsatisfactory. Overall, the strongest teaching in the school was seen in Year 2, Year 5 and Year 6. The better lessons seen were characterised by strong subject knowledge, brisk pace and a great deal of positive pupil involvement in their own learning. In lessons judged less than satisfactory pupils' responded negatively to a slow pace and teacher's subject knowledge was insecure. The teaching of English and mathematics is satisfactory. Mathematics is particularly well taught in Years 5 and 6. The school has made a secure response to national strategies for teaching literacy and numeracy, although occasionally planning does not match literacy strategy objectives. Pupils make good gains in their acquisition of basic skills. Teaching in Nursery and Reception classes (the Foundation Stage) is satisfactory. Children make satisfactory progress in their learning. Most pupils in Years 1 to 6 concentrate well and this supports the progress they make. A few pupils do not concentrate well and need the strong management strategies established by the school. The school makes good provision for pupils on the register of special educational needs. They get good support, not only from teachers but also from the effective learning support assistants throughout the school. Pupils learning English as an additional language make satisfactory progress, especially where there is provision in basic skills for them to get parallel teaching in their mother tongue.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Satisfactory. Over time pupils get the range of experiences needed to meet legal requirements. However, there is a lack of overall direction in the guidance available to staff.
Provision for pupils with special educational needs	Good. This is a much-improved area. There are good strategies for identifying and providing for learning difficulties.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Satisfactory overall but with particular strengths in the school's provision for moral and social development. Pupils are consistently taught to distinguish right from wrong and how to get along with each other socially.
How well the school cares for its pupils	Good overall. There is good provision for pupils' welfare. Assessment strategies are good for English and mathematics and are improving.
Partnership with parents	Parents take a very positive view of the school. The school does a great deal to further its relationship with parents. In spite of this, parents are not as involved as they could be.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Satisfactory overall. The leadership of the headteacher and the support given by the deputy headteacher has ensured that improvement has been made in many areas of the work of the school. The school has had great difficulty establishing an effective and stable senior management team. Consequently, delegation of responsibilities around the school is unsatisfactory at present.
How well the governors fulfil their responsibilities	Good. Governors are knowledgeable and committed to the school.
The school's evaluation of its performance	Satisfactory. The school sets targets for performance of all staff based on professional dialogue and observation of their work.
The strategic use of resources	Good. Although the school currently carries more funds in reserve than is usual, good use of finance has been made to enhance staffing and learning resources. Money earmarked for staffing purposes has not been used because appointments have not been able to be made. The strategic use of learning support assistants is particularly good.
Staffing, accommodation and learning resources	Satisfactory. The school has difficulty in attracting a full and stable complement of teaching staff. Good provision is made of other adult support in the classroom. The accommodation is new, well cared for and well used. Learning resources are satisfactory.
Principles of best value.	Satisfactory. The school is learning how to challenge, compare, consult and compete in its work. It spends available funding well on the acquisition of suitable resources.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Their children like school and make good progress. • Teaching and leadership and management are good. • That the school has high expectations and encourages pupils to become more mature and responsible. 	<ul style="list-style-type: none"> • Homework. • The close working relationship between home and school and the information they receive about their child's progress. • The range of activities out of school hours.

The inspection team generally agrees with the positive views of the great majority of parents responding to the questionnaire and attending the pre-inspection meeting. Parents have a good sense of the school's strengths and what could be improved. However, the inspection team views teaching to be satisfactory overall rather than good. A small minority of parents expressed some concern about homework, activities out of school hours and how well school and home work together in children's interests. Although there is school provision for homework, it is not given, marked and fed back to pupils and parents consistently across the school. The school makes satisfactory provision for parents to be informed about pupils' progress, and the team believes the arrangements are appropriate. There is a reasonable range of activities out of school hours. A few teachers give their time to this.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

- 1 Children start in the Nursery with a broad range of attainment. However, skills, knowledge and understanding are well below those expected of children of this age. Children make satisfactory progress in Nursery and Reception classes (the Foundation Stage). Despite this, assessment on entry to full time school shows attainment well below average. By the end of the Reception Year, pupils are on track to achieve the expected standard in physical development. Attainment is below expectation in personal, social and emotional development and in creative development. In communication, language and literacy, mathematical development and knowledge and understanding of the world, standards are well below those expected of children of this age.

- 2 Standard National Curriculum tests for seven-year-olds in 2001 show standards well below average in all areas tested. Teacher assessments in science show standards below average. When results are compared with those of similar schools reading is above average, writing broadly average and mathematics well below average. The school is beginning to be successful in promoting the interests of higher attaining pupils: especially in reading, pupils gain the higher levels possible. There are some differences in the attainment of boys and girls but there are no consistent trends. At present the school trend of results at this age is improving only marginally in reading, but falling consistently in writing. Inconsistent results in mathematics make for a decline overall. The school attributes the inconsistencies and decline to big differences in the prior attainment of some year groups of pupils and difficulties in establishing a stable teaching team. Inspectors agree with this. National Curriculum test results in 2001 for eleven-year-olds show standards well below average in English and below average in mathematics and science. Similar school comparisons have English below average and mathematics and science above average. The trend of improvement is broadly in line with the national trend in improvement. A proportion of pupils gain the higher levels possible but below the proportion found in schools nationally. There are gender differences. Boys usually perform better than girls. This was not the case in 2001. Results have risen in some years recently. However, there is a general decline in results in 2000 and 2001 leaving standards below those set in 1997 in English but above those established then in mathematics and science.

- 3 There are some differences in the work seen. In Years 1 and 2, inspectors judge English, mathematics and science to be below the expected level. Standards in art and design, design and technology and information and communication technology are below expectation. In all other subjects of the curriculum, standards match the expected level. In Years 5 to 6, standards match the expected level in mathematics but remain below expectations in English and science. A great deal of improvement has been made in information and communication technology and, when they are eleven, pupils attain standards that match those expected nationally. Standards are below expectation in art and design and design and technology. In all other subjects they match national expectations. Given attainment on entry to full time school, pupils make satisfactory progress overall, but the progress of individuals is frequently good. This is the result of good teaching, especially in Year 2 and in Years 5 and 6. Pupils make the expected gains in acquiring basic skills of English and mathematics. The skills of literacy and numeracy are used to support learning in other subjects, especially in science, history and geography. There is growing use of information and communication technology across the curriculum. Given the starting point in their

learning, achievement is satisfactory. The school is developing target-setting strategies. Targets for the oldest pupils in the school are set according to the assessment of prior learning. These make demands of the progress of all pupils. Targets are usually met. In 2001 pupils narrowly missed the target in English but exceeded it in mathematics. The current group of pupils in Year 6 is on course to achieve the targets set for them.

- 4 Pupils identified as having special educational needs make satisfactory progress in relation to prior learning and abilities. They achieve what their teachers expect through a programme of work tailored to their individual needs. They get suitable classroom support from teachers and especially from learning support assistants. Those pupils attending the special unit are fully supported in mainstream classes. They make progress appropriate to their prior learning. The small proportion of pupils learning English as an additional language makes satisfactory progress overall.

Pupils' attitudes, values and personal development

- 5 Taken as a whole, the pupils' attitudes towards school are satisfactory. Many pupils are enthusiastic but there is a significant minority who find it difficult to settle in the classroom. In the Nursery and Reception classes, children are happy to attend and take good interest in the things they are given to do. In the Nursery, for example, most children part from their parents willingly and immediately look for an activity. They show good concentration for their age and respond enthusiastically when the teaching is good. In the rest of the school, although almost all parents say their child enjoys coming, in some classes there is a minority of pupils who too quickly lose interest in work, particularly if it is insufficiently challenging. The majority of pupils are attentive and get down to group or individual work quickly. Where good, very good and occasionally excellent teaching has motivated them, they learn well. However, too often pupils tend to come to a halt and expect the teacher to solve a problem, rather than striving to find the solution himself or herself. In some classes, pupils show evident pride in their work, presentation is good and the work is usually finished. In others, it is badly presented and often incomplete. Another factor that has influenced attitudes is the many changes in staff. Some classes have had a string of supply teachers this year and there were several in school at the time of the inspection. Pupils can be listless or restless, signs that they are not used to stable routines and are unsure of what to do. In some cases, attitudes noticeably improved during the week as pupils and teacher developed a rapport.
- 6 The behaviour of pupils overall is also satisfactory but follows a similar pattern to attitudes. In the Nursery and Reception classes, most children have learnt to do as they are asked and largely refrain from calling out. In lessons in the rest of the school, most pupils behave well, are obedient and disciplined particularly when they are challenged by interesting tasks. However, in some lessons there is too much minor misbehaviour by a minority, with pupils talking at the same time as the teacher or calling out before they are asked. On occasions pupils wander around the class when they should be sitting with the teacher and, in one lesson, a fight broke out between two pupils. Staff have to spend valuable teaching time to remedy these situations, which slows and disrupts the learning of the whole class. Some pupils have emotional problems but many are not conditioned to behave well, in some cases because they have had so many different teachers, some of whom were only in the school for a short time. Outside lessons, behaviour is better. Pupils play well together in the playground, with the small number of ethnic minority pupils being well integrated. Pupils say there is little bullying and the older ones are confident in appropriate ways of tackling this. If the problem persists, they are sure that staff will sort it out. Last year there were more exclusions than normally found in primary

schools. Some of these were for violence towards other pupils or staff but most were for behaviour problems that, despite efforts by the school, had become so intractable that the learning of other pupils was seriously disrupted.

- 7 The school has worked hard on the personal development of pupils to improve relationships, and this has borne fruit. Relationships among pupils, and between staff and pupils, are good in the school as a whole. Pupils are courteous to each other and adults in the corridors, holding doors and showing general consideration. The same is true in the hall at lunchtime, which is a good social experience for pupils. In many classes there is a genuine respect and rapport between adults and pupils, which gives a good basis for the fruitful interchange of ideas during question and answer sessions. Although they do not always show it, the vast majority of pupils understand the difference between right and wrong. Older pupils show, in conversation, that they understand that other ethnic groups may have different customs or beliefs, but that they should be tolerant.
- 8 Pupils with special educational needs respond very well to the care and consideration they are shown. Learning support staff know their pupils very well as a result pupils are confident to speak to adults and to share any concerns they may have. Attitudes to work are good and pupils persevere well with their tasks. Pupils attached to the special needs unit take a full part in all the activities of the school. They occasionally have difficulties with relationships but make progress in their social skills through the good support they receive.
- 9 Attendance is satisfactory and has improved considerably since the previous inspection, when it was poor. Overall attendance is slightly above the national average, although unauthorised absence is high. This is because some parents condone absence without good reason or give no reason at all. Pupils are generally punctual.

HOW WELL ARE PUPILS OR STUDENTS TAUGHT?

- 10 In the last inspection report teaching was described as variable. In that inspection, about one lesson in six was unsatisfactory and there were serious weaknesses in this aspect of the school's provision. Half of the lessons observed were at least of good quality and 13 per cent very good. The remaining 32 per cent were satisfactory. A proportion of unsatisfactory teaching was observed in lessons taught by staff employed on a temporary basis or who had limited experience. A common weakness was the limited range of strategies used to manage pupils' poor behaviour, particularly where large groups of pupils with learning and behavioural difficulties were grouped together. Some temporary staff had not received appropriate training to implement the national literacy and numeracy strategies.
- 11 There has been improvement in all of these areas. Very good improvement has taken place in Years 5 and 6 where the quality of teaching ranges from excellent to good with no unsatisfactory teaching. However in Years 3 and 4 the quality of teaching ranges from very good to very poor. In Years 1 and 2 the quality ranges from excellent to unsatisfactory. In the Foundation Stage teaching was judged to be satisfactory, although about four lessons in ten were good. Inspection findings are that teaching is satisfactory overall at each key stage and this is an improvement in the quality and standard of teaching. About one third of the lessons seen were taught by temporary teachers. Ninety five per cent of this teaching was satisfactory or better and twenty four per cent of their lessons were very good or better. Just over five per cent of lessons taught by temporary teachers were unsatisfactory.

- 12 The improvements have come about as a result of evaluating and developing the quality of teaching by the head and deputy. As a result 56 per cent of teaching is good or better and 96 per cent of teaching is satisfactory or better. The outcomes of the monitoring have been shared with teachers to help and support them to improve their practice. This has led to improvements. However, there has been a lack of co-operation by some teachers in the monitoring of teaching and learning. Some are unwilling to take on board new initiatives. In some lessons the National Literacy Strategy is not implemented in its standard form. This affects the development of basic skills in English in Years 1 and 2. The quality of teaching is not consistently of a high standard across all classes in the school. Despite this, the proportion of less than satisfactory teaching has dropped from one in six lessons to about 1 in 25 lessons.
- 13 In the Foundation Stage teaching is always at least satisfactory and sometimes better. Teachers have a secure understanding of the curriculum for children in Nursery and Reception classes. Children are managed calmly.
- 14 In Years 1 and 2, although most of the teaching is satisfactory, the small number of unsatisfactory lessons is a cause for concern. The pace of some lessons is very slow and monotonous. Pupils become restless and bored and this impedes on the quality of their learning. Too often in Years 1 and 2 tasks set are not adapted sufficiently to meet pupil needs. Often there is not a satisfactory level of interaction and this leads to pupils sitting passively, not being required to offer extended answers to teachers' questions and not encouraged to participate in class discussions.
- 15 In Years 3 to 6 the overall quality of teaching is satisfactory with examples of very good and excellent teaching. However, some examples of very poor teaching were observed. The quality of teachers' expectations is inconsistent across these year groups. Not all teachers set challenging targets to ensure hard work and sustained concentration. A lack of interaction in some classes leads to pupils sitting passively and not participating in their learning. In Years 5 and 6 teachers make very good use of lesson beginnings to show pupils what needs to be achieved. Tasks are planned to build on prior attainment and this contributes to pupils' progress. Planning is inconsistently applied across the year groups. An excellent example in a Year 5 science lesson, aimed at developing pupils' knowledge and understanding of differences between solids, liquids and gases. Pupils were given freedom to investigate, draw their own conclusions and to be responsible for their own learning. Pupils with special educational needs and those with challenging behaviour were very well supported by the teaching assistant that enabled them to fully access the investigation. The pace, rigour, variety and challenge within the lesson were of a very high quality. Pupils' responses during the lesson displayed eagerness to learn and were of a very high quality.
- 16 Most teachers have a sound understanding of the National Strategies for developing numeracy and literacy. Effective teaching and learning were observed in most lessons and this is satisfactory. The quality of marking is still inconsistent across the school with a few good examples. However, this is a weakness. Homework is still not effectively planned and does not provide an appropriate introduction to new learning or suitable reinforcement and extension tasks. These were areas identified for improvement at the previous inspection. The quality and use of ongoing assessment is satisfactory in the Foundation Stage and Years 1 and 2. However, it is inconsistent in Years 3 to 6.

- 17 The teaching of pupils who have special educational needs is satisfactory and the quality of support they receive from their learning support assistants is very high. The provision of targeted unobtrusive support to meet individual and group needs ensures that all pupils are fully integrated into the life of the school community and that they develop good levels of self-confidence. This enables them to make consistent gains in their learning. Pupils who require additional help are identified as soon as possible in Reception classes or when they begin school. The temporary special needs co-ordinator together with the class teacher and teaching assistant, discuss and develop the pupils' individual education plans. This process is currently being developed to embrace recent national guidance. Teaching assistants are well informed and make a significant contribution to learning. They give particularly good support to those pupils identified as being part of the special needs unit but who are fully supported in mainstream classes. The work of learning support assistants is a strength of the school.

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

- 18 The school provides a broad and balanced curriculum, which meets the needs of all its pupils. The quality and range of learning opportunities provided for pupils are satisfactory. The planned experiences meet statutory requirements to teach all subjects in the National Curriculum and religious education. The younger children are provided with an appropriate curriculum based on the recommended "Early Learning Goals" for children in the Nursery and Reception classes. The school has begun to deal with the key issues relating to the curriculum in the previous report. However insufficient progress has been made due to difficulty appointing staff to fill key roles and to provide training and supply cover for staff while they fulfil their leadership roles. The core subjects of English, mathematics and science have policies but several of the foundation subjects have yet to be completed. The curriculum is based on nationally accepted schemes of work that the school has adapted effectively to meet the needs of its pupils. These provide good guidelines for medium and long term planning and include clear and concise learning objectives, which most teachers now share with pupils at the beginning of lessons. Some subject areas have only recently developed full programmes of study and these are not yet fully implemented.
- 19 The work is planned in blocks of time so that pupils receive a balanced provision on subjects without overlong gaps between subject topics. This is an improvement since the previous inspection. However, there are subject time allocation inconsistencies within year groups, particularly in science. Compared with most other schools the monitoring, evaluation and development of teaching and learning by subject managers is at a very early stage of development. Teaching observations have been made in the core subjects by the headteacher and the local authority consultants but the process of regularly reviewing pupils' progress across the curriculum is not formalised into a reliable system that monitors standards and provides targets for development. In addition, in marking, whilst some teachers provide written comments on pupils' work to improve standards, this varies from teacher to teacher and from subject to subject, and is ineffective in the foundation subjects.
- 20 Over the past year mathematics has been the main focus of development in the school's curriculum. The teachers now use the guidelines of the National Numeracy Strategy effectively and it has been implemented successfully throughout the school though some teachers were very reluctant to accept new methods and practices. The impact of the numeracy strategy is a growing strength of the school. Teachers' weekly planning for numeracy contains good detail and makes a strong contribution

to the quality of teaching and learning in the subject. Setting in ability bands for mathematics in Years 5 and 6 is helping to raise standards. Teachers have clearly identified practical activities and tasks for pupils of differing abilities, and have established a range of very effective assessment procedures.

- 21 There are inconsistencies in the planning of the curriculum for English. For pupils age five to seven years old some medium term and weekly planning draws on frameworks from the National Literacy Strategy but short term planning, teaching and assessment do not align with the expectations in the strategy. This has a detrimental effect on the development of basic skills in English.
- 22 The provision for pupils with special educational needs is good. Pupils have individually tailored education plans to support their learning, and those who have more challenging behaviour have specific targets to achieve. Pupils know and understand their own targets. This makes it easier for teaching assistants to measure progress. Because pupils on the register of the special needs unit are fully supported in mainstream classes, they have all the curricular experiences enjoyed by other pupils.
- 23 Provision for extra-curricular activities is satisfactory. The school offers after school sports, which support the schools' involvement in competitive sport in football, tag rugby, cross-country, athletics and swimming and an information and communication technology club. In connection with an innovative approach to behaviour management the school arranges an hour of Golden Time each Friday afternoon. Pupils must earn this by good behaviour during the week and may then choose from a variety of clubs such as information and communication technology, three sports clubs, French club, and developing the school grounds. These clubs have been very successful and encourage good behaviour throughout the school as well as giving pupils opportunities to enjoy a range of interesting activities.
- 24 The school has good links with the wider community, which has a positive impact on the learning of pupils. There are visits from theatre groups, ministers of religion and a variety of other visitors. The school makes very good use of visits, for example Year 1 visit Mablethorpe and Year 5/6 visit Skegness by train as part of their geography studies. There are good links with the various secondary schools to which pupils transfer. Staff from the school to which most pupils transfer visit the school and assist in music lessons. Very good arrangements have been made to make the transfer of pupils with special educational needs as smooth as possible.
- 25 The school provides a curriculum in which pupils enjoy a high degree of equality of access and opportunity. The inclusion of all pupils, particularly those with special educational needs, has high priority in the school, and contributes significantly to pupils' learning and social development. A range of support, both within the school and from other professionals in the Local Education Authority is well co-ordinated by the deputy headteacher to meet the needs of pupils with special educational needs. Learning support assistants provide excellent help for these pupils who make good progress according to their prior attainment. The school makes every effort to include the parents of pupils with special educational need in the education of their child.
- 26 Since the transfer to the new building the school has made every effort to improve the pupils' provision for personal, social and health education and this is now very good. During lessons and in assemblies pupils are offered a variety of ideas about how to develop themselves, and how to deal with issues that arise in their young lives. Circle time is used to allow pupils to explore themes such as their special

places or how to co-operate with each other. Health education starts at an early age. It includes lessons on healthy eating and a programme of sex education and the dangers of the misuse of drugs in Years 5 and 6.

- 27 The standards pupils learning English as an additional language achieve are similar when compared to all pupils. Teaching is satisfactory overall, and the provision for supporting the pupils' home language is good. However, in some lessons pupils who are learning English do not receive sufficient support and therefore do not achieve as much as they could. The curriculum is appropriate for pupils learning English as an additional language, and this includes support for the pupils' home languages. For example, there is good evidence around the school of displays and labels in Portuguese, which reinforce the school's ethos, such as the 'Carlton Code' for behaviour. Generally, pupils learning English as an additional language are appropriately challenged, but some do not always reach their full potential in all lessons. Those who already have some understanding of English generally progress at an appropriate rate, but those who have little understanding sometimes struggle and do not make the progress they should. However, the headteacher is very involved in promoting this aspect of the school's work. The support offered from bi-lingual support staff is good and develops the pupils' home language wherever possible. The school is also proactive in supporting parents and carers who do not speak English.

Provision for the spiritual, moral, social and cultural development of pupils

- 28 The provision for spiritual, moral, social and cultural development is satisfactory overall, which reflects the findings at the last inspection. The provision for social and moral development is good and provision for spiritual and cultural development is satisfactory. The acts of collective worship in the school comply with the statutory requirements.
- 29 The provision for spiritual development is satisfactory and this position has been maintained since the last inspection. The school aims to enhance the pupil's emotional development and to encourage them to explore their feelings and emotions. For example, lessons on personal and social development are used in classes to encourage pupils to express how they feel about certain situations. Assemblies and other acts of worship are used appropriately to reflect through prayer, and poetry also features as a medium for expressing thoughts and feelings. The school has adopted a 'school prayer', which the pupils know very well, as they pray together regularly. The sentiments of this prayer emphasise the school's ethos very well and reinforce caring and thoughtfulness. The school acknowledges feelings such as, sadness and poignancy. For instance a plaque dedicated to a teacher who was killed in the First World War is displayed in the school, alongside artefacts of the same era. However, some opportunities to reinforce these aspects are missed. For example during assemblies there is limited time for reflection, music is not always played, or candles lit to set the tone of the occasion.
- 30 The provision for moral development is good and has been improved since the previous inspection, when it was judged to be satisfactory. The school has various systems in place to acknowledge and praise good behaviour and to reinforce what is right and wrong. The 'Carlton Code' states these clearly and the pupils are aware of what is acceptable behaviour and what is deemed inappropriate. The parents and carers support this aspect of the curriculum well. Lesson in personal and social development are used well to promote this aspect. For example in a Year 6 class the pupils were encouraged to share their ideas about what is considered good advice for dealing with various problems and dilemmas. Although a few pupils made

inappropriate remarks, the vast majority had a very firm understanding about what they should and should not do in certain circumstances. They were also very clear about who were the best people to turn to for advice, and valued the staff within the school for their help and understanding.

- 31 The provision for social development is also good and yet again has been improved since the last inspection. There are secure relationships between pupils and staff within the school and a good atmosphere of mutual respect. Extra-curricular activities provide a good environment for developing social awareness. The staff present good role models to the pupils and encourage them to be polite, well mannered and to consider others. The consequences of actions are explored with the pupils, if they behave in an anti-social way, and these are discussed with them. The pupils are learning to co-operate and negotiate with each other, and adhere to the agreed ground rules in lesson, such as 'no physical contact' to promote this type of work. Other strategies are used effectively, for instance in the Year 6 lesson mentioned previously, the introduction was very good, as the pupils had to organise themselves in order of birth dates, by only using sign language; they managed this quickly and effectively, without any arguments or disruption. The 'Family Learning' initiative in the school also supports the pupils' social development effectively.
- 32 The provision for cultural development is satisfactory overall and has also been improved since the last inspection. The pupils are given appropriate opportunities to develop their awareness of different cultures within other subjects. For example, in history, when studying the Egyptians, or in religious education looking at different faiths, such as Islam and Hinduism and these respective traditions and beliefs. There are relevant learning experiences to reinforce cultural traditions related to the Christian church. For instance during the inspection an assembly was held where pancakes were made to acknowledge the significance of Shrove Tuesday, and to illustrate the meaning of Lent. Different cultures and backgrounds are valued and supported in the school, for example a welcome notice in the school foyer is written in a variety of languages, and several signs around the school are in Portuguese to support those pupils learning English as an additional language. However there are still not enough opportunities for the pupils to explore the diversity of cultures within society and extend their understanding and tolerance.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

- 33 Procedures for ensuring pupils' welfare are good overall. Staff are generally caring but the school lacks a health and safety policy. Staff with first aid qualifications look after pupils who are ill or who have accidents and midday supervisory staff ensure that pupils play safely and record any mishaps or misbehaviour. The designated teacher for child protection has been appropriately trained in locally agreed procedures and passed this on to the rest of the staff. There is a good and well-trying system for recording concerns. Electrical and physical education equipment is regularly checked, and premises risk assessment carried out regularly by staff and governors. The records of the results of these inspections are insufficiently well collated but there are few hazards around the school.
- 34 The school has rigorous procedures for the management of pupils' behaviour but these are not always effective as some staff resort to them too quickly by standing pupils at the back of the class or sending them to a parallel class. Where this strategy is used too frequently, pupils do not always take it seriously. Pupils who have identified difficulties are well supported by teaching and support staff. In addition, a few pupils are given intensive behaviour modification counselling by the learning support mentor. The breakfast club gives a good start to the day for some pupils

who might otherwise be disturbed by hunger pangs. Generally, pupils value highly the stars, ticks and team points that they are awarded for success towards behaviour and learning targets. The Friday afternoon choice of activity, which is lost by those who do not behave well, is also much sought after. Where pupils have been excluded, the school has followed the correct procedures after other measures have been exhausted. Pupils go through a good reintegration process, with parental consultation, when they return.

- 35 Attendance registers are completed correctly and the education welfare service checks when there are concerns about absences of pupils. The encouragement and reward for good attendance employed over the past two years has had a very positive effect on improving attendance. Official guidance on contacting parents on the first day that a pupil is absent without explanation has not been followed. This is particularly important for the security of pupils, many of whom walk to school unattended by parents.
- 36 Staff have high expectations of behaviour when dealing with pupils with special educational needs. Teaching assistants are very effective in supporting pupils and keeping them on task.
- 37 The school meets statutory requirements for testing pupils when they are seven and eleven. Results have been analysed and used to set achievable targets for improved attainment for all classes. Standardised tests are used effectively throughout the school to assess pupils' reading and spelling. Regular use is made of non-statutory standard assessment tasks in Years 3, 4 and 5 to set targets. Termly assessments are made in English, mathematics and science across the school. The Best Book is well used as a whole school strategy to track and exemplify pupils' attainments and to support the setting of targets. These books contain work that is assessed and moderated each term.
- 38 Detailed assessments for pupils' attainments in relation to specific learning outcomes in mathematics and science are now in use and the school plans to do the same for English, information and communication technology and religious education later in the year. These assessments are used effectively to identify pupils requiring further help, those with average understanding and those with good understanding. This strategy is then used to support the differentiation of teaching so the learning needs of all pupils can be met. However, not all teachers understand how to use this information to make sure tasks stretch pupils at all levels of ability. As a next step in assessment, the school intends to develop its strategy to include the assessment of all curricular subjects in Years 3 to 6.
- 39 The general approach to marking has been standardised across the school. Work is regularly checked to ensure pupils have completed set tasks but the use of teachers' comments to identify strengths and priorities for development remains unsure. The school's strategy for assessment shows a significant improvement since the last inspection. Although all teachers do not yet use assessment consistently, the school's systems give structure and guidance to all staff about assessing, recording and using the results of assessment to improve teaching and to raise the pupils' standards of attainment. The role of the school's co-ordinator for assessment has contributed significantly to these strategic developments.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

- 40 Parents have a good opinion of the school and the education provided. In the questionnaire sent before the inspection, to which about a quarter of parents replied, there were substantial majorities for all the positive statements, although there were always some who disagreed. Most parents say their child likes school. Almost all feel happy about approaching the school with problems and that leadership and management are good. They also feel that teaching is good. Significant minorities disagree that homework is satisfactory and are unhappy about information received about their child's progress. The details are given in Part C of this report. Most of the views expressed at the parents' meeting were positive; there were a few minor concerns, usually by one or two parents. Parents here were satisfied with pupil reports but there were also worries about the inconsistency of homework.
- 41 As at the time of the previous inspection, the school makes good efforts to keep parents informed about the work of the school and their child's progress. However, whilst many parents respond well, some do not attend home and school consultative meetings to discuss pupils' progress. Staff make a good start with informative induction procedures for parents and their children into the Nursery and Reception classes. The school has run several workshops to explain to parents more recent developments, such as the national literacy and numeracy strategies, and use of computers. The parents of younger pupils are encouraged to take part in the family learning project, where they work with their child one afternoon a week in a programme planned to develop their skills as parent educators; about seven parents attend currently. Annual reports on the pupils' progress are generally good, with details on every subject or area of learning. The best give parents a good view of the academic and social progress of their child, together with the standards achieved and some targets for improvement. There is inconsistency, however, and the weakest concentrate too much on the pupil's attitudes or make general statements that could describe any pupil in any subject. The prospectus is an attractive document that meets requirements and gives good practical information. The governors' annual report to parents also meets requirements. Newsletters are informative and contain details about the curriculum content for the current term, so that parents can support their child at home. The school has consulted parents fully on such matters as the change to hot school dinners and the Home-School Agreement. The latter, although completed by most parents, appears to have had little effect on the home and school partnership.
- 42 Many parents are supportive of the school in general and of their own child. Very supportive parents help with reading at home and enter into a dialogue with the teacher in the reading diary. However, as at the time of the previous inspection, some pupils say that their parents do not help. Attendance at the regular formal meetings with teachers to discuss the work is poor, as less than half attend. Very few parents help around the school. The parent-staff association is heavily reliant upon teachers for its continuation.
- 43 The school provides good quality information for parents who have children with special educational needs. Parents are invited into school to annual reviews of statements and to take part in the termly review of individual education plans.

HOW WELL IS THE SCHOOL LED AND MANAGED?

- 44 Leadership and management in the school are satisfactory overall. The headteacher provides good leadership with the very strong support of the deputy headteacher. They have a very clear idea of where the school needs to go to improve further. The strengths of leadership and management lie in a well-communicated expression of aims and values that set high expectations for all. The considerable improvement in the quality of teaching and improvements in mathematics and information and communication technology standards, in the development and use of assessment and in the provision for pupils with special educational needs owes a great deal to the work of the leadership team. The governors are very committed to the school. They get good information from the headteacher. As a result they have a good understanding of the challenges facing the school. There has been good monitoring, evaluation and development of teaching, from the head, senior staff and the local authority to support performance management. Feedback from this has helped to improve the quality of teaching, although there are continuing inconsistencies. The school has good arrangements for identifying how educational priorities will be supported financially. Specific grants have been used well, for example to provide additional adults in the classroom and in the provision of computers and training in information and communication technology. However, there is a much higher amount of money than usual held in reserve. One reason for this is the difficulty the school has in filling all teaching posts. The school makes good use of new technology. Computers are used efficiently in administering the school's day-to-day business. Very good use is made of the computer suite and this is having a considerable impact on standards of attainment in information and communication technology. The new accommodation is good and is being well used. There is a good level of well-informed learning support assistants.
- 45 The school has sufficient qualified and experienced teachers but has frequent staff absences and experiences difficulty in keeping a full staff. During the inspection temporary or replacement staff taught a significant number of lessons. This staffing instability has a negative effect on the continuous step-by-step progress of pupils. Learning resources are adequate but some areas of the curriculum need further development. In particular there is insufficient equipment for physical development in the Foundation Stage, more resources are needed for mathematics and there are gaps in resource provision in religious education. Although the library is satisfactory overall, some subjects are not well provided for. For example, there are few good books for pupils to follow up sporting interests. The school has implemented national strategies for performance management and is making satisfactory progress against its targets. The acting co-ordinator for special educational needs has improved the quality of identification and support for pupils with special educational needs and continues a programme of improving opportunities for these pupils. Staff have been briefed about the new national code of practice for special needs. The acting co-ordinator is very enthusiastic and manages and organises the provision with a high quality skill and dedication. It is school policy that pupils with statements of need - officially attending the unit for special needs – are fully supported within mainstream classes. This ensures that they are included in everything the school has to offer.
- 46 There remain some unsatisfactory aspects of leadership and management. Although the school has good intentions in the way it seeks to develop the role of subject manager, little has been done in some subjects to provide subject policies and guidance to ensure consistency of approach in teaching. There are few opportunities for subject managers to see what is being taught to other classes and year groups, so that priorities for improvement can be identified. Nor is there a systematic method for subject managers to see samples of pupils' work to check that standards are

good enough. Some subject managers are reluctant to take on the responsibilities expected of teachers in an effective school. As a result the shared commitment to improvement and the capacity to succeed are weakened.

- 47 The school is aware of the principles of best value through challenging itself, comparing its standards with those of other schools, consulting widely with other agencies - such as the local education authority and services such as educational psychologist and health care units - and competing to improve. The principles are applied in a satisfactory manner although not always consistently by all who work in the school. Overall, given the school's available finance, its standards, quality of teaching and leadership and management, it provides satisfactory value for money.

48 **WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?**

The headteacher, governing body and staff of the school should:

- 1, raise standards of attainment in English and science throughout the school, and in mathematics and information and communication technology in Years 1 and 2, by monitoring the progress of pupils, identifying clearly what they need to do, know and understand next and setting targets for the progress of individual pupils (paragraphs 2,3,14,15, 16, 21, 38, 58, 60, 61, 69, 70, 77, 78, 99);

 2. extend the role of the subject manager, especially in monitoring and evaluating lessons, achieving curriculum balance and providing guidance for teachers (paragraphs 12, 18, 19, 46, 68, 84, 89, 93, 106,110, 115, 120);
- and,
3. develop an effective senior management team ensuring that management responsibilities are more evenly shared (paragraphs 17, 18, 19, 38, 45, 46).

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	95
Number of discussions with staff, governors, other adults and pupils	39

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	3	18	32	38	2	0	2
Percentage	3	19	34	40	2	0	2

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

Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	39	359
Number of full-time pupils known to be eligible for free school meals	0	120

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	2	8
Number of pupils on the school's special educational needs register	6	158

English as an additional language	No of pupils
Number of pupils with English as an additional language	11

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	55
Pupils who left the school other than at the usual time of leaving	20

Attendance

Authorised absence		Unauthorised absence	
	%		%
School data	3.5	School data	2.0
National comparative data	5.6	National comparative data	0.5

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

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

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2001	24	24	48

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	19	19	20
	Girls	19	20	20
	Total	37	39	40
Percentage of pupils at NC level 2 or above	School	77 (79)	81 (76)	83 (97)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments				
Numbers of pupils at NC level 2 and above	Boys	19	20	20
	Girls	21	19	21
	Total	40	39	41
Percentage of pupils at NC level 2 or above	School	83 (88)	81 (94)	85 (79)
	National	85 (84)	89 (88)	89 (88)

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

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

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2001	22	18	40

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	11	13	17
	Girls	13	16	18
	Total	24	29	35
Percentage of pupils at NC level 4 or above	School	60 (63)	73 (66)	88 (84)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	9	11	15
	Girls	14	16	16
	Total	23	27	31
Percentage of pupils at NC level 4 or above	School	58 (68)	68 (68)	78 (84)
	National	72 (70)	74 (72)	82 (79)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	1
Black – African heritage	1
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	300
Any other minority ethnic group	0

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	11	1
Other minority ethnic groups	0	0

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

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	15.4
Number of pupils per qualified teacher	22.9
Average class size	27.2

Education support staff: YR – Y6

Total number of education support staff	12
Total aggregate hours worked per week	254

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	39
Total number of education support staff	7
Total aggregate hours worked per week	172
Number of pupils per FTE adult	13

FTE means full-time equivalent.

Financial information

Financial year	2000 - 2001
	£
Total income	859,270
Total expenditure	762,473
Expenditure per pupil	1,807
Balance brought forward from previous year	43,000
Balance carried forward to next year	96,797

Recruitment of teachers

Number of teachers who left the school during the last two years	7
Number of teachers appointed to the school during the last two years	5
Total number of vacant teaching posts (FTE)	2
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	2
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	380
Number of questionnaires returned	107

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	61	32	4	3	0
My child is making good progress in school.	52	42	2	2	2
Behaviour in the school is good.	44	46	7	1	3
My child gets the right amount of work to do at home.	36	30	19	3	11
The teaching is good.	55	38	3	2	2
I am kept well informed about how my child is getting on.	43	35	12	6	4
I would feel comfortable about approaching the school with questions or a problem.	69	28	3	1	0
The school expects my child to work hard and achieve his or her best.	58	36	3	1	2
The school works closely with parents.	44	42	10	3	1
The school is well led and managed.	57	38	3	0	2
The school is helping my child become mature and responsible.	49	47	3	1	1
The school provides an interesting range of activities outside lessons.	26	47	9	1	18

One or two parents raised individual matters that have been discussed with the school.

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

- 49 The provision in the Foundation Stage has been maintained since the last inspection, when it was judged to be satisfactory. The children between the ages of three and four years of age are accommodated in the Nursery and Reception classes; children in the Nursery attend part-time. The Nursery has moved premises since the previous inspection and is now in a self-contained annexe within the new school building. The Reception classes are situated in two classrooms within the main school, but are close to the Nursery annexe. The Nursery and Reception classes form the Foundation Stage of learning, and the staff are working towards developing procedures and policies to support this important stage of development and learning. Teaching in the Foundation Stage is satisfactory overall. This is helping children to work appropriately through the 'stepping stones' (the nationally identified step by step objectives for learning at this stage) towards the Early Learning Goals (the overall learning objectives for children in the Foundation Stage). This includes those learning English as an additional language, and those identified as having special educational needs.
- 50 The children enter the Nursery with very low skills in communication, language and literacy, and are well below the expected level for their age in mathematical development and personal, social and emotional development. Baseline assessments of each child's development when they start in the Nursery confirm this picture of attainment. The children make satisfactory progress in the Nursery and Reception classes but still enter Year 1 with skills that are below or well below the expected levels for their age in most areas of the curriculum, except in physical development where many children achieve the early learning goals.

Personal, social and emotional development

- 51 Many of the children enter the Nursery class with social skills and emotional development that are well below the expected level for their age. By the time they leave the Reception class, they have made good progress, although their skills are below what might be expected and they are still working towards achieving the early learning goals. This good achievement is due to the teaching expertise of the staff, who are vigilant in developing the children's self-esteem and personal independence. The children have good attitudes to their learning and in the main make positive responses to their peers and adults. The children in both the Reception and Nursery are constantly encouraged to be confident in their abilities. In both year groups children are learning to work and play together co-operatively; those children who are still dealing with strong impulses, particularly in the Nursery are encouraged to negotiate and share. The children are learning to be considerate and to say they are sorry if their actions have upset the other children. They are well motivated in their learning, and their skills in concentrating and showing interest are developing well. The staff present good role models, relationships are secure and the children approach adults confident that they will get a positive response to their requests. The staff also provide an environment where children have reasonable access to equipment and can make their own selection. Resources are still to be more fairly shared to ensure children always have a good quality selection at their disposal, from both the Reception and Nursery. Behaviour in lessons during the inspection was always at least satisfactory, and sometimes good or very good. The children are developing ideas about other cultures and how to express their feelings. They are learning about their emotions and how to express them safely. Cultural aspects are

promoted, but sometimes opportunities are missed to reinforce the diversity of the cultures in today's society. The programme for personal, social and emotional development promotes the children's spiritual, moral, social and cultural development appropriately. Children identified as having special educational needs make good progress in their personal development.

Communication, language and literacy

52 Many children come into the Nursery with poor skills in speaking and listening and difficulties with communication. Overall their attainment on entry to the Nursery is well below that which is normally expected. They make satisfactory progress however although their skills when they leave the Reception classes are still well below the level expected for their age. The children enjoy listening to stories and can generally handle books correctly. The children in the Nursery are developing well in using and handling books in an appropriate manner. The staff are vigilant in helping the children communicate and express themselves and offer opportunities for the children to express their feelings and ideas. The children's suggestions in discussion and during conversations are valued. The children are also learning how to use their language to negotiate and to work co-operatively, for instance when developing their ideas about 'Goldilocks and the Three Bears' and when using the role-play area to 'shop' and exchange money. Children learning English as an additional language and those identified as having special educational needs make satisfactory progress in learning to communicate. In the Reception classes the children are given opportunities to look at words and the sounds within them. A few children can use these skills to recognise simple words and to identify the sounds letters make. Many are still learning that words in print have meaning and although some children can identify the sounds letters make, they are not yet able to use this knowledge to decipher words. However, in both age groups the children enjoy books, take pleasure sharing these with adults and are keen to make contributions to stories, such as 'What can Piggy hear?'. The children are encouraged to write and make marks and symbols to represent writing. The children in the Nursery in particular are given good opportunities to write in their role-play activities and they gain from these experiences. The children are learning to write their own names with the appropriate upper and lower case letters. Sometimes in the Nursery these are not reinforced sufficiently by adults. For example, adults write the children's names but not in sufficiently large print for this age group.

Mathematical development

53 Many children leave the Reception year with skills well below the level expected for their age, but they make satisfactory progress in their learning from the time they enter the Nursery. The children in the Reception classes are learning to count to ten and beyond, but several still struggle to count a group of objects accurately or recognise numerals. However, they are learning to use mathematical language accurately, for example when comparing the size of porridge bowls in the story of 'Goldilocks and the Three Bears'. They are beginning to identify different coins in money, although many still find some of this work difficult, but they are learning to identify two and three-dimensional shapes. In the Nursery the children's ideas about numbers are being reinforced effectively, for example the staff count with the children as they play and when making models such as musical 'shakers'. There are some experiences for the children to calculate and manipulate numbers, but not enough to consolidate their learning. The children learning English as an additional language and those identified as having special educational needs make appropriate progress in their mathematical development.

Knowledge and understanding of the world

- 54 The children come into the Nursery with little general knowledge. The staff help them to build on what they already know and the children make satisfactory progress. They are learning to recognise simple objects and to identify these correctly, from looking at storybooks and pictures and when handling natural materials. In the Nursery the children have good experiences using their senses to explore different objects and materials. In the Reception classes they also explore substances and observe change, for example when baking, but some experiences, such as using sand and water are not always available to them. The younger children have good opportunities to handle different materials and use sand and water in their daily play. They also observe change. For instance, during the inspection the children made pancakes on Shrove Tuesday. They are learning about time and place. For instance they discuss the days of the week and photographic evidence shows they explore the environment, as when they took the train from Boston station. The younger children are learning to use computers appropriately, although sometimes they do not receive the support they need to progress further. Older children in the Reception classes are learning how to use a 'Roamer' successfully and to programme this to move in multiples of its own length. They also have regular visits to the computer suite in the school. Despite the breadth of their planned experience, children are not likely to achieve the Early Learning Goals for this area.

Physical development

- 55 The children's physical development progresses well overall and by the time they leave the Reception classes their levels of attainment are about the level expected for their age. The children run, jump and balance with confidence and control, they are developing good co-ordination and can negotiate space, obstacles and other children successfully. However, although there is a good-sized outdoor space available for the children in the Nursery, this is not often used for challenging activities, for instance using the climbing frame. This is because the area is yet to be developed and does not at present have an appropriate safety surface. Installation of this type of surface is at the planning stage. The children in this age group use the variety of prams and bikes available to develop their skills in co-ordination, pushing, pulling and propelling themselves along. The children in the Reception classes have good opportunities to use the hall regularly to refine their physical skills, although at present the Nursery children do not use this as often. There are plans to develop the outdoor area and its use, and for the two year groups to have access to and share resources in both areas of the school. Generally the children are developing good ideas about health awareness and how to be safe. During a physical development lesson in the Reception year the issues of health and safety were well promoted, and the children are very well aware of the need to be safety conscious. Hand control skills are developing well, and children identified as having special educational needs make good progress in their physical development. The staff make considerable efforts to ensure that there is always a variety of materials, implements and tools for the children to practise these skills. For example, they have access to sand, water and dough in the Nursery as well as painting and writing materials on a regular basis. In the Reception classes the children use pencils and crayons in their work and are becoming increasingly able to use scissors properly. The children's skills in using their hands tend to be rather weak when they first come into the Nursery and the progress they make is due to the good range of experiences they receive.

Creative development

- 56 The children start from a fairly low level of skills in their creative development when they enter the Nursery class. They make good progress, although their skills are still below the expected level for their age when they leave Reception classes. In the Nursery class the children have access to a range of materials to make collages. They use paint to express themselves and in the Reception Year the children can create colour 'wheels' showing a range of colours in the spectrum, and their creative work includes observational painting and considering texture. Throughout the Foundation Stage the children are encouraged to be involved in productive role-play, for example to extend their mathematical knowledge whilst re-enacting the story of 'Goldilocks and the Three Bears'. The children enjoy singing and are introduced to a variety of nursery rhymes when they first start. A reasonable range of materials, equipment and tools is used in their creative work. For example, during the inspection, the children in the Nursery enjoyed making their own 'shakers' to create percussion instruments from a variety of natural materials, such as rice and pasta. The children's creative work is valued in the school and their efforts are displayed proudly. The children in the Nursery are also consulted about the way in which their works of art are to be mounted.
- 57 The quality of teaching in the Foundation Stage of learning is satisfactory overall, with examples of good teaching in the Reception classes. The staff have a good knowledge of and expertise in the curriculum for young children, the Early Learning Goals and the 'stepping-stones' of the curriculum for the Foundation Stage to achieve these. They also recognise the importance of learning through play for this age group of children. The staff have good skills in good behaviour management, which means the children make good progress in social development and personal independence, and they are learning to concentrate and show interest in their surroundings and activities. The teaching of basic skills in literacy and numeracy are appropriately promoted. Planning matches children's needs but school planning strategy is still developing. The staff's expectations for both behaviour and attainment are appropriate, and methods and organisation are generally effective. The provision for children learning English as an additional language is satisfactory, and the staff support children identified as having special educational needs effectively. The use of time, support staff and resources is effective. Assessment is used correctly to inform planning although assessment and planning are yet to be developed consistently across both age groups. There have been some staffing problems in the Nursery, which have had an impact on continuity and progression. These have now been resolved. The outdoor area is to be developed and used by both Reception and the Nursery in the future. Both year groups do not have the beneficial use of the hall. The post of Foundation Stage co-ordinator is vacant at present, which is an unsatisfactory situation. However a member of staff is due to take over this responsibility. In the meantime the staff in both year groups have worked together to produce an action plan for development. Resources are sufficient. Most are of good quality. More resources are needed for mathematical development and to improve physical development further. For example, there is no appropriate safety surface outdoors for use of the climbing frame.

ENGLISH

- 58 In the 2001 National Curriculum tests standards attained by eleven-year-old pupils were well below average. The proportion of pupils attaining the higher level 5 was below the national average. The trend has been erratic but with a decline in the most recent years. In comparison with schools in a similar social and economic setting, the schools' performance in English tests was below average. In the 2001 National

Curriculum tests for seven-year-olds standards in reading and writing were well below average. Compared with the results of similar schools standards in reading were above average and in writing close to average. There is no clear trend in reading as results have moved from the national average, to below, above and then to below average. Overall standards are affected to some extent by the high incidence of pupils with special educational needs and by the pupils joining the school at times other than the normal time of joining.

- 59 The inspection team found attainment in English, at ages seven and eleven, below average. Standards have been maintained but not improved since the previous inspection. However, given the well below average attainment on entry to the school, pupils' achievements are good. The speaking and listening skills of seven-year-olds are below average. However, all pupils readily engage in conversations about their reading and their work. Eleven year olds are able to listen to a speaker and raise questions effectively. They listen well to adults and are confident when speaking but have limited opportunities to talk purposefully with peers about their ideas, thoughts and learning. The school's use of Circle Time offers good opportunities for pupils to express ideas and feelings in a supportive context.
- 60 Reading standards across the school are below average but eleven-year-olds show a wide range of attainment from well below to well above average. The skills of reading are not well established across the school but some pupils do read to their parents or carers on a regular basis. This is one of the better areas of the home and school relationship. Pupils are eager to read and state their preferences for favourite elements from current reading texts. Year 2 pupils understand how books are structured and can explain the title, author, illustrator, and whether a text is informative or fiction. The most able readers in Year 6 not only read with expression but also understand the nature of different kinds of writing and can locate and use texts from the library effectively. Results of tests for reading are recorded regularly but need to be monitored and used to plan for the teaching of reading and to set targets for individual pupils.
- 61 Writing standards across the school were found to be below average. Pupils' experience of writing is often restricted to short exercises that consolidate what has been taught in a particular lesson and this gives limited opportunity for drafting and re-drafting, extended writing, and the development of a range of styles of writing. The termly use of 'Best Books' enables teachers to assess progress against the targets set for pupils.
- 62 Pupils make good progress when lessons are challenging, have a clear learning focus and pupils have time to think before answering questions. For example, in Year 1, after giving pupils time to check their learning of spellings from the previous day, the teacher shared learning objectives for the lesson with the class and had these written out for pupils to see. The lesson followed principles drawn from the National Literacy Strategy and began with all pupils reading from a Big Book. Attention then focused on words selected from the text that included the 'ch' sound. Additional words were identified from the text and from the pupils' own experience. These were listed so pupils could see those beginning and ending with this sound. They quickly recognised and were able to talk about the ways in which these words began and ended. A group of these words was selected for pupils to learn for homework. Sentences were then identified within the text, and pupils were able to use the term 'sentence' for those that began with a capital letter, had a full stop and made sense but not for those without these features. Questions and the question mark were introduced to all pupils. Pupils then engaged in independent reading, whilst the teacher worked closely to support guided reading with one group and a

Learning Support Assistant worked with another group. At the end of the lesson the teacher consolidated and checked on the pupils' learning about sentences and 'ch' words with reference to the Big Book, and by questioning the class.

- 63 In Year 6 the teacher arranged for a local nurse to speak to pupils about smoking and they were prepared to listen and to take notes. These purposes were clearly explained to pupils at the start of the lesson. They were also well prepared for note taking, using a writing frame that had been introduced and explained to them in a previous lesson. Pupils listened attentively and succeeded in noting health risks and reasons why people might smoke. Pupils with special educational needs were very well supported by a learning support assistant. All pupils were encouraged to think of questions to ask the visiting speaker and to rehearse these with the pupil sitting next to them before asking the nurse. Following the nurse's presentation pupils gave their views about the dangers of smoking and explained how they had used abbreviations, key words and short sentences when making their notes. Subject specific vocabulary had been introduced and explained during the presentation and pupils were able to incorporate some of these new words when questioning the nurse and when summarising their own views about smoking.
- 64 The quality of teaching is satisfactory overall. Teachers have satisfactory levels of subject knowledge though there are some examples of poor modelling of spoken English. Planning is better in some classes than others and this affects the focus of lessons and the quality of learning. Some lessons in Years 1 and 2 are not planned clearly against National Literacy Strategy objectives. Where learning objectives are specific and testable, focused on what pupils are to learn and become capable of doing, lessons take pupils' learning forward. They enable consolidation as well as providing teachers with a framework for checking what pupils have learnt at the end of each lesson. Some teachers have very good strategies for assessment through questioning. Teachers then use this information in their planning of subsequent lessons to ensure progression of skills and understanding, and the preparation of suitably differentiated learning experiences. Good support is given by learning support assistants. They are knowledgeable and confident in their work.
- 65 Pupils are keen to talk about their reading, writing and learning. They value attention, praise and encouragement. Work is regularly and consistently marked but limited attention is given to explaining why work is of a good standard and few notes of steps for improvement. Progression in reading and writing is not strengthened by setting targets for individual pupils in their reading diaries and when marking their written work.
- 66 There is a structured and well-planned approach to the teaching of handwriting skills. Pupils' handwriting becomes increasingly more clear and controlled from the ages of seven to eleven. Their workbooks are well presented and well cared for.
- 67 Literacy skills are used effectively when pupils explain their understanding of aspects of mathematics, record their work in science, note ideas in religious education, and summarise their learning in history and geography. There is limited use of information and communication technology to support the teaching of literacy in class. However, the information technology suite is well used to teach computer skills, such as word processing and editing that can be used in English. The pupils' use of literacy for research, personal expression, collaborative and independent learning, and thinking across the whole curriculum does not form a significant part of the school's English Policy.

- 68 The policy for English was drawn up in February 2001 and is due to be reviewed in 2003. The Subject Leader has established the standardisation of handwriting practice, set up the School Library and is assembling evidence from colleagues about how well school policies and procedures have been implemented. While the implementation of the English policy is being evaluated, the role of the subject manager is not yet developed sufficiently to support staff development in the use of assessment information about attainment and in building more coherence and progression in the English curriculum.

MATHEMATICS

- 69 The results of the National Curriculum tests for pupils aged seven in 2001 were well below the national average and well below the average for similar schools. Evidence from this inspection indicates that the present Year 2 group of pupils is still below the standard expected nationally but is beginning to improve. This is similar to the standard of attainment found at the previous inspection.
- 70 The results of the National Curriculum tests for pupils aged eleven in 2001 were below the national average but above the average when compared to similar schools. Standards of work seen during inspection match the standard expected nationally when pupils are eleven. This is an improvement since the previous inspection. The high numbers of pupils with special educational needs, the number of pupils with English as an additional language and those who join the school late in their school career have an effect on overall standards of attainment.
- 71 Samples of pupils' work demonstrate that pupils in all classes undertake an appropriate variety of work on space, shape and measures and tackle a range of problems involving handling data and investigation during the course of the year. There has also been a big improvement in the provision for pupils with special educational needs, and they make satisfactory progress in their learning. A good number of classroom support assistants provide teachers with very good support and make a valuable contribution to the pupils' progress. The setting of pupils into ability groups for mathematics lessons in Years 5 and 6 has also had a significant impact on raising standards. At present very few pupils reach the higher levels possible when pupils are seven and eleven. The school is beginning to implement strategies to provide greater challenge for its higher attaining pupils. These are not yet fully effective throughout the school.
- 72 Year 1 pupils make satisfactory gains in their learning and cover an appropriate range of work. They count reliably forwards and backwards and understand the operations of addition and subtraction. They use mental strategies that they have been taught to solve problems. Most pupils have a secure grasp of odd and even numbers. They understand two-dimensional and three-dimensional shapes. They recognise a cylinder, sphere and a cube. Pupils focus on the development of mathematical language and know the meaning of heavier, lighter and taller and smaller. In one lesson observed the teacher had decided to repeat the previous day's lesson again because after marking, it was obvious a group had not understood the work well enough. This particular group of Year 2 pupils finds mathematics quite difficult. Pupils worked to find a pattern in numbers. They worked with the numbers to make 8, though, again, some pupils got the wrong answers. Other pupils worked in pairs and had two dice to decide which numbers to use in their calculations. In spite of the efforts of the experienced teacher they are still some way behind the standard one would expect to find at this age.

- 73 All three classes in Years 3 and 4 were observed. Although their work is still below the standard expected two of the classes were making satisfactory progress and the other was progressing well. All pupils were working on the points of the compass. There was good differentiation between the work set for pupils of different ability and age though in one class the level of noise distracted from the learning in the lesson. Pupils use their knowledge of the compass to understand angles and enjoyed turning through half and quarter turns before using various methods of calculating angles. The pupils in Year 5 and 6 are set by ability and this is proving beneficial to their progress. The more able pupils make very good progress in their lessons. The Year 5 class moves to the information and communication technology suite to use the interactive mathematics program. They know that 360 degrees is a full circle and 180 degrees is half a circle. Pupils know how to use the electronic white board and practise mouse skills. They begin to measure and estimate to 1 degree accuracy. The higher attaining pupils in Year 6 started their lesson by completing a fact sheet on tables. There was great competition between pupils to finish first and to reach high scores. While checking their answers pupils discussed sensibly where they made mistakes and how they could correct them. This was a very useful part of the lesson and helped all pupils to make good progress in their learning. Later, pupils worked on division of decimals. They understood the method used to work out the answers and practised to become more proficient.
- 74 The majority of pupils enjoy mathematics and have a good attitude to their work. With some notable exceptions, they behave satisfactorily, listen attentively and show interest in the tasks they are given. This was particularly noticeable in the upper sets in Years 5 and 6 where pupils are working at and sometimes beyond the expected level. Those who have short concentration spans are well managed by most staff but the behaviour in a Year 3/4 class prevented pupils from making good progress. Most pupils are courteous and trustworthy and show respect for property. Pupils in all year groups form constructive relationships and work collaboratively when required. Pupils showing initiative are fewer in number, but many are willing to take responsibility by helping in different ways, for example by giving out and collecting equipment and books if required.
- 75 The overall quality of teaching of mathematics throughout the school has improved significantly since the previous inspection and is now good. Of the eleven lessons observed, teaching in the four observed in Years 5 and 6 was very good. Throughout the rest of the school it is never less than satisfactory and in three lessons it was good. In most classes, pupils are managed very effectively with praise and encouragement and a purposeful atmosphere for learning is created. Throughout the school, teachers use their knowledge of the National Numeracy Strategy and of their pupils, to plan interesting, relevant activities. Lessons have clear objectives that are usually explained to pupils so that they know what they have to do. Most staff work closely as a team within year groups. Support staff are deployed very effectively, making a considerable contribution to successful learning, especially for pupils with special educational needs. In Year 5 and 6 the teachers' personal enthusiasm for the subject, as well as their high expectations for the pupils' work and behaviour harness the pupils' energies so that they make good progress.
- 76 The curriculum is broad and balanced and fully satisfies statutory requirements. Since the previous inspection the two teachers responsible for developing mathematics lead the subject well. They have received excellent support from the local education authority mathematics advisor, and, since her appointment, from the deputy headteacher who has developed assessment in the subject very well. A whole range of initiatives has helped to improve pupils' attitudes and their interest in the subject is now good. The revised scheme of work is developing well and is

closely linked to the National Numeracy Strategy while taking into account the school's own needs. The teachers responsible for mathematics have successfully improved the school's resources, which are of good quality and are suitable for the effective delivery of the curriculum. Individual targets are set for all pupils. Assessment procedures have recently been improved. There is good analysis of the results of statutory tests for seven and eleven year olds. National Curriculum tests are taken in Years 3,4 and 5 and results are analysed to inform future plans. In mathematics the school is in a strong position to continue to improve.

SCIENCE

- 77 The 2001 National Curriculum teacher assessments for Year 2 show that standards in science are below average. Inspection findings are that these standards have been maintained and remain below average. In comparison with similar schools the schools' results are in line with the national average at the expected level but are below average at the higher level possible at this age. Results for Year 6 in 2001 National Curriculum tests were below the national average. The number of pupils reaching the higher level possible was below the national average. In comparison to similar schools with the same sort of numbers of pupils entitled to free school meals, results were above average. The number of pupils reaching higher levels was in line with the average of similar schools. In comparison with schools whose pupils had similar attainment on entry to the key stage, the schools' results were below average at the expected level and well below average at the higher level. The trend in results shows a steady increase from 1999 to 2000 but a dip in 2001. This can be explained by a high level of pupils with special educational needs and a high level of pupil mobility.
- 78 Inspection findings are that pupils in Year 6 are reaching standards that are below the national average. This has been maintained since the 2001 results. Pupils' achievement continues to improve and is now satisfactory. This is because teachers are beginning to include investigation in their planning. The last inspection judged standards to be well below the national average in Years 1 and 2 , and in Years 3 to 6 broadly in line.
- 79 The school uses termly assessment to inform groupings for teaching and learning. This is beginning to have a positive effect on pupils' learning, including those with special educational needs.
- 80 By the end of Year 2, pupils are developing satisfactorily their skills, knowledge and understanding of science and its vocabulary. In Year 1, pupils continue their learning from the Foundation Stage and are beginning to understand reflection. They used an investigative approach to learning to understand the differences between light and dark. In Year 2, pupils developed an awareness of water turning to steam when it is heated, and that on cooling steam turns back to water. Through a teacher led experiment, pupils were shown how water turns to steam using a kettle to boil the water. Pupils recorded the process in a flow chart and demonstrated understanding through putting the events in order. Pupils are encouraged to draw and label. Presentation of work is satisfactory and some teachers take care to remind pupils of the skills used when recording their findings. Pupils enter Year 1 with an unsatisfactory range of scientific knowledge. Pupils, in general, make satisfactory progress through Years 1 and 2. Learning support assistants help pupils with special educational needs very well. The support pupils get ensures that they fully access the science curriculum.

- 81 By the end of Year 6, pupils are able to understand that some substances harm our bodies. Pupils took part in a teacher led experiment that demonstrated the harmful effects of smoking. A very good discussion followed, which further developed pupils' knowledge, skills and understanding. Year 5 investigate the difference between solids, liquids and gases. In an excellent lesson pupils conducted experiments which underpinned and developed their knowledge skills and understanding. In other lessons in Years 3 and 4, pupils conducted experiments to enable them to understand that plants need light, warmth and water to enable them to grow healthy leaves, roots and stems. There is evidence of coverage across attainment targets, however there is very little evidence of higher attaining pupils achieving elements of level 6 work. Pupils begin to develop a scientific vocabulary and some are able to use this in relevant contexts. Pupils with special educational needs are very well supported by their learning support assistants and have full access to the curriculum and make satisfactory progress in the well matched but relevant tasks they are set.
- 82 Cross-curricular skills are developed effectively in some classes, through collecting and presenting data recorded in writing and in discussion. The balance of curriculum time in the subject is uneven and this is unsatisfactory. Some classes get a more generous allocation of teaching time than others.
- 83 The quality of teaching in Years 1 and 2 is satisfactory overall, but is variable with some very good teaching seen. The better lessons featured a good pace, clear planning and a sound understanding of the subject. Where teaching was less good the pace of lessons slowed and management and organisation did not support continuous learning experiences for all pupils. Work-sheet activities that did not challenge and extend pupils learning were used at the expense of more demanding investigative work. In Years 3 to 6, teaching was never less than satisfactory and examples of excellent and very good teaching were seen. In these lessons planning was effective. Teachers' knowledge and understanding was very good and challenging investigative work took place. Lessons are conducted at a brisk pace. Activities are relevant and well linked to the learning objectives. Teachers have very high expectations of pupils' behaviour and performance. As a result pupils' attitudes are very good. In lessons that were satisfactory, management and organisation did not always support continuous learning. Work-sheet activities did not challenge and extend pupils learning and were used at the expense of more demanding investigative work. Work given to pupils and teacher expectations were often too low.
- 84 The long term and medium term plans are linked to national guidelines. Assessment is closely linked to the completion of units of work. From these assessments pupils are organised into three teaching groups. The subject is managed by a temporary co-ordinator at present, who is effective and efficient. Some monitoring of planning has been undertaken. However there is no subject manager evaluation of teaching and learning within classrooms.

ART AND DESIGN

- 85 Standards in art and design are below average at seven and at eleven though pupils make good progress in Years 1 and 2. This is the same as the standard found at the time of the previous inspection. Pupils in an excellent Year 1 lesson used a variety of natural materials and processes to communicate their ideas and meanings when designing and making a collage to represent their favourite outdoor place. At the beginning of the lesson pupils were encouraged to talk about the place they would select, were shown materials that could be used to make a collage and were given clear guidelines to help them make decisions about colour and texture when forming their piece of work. Pupils were also shown how to use glue effectively, how to use

scissors safely and how to work sensibly with the materials and each other. They then discussed their starting points and the selection of materials before working on their own designs. All resources were carefully prepared and arranged for ease of use. Pupils were reminded to take care with their work, to share materials and tools, and to think about and discuss the decisions they were making when selecting what they place where in their collages. Pupils were challenged by their task. They worked with concentration in a very positive and focused manner. Towards the end of the lesson pupils helped to put materials away and took great care in storing their work. Finally, pupils were asked to comment on the qualities of their work. Through careful questioning pupils were able to say how the colours and textures they had used showed others what their chosen place was like and why it was a good place to be. They answered questions with confidence. In this lesson pupils gained some understanding of the ways in which artists make decisions about their work, had experience in selecting and using materials, and in the skilled use of simple tools in order to express their own ideas and feelings.

- 86 Insufficient lessons in art and design were seen to make a secure judgement about the quality of teaching. From the lessons seen, samples of pupils' work, planning and discussions, it is clear that some teachers show insecure subject knowledge. Particularly in short term planning the distinctions between art and design and design and technology are not made clear. Where learning objectives specify the knowledge, skills and understanding expected in art and design pupils' work is well focused and they make good progress.
- 87 The recent introduction of sketchbooks is intended to aid teachers in reviewing the quality and range of pupils' artwork, enabling them to ensure challenge and progression in pupils' understanding of art, their exploration of ideas, and their use of tools, techniques and media. This is a good strategy.
- 88 Pupils discuss their work with enthusiasm and enjoy drawing, painting and making their art. Pupils in Year 6 recall colour mixing, drawing a self-portrait, preparing silhouettes and painting a still life. Their positive attitude offers benefits to the quality of learning. However, the range of their experience in the subject is limited, for example, being involved in large-scale projects, printmaking and textiles.
- 89 The subject manager is newly appointed and it is too early to evaluate the impact of the role. At present the curriculum for art and design does not do sufficient to improve pupils' learning and attainment by ensuring they have a well sequenced experience of visual and tactile elements, including colour, pattern and texture, line and tone, shape, form and space. Currently pupils do not investigate these with reference to the work of artists and so gain a range of skills and techniques for use in their own work.

DESIGN AND TECHNOLOGY

- 90 Standards in design and technology are below average at seven and at eleven. This is the same as the standard found at the time of the previous inspection. Year 6 pupils talk with enthusiasm about their experience of this subject. They have a basic understanding of the processes involved but have limited experience of using them to design, make, evaluate and adapt products. They recall making bread, building working models of traffic lights, a lighthouse, a fairground, and making complex textiles. Pupils do not readily mention using paper, wood, plastic nor metal in different ways. They do not talk of using a range of tools to fashion their products, nor mention the wide range of mechanisms that could be used to make them move.

Pupils' enthusiasm and enjoyment in making products implies that they are ready for the development of this subject.

- 91 Insufficient lessons were seen to make a judgement about teaching and learning. The work seen and in the planning, some teachers show insecure subject knowledge. In medium but more particularly in short term planning the distinctions between art and design and design and technology are not clear. When learning objectives specify the knowledge, skills and understanding expected of pupils in design and technology their work shows progress.
- 92 Limited use is made of the computer suite to investigate design and the control of products that move. Some cross-curricular links are made, particularly with science, to give opportunities for pupils to understand how scientific principles underpin many products that have moving parts. The use of specified display areas for designs, products and working models also aids pupils' appreciation of the subject, as do collections of photographs and design sketches.
- 93 The recently appointed subject leader for design and technology has not yet had time to evaluate curriculum provision or to establish guidance for teachers. At present pupils do not have a well sequenced experience of working with a range of different materials, tools and mechanism or opportunities to examine existing products to consider their construction, what makes them work and their effectiveness. As a result current pupils do not know how to learn from other constructions to improve their own.

GEOGRAPHY AND HISTORY

- 94 At the time of the previous inspection, standards in geography and history were below average throughout the school. Evidence from the inspection indicates that standards have improved and pupils now reach nationally expected levels in both subjects. Pupils with special educational needs make satisfactory progress, although, because of their difficulties, many do not reach the expected levels. Both subjects are arranged in a two-year cycle to accommodate mixed age classes. However the full programme of study of the National Curriculum is covered effectively.
- 95 In Years 1 and 2, teachers have a secure understanding of what they need to teach, so that pupils develop the full range of skills, knowledge and understanding. Seven-year-olds understand that history is concerned with a study of the past. This is developed, for example, through a visit to "A Victorian Day" at the Lincolnshire Life Museum. One boy said that he was so frightened of the teacher in the simulated Victorian classroom he wanted to cry! Year 2 pupils know about The Great Fire of London and can discuss many facts, for example, where it started and why it spread so quickly. They consider different points of view about the fire from the thoughts of a child and an adult. They remember the work of Samuel Pepys and write a diary of their own. Pupils were keen to discuss all that Florence Nightingale had accomplished to improve medical facilities. In geography, pupils know their way to school and can identify their own house on a large-scale map of the local area. They know about different types of homes and make important links to their work in science and history by studying the homes of many birds and animals and walking through the area to look at old and new buildings, paying particular attention to Boston Stump which is an important part of their heritage. They had carried out a survey of cars parked in a local street and considered the problem of increased traffic in the area and how to make it safer. Barnaby Bear increased the pupils' interest in geography. A teacher had taken him to Iceland and this had stimulated discussion

about hot and cold lands. Pupils take him home at night and talk about where he has been and what he has done. This helps pupils to improve their knowledge of the local area.

- 96 In Years 3 to 6 pupils have a consistently secure understanding of the key skills, knowledge and understanding of both subjects. Year 3/4 pupils effectively linked a study of the history of the Egyptians with their work on water by watching a video about the River Nile. Pupils made notes directly from the video to help them in a later lesson when they answered questions about how the Egyptians use water to irrigate their crops and how people live in the overcrowded city of Cairo. This gives pupils an opportunity to develop their investigative skills though lower attaining pupils find some of the work quite difficult. Year 5 and 6 pupils make very good progress in their work in both subjects. A study of the ancient Greek civilisation had been conducted in great depth over the past term and some of the work of the higher attaining pupils was of a high standard. Pupils had made a comparison of Athens and Sparta and decided why they would like to live in one or the other. They had researched the ancient and modern Olympic games, studied the Greek religion and the importance of Greek Gods. Pupils had written their own Greek play and performed it for other pupils. They had discussed the influence of Greek cities on the development of cities in England. In their geography lessons pupils studied the use of water and carried out experiments to purify water, making it fit to drink. Teachers constantly attempt to link the study of geography with everyday situations and this helps to keep the pupils interest and enthusiasm. All the teachers in Year 5 and 6 make good use of 'plenary' sessions when groups of pupils report to the whole class on their results and share the results of their experiments and research. Although many pupils find it quite difficult to record their work in writing, the historical and geographical content of their lessons is understood well.
- 97 Overall, the quality of teaching in both subjects is good though during the inspection almost half of the lessons observed were taken by supply teachers and a teacher from a neighbouring school, borrowed for the inspection due to the difficulty in obtaining supply cover. Pupils enjoy lessons and sustain their interest well. For example, during note taking on the river Nile video all pupils were totally absorbed and keen to complete the exercise.
- 98 Both subjects rely on a long-term map to help teachers plan the curriculum effectively. Topics and themes are rotated so as to ensure all pupils have equal access. Resources in both subjects have been improved. Good use is made of out-of-school visits and visitors to the school. A residential visit is arranged for pupils in Year 6 that gives pupils an opportunity to contrast their town with another area. Pupils are increasingly given opportunities to use their skills in mathematics using co-ordinates in mapping exercises in geography and understanding time lines in history. Both subjects are used well to improve pupils' skills in discussion, reading and writing and in information and communication technology. The teachers in charge of the subjects intend to write the policies when the new schemes of work have been used over the two-year period and reviewed at the end of the school year. Assessment in both subjects has yet to be fully developed.

INFORMATION AND COMMUNICATION TECHNOLOGY

- 99 Attainment at the end of Year 2 is below that expected nationally. Standards have been falling since the last inspection. Attainment at the end of Year 6 is in line with that expected nationally and has improved since the last inspection.

- 100 The school has done much to raise the profile of ICT over the last two years. A new computer suite has been fully fitted and the recent purchase of an inter-active white board has enhanced learning opportunities for all pupils. The deputy head-teacher is responsible for managing and organising the subject and gives outstanding support and guidance to colleagues to enable them to gain confidence and expertise in the subject.
- 101 By the end of Year 2 pupils are familiar with the basic skills of logging on. They are competent in using the mouse to select different shapes located on the side of the screen. Pupils could find similar shapes on the screen and successfully used the mouse to perform this operation. They used the mouse with skills to put words in order to assemble sentences. They follow instructions carefully as the teacher uses the interactive white board and are beginning to select appropriate icons. An example of cross-curricular work was seen when pupils logged onto the history page and found the Tudor site. Pupils then decided which part of the picture did not fit in historically. Planning shows that they have experiences in using programmable floor robots for control.
- 102 Year 3 and 4 pupils learn how to use a database to produce a bar chart. Most are able to enter data into a database and to use it subsequently to answer questions. They are able to produce bar charts of their findings such as those about fruit and vegetables. Year 5 use complex searches to locate information and learn to use information and communication technology to test a hypothesis, using a created database. Pupils demonstrated a secure knowledge and understanding of their work. In year 6 pupils are able to skim-read and sift information to modify a search strategy. They have a clear understanding that the Internet is a huge database and that information found is often useful. They are able to search the Internet to gather information and use this effectively to support their work across the curriculum.
- 103 Pupils with special educational needs make sound progress in the subject. They have equal access to all activities and this is achieved through the high quality support by learning support assistants.
- 104 The teaching of information and communication technology is satisfactory in Years 1 and 2 but good in Years 3 to 6. The quality of teaching varies with teacher confidence in the subject content. Some very good lessons were seen but also one unsatisfactory lesson. Lessons in the computer suite are well organised and as a result the good resources are well used. Teachers seek opportunities to teach skills which can be used to advantage across the curriculum. Because there is a systematic curriculum, pupils are learning good skills. They concentrate on their learning over long periods of time and enthuse about their work on computers.
- 105 The leadership and management of the subject are of a very high quality. The teacher has very good subject knowledge and imparts this successfully to less confident colleagues. She has ensured that information and communication technology has become an integral part of the school's curriculum and is used to support and enhance the work in most subjects.

MUSIC

- 106 Standards in music match those expected when pupils are seven and eleven. Standards for seven year olds are similar to those found at the time of the previous inspection but standards for eleven year olds have improved since that inspection. Pupils make satisfactory gains in learning, although sometimes progress is stop/go because the curriculum is not structured with a firmly defined step-by-step acquisition

of skills and experience. Pupils with special educational needs are included in the range of musical experiences and they make satisfactory progress. Where teacher confidence is at its best, good opportunities are presented to these pupils and progress is often good. Pupils who are learning English as an additional language enjoy the practical aspects of music lessons and gain from these experiences. They sometimes struggle for understanding where they are expected to listen to teacher's explanations.

- 107 Seven-year-olds discuss their musical experiences with interest and enthusiasm. They enjoy singing and list the things they sing in class and in assembly. Pupils have some experience of using instruments to create their own music. They know the names of some, although they are very hesitant about others. They are very confident in explaining how to get the most out of a tambourine and how to use it for different effects. Some have written down their compositions so that they can be practised and played again. They listen to music played by the teacher and talk about its effect on them. These pupils have quite a sophisticated knowledge of instruments of the classical orchestra and talk knowledgeably about flute, French horn and saxophone. Although pupils say that they talk about the music they listen to, they find difficulty articulating what it is they talk about. Pupils in Year 1 use a range of untuned percussion instrument to create sound patterns. They listen to each other's 'composition'. Some pupils are ready to listen well and take turns. A few need strong intervention because they have not yet acquired the necessary disciplines to make music effectively. Year 2 pupils in a very good lesson show that they have had the necessary experience to work collaboratively, to listen and respond to others. These pupils showed that they understand and appreciate soft/loud, and fast/slow. They made 'body music' to simulate a storm linked to the content of their religious education lesson. Pupils suggested how improvements could be made to their compositions.
- 108 Eleven year olds are equally enthusiastic in discussion what they know, understand and can do in music. They have a very clear understanding of the families of instruments, how they make their sounds and what they can be used for. However, pupils are less confident discussing composers and pieces of music they know. They remember affectionately the music they listened to that was turned into a dance performance for parents. In a lesson given by a visiting teacher, pupils in Years 3 to 6 sang a range of songs vigorously and enthusiastically. This group of songs included a song from a South African background. They found some difficulty with the words of a song with many verses but managed the tune and its rhythms well. With the same teacher, Year 5 and 6 pupils worked hard as they practised a two part song. Although this was a new experience, they began to get the necessary blend of voices across the two parts. Where singing had previously been strong and enthusiastic, they sang the sensitive words of the two part song with expression and appropriate volume. In a good Year 6 lesson, pupils had good opportunity to show their understanding of different types of song written for different purposes. As it was close to St. Valentine's Day, some chose to write love songs with a repetitive chorus. Others, stimulated by the teacher's playing of songs with a sporting background chose to write a song to sing at school football matches to encourage the team. As well as writing the lyrics, some pupils improvise effective tunes to carry the words.
- 109 Teaching is satisfactory overall. Examples of good teaching were seen. Where teacher knowledge is at its best, in a Year 2 lesson the teaching is very good. The school makes good use of the skills, experience and expertise of the visiting teacher. Some satisfactory lessons are slow paced because the teacher lacks confidence with the lesson content. On occasions like this, pupils are not as well engaged in the learning, lose interest and the teacher needs to resort to strong use of whole school

strategies for managing pupils. Where teacher knowledge is good, the lesson is brisk, engaging pupils well. They concentrate, are lively in their response and make good progress in their learning. Sensible use is made of the most recent national guidance for the music curriculum. This is especially useful and important where teacher knowledge is less comprehensive.

- 110 The curriculum is satisfactory overall. However, there is a wide variation in the quality of the content of lessons. Some of this variation is due to the fact that there is no up to date policy and guidance for those staff who need more support. The expertise of the subject manager is not used well through giving other teachers opportunities to see how a good lesson in music is taught. There is currently insufficient support for non-specialist staff through the informed monitoring of planning. Nor does she have opportunity to see others teach so that priorities can be identified for improving the quality of teaching and making it consistent across classes and year groups. There is no current strategy for checking and building on the progress of pupils through assessing their attainment. Resources for music are satisfactory. Good use is made of existing untuned percussion instruments. There is little by way of tuned percussion to add challenge to the work of pupils. There are some books in the library for pupils to follow up their interest in music. There is no inspection week evidence of the use of information and communication technology. Standards in music have been maintained since the previous inspection.

PHYSICAL EDUCATION

- 111 Standards in physical education match those expected when pupils are seven and eleven. The school has maintained standards since the previous inspection. Discussion with pupils of this age shows that they receive good experience across all areas of the curriculum. Standards in swimming are particularly good. Almost all pupils can swim and 49 out of 52 current Year 6 achieve at least the expected standard of 25 metres. Many exceed this considerably and go on to personal survival awards and more advanced water safety skills. Pupils with special education needs make progress at the same rate as other pupils. Occasionally, a minority has behaviour difficulties and this slows the rate of progress. Pupils learning English as a new language make satisfactory progress. Only occasionally do these pupils have difficulty understanding what is expected of them where there is no adult able to speak their mother tongue. On one occasion classmates gave a girl with very little English excellent support. She found it difficult to understand the teacher's instructions and although she tried to respond by watching others, she began to get upset and frustrated. Others in her group, aware of her difficulty, patiently and carefully demonstrated and explained in improvised sign language and hand symbols. When she was successful in demonstrating her sequence of movement, these pupils were delighted with her success, applauding her and gently patting her on the back.
- 112 Seven year olds have a good understanding of exercise to be fit. They understand the principle behind warming up and cooling down. They know that vigorous exercise stimulates the heart and lung functions. Some already exceed the swimming standard for eleven-year-olds. They discuss with understanding and insight work in dance, gymnastics, and games. They explain that in a ball game it is important to 'keep your eye on the ball' to play the game well. Sports day is their favourite part of the physical education curriculum. Alert pupils in Year 1 respond well in a 'traffic lights' agility game and are not caught out by the teacher's 'red, red' when they are already stopped. Although these pupils use space well in a running and pathways activity, after some time running becomes one directional and they tend to congregate into a restricted space. Pupils are happy to demonstrate their activity for

the benefit of others. Pupils in Year 2 are given a great deal of choice in their activities. Because they have acquired good disciplines they take the opportunity to choose well and are very engaged in the creative and thinking part of their work. Other pupils in this year group get little choice and are given detailed instructions about what to do. These pupils respond well to the instructions but do not attain as high a standard because they are not required to think about what they are learning.

- 113 In other lessons with Year 3 and 4 pupils, some pupils work very well together. Others in the same year group do not get sufficient time to practise their activities because they have not acquired sufficient skills in working together. Because they are not achieving as well as they might, these pupils become restive and need the support of adults to stay on task. Some of the pupils in these groups have very flexible body movement and invent ingenious sequences. In some of these classes, but not in all, pupils benefit from opportunities to look closely at what others are doing, to comment and learn how to improve their own work. In a good Year 5 lesson, all pupils operate at the expected level of strength, mobility and agility. Some pupils in this lesson had very mature skills and very well developed physical attributes. They were challenged to think and to be creative and different in what they do. One very agile pupil in a paired activity where patterns are expected to mirror the activity of the other put his partner in real difficulty in the challenge he set. Some girls had very good yoga positions for starting and finishing a sequence. Pupils in Year 6 have a great deal of confidence in each other and use the strength of the group to achieve linked balances. They explain that 'we got rid of the wobbles by using each other to make the balance more secure' and 'we improved our performance by using each other well'. Most of these pupils have a good idea of how to use the different phases in a sequence and how to achieve smooth transition from one balance to another.
- 114 Teaching in physical education satisfactory overall and lessons are frequently good. All teachers ensure that lessons begin with a suitable warm up. Pupils are often expected to explain what they need to do to ensure their safety. Almost always pupils are properly dressed for vigorous physical activity and most teachers reinforce this important learning point by dressing appropriately themselves. However, this is not always the case. Teachers' subject knowledge is satisfactory. Some teachers have good subject knowledge and use it well to ensure lessons are brisk and purposeful using pupils' input very well. Some lessons are over-directed. This involves a great deal of explanation, prevents pupils from thinking for themselves and slows down the lesson. Where pupils have to do a great deal of listening they grow restless and lose concentration. This makes difficulties for pupil management and reduces the time available to learn new skills and to practice and refine previous learning. Some teachers make very good use of pupil demonstration and explanation. This ensures that pupils are always seeking to improve their performance and that they learn from each other. In lessons such as these, the quality of movement and sequences is rather better than that in other lessons. Good use is made of learning support assistants, particularly to help pupils who have special educational needs and who have behaviour difficulties. Some teachers give good support to pupils learning English as a new language and that helps these pupils to be well involved in the learning and the activities. Other teachers find it difficult to adjust their teaching to the needs of these pupils and other pupils sometimes give the necessary support. This usually happens where the teacher is temporary to the staff and is not very familiar with the pupils' learning needs.
- 115 The curriculum is satisfactory. Pupils get a range of different activities that ensures curriculum requirements are covered. However, there is no recent policy or guidance to teachers for physical education. Some of the coverage is inconsistent and there

are inconsistent approaches to teaching. Lessons do a great deal to support the school's aims in raising pupils' expectations of themselves, particularly in the provision they make for the social and moral development of pupils. Pupils' contributions are valued and this helps raise their self-esteem. The new subject manager is knowledgeable about the subject, and recognises what needs to be done. However, she has no opportunity to see lessons taught by other members of staff. It is difficult then for the school to identify what needs to be a priority in developing the quality of teaching and making it consistent. Although the hall is also used for collective worship and school meals, it is a good space with a suitable floor for physical activity. The school uses it well. Resources for physical education are sufficient and in good condition. Teachers get good support from learning support assistants in lessons. There are some books in the library for pupils to follow up an interest in sport. However, this provision is limited. There is no inspection week evidence of the use of information and communication technology to support learning in this subject.

RELIGIOUS EDUCATION

- 116 At the last inspection the pupils' attainment in religious education, at the ages of seven and eleven years of age, was judged as being below the expected level. The subject has been improved since then and is now in line with expectations for both age groups. Religious education was not being taught consistently across the school at the last inspection, it is now taught regularly and effectively in all classes. The provision for religious education generally promotes the pupils' spiritual, moral, social and cultural development effectively.
- 117 By the time the pupils are seven years old they have a reasonable knowledge and understanding of religious education, which is in keeping with the expectations in the locally agreed syllabus and national guidelines. By the age of eleven, the pupils' attainment is also in line with the expected levels. Religious education has been given a higher priority than previously and most pupils now achieve appropriately.
- 118 The quality of teaching is satisfactory in Years 1 to 6. Lessons are generally planned to give the pupils a balanced and broad understanding of religions and respective traditions and beliefs. As a result those pupils who are now in Year 3, have a secure knowledge of Bible stories, and of leading faiths, although they are a little less sure of aspects of Judaism. However, during the inspection Year 2 pupils were learning about the Jewish celebration of Passover and most pupils have a secure grasp of the significance of particular foods eaten at this time, and they learn a reasonable amount about symbolism and celebrations. In Years 3 and 4 the pupils consider a variety of texts from the Bible and make comparisons, and Year 1 pupils are learning about Lent and Easter. Pupils, who are in Year 6, have a clear understanding of the major faiths of the world, such as Hinduism, Islam and Christianity, although again they are less sure about the Jewish faith. Pupils, including those learning English as an additional language and those identified as having special educational needs, are generally making satisfactory progress in their learning about different faiths and beliefs and are developing tolerance, understanding and respect.
- 119 The pupils have positive attitudes toward religious education and generally behave well in lessons. However, in a lesson observed in Year 1 the pupils' behaviour impeded their progress. In a Year 6 lesson the pupils enjoyed re-enacting the story of 'The Good Samaritan' and they generally behaved appropriately. The staff make good links between religious education and other subjects for example reinforcing literacy through activities such as reading aloud, role-play and writing to explain their work.

120 The coverage of religious education is not always consistent across the school. From samples of work it is apparent that some classes do not cover topics in depth. However, the curriculum is satisfactory and appropriate overall, but despite suitable time allocations overall, some sessions for religious education are too long, for example a Year 1 lesson was timetabled for an hour. There is not enough monitoring of work to ensure coverage is as expected, although planning of lessons is evaluated by the co-ordinators for the subject. The co-ordinators have also audited resources and identified where additional materials are needed, for example artefacts and more Bibles are required to use in lessons to support the pupils' learning. Leadership and management of religious education is satisfactory overall. The two co-ordinators are aware of what needs to be done to improve the subject further. They have already introduced the locally agreed syllabus, and ensured that all classes are covering religious education in the timetable. They intend to use the local authority's syllabus more often and support this with the established national guidelines. There is no assessment procedure established for religious education as yet to inform future teaching and build on what the pupils know and understand, but there are plans to implement this. Information communication technology is used appropriately to support learning in religious education, for example using the Internet to research different Bible texts.