

# INSPECTION REPORT

**THURLBY COMMUNITY PRIMARY SCHOOL**

Bourne

LEA area: Lincolnshire

Unique reference number: 120390

Headteacher: Mr Graham Clegg

Reporting inspector: David Figures  
10269

Dates of inspection: 16 – 19 October 2000

Inspection number: 224530

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:	4 to 11 years
Gender of pupils:	Mixed
School address:	Lawrance Park Crown Lane Thurlby Bourne
Postcode:	PE10 0EZ
Telephone number:	01778 423311
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mr Paul Biddlecombe
Date of previous inspection:	27 February 1996

## INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
David Figures	Registered inspector	English	Characteristics of the school
[OIN: 10269]		Religious Education	How well is the school led and managed?
		History	What should the school do to improve further
		Music	
Sue Wood	Lay inspector		How well does the school care for its pupils?
[OIN: 19446]			How well does the school work in partnership with parents and carers?
Brian Griffiths	Team inspector	Science	The school's results and pupils' achievements.
[OIN: 2607]		Art and Design	How well are the pupils taught?
		Geography	
		Areas of learning for children in the foundation stage	
Pat Mitchell	Team inspector	Mathematics	Pupils' attitudes, values and personal development
[OIN: 15551]		Information and Communication Technology	How good are the curricular and other opportunities offered to pupils?
		Design and Technology	
		Physical Education	
		Special Educational Needs	
		Equal opportunities	

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## **PART A: SUMMARY OF THE REPORT**

### **INFORMATION ABOUT THE SCHOOL**

The school is a community primary school of average size catering for 185 boys and girls between four and eleven years of age serving Thurlby in southern Lincolnshire and nearby villages. English is the first language for all pupils, almost all of whom are white. Nearly ten per cent of pupils have special educational needs but there are no statements of special educational need. This is below average. The attainment of children on entry to the school is about average. The school shares part of its premises and site with the Lawrance Park Community Association which owns the hall, ancillary accommodation and the field.

### **HOW GOOD THE SCHOOL IS**

Thurlby Community Primary School is a good school. Standards in English, mathematics and science are high because good, frequently very good and sometimes excellent teaching leads to effective learning. Positive leadership creates a secure atmosphere in which pupils have the confidence to do well; at the same time the school carefully monitors what is being taught and learned in English, mathematics and science as part of a programme of continuously raising standards. The school gives good value for money.

#### **What the school does well**

- Pupils' standards of attainment in English, mathematics and science are good because teaching is good and the curriculum is well organised.
- Pupils are enthusiastic about school, which cares for them well; their behaviour is good and relationships are very good.
- The provision for pupils with special educational needs and for higher-attaining pupils is good.
- The school's partnership with the parents is good and they think well of the school.
- The headteacher and senior staff give positive leadership.

#### **What could be improved**

- The quality of teaching in the lower part of Key Stage 2.
- The management of the curriculum in subjects other than English, mathematics, science and information and communications technology.
- The governors' role in monitoring standards.

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

### **HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION**

The school has made good progress since the last inspection in February 1996. Standards have improved, most significantly in English, mathematics and science. This is in large part because the quality of the teaching has improved and the curriculum is now well organised. Pupils with special educational needs are well supported because the school now bases its work on the national Code of Practice. Positive leadership has established suitable school aims and coherent documentation. There is a good school development plan. The roles and responsibilities of key staff are now clear. Suitable assessment arrangements have been established for English, mathematics, science and information and communications technology, but these have yet to be completed for other subjects where the role of the curriculum co-ordinator remains insufficiently developed.

## STANDARDS

The table shows the standards achieved by 11 year olds based on average point scores in National Curriculum tests.

Performance in:	compared with			
	all schools			similar schools
	1998	1999	2000	2000
English	A	D	A	A
mathematics	A	B	A	A
science	A	C	A	B

**Key**

well above average above A

average B

average C

below average D

well below average E

Standards are average when children reach the age of five. Test results in reading, writing and mathematics are consistently above average at the end of Key Stage 1 where there are particular strengths in speaking and listening. At the end of Key Stage 2, recent results in English, mathematics and science have recovered from a dip in 1999 and are well above average. In science, the pupils' results are above the average of schools with a similar intake and in English and mathematics they are well above that level. The school sets ambitious but realistic targets for attainment. Work seen during the inspection was consistent with above-average results in English, mathematics and science. Standards are above average in music in Key Stage 1 and in Key Stage 2 geography; otherwise, standards are average in these subjects. In both key stages, standards are average in religious education, art and design, design and technology, history, information and communication technology and physical education.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good, especially in the foundation stage and Key Stage 1. Pupils enjoy coming to school and most pupils work hard.
Behaviour, in and out of classrooms	Good both in and out of the classrooms. It is frequently very good or excellent in the foundation stage and Key Stage 1. It contributes to the school's purposeful ethos, and to the high standards achieved.
Personal development and relationships	Good. Pupils take initiatives and become mature and responsible young people by the time they leave the school. Relationships in the school are very good.
Attendance	Good.

## TEACHING AND LEARNING

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

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

The quality of teaching overall is good and caters well for all pupils. As a result, pupils learn effectively and achieve well. In 92 per cent of all the lessons seen it was at least satisfactory and in 67 per cent it was good or better. In 30 per cent the quality of teaching was very good or excellent. It was less than satisfactory in eight per cent. The best teaching was seen at the upper end of Key Stage 2 and in the foundation stage. Pupils with special educational needs are well taught. The overall quality of teaching in English and mathematics is good and literacy and numeracy skills are well taught. The quality of teaching in the other subjects follows a similar pattern. The strengths lie in very good relationships, good planning, clear learning objectives and high expectations of pupils' attention, diligence and commitment. Work is well matched to the needs of all pupils: this challenges them and maintains their interest; they work conscientiously and behave very well. The weaknesses occurred when teachers expected too little of pupils' behaviour or levels of concentration so that learning time was lost.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good. It is well planned, especially for the children in the foundation stage. The curriculum is enhanced by a satisfactory range of extra-curricular activities. Links with secondary schools are good. Extension work for gifted and able pupils is insufficiently related to other concurrent learning.
Provision for pupils with special educational needs	Good. Curriculum planning is good. Good quality individual education plans provide relevant and realistic targets.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good. Very good provision for pupils' social development leads to very good relationships. Good provision for pupils' moral development is reflected in high standards of behaviour. Provision for pupils' spiritual and cultural development is satisfactory.
How well the school cares for its pupils	Arrangements are good. It is a caring school with effective systems which foster personal development and academic achievement.
How well does the school work in partnership with parents?	Good. The school works hard to involve parents in their children's learning and in the wider life of the school.



## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Good. Those in senior management positions have valuable complementary skills directed at raising standards. However, subject co-ordination in the subjects other than English, mathematics, science and information and communication technology is unsatisfactory.
How well the governors fulfil their responsibilities	Good. Concerned, involved and well-informed governors bring skills and committed support to the school. They are less active than they should be in monitoring standards of pupils' attainment.
The school's evaluation of its performance	Satisfactory. It is good in English, mathematics and science. National Curriculum assessment results are carefully analysed, and lessons learned for future planning. The monitoring and evaluation of standards in other subjects is unsatisfactory, however.
The strategic use of resources	Satisfactory. Effective use is made of new technology to support the pupils' learning, and spending decisions follow the priorities identified in the school development plan.
The adequacy of staffing accommodation and learning resources	Good. The indoor accommodation is very good and supports teaching and learning well.

## PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> <li>The quality of the teaching and the standards achieved.</li> <li>Pupils' good behaviour and the attitudes the school promotes.</li> <li>The head and teachers are approachable and respond quickly to parents' suggestions.</li> </ul>	<ul style="list-style-type: none"> <li>The relationship with parents and the flow of information between school and home.</li> <li>Activities outside lessons.</li> </ul>

The inspectors endorse the parents' positive views, but not the criticism about the availability of information or of extra-curricular activity. The school makes all reasonable efforts to ensure parents are fully informed about how their children are getting on. The range of extra-curricular activity is satisfactory, given the size and circumstances of the school.

## **PART B: COMMENTARY**

### **HOW HIGH ARE STANDARDS?**

#### **The school's results and achievements**

- 1 For at least the past five years, seven-year-old pupils have reached high standards in the national tests of reading, writing and mathematics. The assessments made by teachers of pupils' attainment in science have also shown standards to be high. Test scores for 2000 show that, as in 1999 and earlier years, pupils reached standards in reading, writing and mathematics that were well above the national average, and with the exception of writing, which was above average, well above the average of similar schools. In the teachers' assessments in science, attainment was also well above both the national average and that of similar schools; in 2000, almost all pupils reached the nationally expected Level 2. Teachers' assessments also indicate that attainment in speaking and listening is particularly high. Boys and girls reach equally high standards in the national tests. Test results are generally consistent with the overall findings of the inspection, that at the age of seven:
  - pupils reach above-average standards in English, mathematics and science;
  - boys and girls reach equally good standards; and
  - this high attainment has been maintained for several years.
- 2 In the national tests taken by eleven-year-olds in 2000, pupils reached standards that were well above the national average in English, mathematics and science. In English and mathematics, their scores were well above the average seen in similar schools and in science they were above average. These good results follow a year in which results in these tests had fallen from their previously high level to be close to the national average and below, or even well below, the average of similar schools. This lower attainment is associated with a period of considerable staff change and illness: variations in pupils' performance from year to year can, at least in part, be attributed to the particular class's staffing history. Now that there are more settled arrangements for older pupils, the school's test results are back on track and matching the earlier good results in tests for eleven-year-olds. In most of the past few years, boys and girls have reached roughly equal standards. The exception was 1999, when an unusually high proportion of pupils (one-quarter) was on the register of special educational needs; most of these were boys, and so not only did overall attainment fall, but girls outperformed boys to a marked degree. The more recent test results are consistent with the findings of the inspection, that at the age of eleven:
  - attainment in English, mathematics and science is above average;
  - boys and girls reach equally good standards;
  - whilst attainment fell for a short while from earlier high standards it has recovered and is again good.
- 3 Higher-attaining pupils make good progress and achieve high levels in national tests. The proportion of pupils who in 2000 attained at Level 5, the standard expected of 13-year-olds, was well above average in English, mathematics and science.
- 4 The school sets targets for pupils' achievements in the national tests that are demanding in the sense that they will not be reached unless all concerned work hard, and realistic in the sense that they are based on pupils' earlier achievements. The school is on track to meet its targets for the next two years.

- 5 When children start school at the age of four, their attainment covers a normal range and is around average. Their personal, social and emotional development is at a good level by the time that they transfer to Year 1, largely because very good teaching focuses on helping children to develop the attitudes and skills necessary for further learning. Attainment in all other areas (namely communication, language and literacy, mathematical development, knowledge and understanding of the world, physical and creative development) improves at a good rate but, overall, remains in the normal range. However, the very good teaching which they are currently experiencing puts a substantial proportion of the present reception year on track to reach higher standards than average by the end of the foundation stage.
- 6 At the end of Key Stage 1, attainment is above average in English. Attainment in speaking and listening is very good because of the substantial number of occasions made by teachers for pupils to listen carefully and respond thoughtfully. Standards in reading are above average because it is taught interestingly, in ways that often enthuse pupils to participate and concentrate well. For example, in a lesson involving a story about a bear and a picnic lunch, Year 1 pupils were very attentive because the teacher read the story dramatically and with immense enthusiasm. The high level of interest ensured that when the teacher asked questions, pupils fully understood them and replied in ways which were very sophisticated for their age as well as being long and detailed; reading benefited from this approach almost as much as speaking and listening. Standards in writing are good; they could be better if more of the enthusiasm seen in other aspects of English were drawn on when pupils write. In mathematics and science, pupils progress well and reach good standards. In both subjects, the practical and investigative approach makes a major contribution to pupils' high achievement. Attainment in music is beyond the nationally expected level, largely because the subject is often taught by an enthusiastic and expert musician, who knows the pupils and their capabilities well. In information and communication technology, religious education, art, design and technology, geography, history and physical education pupils make satisfactory progress and reach the nationally expected standard.
- 7 At the end of Key Stage 2, attainment is above average in all aspects of English, mainly due to the well-planned, skilled and enthusiastic teaching in Years 5 and 6. This also ensures that good standards are maintained in mathematics and science. In these two subjects, higher-attaining pupils reach especially good standards due to the arrangements made for specialist teaching in small groups. The good progress and standards in geography owe much to the practical approach in general and to well-planned educational visits in particular. Standards in information and communication technology, religious education, art, design and technology, history and physical education are all in line with the national expectation.
- 8 The progress of pupils with special educational needs is good. Progress is good in withdrawal groups for literacy and mathematics when pupils work with a specialist teacher. This work provides for the reinforcement and extension of skills based on pupils' individual targets and good liaison with the class teacher ensures that these pupils cover the same content areas as the rest of the class. A voluntary helper works knowledgeably with two pupils on a carefully constructed reading programme. This contributes positively to their achievement. Pupils make good progress in class lessons, especially literacy and numeracy lessons, where adapted work is provided for them based on prior assessment. In the reception class pupils are identified and helped at an early age. This contributes to the good progress they make.
- 9 Pupils' achievements are enhanced by the way the school uses the National Literacy and Numeracy Strategies. Both have been adopted, and are often used imaginatively.

Positive contributions to pupils' achievements also are made by the effective ways in which literacy, numeracy, information and communication technology and citizenship are integrated into pupils' work in other subjects.

- 10 Since the last inspection, standards of attainment have improved in almost all subjects. The dip seen in the 1999 Key Stage 2 national test results has been reversed and the school is well placed to continue to maintain or even improve on its current high standards.

### **Pupils' attitudes, values and personal development**

- 11 Pupils are happy and eager to come to school and settle to work enthusiastically. They enjoy working on the computers or practising a play during breaks and lunchtimes. Most have very positive attitudes to school that make a significant contribution to their achievement. Pupils in Reception and Key Stage 1, in the older Key Stage 2 classes, and in the special classes designed to extend pupils' experiences, are interested in their work and keen to do their best. They join in discussions with confidence and answer questions readily. They are alert, lively and curious in response to interesting lessons. They are able to concentrate and persevere with a task in order to complete it, and respond well to a challenge. For example, in a Year 2 mathematics lesson, when devising their own sequences of numbers, pupils chose large numbers to manipulate and really had to think hard to work out the right answers. Pupils are able to work independently and collaboratively, settling down to work quickly and readily, thus maximising learning time. They take a pride in their achievements as, for example, when they demonstrate their work to others in physical education. Teachers obviously value pupils' work and this helps to foster their sense of pride.
- 12 However, there are some unsatisfactory attitudes to work in the Year 3 class and this is having a negative impact on the achievements of the pupils concerned. During class lessons and discussions some pupils become restless, especially when the pace is slow. They lose interest and disturb others who are not able to concentrate fully on the lesson. The flow of the lesson is interrupted further when the teacher has to stop to restore quiet and bring pupils' attention back to the lesson. During group work, pupils do not always concentrate well or try hard. This is true especially of some of the higher-attaining pupils when they find the work too easy and finish it quickly.
- 13 Behaviour is good overall in the classrooms. However, it is inconsistent and there are instances of unsatisfactory behaviour in some younger classes in Key Stage 2 where pupils do not always listen attentively and talk while the teacher or other pupils are talking. Generally, however classrooms are pleasant working environments conducive to good learning. Pupils are courteous both to each other and adults, trustworthy, and polite. They are ready with offers of help. In lessons and assemblies they listen well to each other and adults, and are able to work together and support and help each other. Pupils behave well around school and in the playgrounds, they know the behaviour that is expected of them. No evidence was found during the inspection of any bullying or racist behaviour, mixed race and gender groups playing harmoniously together. Pupils look after property and the environment carefully. No pupil has been excluded from the school in the last three years.
- 14 Pupils with special educational needs are integrated well into the classes and are able to work collaboratively with other pupils. They are interested in their work and join in all class activities and visits. There are very good relationships between the staff and pupils, and adults value their achievements. This helps to motivate pupils and increase their confidence and self-esteem.

- 15 Pupils' personal development is good. Pupils are confident learners who willingly take responsibility in the classroom and around school. For instance, pupils in Year 2 had the confidence to stand up in assembly and speak clearly to the rest of the school about work they had been doing. As they get older, pupils take on more responsibilities. Year 6 pupils have a rota of jobs which they undertake diligently and reliably. These include helping in the library and helping younger pupils with access to the Internet at lunch times. Pupils work co-operatively to put apparatus away safely after physical education lessons. They are able to work independently in lessons, and keep their concentration while their teacher is working with another group. As they get older pupils take more responsibility for their own learning as, for example, in a Year 6 dance lesson where small groups of pupils worked together to devise a dance sequence to music they had chosen from *West Side Story*, or when they research a project independently on a topic that interests them.
- 16 There are very good relationships between pupils and between adults and pupils, which contribute to the positive and supportive ethos within school. Pupils are prepared to listen to others' views and show respect for one another's feelings and beliefs. This is fostered throughout the curriculum, in religious education lessons, in specially managed class discussions and in assemblies; for example, older pupils discussed and wrote sensitively about being an evacuee during the Second World War.
- 17 The school's attendance figures are good. The vast majority of pupils arrive at school in good time and it is rare for pupils to be late. Registers are completed swiftly at the start of each session enabling a prompt start to lessons.

#### **HOW WELL ARE PUPILS TAUGHT?**

- 18 The quality of teaching is good overall. In the foundation stage (the reception class) the quality of teaching is very good and in Key Stages 1 and 2 it is good. Fourteen per cent of all teaching seen was excellent, 54 per cent was either very good or good, 24 per cent was satisfactory and eight per cent unsatisfactory. In the foundation stage, all teaching seen was at least good and most was either very good or excellent. In Key Stage 1, over 80 per cent of teaching was good or better. In Key Stage 2, the quality of teaching varied considerably: almost 15 per cent was either very good or excellent and another 15 per cent was unsatisfactory. The best teaching was in Years 5 and 6 and the less than satisfactory teaching was in Years 3 and 4. However, there was also good teaching and learning in these lower junior classes, usually when teachers were very confident in their subject knowledge and demanded high standards from pupils.
- 19 The quality of the teaching in English, mathematics, science, religious education, geography, and physical education is good. It is satisfactory in art and design and design and technology. In music, teaching is very good in Key Stage 1 and satisfactory in Key Stage 2. No overall judgements can be made of teaching in information and communication technology and history, as too little direct teaching was seen in these subjects.
- 20 The best teaching was characterised by good planning which drew on considerable teacher expertise in the subject, making clear precisely what pupils were going to learn but leaving space for responding to pupils' contributions. As a result, pupils felt closely involved in learning and so they achieved well. High demands were made of pupils' abilities to work hard and make good progress. In the least effective lessons, work was not hard enough, especially for higher-attaining pupils, so that they lost interest and

began to fidget and distract other pupils; this was not corrected sufficiently by the teacher, so that the learning of all pupils slowed down.

- 21 Teachers' knowledge and understanding of their subjects and their grasp of pupils' abilities are usually good, so that the work that they do is well matched to pupils' learning needs, ensuring that pupils give of their best and generally make good progress. Teachers' planning is very good in the foundation stage and good elsewhere; this ensures that learning moves at a good pace and that effective use is made of generally high quality learning resources. In a small proportion of lessons, learning is slower than it should be because worksheets are not well matched to the intended learning and are neither hard nor interesting enough to keep pupils' attention. Work that is individually planned for pupils in mathematics and science, and taught in small groups, ensures that higher-attaining pupils make good progress and on occasions reach very high standards. Throughout the school, teachers form good relationships with pupils and manage them and their learning well. This ensures that discipline is usually good and contributes substantially not only to academic achievement but also to pupils' personal, social and emotional development. Even in the least effective lessons, relationships are warm and generally friendly – but more firmness is sometimes needed to ensure that all pupils work in an atmosphere that allows them to make good progress. Classroom support assistants are deployed well and make effective contributions to pupils' progress; volunteer helpers, including part-time members of staff giving extra time for which they are not paid, also make positive contributions to progress, especially in literacy and numeracy.
- 22 Some of the inspection questionnaires indicated that the parents concerned felt that the school did not provide the right amount of work for children to do at home. The inspection findings are that the school provides a satisfactory amount of homework according to the pupils' age. There was a good use of homework; for example, in a Year 4 geography lesson, pupils discussed the newspaper cuttings that they had collected. In addition to the geography to be learned, the homework also practised pupils' literacy skills because they were expected to analyse the headlines and suggest why they might have been phrased as they were. Overall, homework makes a useful contribution to learning.
- 23 In general, teaching promotes the learning of all pupils. Boys and girls receive appropriate attention and the needs of higher and lower attainers are properly addressed. The teaching of pupils with special educational needs is good. Teachers are fully aware of the individual needs of pupils with their class and plan well-matched learning activities for them using the individual education plans. Teachers use a variety of strategies to support pupils with special educational needs. Adapted work is used effectively, especially in English and mathematics. Sometimes pupils work in mixed ability groups, or in similar ability groups, with extra help given to the lower-achieving pupils. Sometimes they work in mixed ability pairs or groups and help each other or they are withdrawn for individual or small group sessions. These all contribute to the good progress made by pupils with special educational needs.
- 24 Good use is made of opportunities presented in other subjects to develop pupils' skills in literacy, numeracy, information technology and citizenship.
- 25 Since the last inspection, teaching and learning have improved, advancing from satisfactory with good features to good overall. In particular, good use is now made in science and mathematics of opportunities for pupils to develop their ability to think for themselves. Now that there are fewer temporary teachers filling key posts, and good appointments have been made both of permanent staff and of the smaller number of

temporary staff, the school is well placed to consolidate and improve further the quality of the teaching.

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

- 26 The quality of the curriculum has improved since the last inspection. All subjects are now taught and have appropriate policies and schemes of work.
- 27 The curriculum is broad and includes the subjects of the National Curriculum, religious education and a personal, social and health education programme which incorporates sex education and drugs awareness. The curriculum for pupils in the foundation stage is particularly well planned. The curriculum for the whole school is well structured and ensures that all parts of the revised National Curriculum are being taught coherently. The national literacy strategy and the national numeracy strategy have been effectively implemented and this has contributed to the high standards achieved. There are particular strengths in the provision for pupils with special educational needs, personal, social and health education, and in the contribution of the community to pupils' learning.
- 28 This basic curriculum is enriched by a satisfactory range of extra-curricular activities during the lunch hour and after school. These are much appreciated and well supported by pupils of all abilities and contribute to their achievement. There are many visits within the locality and field trips to explore different environments. There is a variety of visitors - for example representatives of the RSPCA, a theatre group and local ministers - and organised concerts, harvest festivals and other social events to which parents and the community are invited.
- 29 Subject planning is strong in all areas of the curriculum and nearly all schemes of work provide a good sequence of experiences to help pupils develop skills and provide the necessary continuity and progression for pupils as they move through the school. The exception is in art and design where the view of how pupils' skills are built on year by year is not clear enough. Teachers plan their work well for each half term, detailing the objectives of their lessons.
- 30 Personal, social and health education is good. Although there is no formal scheme of work it is planned for within the science and the religious education curriculum and contributes well to the development of the pupils. Health education is taught as part of the science curriculum and teachers work with the school nurse to deliver the sex education programme for pupils in Year 6. There is a drugs awareness programme taught to each year group. Citizenship is taught within the religious education lessons. Pupils study the reasons why there are rules and discuss the rules needed to live in a community. Within the religious education and personal and social education lessons pupils are encouraged to think about feelings, emotions and respect for others. These measures are effective in promoting very good inter-personal relationships and respect for others.
- 31 The school has good links with both the pre-school provision and the secondary schools. The close relationship that is being built up with the local play-school and nursery is helping pupils to settle quickly when they transfer to school. Close liaison with the secondary schools - including visits by pupils and staff, and projects started at primary school to be completed at the secondary school - prepares them well for their transfer and they look forward to it.

- 32 The provision for pupils with special educational needs is good. Pupils are integrated well into the classes and withdrawal groups are well managed to ensure pupils cover the same curriculum areas as the rest of the class. The legal requirements of the Code of Practice for pupils with special educational needs are met and pupils have detailed individual education plans written for them that are reviewed termly. Specific programmes, for example speech and language therapy, are fully implemented. Although the extension work provided in withdrawal groups for gifted pupils contributes to their progress in mathematics and science it is insufficiently related to other learning and to the lessons they are missing for them to gain the maximum benefit.
- 33 The curriculum for pupils in the foundation stage is good. The recently introduced national guidelines for this age range are being implemented very effectively. Although the teacher was not teaching the reception class last year, she familiarised herself with the national guidelines in plenty of time for the school to have a good outline of work to be covered. This is being elaborated upon well in the form of supportive lesson planning and similarly detailed descriptions of what children are to learn.
- 34 The good provision for pupils' personal development, which includes provision for their spiritual, moral, social and cultural development, contributes well to their positive attitudes, behaviour and good relationships.
- 35 Assemblies, well planned with appropriate themes, and sometimes conducted by local ministers, contribute to the spiritual development of the pupils. Essentially Christian in character, they are planned to enable pupils also to understand and respect the beliefs of other countries and cultures. They contain messages about individual worth, and opportunities are taken to relate them directly to the lives of the pupils. For example, in an assembly about Grace Darling, pupils thought about how they could help others. The opening music sets a spiritual tone and prayer gives time for quiet reflection.
- 36 Religious education lessons give pupils satisfactory insights into their own and other religions. Opportunities are provided in lessons for pupils to talk about their feelings and to listen to and respect the views of others. The school is a caring environment where all pupils' ideas and contributions are valued by the staff.
- 37 The good provision for pupils' moral development includes clear rules for everyone and the consequences for breaking them are well known by the pupils. Praise is well used by the staff to foster good behaviour. Moral issues, such as considering others, are promoted throughout the curriculum and through assemblies. Pupils are developing a wider understanding of moral issues such as drug misuse through the health education lessons. The very good relationships between adults and pupils make a positive contribution as do the teachers and other staff as role models.
- 38 The very good provision for pupils' social education is characterised by the overall atmosphere of the school and the example set by the adults which encourage positive social attitudes among pupils. In the classrooms, all pupils are given opportunities for responsibility and they efficiently set out equipment and clear it away. As pupils get older they take on more responsibility, older pupils helping younger ones. Pupils learn to work collaboratively and help each other in a well-ordered community. There is good provision at lunch times, resulting in a pleasant and relaxed atmosphere. Opportunities are provided for social development through the visits pupils make and the performances they give to parents and others. Pupils learn to help others less fortunate than themselves and raise money for various charities. They run a coffee morning for senior citizens. Pupils with special educational needs are very well integrated into the



life of school. They take part in all school activities and are treated with respect and consideration.

- 39 Pupils' knowledge and experience of their own culture are enriched through the curriculum. To support studies in geography, history and science they visit local places of interest. Pupils acquire some knowledge of the European tradition in music, art and dance. The school benefits from occasional visits from theatre groups and holds book fairs. Pupils gain some knowledge of other religions through religious education lessons and they use African and Asian art as a stimulus, but there are too few opportunities across the curriculum to study and understand other cultures.

#### **HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?**

- 40 The good provision for pupils' welfare, health, safety and guidance noted in the last report has been maintained. The school uses appropriate agencies to support the needs of individual pupils as required. The headteacher is responsible for child protection and he ensures that all members of staff are aware of the relevant procedures. All pupils are well known to all the staff, and pupils feel confident to approach any adult if they have any worries or concerns. The school thus provides a caring and secure environment in which pupils can work and make progress.
- 41 There are high expectations of pupils' behaviour throughout the school and this is supported by school rules that are clearly followed and understood. The school does not tolerate anti-social behaviour, such as bullying, and there is no evidence of it in the school. The parents are also aware of the school's expectations on attendance and behaviour through the home school agreement. Pupils' attendance is monitored well.
- 42 Pupils with special educational needs are identified effectively by the class teacher and placed on the special educational needs register. They have a detailed individual education programme written for them, progress towards the targets in this programme is assessed and recorded regularly and new targets are set appropriately. Liaison is effective with the local authority special needs support teacher who is able to provide detailed assessments of pupils' needs.
- 43 In the last report, assessment procedures were judged to be haphazard and inconsistent and not used to support the planning of pupils' work. This area has significantly improved, particularly in English, mathematics, science and information and communications technology, and is now satisfactory. Results are analysed to reveal any differences between the performance of – for example – boys and girls. Information is well used to meet all the needs of all pupils including those with special educational needs and the gifted. The assessments are manageable and are used to inform future planning to enable pupils to build on previous knowledge and understanding. Assessment in other subjects against National Curriculum criteria has yet to be systematically established, however. The monitoring of pupils' personal development is informal but satisfactory. The staff know the pupils well and are aware of any changes in their attitudes or behaviour.

#### **HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?**

- 44 The school works hard to involve parents in their children's learning as well as involving them in the wider community life of the school. The majority of parents are positive about the school and are satisfied with what it provides and achieves.

- 45 Some parents, however, felt that the school did not work closely enough with parents or provide them with enough information. The inspection judgement does not support this view. The school sends home regular information to parents about activities in school. It provides the parents with termly planning sheets highlighting the areas that will be taught in all subjects in the forthcoming term. This enables parents or other interested adults to share first hand knowledge or experience with the pupils to enhance their learning. The majority of parents welcome these opportunities. A small number of parents give help in classrooms and on school trips which is appreciated by the school.
- 46 Parents are informed at the earliest stage of the procedures for the assessment of special educational needs. In the case of pupils added to the register of special educational needs, parents are invited to attend the review meetings and are often involved in helping the pupils at home.
- 47 Three parent teacher consultation evenings are held each year and a written progress report is sent home in the summer term. The last inspection reported that the reports did not comply with requirements and the school has corrected this. The prospectus, however does not fully meet the requirements as it fails to include the authorised and unauthorised absence figures, and the alternative arrangements made for pupils withdrawn from religious education and collective worship. It does not detail special education needs funding, resources and staffing arrangements.
- 48 Forty seven per cent of the parents returning the questionnaires felt that the school did not provide an interesting range of activities outside lessons. The inspection team found that, given the size and circumstances of the school, a satisfactory range of music and sport activities is provided for the older pupils. The school cannot be expected to offer after-school childcare.
- 49 The school is very well supported by the Thurlby Home School Association which organises a very successful social and fund-raising calendar of events that helps provide extra resources for the school. Recent donations have included information and communication technology equipment, an art guillotine, a pinhole camera workshop, and a Birdwise presentation for the whole school. Parents receive a newsletter, produced by the Association, which has been well thought out and includes pupils' contributions of jokes and quizzes as well as regular information about events.

## **HOW WELL IS THE SCHOOL LED AND MANAGED?**

- 50 The good leadership and management provided by the headteacher and key staff arises from the value of the complementary skills that they bring to the task. The headteacher's positive leadership provides a clear educational direction, focused on raising pupils' attainment, particularly in the core subjects. He has accurately identified the strengths of the school and the areas which need development. His programme for development is supported by relevant policy statements, and is resulting in improvements in standards attained in the National Curriculum assessments particularly at Key Stage 1. The aims of the school, reviewed and developed to meet the criticism expressed in the last inspection report, now reflect the school's good ethos as a caring community and their effect is to contribute significantly to the pupils' good behaviour and positive attitudes to work.
- 51 Curriculum co-ordination is unsatisfactory, however, for subjects other than English, mathematics, science, information and communication technology and music. Outside these subjects, co-ordinators do not, by and large, have a strategic view of the development of their subjects and have not yet accepted their role's responsibility for

standards and quality. Their monitoring of their subjects through scrutinising teachers' planning, evaluating the quality of teaching by classroom observation or monitoring standards of attainment by looking closely at pupils' work is not systematic enough.

- 52 The headteacher provides good professional support to staff and pupils which contributes to a growing sense of team-work. The role of the deputy head, criticised as insufficiently clear in the last report, is now clear and includes the task of developing the subject co-ordinator's role. Results of assessments in English, mathematics and science are carefully analysed and appropriate action taken to remedy weaknesses. The school is accordingly aware of a slight discrepancy between boys' and girls' achievements. The performance of boys and girls is carefully monitored and variations in the number and gender of pupils with special educational needs from year to year may help to explain the differences between them
- 53 A good policy for special educational needs is in place, based on the Code of Practice, which is effectively implemented throughout school. This is an improvement, meeting a criticism made in the last inspection report. The money spent on providing a part-time specialist teacher for pupils with special educational needs is well used and contributes to the progress they make.
- 54 The concerned, involved, well-informed governing body brings many skills to the service of the school. Governors are very supportive and committed to helping the school achieve high standards. Nevertheless, their role in some key areas of the school's life, such as overseeing the monitoring of pupils' standards of attainment, is not yet adequately established and some of their working practices are inefficient. For example, with the exception of finance, there are no committees or groups of governors to undertake detailed work in preparation for governors' meetings and to reduce the time required for discussion at the main meetings. Governors meet their statutory responsibilities in relation to pupils with special educational needs.
- 55 The school development plan, criticised in the last report, is now good. It indicates clearly the main lines of development for the next three years and has a clear order of priorities specifically designed to raise standards, with suitable timescales. Spending decisions are made in accordance with the plan. Best value principles are suitably applied through, for example, careful discussion by the governors - based on the development plan - of proposed items of expenditure.
- 56 The quality of the indoor accommodation is very good, and provides a very good context for teaching and learning. Relevant and colourful displays of pupils' work in corridors and classrooms enhance the learning environment. The outside hard play areas are relatively small for the number of pupils who play there. The very big playing field, shared with the Community Association, is an asset to the school, the value of which is reduced by the number of local people who exercise their dogs on it, because of the attendant implications for the children's health.

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

- 57 To build on the school's high achievement and improve standards further, the governors, headteacher and senior staff should:
- ◆ Improve the quality of teaching in the lower part of Key Stage 2 by:
    - achieving a better match of work to learning need; and

- improving the management of the pupils' behaviour.  
[paragraphs 18 - 21]
- ✦ Improve the management of the curriculum in subjects other than English, mathematics, science and information and communication technology by:
  - introducing more systematic monitoring and evaluation by subject co-ordinators of pupils' standards and achievements and of the quality of teaching.  
[Paragraph 51]
- ✦ Strengthen the governors' role in monitoring standards.  
[Paragraph 54]

Other issues which should be considered by the school:

- Ensure that the extension work for the more able pupils is more closely related to their other concurrent learning;  
[Paragraph 32]
- In art and design, improve the planning for the development of pupils' skills.  
[Paragraph 29]

## PART C: SCHOOL DATA AND INDICATORS

### Summary of the sources of evidence for the inspection

Number of lessons observed	49
Number of discussions with staff, governors, other adults and pupils	36

### Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
14	16	37	24	8	0	0

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

### Information about the school's pupils

Pupils on the school's roll	YR - Y6
Number of pupils on the school's roll (FTE for part-time pupils)	185
Number of full-time pupils eligible for free school meals	1

FTE means full-time equivalent.

Special educational needs	YR - Y6
Number of pupils with statements of special educational needs	0
Number of pupils on the school's special educational needs register	16

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

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	23
Pupils who left the school other than at the usual time of leaving	30

### Attendance

Authorised absence		Unauthorised absence	
	%		%
School data	3.4	School data	0
National comparative data	5.4	National comparative data	0.5

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

### ***Attainment at the end of Key Stage 1***

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 1 for the latest reporting year	2000	10	17	27

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	9	9	9
	Girls	17	17	17
	Total	26	26	26
Percentage of pupils at NC level 2 or above	School	96 (94)	96 (100)	96 (100)
	National	83 (82)	84 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	9	9	9
	Girls	17	17	17
	Total	26	26	26
Percentage of pupils at NC level 2 or above	School	96 (90)	96 (100)	96 (100)
	National	84 (82)	88 (86)	88 (87)

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

### ***Attainment at the end of Key Stage 2***

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 2 for the latest reporting year	2000	17	15	32

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	14	17	17
	Girls	14	11	14
	Total	28	28	31
Percentage of pupils at NC level 4 or above	School	88 (69)	88 (69)	97 (83)
	National	75 (70)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	12	17	17
	Girls	14	11	14
	Total	26	31	31
Percentage of pupils at NC level 4 or above	School	81 (72)	97 (86)	97 (83)
	National	70 (68)	72 (69)	79 (75)

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

### ***Ethnic background of pupils***

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	1
Pakistani	1
Bangladeshi	0
Chinese	0
White	161
Any other minority ethnic group	0

*This table refers to pupils of compulsory school age only.*

### ***Exclusions in the last school year***

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

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

### ***Teachers and classes***

Qualified teachers and classes: YR - Y6

Total number of qualified teachers (FTE)	8.2
Number of pupils per qualified teacher	24.5
Average class size	28.7

Education support staff: YR - Y6

Total number of education support staff	3
Total aggregate hours worked per week	55

### ***Financial information***

Financial year	1999/2000
	£
Total income	388556
Total expenditure	390846
Expenditure per pupil	1853
Balance brought forward from previous year	2750
Balance carried forward to next year	460

## ***Results of the survey of parents and carers***

### **Questionnaire return rate**

Number of questionnaires sent out	187
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.	55	39	4	0	3
My child is making good progress in school.	28	58	6	0	8
Behaviour in the school is good.	35	58	2	0	5
My child gets the right amount of work to do at home.	20	50	18	3	9
The teaching is good.	34	55	3	0	8
I am kept well informed about how my child is getting on.	19	55	18	2	7
I would feel comfortable about approaching the school with questions or a problem.	55	38	6	0	2
The school expects my child to work hard and achieve his or her best.	37	52	3	2	7
The school works closely with parents.	28	42	18	4	8
The school is well led and managed.	44	45	5	0	7
The school is helping my child become mature and responsible.	33	56	6	0	6
The school provides an interesting range of activities outside lessons.	10	34	33	14	8



## **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**

#### **Introduction**

- 58 The great majority of children start school in the September of the year in which they become five and attend full time. They are taught in a class of just over 20 children by a full time teacher who is helped by a classroom assistant for about a half of the school day. Almost all children have previously attended either a local playgroup or nursery and are in many ways well prepared for this new step. Admission to the reception class is staggered over several days in order more successfully to familiarise children with the school's routines and expectations. There are good induction procedures to support children entering the reception class and again on transferring to Year 1.
- 59 On admission to the reception class, children's attainment in all aspects of their learning is average, with a normal proportion of high and low attainers. The school's provision for children in this foundation stage, including teaching, is very good. Children respond very well, learn at a good rate and reach above the expected standard in their personal, social and emotional development; attainment improves but usually remains in the normal range in communication, language and literacy, mathematics, knowledge and understanding of the world and in the physical and creative areas. However, it is clear that this year, children are settling down to learning very well and are making rapid progress.

#### **Personal, social and emotional development**

- 60 Children progress well in this area and reach above-average standards because overall provision, especially teaching, is very good. The school puts considerable emphasis on the promotion of children's personal, social and emotional development and opportunities to develop children in these areas are made throughout each day and in all learning situations. This is done very well and with considerable flair, so that pupils quickly develop very good attitudes to learning. Relationships between children and between adults and children are very good. The teacher is quietly insistent that children behave very well, do their best and, above all, listen to what is said both by adults and other children. As a result, children feel secure because they know what is expected of them; they learn to respect the views and needs of other people and they see that they also are respected. There is an exceptionally calm and positive working atmosphere in which children's personal, social and emotional development flourish, and learning in all other areas is, as the teacher plans, strongly encouraged.

#### **Communication, language and literacy**

- 61 By the time that children transfer to the Year 1 class, they usually reach standards in communication, language and literacy that are in line with the national expectation. Children's learning progresses well because teaching is imaginative and skilful. This year, children are making very good progress and are on course to achieve above-average standards by the end of the foundation stage.
- 62 This is largely because :

- the teacher places a good deal of importance on the spoken word, insisting that children listen carefully and respond as fully as they are able. Lessons do not continue unless children are listening, and their own contributions are valued and listened to carefully both by adults and other children;
- the national literacy strategy has been sensibly modified to meet the needs of four-year-olds, so that they benefit a good deal from the approach.

63 Children enjoy talking. The lower attainers generally respond to questions confidently but briefly. The more articulate children can, for example, describe quite graphically how other pupils move in a physical education lesson: "She took a step every time the music said so, so it was like a little dance". All children are interested in books and enjoy listening to and talking about stories. Many children use accurately words such as 'author', 'front cover', 'back cover' and a few understand 'speech bubble' and recognise a question mark. Almost all children recognise simple words that they have recently met in stories. The best readers recognise several letters and tell the teacher words which begin with, for example, 'b', 'c', and 'o'. A younger, lower-attaining child offered, "Banana begins with a 'b' ", thought for a moment and said "and it ends with an 'a' ". Using their knowledge of letter sounds, many children make sensible attempts at writing simple words.

### **Mathematical development**

64 Children make good progress and reach around the nationally expected standard in all aspects of mathematics. Teaching is very good, making positive use of both well planned and enjoyable mathematical activities and also drawing out the mathematical content in other activities – for example, counting how many steps are being taken in a physical education lesson. By the time that children transfer to the Year 1 class, most are able to count reliably up to ten and many can count well beyond that, including some who can count up to 100. Children understand and can use at an appropriate level, terms such as 'more' and 'less', 'smaller', 'heavier' and 'lighter'. When using carefully chosen equipment, children show that they understand these terms and develop further their understanding and skills. In thoroughly planned and structured work, children are led to understand the major characteristics of simple shapes and talk about where they are seen in everyday life. Teachers ensure that there is a good balance between listening, activity, discussion and recording, so that children are fully involved, concentrate and progress well.

### **Knowledge and understanding of the world**

65 Children make good progress in their knowledge and understanding of the world because the planning of this area of the curriculum, like others, is carefully thought through by staff, and imaginatively and very effectively taught. Pupils generally reach standards that are similar to those expected nationally. Much of the work is approached practically, which interests children and ensures that they concentrate well and work hard. Children learn the basic skills of computing and become adept at using the computer mouse to control a cursor. When examining and discussing artefacts such as finger puppets or skateboards that they have brought from home, the teacher helps children to understand how things are made in order to work well. Simple scientific ideas are considered and successfully developed - for example, when using or examining moving toys such as tricycles or model trains. The early stages of work that will lead to the study of history and geography are at a generally average standard. Many children understand that when, for example, their parents and grandparents were young, some things such as household equipment were different and other things, such as the fact that children enjoyed playing games, were the same. Higher-attaining children can

talk sensibly about other places to which they have been on holiday, and which are 'a long way away' and 'a very long way away'. The friendly way in which the teacher encourages children to share their ideas, and the sensible way in which other children listen, make a substantial contribution to the rate at which children learn.

### **Physical development**

- 66 In physical development, children make good progress and by the time that they transfer to the Year 1 class they reach the standard that is expected of their age group. They enjoy physical exertion and learn to play with equipment such as balls and hoops. The reception class occupies a classroom that was only completed a few weeks before the inspection and the outside play area, which is relatively small, has not yet been brought into full use. However, firm plans are in place for effective use to be made of outdoor as well as indoor spaces for the development of children's physical skills. The teacher makes good use of the school hall to develop physical skills and many children are able to move confidently and safely in the relatively confined space. A small proportion of children moves awkwardly to music but progresses well in response to the teacher's advice and encouragement. A small proportion of children is able to move gracefully and in time to well-chosen music. Children respond well and work hard because the teacher's manner is warm and supportive, her guidance is well expressed and matches their learning needs.

### **Creative development**

- 67 Children enjoy creative work, whether it is painting, modelling, making music, dancing or acting out different roles in play. The imaginative way in which the teacher links this work to other activities such as mathematics or language development makes it interesting for children, so that they work hard as well as enjoyably. Children control brushes and pencils carefully and produce drawings and paintings of a reasonable quality. They use equipment such as scissors safely, although many children find cutting out difficult. For example, apples cut out of paper and stuck onto a 'tree' are of generally average quality. Colourful and interesting musical instruments, together with the teacher's expert explanations, lead children to learn very effectively to explore the sounds that the instruments can make. Many children can then recognise sounds and sound patterns. In dance lessons, children take these ideas further and learn well how to match their movements to the rhythm and mood of music. Much of the best quality learning in this area comes as a result of the teacher's thoughtful use of colourful and good quality resources, chosen well to match the learning that the teacher intends to take place.

### **The curriculum for the foundation stage**

- 68 The recently introduced national guidelines for this age range are being implemented very effectively. Although the teacher was not teaching the reception class last year, she familiarised herself with the national guidelines in plenty of time for the school to have a good outline of work to be covered. This is being elaborated upon well in the form of supportive lesson planning and similarly detailed descriptions of what children are to learn. The new classroom is of a good size; generally good learning resources are used well to support learning and plans for more use of large equipment outside the classroom are well advanced. As a result, the school is well placed to continue the good rate of improvement seen since the last inspection, in its provision for and in the standards reached by children in the foundation stage.

## ENGLISH

- 69 Standards in English are above average at the ages of both seven and of eleven and in line with the school's challenging but realistic targets. This represents an improvement on the standards reported at the time of the last inspection. As measured by the National Curriculum Assessments in 2000, standards in reading were well above average, nearly half the pupils attaining at Level 3, the expected level for nine-year-olds. In writing, however, although overall the results were creditable, not so many pupils achieved above-average results. Nevertheless, these results continue the rising trend of previous years.
- 70 At the end of Key Stage 2, pupils' results were well above average in 2000, both in national terms and when compared with similar schools, and an above-average proportion of pupils achieved above the level expected for eleven-year-olds. This was in line with the trend to 1998 and an improvement when compared with the poorer 1999 results which had coincided with staffing difficulties in the previous year.
- 71 The work seen during the inspection was consistent with above-average results. Standards of speaking and listening are very good. For example, in Year 1, pupils listen well to the teacher and give suitable and accurate answers to well-directed questions. Year 2 pupils speak clearly and audibly, most of them using well-formed sentences, describing their work or contributing to class discussion. On one occasion, they confidently and audibly spoke about their work to the rest of the school in assembly.
- 72 Pupils continue to develop as competent speakers in Key Stage 2. By the end of the key stage, pupils' answers show they are listening well to the teacher and each other. Pupils discuss their reading using a wide vocabulary and, in class or when talking about their work to adults, they speak clearly and confidently in well-constructed sentences.
- 73 Standards of reading are high and demonstrate the good progress pupils make. At the end of Key Stage 1, the higher-attaining and average-attaining pupils read fluently, accurately and confidently, using different ways of tackling unfamiliar words. They talk intelligently about what they read. The lower attainers manage the text with some errors, but with incomplete comprehension. The more able pupils know how to find a word in the dictionary using their knowledge of the alphabet to help them.
- 74 By the end of Key Stage 2, the highest-attaining and average-attaining pupils read accurately and fluently, in some cases with good expression and characterisation. They read unfamiliar words well and draw appropriate inferences from what they read. The lower-attaining pupils, while less accurate, have satisfactory technical competence: they make sensible deductions from the text when prompted. Pupils know the standard library classification and have well-developed reference skills.
- 75 The standard of pupils' writing is good. In Key Stage 1 the highest-attaining pupils write well in a variety of styles. Their poems 'On Summer Days' capture the excitement of being at the seaside. They take care with their choice of words when writing narrative. In a story about Grace Darling one Year 2 pupil wrote: 'I was shocked when I saw the people clinging on to the rock.' Another went on, 'We were determined to save them.' Their handwriting is accurate, legible but comparatively uncontrolled. Full stops and capital letters are usually correctly employed. Pupils of average ability write interesting narrative, in which the sequence of events is accurately described, but with conventions of spelling and punctuation not always secure. The lowest-attaining pupils retell a story briefly. They have plenty of ideas, but their skills are not well-established.

- 76 The writing of pupils in Key Stage 2 is good. The best work from the oldest pupils is carefully and thoroughly planned, with examples of accomplished and fluent writing such as one account of 'A Flight to Antarctica'. Another pupil's autobiography is lively and well conceived. Newspaper-style reports of wartime and the Blitz are vivid and evocative. Speeches on the question of whether to declare war are well argued. Paragraphs are well organised, sentence structure varied to good effect and words judiciously chosen. Other pupils have good ideas which they develop conscientiously into efficient and mostly accurate prose. Their spelling is usually accurate. The less able pupils have good ideas which are not matched by their skills. Their handwriting is legible, but comparatively immature and spelling is sometimes uncertain. More generally, handwriting is clear, neat and legible, but too many pupils have still to adopt a joined-up style.
- 77 Pupils' literacy skills are well supported in other areas of the curriculum. For example, in Key Stage 1 teachers consciously reinforce literacy skills at all points in the curriculum. There are good opportunities in both key stages for extended writing in history, where, additionally, older pupils are practised in interrogating different sources of information for their research. In science, vocabulary work is supported through the careful use of scientific terms. In mathematics, pupils of all ages are encouraged to use the correct mathematical terms. English work is regularly presented using information technology.
- 78 Pupils are enabled to achieve well in English because of the overall good quality of the teaching they receive. The quality of teaching was satisfactory in 18 per cent of the lessons observed, good in 18 per cent and very good in 45 per cent. It was unsatisfactory in 18 per cent. This represents an improvement in the overall quality of teaching compared with that reported last time. Nevertheless, it is inconsistent across the school. Particularly strong teaching was seen in Key Stage 1. In Key Stage 2, although satisfactory overall, the quality of the teaching observed ranged from very good to unsatisfactory, with the least successful teaching in Years 3 and 4.
- 79 The most successful lessons take place in a good-humoured atmosphere of mutual respect, which enables pupils to be confident and not afraid to try out new things, to be prepared to work hard and to want to please the teacher. Pupils' behaviour is accordingly very good and sometimes excellent. Teachers' subject knowledge is good and they know their pupils well, so that good planning provides pupils with a sequence of tasks through which to practise the central concepts of the lesson. The level of challenge is high and by insisting on a fast pace, teachers keep pupils involved and interested. They are enthusiastic about the subject. For example, in a lesson involving a story about a bear and a picnic lunch, Year 1 pupils were very attentive because the teacher read the story dramatically and with immense enthusiasm. Teachers' skilled questioning, with suitably open questions, draws in pupils of all abilities, and makes them eager to participate. In the same Year 1 lesson, pupils fully understood the questions and gave long and detailed replies which were very sophisticated for their age. Explanations, instructions and demonstrations are clear so that pupils have plenty of ideas, know exactly where they stand and what is expected of them. As a result they settle quickly, work industriously and concentrate well, producing good work. In Year 2, incidental and regular coaching in learning strategies, such as, 'Make sure you are organised,' or 'Use a dictionary,' helps pupils build up their own range of skills.
- 80 Where lessons are less successful, it is sometimes because they tend to lack pace, or because there is insufficient challenge. Learning objectives are not always clear enough, and work is not well enough matched to pupils' needs, so that they find what they are asked to do either too easy or too difficult. Sometimes classroom management

is unsatisfactory. As a result, pupils' motivation dissipates, their behaviour deteriorates and progress becomes unsatisfactory.

- 81 Pupils with special educational needs are well supported and make good progress as a result. Well chosen work, carefully aligned with that of the rest of the class, provides extra practice, for example, with word recognition and letter sounds.
- 82 Marking is usually supportive. Helpful comment assesses, corrects, supports and gives ideas for improvement, referring to existing targets or suggesting new ones. Homework is regularly set and satisfactorily supports the teaching.
- 83 The subject has made good progress since the last inspection. Assessment results for pupils aged seven judged to be average at that time are now very good. At Key Stage 2, test results were good and are now very good. The quality of teaching has improved and the successful implementation of the National Literacy Strategy has helped the school improve the organisation of the curriculum. With a newly appointed co-ordinator, the subject is now well placed to improve further.

## **MATHEMATICS**

- 84 In the 2000 National Curriculum assessment tests, pupils' performance showed an improvement on the previous year and was well above both the national average and that of schools with pupils from a similar background. The work seen of the present generation of pupils was consistent with above-average results at the ages of both seven and of eleven.
- 85 This shows an improvement, especially for higher-attaining pupils, since the last inspection. Pupils are achieving well throughout the school because of the effective implementation of the National Numeracy Strategy, including the monitoring of teaching and standards. This has resulted in the setting of school targets to address the problems encountered by pupils. One area identified in the last report for improvement was problem-solving and a focus on this has improved pupils' problem-solving skills throughout the school. Teaching of a high standard in Key Stage 1 and at the upper end of Key Stage 2 contributes to the standards achieved.
- 86 Throughout the school, higher-attaining pupils are given challenging work to do both in their classes and in withdrawal groups and they achieve very well. Lower-attaining pupils and pupils with special educational needs achieve well because teachers plan suitably adapted work for them in the classes and this work is reinforced in withdrawal groups when they work with a specialist teacher.
- 87 By the time they are seven, pupils confidently add and subtract numbers within 20 and use mental recall to solve simple problems. They work out multiplication sums up to 20 and divide numbers by sharing. They understand place value and arrange numbers in order to 100, although lower-attaining pupils need some help from an adult or the use of a number square. Higher-attaining pupils are extended with more challenging work, can order numbers up to 1000 and add and subtract numbers within 100. Pupils use appropriate mathematical language to describe two and three-dimensional shapes and describe the number of sides and corners. They identify and use simple fractions. They estimate length and check this by measuring. All pupils are starting to discuss their work in appropriate terms and higher-attaining pupils are able to try different approaches to solving problems. Lower-attaining pupils are provided with suitably adapted work and work on the same concepts as the rest of the class at an easier level. Their work is sometimes less accurate.

- 88 By the time they are eleven pupils multiply and divide whole numbers with ease, add and subtract numbers with up to two places of decimals and convert decimals to fractions and percentages. They use suitable strategies for working with these computations in practical and problem solving situations. Mentally they change fractions to decimals and percentages, higher-attaining pupils using more complex fractions and working more quickly and accurately. Lower-attaining pupils work with smaller, easier numbers. Higher-attaining pupils choose the appropriate operation to calculate a problem and explain their working. For example pupils in Year 6 use their knowledge of percentages to work out the cost of an item in a sale with a percentage reduction. Lower-attaining pupils work out 50%, 25% or 10% of numbers. Pupils demonstrate increasing competence in handling and interpreting data: they construct tables, charts and line graphs; and interpret information contained in them. Lower-attaining pupils work with simple charts; higher-attaining pupils use both fractions and percentages when working with pie charts. Pupils are able to devise strategies for solving problems and explain their working.
- 89 The quality of teaching and learning is good overall, an improvement since the last inspection. The quality of teaching was satisfactory or better in 90 per cent of the lessons seen, and good or better in 67 per cent. It is consistently good in Key Stage 1 and in the withdrawal groups for gifted pupils and pupils with special educational needs. It is inconsistent in Key Stage 2 where there are examples of excellent, good, satisfactory and unsatisfactory teaching and learning, the better teaching occurring in Years 5 and 6. A factor in the effective learning is pupils' attitude to their work, which is very good in Key Stage 1 and good overall in Key Stage 2, although some attitudes are unsatisfactory in Year 3, which reduces the pace of learning of these pupils. Most pupils, however, encouraged by the good teaching, sustain interest and concentration well and persevere with a task to complete it. They are keen to answer questions and are able to organise themselves with books and equipment, which they look after well. They collaborate well in pairs or groups because their behaviour is good and there are good relationships between pupils. Pupils confidently explain their reasoning to the rest of the class. They take a pride in their work and present it well. As they get older they use their initiative to try different ways of working out problems.
- 90 Where teaching is good in quality, it is characterised by the teachers' good knowledge and understanding of the National Numeracy Strategy and teachers' understand how to teach the basic skills well. They provide clear explanations to the pupils and question them perceptively. Questioning is used well to extend understanding and make pupils think about what they are doing or explain how they worked out their answers. Because teachers correctly judge the difficulty of the questions, all pupils can succeed and this increases motivation and confidence. The pace of lessons is generally brisk, maximising the teaching time. In unsatisfactory lessons the pace of the lessons is slow, allowing pupils to lose interest, become restless and achieve less in the lesson. The mental mathematics session now incorporated at the beginning of every mathematics lesson is supporting progress well. Most teachers use games and strategies such as 'number fans' during this session to ensure that all pupils are actively involved in and enjoy the lesson. Pupils are motivated by the tasks and apply themselves to the work well. They are able to perform a wide range of mental calculations quickly and confidently. The least successful sessions are where teachers ask too many questions of individuals, allowing others to lose interest and concentration.
- 91 Planning is thorough for pupils of different levels of attainment. It is when this is not successful that teaching is unsatisfactory because the tasks planned for groups of pupils are inappropriate. They tend to lack challenge, particularly for higher-attaining

pupils. As a result, some pupils finish their work quickly and time is wasted, limiting the pupils' learning. When this happens pupils lose interest and their behaviour deteriorates.

- 92 The learning support assistant and volunteers are well deployed, working knowledgeably with groups of pupils on set tasks. This helps the pupils to learn, particularly pupils with special educational needs who often need more help and support to complete work. Teachers usually manage the classes well, fostering good behaviour and an atmosphere in the classroom conducive to learning. Where behaviour is not well managed, learning becomes less effective because pupils become restless and fidgety and do not work as hard as they can.
- 93 Teachers evaluate their lessons well and use this information to plan the next lesson. This ensures that teachers know what has been learnt and enables pupils to apply previously learned skills to new situations. Homework is set appropriately to involve parents in the learning tasks and to extend the work completed in class.
- 94 Numeracy skills are well supported in most other subjects and information technology is well used to support pupils' work in mathematics. This is an improvement since the last inspection.
- 95 The subject has made good progress since the last inspection and is well placed to improve further. Standards of attainment are higher, and the quality of teaching, then satisfactory, is now good. The leadership and management of mathematics are good. A good-quality action plan is being implemented to raise standards and improve lesson planning and teaching. Although monitoring has successfully improved teaching and learning, some inconsistencies remain in the quality of teaching across the school.

## **SCIENCE**

- 96 Pupils are making good progress in science and at the end of each key stage are reaching standards that are above both the national average and the average seen in similar schools. Pupils enjoy the subject and work hard, largely because work is imaginatively and practically presented. Throughout the school, teaching is always at least satisfactory and some is excellent. Pupils with special educational needs progress relatively well and gifted pupils make good progress as a result of special teaching in small groups. Whilst this special teaching raises standards it is not fully capitalised on because links with other science that the pupils are studying are not fully used. There is no significant difference between the attainment of boys and girls.
- 97 At the end of Key Stage 1, pupils reach standards in all aspects of science that are above the national average, largely because teaching is good and is sometimes outstanding. Pupils understand a good deal about living things, including how different creatures grow, feed and move. They understand that their senses are important to all creatures, including humans. Most pupils develop a good knowledge of the differences between materials and know that some occur naturally and some are manufactured; they understand that these differences make them suitable for different purposes. The expert way in which the subject is taught results in pupils acquiring a wide vocabulary appropriate to the subject. The stress placed by teachers on seeking scientific reasons for events helps to extend pupils' language skills, as well as their scientific understanding, as they argue out their views and give reasons for them. A good example of a lesson that considerably extended pupils' scientific understanding took place in a Year 1 class. Pupils had to use their five senses to identify the qualities of materials and sounds. The lesson was very carefully prepared, so that almost all the evidence available to pupils came from only one sense (for example, they listened to



tape recordings with no pictures; they used a feely' bag, where they could feel and describe an object but not see it). The teacher was assisted by two very well-briefed and capable voluntary helpers, and the carefully phrased and probing questions used by all three adults made pupils think very carefully before coming to conclusions. Relationships and discipline were excellent, so that for a full hour the classroom was an exciting and industrious place in which pupils' learning progressed rapidly.

- 98 At the end of Key Stage 2, pupils have a good range of scientific knowledge, covering all areas of the subject. Most pupils have a good grasp of the life processes of humans, other animals and plants. They understand how a food chain works, and use confidently and accurately terms such as 'prey', 'predator', 'herbivore', 'carnivore' and 'omnivore'. The great majority of eleven-year-olds understand a good deal about the different properties of materials and how these affect the ways in which humans use them. This good level of knowledge and understanding of science stems from the stimulating and expert way in which the subject is taught. Higher-attaining pupils confidently handle relatively sophisticated ideas when designing and analysing electrical circuits; in this work, their level of understanding of how such circuits function is well above average. They use terms such as 'in parallel' and have a reasonable grasp of what this means for the flow of electricity through components in the circuits. They use conventional symbols accurately when drawing these circuits. Especially high standards are reached in practical and investigative work. For example, Year 6 pupils were given the problem of separating a mixture of gravel, sand, iron filings and salt. They discussed in small groups how this could be done, drawing well on their existing understanding. Each group identified a sensible way of going about the task and tackled the practical work with considerable enthusiasm and scientific understanding. As work progressed they were able, with help from the teacher's probing questions, to refine and improve on their initial ideas and attempts.
- 99 The high standards reached throughout the school come largely from expert and imaginative teaching. All teachers have a good grasp of the science curriculum and use this to plan stimulating and demanding work. A high proportion of this work is practical and investigative, so that pupils not only acquire scientific knowledge but they also learn to think like scientists. This approach also makes substantial contributions to pupils' growing sense of independence and fosters a productive self-knowledge of their own learning. Because teachers insist that almost all of the work takes place in a calm and industrious atmosphere, pupils' pace of working and intellectual effort are high. Boys and girls receive equal attention from adults and they work together in a relaxed and productive way. Teachers monitor how well the work is being understood by pupils and adjust, where needed, the work to be undertaken in a lesson as a result of their assessment of pupils' progress in the previous one.
- 100 Work in science is carefully monitored by the subject co-ordinator and helpful feedback to teachers allows them further to improve their teaching. Consequently, subject management makes a substantial contribution to pupils' experience and to the progress that they make. It ensures that the curriculum is broad and that all aspects of the subject are covered in appropriate depth.
- 101 The school's work in science has improved considerably since the last inspection. Standards reached at the end of both key stages have improved from satisfactory to good. A richer curriculum is taught better than it was; in particular, the weaknesses seen in practical and investigative work have been eliminated and this aspect of the teaching of science is now a major strength of the school. Effective management of the subject, including monitoring of the work of pupils and teachers, together with skilled teaching, ensure that the school is well-placed to maintain these high standards.

## **ART AND DESIGN**

- 102 Overall, pupils reach standards throughout the school that are close to the nationally expected level. In many lessons teaching is effective and pupils learn well. However, this does not translate into good progress in the longer term, nor into high standards, because of the lack of a clear understanding of how pupils' skills should be built upon year-on-year.
- 103 At the end of Key Stage 1, pupils make prints and they paint effectively, with very good work being produced by the most talented pupils. Drawing and painting from first-hand observation is at an average level. In work in which pupils 'take a pencil for a walk', the average and above average achieving pupils show a good understanding of the use to which shading, pattern and texture can be put in order to produce attractive images. In a few cases they produce exquisite and very attractive detail. Lower-attaining pupils' work is well below the expected level as it is limited by uncertain pencil and brush control, although the ideas of these pupils are often interesting. Pupils' work using three-dimensional materials is less well represented than their work with paint, crayon and pencil and this causes their attainment in this aspect of the subject to be below the national expectation.
- 104 At the end of Key Stage 2, pupils are familiar with, and use effectively, a broad range of two-dimensional materials such as pencil, water colours, crayon and pastel. Three-dimensional work of a satisfactory standard is undertaken, but over a more limited range than is seen in many schools. Pupils experience working with clay, producing imaginative work. Good use is made of sketch books for pupils to try out their ideas and refine them, before producing a final, improved version. Much of the best work done by pupils results from the teacher's accurate assessment of their earlier work, which is then drawn upon when the teacher explains carefully the next stage of development. In some well-planned and resourced lessons, pupils do not make the expected amount of progress as they become over-excited and are then distracted by noise - which the teacher does not prevent quickly enough. As in Key Stage 1, some good teaching does not result in good progress because of the lack of a clear whole-school view of how to develop skills year-on-year.
- 105 In general, teachers have a sound general knowledge and understanding of the subject. Planning draws on this in a generally satisfactory manner. Some teaching is enlivened by the individual teacher's interest in the subject. In particular, some abstract art that draws on the work of artists such as Picasso, is of a good standard largely because teachers communicate their enthusiasm as well as teach the necessary skills.
- 106 Since the last inspection, the school has maintained its all-round satisfactory provision for the subject, its teaching and the standards reached by pupils. It is prevented from making any substantial further improvement by the lack of a clear view of how the teaching of skills, knowledge and understanding should be built on from one year to the next, and by the absence of the monitoring of teaching and learning that could be used to identify and consolidate strengths and identify and remedy weaknesses.

## **DESIGN AND TECHNOLOGY**

- 107 Standards reached by the ages of seven and eleven are at the level expected nationally. This is an improvement from the last inspection where for the older pupils standards in designing were lower than would be expected. The progress of pupils, including those with special educational needs, is satisfactory and their achievement is sound.

- 108 By the time they are eleven, pupils undertake research into different types of Christmas decorations and study how they are made. They design their own, drawing detailed, labelled diagrams of their ideas showing the measurements and the materials they will use. They decide which design to make, describe how they will make it and what tools they will need. They evaluate the work as it progresses, making modifications where necessary. They make their decorations carefully and evaluate the finished products, suggesting improvements. One pupil found that the material used was too thin to stuff properly and it turned out smaller than expected. They work with some accuracy, using a sewing machine with help, and paying appropriate attention to the quality of the finished product.
- 109 No teaching or learning was observed in Key Stage 1. In Key Stage 2, the standard of teaching and learning is overall satisfactory, but is inconsistent, ranging from good to unsatisfactory. Consequently, pupils' attitudes to what they are doing also range from good to unsatisfactory. Where teaching and learning are good, clear instructions enable pupils to know what is expected of them and an appropriate vocabulary is used and explained. Good use is made of questioning to help pupils plan and evaluate their work. The teacher gives extra help to lower-attaining pupils to make sure they can succeed and circulates helping pupils to sort out practical problems encountered. Supported in this way, pupils work with interest, enthusiasm and obvious enjoyment. They listen well to the teacher and readily volunteer answers to questions. Their behaviour is good and they work with materials safely. They use their initiative and imagination when planning their work. Pupils work hard and what they do is valued by the teacher. This also motivates pupils and gives them a pride in their work.
- 110 Where teaching and learning are unsatisfactory, restless and noisy behaviour is not completely controlled and not all pupils take part fully in the lesson. Although some pupils generate interesting ideas during the discussion, others do not listen to them. They progressively lose interest as the pace of the discussion slows down. As a result, they make less effort and make less progress than they should.
- 111 Pupils receive a broad curriculum based on national recommendations for a scheme of work that builds progressively on the pupils' developing skills. Since the last inspection there have been satisfactory improvements in providing opportunities to plan work and to develop evaluative skills. However, there is no systematic assessment of pupils' achievements nor are there arrangements for monitoring the standards they reach.

## **GEOGRAPHY**

- 112 Pupils reach average standards at the end of Key Stage 1 and above average standards at the end of Key Stage 2. No geography teaching was seen in Key Stage 1, and judgements are based on informal discussions with pupils, examinations of their work, and a scrutiny of teachers' plans and records. The above average standards at the end of Key Stage 2 are largely the result of an imaginatively designed curriculum, enhanced by well-chosen educational visits and enthusiastic teaching.
- 113 At the end of Key Stage 1, pupils have a sound knowledge and understanding of places, and know the whereabouts, on a simple map, of places such as London and Stamford. Many can explain something of the background to why places are like they are. Pupils know that places can be very different from one another and they have likes and dislikes. One higher-attaining pupil explained that he didn't much like mountainous areas because 'They get too close!' Another complained that 'They hide the sun.' Most pupils use an appropriate geographical vocabulary, such as 'river', 'stream', 'motorway' and 'north and

south'. They have an understanding of the need for improving and sustaining the environment, at a level that is appropriate for their age.

- 114 At the end of Key Stage 2, many pupils have a good all-round knowledge and understanding of geography, developed largely through skilled and enthusiastic teaching. This is supported very well by stimulating educational visits, that are used very effectively to illustrate the intended learning. Most pupils have a well-developed geographical vocabulary. This, along with an ability to articulate their thoughts and views clearly, plays an important part in their development of a sophisticated understanding of the subject. For example, in a Year 6 lesson, in which they were considering rivers, floods and flood defences, pupils were deeply involved in planning possible flood defences for 'Thurlbyville'. Pupils used a wide vocabulary both accurately and naturally – including 'erosion', 'levees', 'dykes' and 'dredging'. Their reasoning was good and was clearly expressed. One pupil proposed, "If we plant trees on the levee we'll get twice the effect (flood prevention) without using any more land". The suggestion was greeted positively by others in the group, who took on and extended the idea. ("Dredging might make good soil for the trees to grow in"). This kind of imaginative work contributes greatly to the good progress made during the key stage by almost all pupils. It is planned as an integral part of the school's approach and it is very successfully encouraged by teachers who use probing questions in order to help pupils to refine their ideas.
- 115 Teachers have a good knowledge and understanding of the subject, have high expectations of pupils' learning rate and behaviour, and use these to plan effective and stimulating lessons. The practical approach that is central to work in geography is used well to ensure that pupils of all levels of attainment, including those with special educational needs, make good progress. There are examples of homework being used imaginatively to support learning. For example, newspaper cuttings had been collected by pupils in a Key Stage 2 class as part of homework and were used by the teacher to contribute to their geographical knowledge and understanding, as well as to considerably extend pupils' language and reasoning skills.
- 116 The co-ordinator monitors the work of pupils and teachers and ensures that strengths are consolidated and areas for further improvement are identified and acted upon. This approach has ensured that teaching, learning and pupils' attainment have all improved a good deal since the last inspection and that the school is well-placed to improve further.

## **HISTORY**

- 117 No history lessons were observed in Key Stage 1 during the inspection and so judgements on the quality of teaching in that key stage cannot be made. However, most pupils' work is of a satisfactory standard, and that of the more able is good, particularly in the upper part of the school. This indicates that pupils' historical skills and understanding are being systematically developed as they grow older and maintains the position reported at the time of the last inspection.
- 118 Year 2 pupils have a clear understanding of the passing of time and can compare aspects of their own lives at different times using expressions such as 'When we were in Year 1,' and 'After Year 6 we will go to a big school.' They have a good recall of the story of Grace Darling, adding a commendable amount of detail such as the name of the wrecked ship and the number of people clinging to the rock waiting to be rescued. They are clearly enthusiastic about the topic. For instance, when they brought the result of their work to an assembly on individual worth, they presented it to the rest of the school with confidence and pride.

- 119 In Key Stage 2, pupils' historical skills and knowledge are further developed. They know, for example, that they can learn about the past from different kinds of evidence, such as artefacts recovered from the Tudor warship, the *Mary Rose*. Year 6 pupils are clearly fired with enthusiasm by their work on England since 1930 and are well informed about it. They distinguish between primary and secondary sources. They learn from people who have actually lived through the period being studied. For example, they listened to and questioned somebody with first-hand experience of wartime, the Blitz and evacuation. They use other sources to extract information relevant to their enquiry, the higher-attaining pupils using higher-order skills to do so. They learn to evaluate evidence presented to them, in one instance concluding, by comparing evidence from different sources, that a photograph purporting to show children being evacuated, had been posed.
- 120 History contributes well to the development of pupils' literacy and information technology skills. Younger pupils record what they have learned using suitable sentences and present it using the computer. In Year 6, pupils reported the Blitz in newspaper style, and prepared speeches for a debate on whether to declare war on Germany.
- 121 The quality of the teaching in Key Stage 2 is good. It is sometimes very good. At its best, in the upper part of the key stage, it is characterised by clear planning with well-defined objectives shared with the pupils. Well-considered questions oblige the pupils to think deeply before answering, and the teacher's prompting encourages pupils to solve problems for themselves. A good-humoured, mature relationship supports the pupils and gives them confidence to take risks. In other parts of the key stage, less secure management of pupils results in a comparative lack of attention on the part of some which adversely affects the progress they make.
- 122 The co-ordinator's role is under-developed and much of the management of the subject is too informal. There is no systematic way that pupils' learning and achievements are monitored, and an assessment system which relates pupils' work to National Curriculum levels is not yet in place. There is no portfolio of work to help teachers judge standards. This contributes to a weakness because it prevents teachers and the subject co-ordinator from monitoring standards attained by the pupils to ensure they are making as much progress as they can. This maintains the position of the subject as reported at the time of the last inspection.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

- 123 The attainment of pupils at the ages of seven and eleven is in line with national expectations. This standard has been maintained from the last inspection through the introduction of a new, expanded curriculum: this is the third year of a three-year programme to introduce the full curriculum throughout the school.
- 124 By the age of seven, pupils run a program on the computer with reasonable confidence. They use an art program to make pictures using a range of colours, shapes and drawing tools. They use a computer to generate and communicate ideas in text, using a word processor, where they use the space bar and return and can write and edit simple text. For example, pupils in Year 2 prepared stories about Grace Darling for their history project on the computer. Pupils need some help with finding the letters on the keyboard and saving and printing the text. Most can use the mouse competently, although some are still experiencing difficulties. They control a programmable toy to make shapes and to go around objects. They enter simple data on the computer and build a block graph of their favourite fruits.

- 125 By the age of eleven, pupils are able to use information and communication technology with increased confidence in a variety of ways to support work in other subject areas as they research information, word-process their work and organise data on the computer. They have confidence and skill in word processing and in presenting the work from different subject areas in a range of fonts, sizes and colours, including title pages for topic work. They can incorporate pictures into their text, as when they design a thank you letter. They are able to use an interactive CD-ROM in science to investigate options and a simulation to explore ancient Greece. Most pupils can use computers independently and can save and retrieve their work or access the appropriate programs. They log on to the Internet and open their favourite web sites efficiently. They use a spreadsheet and use formulae, for example, to add together the contents of two cells. They work within a budget to design a room using a three-dimensional graphics program. Pupils learn to use a digital camera and used this very effectively when they made a multimedia presentation to show their work in design and technology to their parents.
- 126 It is not possible to make a judgement on the quality of teaching and learning overall as only one lesson was observed. In this lesson the quality of the teaching was good. Pupils in Year 4 designed a questionnaire, collecting information from classmates on a range of statistics (for example eye colour, height, weight, hair colour), entering data onto a database and producing a frequency graph or pie graph of one or more of the attributes. The teacher had sufficient knowledge to provide challenging work for pupils and build on their previous skills to promote new ones. The tasks provided motivated the pupils and they worked hard as a result. Clear explanations were given so that pupils knew what was expected of them, understood what they were doing and were able to remain focused on the task. They enjoyed the lesson, behaved well and co-operated together in pairs, achieving well.
- 127 Pupils' attitudes to learning in information technology are accordingly very positive and they use the resources with enjoyment. They concentrate well, are able to persevere with a task and show pride in their achievements and in being able to work independently. They collaborate well with each other, taking turns, sharing and helping one another. They take it in turns to stay in at breaks and lunch times to use the computers and Year 6 pupils help younger pupils to access the Internet.
- 128 The last inspection reported that pupils relied too much on adult support and that insufficient use was being made of the resources. These weaknesses have now been rectified. Good use is made of the computers and software available and pupils are encouraged to become independent in their use - for example, using them to support class work in most subject areas and during breaks and lunchtimes.
- 129 The leadership and management of information technology are good. Resources are good, an improvement from the last inspection, and there is good quality software to cover the full National Curriculum. A framework for the teaching of skills throughout the school provides continuity and progression and a new well-thought-out assessment system is in place. Training for staff has been well organised so that they feel confident with what they teaching. The subject has improved well since the last inspection.

## **MUSIC**

- 130 Standards in Key Stage 1 are on course to be higher, by the end of the key stage, than would be expected of pupils the same age. This represents an advance on the position reported at the time of the last inspection. Pupils are achieving well, stimulated by good, sometimes excellent, teaching. They sing confidently, in tune and with an accurate

rhythm. In a Year 2 lesson, pupils also had the confidence to sing a short solo to the rest of the class. They control percussion instruments well, accurately playing pieces of their own composition from simple notation, appraising their work and suggesting improvements both to the composition and the performance. They recognise the term 'dynamics' and know what it means and they recognise the signs for crescendo and decrescendo as indicating 'getting louder' and 'getting quieter'.

- 131 The attainment of the present generation of Key Stage 2 pupils is consistent with average standards, maintaining standards recorded in the last report. They sing tunelessly although sometimes without conviction. They know the names of common percussion instruments, and the difference between tuned and untuned percussion. They recognise a triad and, in groups, follow simple notation to compose a short piece involving four chords.
- 132 The quality of pupils' musical experience is enhanced by listening to well-chosen music before and after assembly; and a large number of boys and girls belong to one of the three recorder groups which meet at lunch time. In one, 19 enthusiastic beginners from Year 3 concentrated hard on obtaining three acceptable notes from their instruments.
- 133 The quality of teaching in music depends greatly on the confidence of the teacher with the subject. In Key Stage 1 it is very good, at times excellent, and represents good progress since the last inspection. Excellent planning ensures a clear view of what is to be learned. Carefully thought out organisation ensures plenty of instruments and suitable activities to capture pupils' interest and retain their attention. Excellent management of the pupils results in excellent behaviour, and pupils pay continued attention, keen and eager to participate. Continuous teaching of musical basics, for example by insisting that 'silence is an important part of the music' or by paying specific attention to rhythmic patterns, helps pupils' performance to become more sophisticated.
- 134 In Key Stage 2 the quality of teaching is satisfactory with some instances of good practice. At its best, pupils' work is supported by a clear purpose, and they confidently build on previous learning. A good-humoured relationship which expects a mature response to the lesson encourages pupils to work hard and produce a good performance. As a result, they enjoy music making and want to do well. Occasionally, however, the teacher expects too much of the pupils, for example in pitching a note without help, and the accuracy of the performance is reduced as a result.
- 135 The subject is satisfactorily led and resources are good. The newly appointed co-ordinator has established a good framework to assist teachers with their planning - with helpful supporting material - setting out a suitable programme of topics and skills development over the 21 terms a child is in the school. This represents good progress since the last inspection and the results are beginning to be seen in the improved attainment in Key Stage 1. Monitoring and evaluating what pupils are learning, together with how they are being taught, and recording pupils' achievement are, however, not yet in place.

## **PHYSICAL EDUCATION**

- 136 Standards reached by the ages of seven and eleven are at the level expected nationally and similar to those found at the last inspection. The progress of pupils, including those with special educational needs, is satisfactory and their achievement is sound.
- 137 By the time they leave school pupils can put together a sequence of movements, practise their skills and improve their performance showing increased control. They are

starting to evaluate their own and others' performances and can make sensible suggestions for improvements. For example, Year 6 pupils watched a video of 'West Side Story' and, after discussing how the dancers portrayed emotion and used the music, pupils applied the principles to their own work. They showed precision and fluency in their finished dance sequences.

- 138 They demonstrate satisfactory ball skills and take part in group games working as a team. All pupils learn to swim, most at least 25 metres. Throughout the school they refine their movements and skills and become increasingly confident in demonstrations. Skills in physical education are enhanced by mixed gender extra-curricular football, running and athletics which are well supported by the pupils. The football team plays matches against local schools.
- 139 Pupils' attitudes are very good in Key Stage 1 and good overall in Key Stage 2. Pupils in Year 6 responded extremely well to some excellent teaching but some pupils in Year 3 behaved poorly in response to a dance lesson, easily becoming over excited.
- 140 However, in most lessons pupils work hard, with energy and enthusiasm. They listen carefully and respond quickly to instructions. They watch carefully when others are demonstrating work and collaborate well in pairs and in small groups. They work together in mixed gender teams. They take responsibility for setting up and clearing away equipment. These positive attitudes contribute to the progress they make.
- 141 The quality of teaching and learning is good overall, although examples of excellent, very good and satisfactory teaching and learning were observed. In the best lessons activities are well planned, with clear aims, which develop skills. A high level of activity is maintained throughout the lessons and pupils work hard and become out of breath. Clear demonstrations are given so pupils know what is expected and how they can improve. There is good use made of questioning to monitor pupils' understanding. Teachers circulate and help individuals to master skills. Teachers pay good attention to health and safety and pupils learn how to use equipment safely. A variety of activities, as individuals in pairs or small groups, and a brisk pace keeps interest and motivation high. Pupils with special educational needs are integrated well into the activities. The management of pupils is good with high expectations of performance and behaviour. Where lessons, although satisfactory overall, have weak features, some pupils are not sufficiently interested, their behaviour is not well controlled and the pace of the lesson becomes too slow, hindered by too much time taken on class control. Consequently pupils do not get enough chance to practise and improve.
- 142 Pupils receive a broad curriculum that includes outdoor and adventurous activities as well as gymnastics, dance, athletics, swimming and games. Resources are good. However, there is no systematic assessment of pupils' achievements or monitoring of standards reached.

## **RELIGIOUS EDUCATION**

- 143 Standards of attainment in religious education, including those of pupils who have special educational needs, are satisfactory and the pupils are on course to achieve the expectations of the Agreed Syllabus by the end of the respective key stage. This maintains the position reported at the time of the last inspection.
- 144 Pupils at the end of Key Stage 1 know about rules. They have made up class rules and know that there are other rules which affect their lives. They are thoughtful about helping people. For instance, in a discussion on 'helping hands' they offered ideas about what it



means to help others. A few recognised that hands can harm as well as help. They listen to each other's contributions with attention and learn to respect their views. With help, pupils re-tell the nativity story but are unable to recall any other Bible stories.

- 145 Pupils' knowledge and understanding increase in Key Stage 2, as they learn about Christianity in more depth and also find out about other major religions. Pupils at the end of the key stage have a basic understanding of Hinduism and Buddhism. They talk about baptism. They can describe symbols, such as the water used in baptism and can distinguish between a cross and a crucifix as Christian symbols. They are less secure on the underlying concept of symbolism, however.
- 146 The quality of religious education teaching is satisfactory. Teachers' planning shows clear links with the guidelines of the local Agreed Syllabus. Pupils are provided with opportunities to discuss and think about different aspects of life and religion. The teachers manage the discussions sensitively, allowing pupils the confidence to contribute. Pupils respond well to the careful questioning from the teachers, which provokes thought and reinforces the Christian concepts of consideration and thoughtfulness that are evident throughout the school. Teachers give clear explanations and opportunities for pupils to ask questions and to make observations which increase their understanding of, for example, rules to live by. Suitable resources help pupils focus on the subject of the lesson.
- 147 Religious education lessons are used well to improve pupils' speaking and listening skills. The lessons, assemblies and the example of staff contribute to pupils' spiritual, moral, social and cultural development. The content of the lessons extends pupils' knowledge and understanding of other cultures and beliefs and, with the well-managed acts of worship, creates opportunities for reflection and the development of an individual response to religion.
- 148 The co-ordinator's role is under-developed and much of the management of the subject is too informal. There is no systematic way that teachers' plans and pupils' learning and achievements are monitored, and an assessment system which relates pupils' work to the intentions of the Agreed Syllabus is not yet in place. There is no portfolio of work to help teachers judge standards. This contributes to a weakness because it prevents teachers and the subject co-ordinator from monitoring standards attained by the pupils to ensure they are making as much progress as they can.