

# INSPECTION REPORT

## **WESTGATE JUNIOR SCHOOL**

Lincoln

LEA area: Lincolnshire

Unique reference number: 120691

Headteacher: Mr R Ingram

Reporting inspector: Mrs E Linley  
27281

Dates of inspection: 9<sup>th</sup> - 12<sup>th</sup> October 2000

Inspection number: 225054

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

© Crown copyright 2000

This report may be reproduced in whole or in part for non-commercial educational purposes, provided that all extracts quoted are reproduced verbatim without adaptation and on condition that the source and date thereof are stated.

Further copies of this report are obtainable from the school. Under the School Inspections Act 1996, the school must provide a copy of this report and/or its summary free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

## INFORMATION ABOUT THE SCHOOL

Type of school:	Junior School
School category:	Foundation
Age range of pupils:	7 to 11
Gender of pupils:	Mixed
School address:	Westgate Lincoln
Postcode:	LN1 3BQ
Telephone number:	01522 528308
Fax number:	01522 533241
Appropriate authority:	Governing body
Name of chair of governors:	Mr N Macdonald
Date of previous inspection:	13 <sup>th</sup> January 1997

## INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
E Linley 27281	Registered inspector	Physical education	What sort of school is it? How well are the pupils taught? How well is the school led and managed?
N Walker 19443	Lay inspector		Pupils' attitudes, values and personal development. How well does the school care for its pupils? How well does the school work in partnership with parents?
M McLean 12631	Team inspector	Art; Religious education; Equal opportunities	
A Kounnou 30810	Team inspector	Mathematics	The school's results and achievements. How good are curricular and other opportunities?
R Linstead 19041	Team inspector	English; Music	
J Haves 8070	Team inspector	Information Communication Technology; History; Special educational needs; English as an additional language	
S Twaits 2767	Team inspector	Science; Design and technology; Geography	Assessment

The inspection contractor was:

Quality Education Directorate  
Reginald Arthur House  
Percy Street  
Rotherham S65 1ED

Any concerns or complaints about the inspection or the report should be raised with the inspection contractor. Complaints that are not satisfactorily resolved by the contractor should be raised with OFSTED by writing to:

The Registrar  
Inspection Quality Division  
The Office for Standards in Education  
Alexandra House  
33 Kingsway  
London WC2B 6SE

## REPORT CONTENTS

	Page
<b>PART A: SUMMARY OF THE REPORT</b>	<b>6</b>
Information about the school	
How good the school is	
What the school does well	
What could be improved	
How the school has improved since its last inspection	
Standards	
Pupils' attitudes and values	
Teaching and learning	
Other aspects of the school	
How well the school is led and managed	
Parents' and carers' views of the school	
<b>PART B: COMMENTARY</b>	
<b>HOW HIGH ARE STANDARDS?</b>	<b>11</b>
The school's results and achievements	
Pupils' attitudes, values and personal development	
<b>HOW WELL ARE PUPILS TAUGHT?</b>	<b>13</b>
<b>HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?</b>	<b>15</b>
<b>HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?</b>	<b>17</b>
<b>HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS</b>	<b>18</b>
<b>HOW WELL IS THE SCHOOL LED AND MANAGED?</b>	<b>19</b>
<b>WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?</b>	<b>21</b>
<b>PART C: SCHOOL DATA AND INDICATORS</b>	<b>23</b>
<b>PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES</b>	<b>27</b>

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

### **INFORMATION ABOUT THE SCHOOL**

Westgate Foundation School is a very large junior school with 484 pupils in classes from Year 3 to Year 6. The school is situated in the 'uphill' area of the city of Lincoln and serves a mixed social area. The majority of pupils are of white ethnic origin and 4 per cent of pupils are of mixed ethnic origin; however everyone speaks English. Fewer pupils than in other schools are entitled to free school meals (8.2 per cent) and the percentage of pupils who need support to overcome physical, emotional and learning difficulties is also lower. However, the percentage of pupils who have statements of special needs and receive help from outside school is about the same as in most schools. The results of National Curriculum tests for seven-year-olds show that when they start in Year 3 classes, most pupils have well above average skills in reading, writing and mathematics.

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

This is an effective school that gives sound value for money. As a result of teaching that is most often good or better, standards are high enough in all subjects except religious education and design technology. The results of the National Curriculum tests are improving each year and standards in English, mathematics and science are good. Standards are also above what is expected in art and music. The leadership and management of the school is satisfactory overall and the new headteacher provides very positive leadership that generates enthusiasm and support.

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

- Standards in English, mathematics, science, art and music are above what is expected
- The substantial amount of high quality teaching promotes pupils' learning.
- The headteacher provides very good leadership and is supported with enthusiasm by staff and governors.
- The provision for pupils' moral and cultural development is good.
- Pupils' behaviour and their attitudes to learning are good.
- Financial management is good.

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

- Standards in religious education are low; planning for the subject is weak, many staff lack expertise and the allocation of time is too low. Also religious education is not reported on separately in all pupils' annual reports.
- There is no clear evaluation and guidelines for the curriculum. As a result, policies are not supported by sufficient written guidance to enable teachers to make effective links between subjects or to decide how best to teach the skills required in each subject.
- The role of the subject co-ordinator is not clearly defined. As a result, co-ordinators do not have a clear overview of their subject throughout the school. They do not monitor and evaluate their subject effectively to see how well it is taught and how well pupils learn.
- The governing body does not meet all of its statutory responsibilities at the present time.

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

## HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

There has been satisfactory improvement overall since the last inspection carried out in January 1997. The role of the senior management team is developing to enable the deputy headteacher and year coordinators to take an active role in management and to monitor standards. The governing body needs to put in place some statutory responsibilities, however, those identified at the time of the last inspection for action, have now been implemented. The school now provides for pupils' personal, social and health education, however, teachers do not plan consistently across the curriculum to provide pupils with opportunities to develop independence in their learning. There has been a trend of improvement in standards; however, standards in design technology and religious education are too low. Subject leaders are committed to improving their subjects. However, there is more to be done to ensure that they have an overview of the curriculum to identify where aspects of their subjects are taught best and where they are needed to give support. Teaching has improved since the last inspection and this has improved standards in English, mathematics and science. The National Literacy and Numeracy strategies have also been effective in supporting the rise in standards in English and mathematics.

## STANDARDS

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

Performance in:	compared with				<b>Key</b>
	all schools			similar schools	
	1998	1999	2000	2000	
English	C	C	B	B	well above average A above average B average C below average D well below average E
mathematics	C	B	A	A	
science	D	C	A	A	

The table shows that test results for English, mathematics and science have risen steadily over the last few years. They show that significant improvements were made in 2000 when standards in English were above most other schools and similar schools and were well above in mathematics and science. The school exceeded the targets it had set for raising standards in English, mathematics and science and has set higher targets for next year. Standards for pupils currently in Year 6 are above what is expected in English, mathematics and science and pupils are making satisfactory progress on their earlier learning.

Standards in design technology are too low. They are also unsatisfactory in religious education and this is a key issue for improvement.

By the end of Year 6, standards are above expectations for eleven-year-olds in art and music. They are typical for their age in information technology, geography, history and physical education.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils are keen to learn and they try hard with their work.
Behaviour, in and out of classrooms	Behaviour is good. Pupils listen to their teachers well and this has a positive effect on their learning.
Personal development and relationships	Pupils have good relationships with staff and with their friends. They are polite and friendly to visitors in the school. Pupils readily accept responsibilities when they are given them.
Attendance	Pupils enjoy coming to school and, as a result, attendance is good.

Throughout the school pupils are well behaved and this has a positive impact on their learning. Pupils are keen to accept responsibility, however, the school does not plan consistently to provide pupils with the opportunities to develop their independence and to take responsibility for their own learning.

## TEACHING AND LEARNING

<b>Teaching of pupils:</b>	<b>aged 7-11 years</b>
Lessons seen overall	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.*

Teaching has improved overall since the last inspection. Teaching was satisfactory or better in 93 per cent of lessons observed. Of this, 44 per cent was good, 8 per cent was very good and 4 per cent was excellent. However, it was unsatisfactory in 7 per cent of lessons. The teaching of literacy and numeracy is good and effective use is made of the national strategies. In the best lessons in all subjects, pupils are motivated to learn by the teachers' enthusiasm, knowledge, challenge and good use of time. In these lessons teachers make the purpose of the lesson very clear to pupils. In the unsatisfactory lessons, teachers' subject knowledge is not always secure. Teachers do not plan sufficiently well to challenge all pupils in their class and as a result they do not expect enough of them. However, the overall quality of teaching and the positive attitudes of pupils means that learning for the majority of pupils is good.

Pupils with English as a second language make good progress overall, because they are fully included in all learning by teachers. Pupils with special educational needs make sound progress towards their individual targets.



## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum is satisfactory overall, however, subject guidelines are not in place to support teachers' planning. Also, not all subjects receive an appropriate amount of teaching time. As a result the school does not ensure that the curriculum is properly balanced.
Provision for pupils with special educational needs	Satisfactory overall. Pupils are well supported, however, the school does not ensure that parents are involved in the annual review of all pupils on the special educational needs register.
Provision for pupils with English as an additional language	Pupils do not receive support from outside the school; however, they are well supported by their class teachers.
Provision for pupils' personal, including spiritual, moral, social and cultural development	The school's provision for moral and cultural development is good. It is satisfactory for pupil' personal, social and spiritual development.
How well the school cares for its pupils	The headteacher, staff and governors continue to be successful in providing a school environment where pupils can feel safe and secure and are well cared for.

The school's partnership with parents is currently satisfactory and is rapidly improving. Recent initiatives to provide information on the curriculum, plus the new homework diaries, show a commitment by the school to improve its partnership with parents.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher demonstrates very good leadership. He is well supported by the deputy headteacher and senior management team.
How well the governors fulfill their responsibilities	Satisfactory overall. The governors have a particularly good overview of financial management; however, they have yet to appoint a governor with responsibility for special educational needs. Also, in their annual report to parents, they do not state the progress that the school has made following the last inspection.
The school's evaluation of its performance	The headteacher's initial evaluation of the school is good. He has clearly identified areas for development and issues for action to improve the school's performance.
The strategic use of resources	The school makes good use of all its resources to meet its planned targets.

There are a satisfactory number of teachers and support staff in the school. The accommodation is satisfactory and the range and quality of resources to teach the curriculum has improved since the last inspection and is now satisfactory overall.

The role of the subject co-ordinators is in an early stage of development. Co-ordinators are keen to improve the quality of provision for their subjects; however, insufficient monitoring and evaluation is carried out to identify strengths and weaknesses in the curriculum and in teaching and learning.

Financial management of the school is good. Governors ensure they get best value from their spending and that what the school provides is achieved at a reasonable cost.

## **PARENTS' AND CARERS' VIEWS OF THE SCHOOL**

<b>What pleases parents most</b>	<b>What parents would like to see improved</b>
<ul style="list-style-type: none"> <li>• High standards</li> <li>• The good quality of teaching in the school</li> <li>• Their children like coming to school</li> <li>• Pupils' good behaviour.</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils' annual school reports.</li> <li>• The range of extra-curricular activities</li> <li>• Clear information about what their children are expected to do at home.</li> </ul>

The inspection team agrees with the views of parents about the things they like about the school. Inspection findings are that the school tries hard to give parents the information they want about their children's work and that this has recently improved, for example, with the introduction and use of the new homework diary. Parents' concerns about the language used in their children's annual reports are justified. In addition, the school does not consistently report on pupils' progress in religious education as a subject in its own right as it is required to do. However, the range of extra-curricular activities that the school provides throughout the year is satisfactory and generally reflects what might be expected in a junior school.

## **PART B: COMMENTARY**

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

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

- 1 The results of the National Curriculum tests at the end of Key Stage 2 show that by the time they leave the school at age 11 pupils attain above average standards in English, and well above average standards in mathematics and science. When compared to similar schools the results are the same, above average in English and well above average in mathematics and science. The proportion of pupils achieving the higher level increased significantly in English and science. Standards in English have been maintained since the previous inspection and have improved in mathematics and science. The most significant improvement is in science, where standards were broadly average in 1997, and are now well above average. The trend in improvement in all three subjects is broadly in line with the national trend.
- 2 Pupils entering the school, in Year 3, in September 2000 achieved well above average results in the Key Stage 1 National Curriculum tests. Pupils who took the National Curriculum tests at age 11 at the end of Key Stage 2 in summer 2000, achieved similarly high standards when they were assessed at age 7 at the end of Key Stage 1. Throughout their time in the school they have made satisfactory progress. The targets set for the year 2000 were met in English and substantially exceeded in mathematics and science, indicating that in these subjects targets were not sufficiently challenging last year. The process of setting targets for 2002 has begun at the school and there is every indication that these will be more challenging.
- 3 Inspection evidence indicates that pupils in the current Year 6 achieve standards that are above those expected in English, mathematics and science. Since starting school, when standards on entry were good, these pupils have made satisfactory progress in all three of these subjects. Pupils have good speaking and listening skills and these contribute significantly to pupils' capacity to learn in all the subjects of the curriculum. However, the school has not yet devised a curriculum that provides suitable learning challenges in this area of English; this prevents pupils from developing their skills further. In reading the introduction of the National Literacy Strategy is helping to maintain high standards. However, writing standards are similar to those found in other schools, and given their good standards on entry, pupils are not consistently attaining as well as they might. The results in English were not improving as fast as national results up to 1999; more recent results have improved significantly.
- 4 In mathematics pupils in Year 6 have plenty of opportunities to develop their skills in number work, and as a result they achieve above average standards in this area of mathematics. Pupils have fewer opportunities to work independently and to use and apply these number skills in mathematical investigations. They record their work neatly but have few opportunities to devise their own way of recording mathematical information. Work on shape and measurement, and data handling is not sufficiently challenging for pupils achieving above average standards in number work.
- 5 In science pupils' knowledge and understanding of life processes and living things, materials and their properties, and physical processes are above those expected nationally. Pupils know that some substances dissolve and some do not. They understand about the role of the water-cycle in evaporation and condensation, and they know that day and night is linked to the earth spinning on its axis. They use

correct scientific language and can predict outcomes and draw conclusions effectively. However pupils cannot plan an investigation and carry it out systematically, in this area of the science curriculum pupils achieve standards that are below what is expected. This is mainly because pupils do not have enough opportunities to work independently, and have little experience in planning, selecting and presenting their own investigations.

- 6 As they move through the key stage, pupils make steady progress in acquiring basic skills and broadening their experiences in using information communication technology. Skills' levels are quite varied, especially with younger pupils. However, pupils' use of information and communication technology is average at the end of the key stage.
- 7 Standards in religious education are below what is expected in the locally agreed syllabus for religious education at the end of Key Stage 2, in this important subject pupils make unsatisfactory progress. Pupils know the Christian, Hindu and Jewish creation stories and can express their personal ideas about creation. They know about the ritual of bar Mitzvah and Hindu birth ceremonies, and about the work of some important Christians, such as Albert Schweitzer and Mother Theresa. However, they do not know about contemporary religious figures, or different versions of the bible. They have little awareness or understanding of the various forms of worship. They have no understanding of beliefs about God that are expressed in the first four of the ten commandments, or of the Holy Trinity. Pupils' below average attainment in religious education is clearly linked to inadequate planning in the subject and to the lack of time that religious education is actually taught.
- 8 In history, geography, and physical education standards are average. In design and technology, standards are below what is expected and pupils do not achieve as well as could be expected given their above average attainment in English, mathematics and science. This is mainly due to weaknesses in the curriculum, which result in a lack of challenge in the activities that are planned. For example, in design and technology, pupils do not have enough opportunities to work at tasks that will enable them to achieve the expected standard. In geography, pupils use maps and atlases effectively to find information, but do not understand how people can improve or damage the environment.
- 9 In music and art, standards are above average, artwork displayed throughout the school is of a good standard and pupils make satisfactory progress in these subjects. Pupils use a range of materials and media to sketch, paint and print. They have opportunities to work in three dimensions and are able to evaluate their own work and the work of others.
- 10 Pupils included on the special educational needs register make satisfactory progress towards their targets as a result of the school's sound provision. Pupils with English as a second language make good progress overall, because they are fully included in all learning by teachers.

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

- 11 Pupils have good attitudes to their learning. They are keen to come to school and they mostly settle quickly in lessons and listen carefully to their teachers. They are fully involved in class discussions and when asked about lessons they often say how much they have enjoyed it. For example, in a Year 4 geography lesson, when an inspector asked a pupil if he was enjoying the task in hand, he replied "I love it"!
- 12 The behaviour of pupils at Westgate Junior School is good. They are polite and well mannered to each other and to adults in the school. They follow the school's procedures for moving around the school, such as filing in to assembly and lining up outside classrooms, but some pupils display immature behaviour at times such as giggling and other silliness. Even though during the inspection week much of pupils' recreation time had to be spent inside because of poor weather, pupils still remained well behaved. Although pupils do not have the opportunity to take on more complex areas of responsibility within the school, when they are given a job to do such as tidying or getting equipment ready, they respond willingly and sensibly.
- 13 There are good relationships between pupils; they work and play well together. For example, in lessons they share equipment and ideas, and at play they show concern when someone has a fall or injures themselves, and are quick to pick them up and help them to the first aid station. During the inspection there were no signs of intimidation, and aggressive or bullying behaviour is very rare. There have been no permanent exclusions and only one fixed term exclusion during the last school year.
- 14 This positive picture of both pupils' attitudes and behaviour has been maintained since the last inspection and reflects the views of the parents expressed in their response to the questionnaire. It is further reflected in the good attendance figure, which continues to be above the national average with well below average truancy.

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

- 15 Most of the teaching observed, 93 per cent, was satisfactory or better. Of this, 44 per cent was good, 8 per cent was very good and 4 per cent was excellent. Although teaching was unsatisfactory in 7 per cent of lessons observed, an improvement in teaching overall has been made since the last inspection; this is particularly evident in Years 5 and 6 where all of the excellent teaching occurred. As a result of the standard of teaching, pupils make good progress in acquiring knowledge and skills in most subjects. The exception to this is in design technology and in religious education where the subject knowledge of many teachers is not good enough and hence learning is unsatisfactory.
- 16 Teachers' knowledge and understanding of many subjects of the curriculum has improved. With the implementation of the National Literacy and National Numeracy Strategies, teachers have gained confidence in teaching the basic skills of English and mathematics and overall, they do this well. The National Numeracy Strategy has only just been introduced in Year 6, however, teachers are working hard to implement it effectively. As a result standards in English and mathematics have improved. Effective teaching has also resulted in improved standards in science. However, in all three subjects teachers do not plan consistently to develop pupils' investigative skills or the development of pupils' speaking and listening skills. Teachers are developing their confidence to teach information communication technology skills across the curriculum to the whole class in the computer suite. However, teachers do not always plan lessons to ensure that there is sufficient support available to develop

pupils' information communication technology skills effectively and to avoid them waiting for help.

- 17 Teachers' planning is satisfactory overall, however, a minority of teachers do not plan consistently for the abilities of different groups of pupils within their class. As a result, where teaching is unsatisfactory, pupils lose concentration and do not make sufficient progress. For example, in a Year 6 geography lesson, pupils were not sufficiently challenged by the activity planned to analyse the video that was watched on occupations in St Lucia. As a consequence the standard of pupils' learning was unsatisfactory. In a Year 5 design and technology lesson, planning did not relate effectively to the skills that pupils were to develop. The activity lacked challenge and did not allow pupils to work at a level appropriate to their ability. Some teachers in the same year groups plan work at an appropriate level of challenge for all pupils particularly in English and mathematics, however many classes follow similar work which does not challenge the more able nor meet the needs of the children with special educational needs.
- 18 Planning is most effective when activities are well matched to the needs and abilities of all pupils. For example, pupils in a Year 6 science lesson were enthralled by their teachers' visual interpretation of the work of the red blood cell and how it contributes to the circulation of blood. The teacher's enthusiasm increased the pupils' desire to listen and learn. Pupils made very good progress in their learning and gained a lot of new knowledge by asking questions. The quality of teaching enabled pupils to develop their independence as they learnt. This is a feature of the most successful teaching. However, planning for pupils' independent learning and personal development is not a common feature of teachers' planning and this has been identified by the school as an issue for development.
- 19 Where teaching is good or better, pupils' progress is assessed and the following days work is adjusted accordingly. Teachers question pupils carefully to find out what they have remembered to move them forward during the lesson.
- 20 Marking is always up to date and encourages learning with praise given appropriately, however limited advice is given as to how the pupils can improve their work. The marking reflects the good relationships that exist between pupils and their teachers.
- 21 A strength of teaching throughout the school lies in the good relationships that exist between teachers and pupils. Teachers treat pupils with care and respect and most pupils respond by behaving well. Where teaching is very good and excellent, teachers build on the positive attitudes that pupils' demonstrate in lessons. They provide work that is interesting for all pupils and they respond well and are keen to 'have a go'. For example, in a Year 5 mathematics lesson, all pupils were actively involved in their learning and pupils were able to use their skills effectively to double numbers, such as 46 and 77, and halve numbers, such as 84, in their heads.
- 22 The overall teaching of pupils with special educational needs is satisfactory. Support is less effective where teachers do not give pupils suitable or challenging work. As a result the progress that pupils with special educational needs make is satisfactory overall. Pupils with English as a second language make good progress overall, because they are fully included in all learning by teachers.
- 23 Inspection findings show that pupils now receive homework and that this makes a satisfactory contribution to their learning in school. The introduction of a homework

diary is a new initiative that is used by teachers and this is much appreciated by parents.

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

- 24 The previous report found that the curriculum was broadly satisfactory, with good longer-term planning. National Curriculum requirements were not met in design and information technology. Overall, the curriculum is still judged to be satisfactory, however, improvement since the last inspection has been limited. Whilst National Curriculum requirements are now met in information communication technology, the curriculum for design and technology is not broad and balanced. In addition, subject guidelines are not in place across the curriculum to support teachers' planning. In English, mathematics and science the crucial aspects of speaking and listening, using and applying mathematics, and scientific enquiry are under represented in the curriculum. Currently whilst the parallel classes in each year group all cover the same topic there is no overall consistency in the work planned. As a result, the school can not ensure that the skills of pupils of the same age in different classes are developed systematically. However the new headteacher is well aware of the weaknesses in the curriculum and has begun to address these through the introduction of the Qualifications and Curriculum Authority's documents to guide longer-term planning. Consistent use of documents such as these will enable the school to provide a curriculum that helps pupils to build systematically on their previous knowledge and understanding.
- 25 Provision for pupils with special educational needs is satisfactory overall. Suitable individual plans have been drawn up to meet their needs, with clear individual targets identified that pupils can work towards in small measurable steps. Pupils are well supported both in and out of lessons and as a result they make sound progress.
- 26 The previous report identified a wide range of extra-curricular activities. Currently the range of extra-curricular activities provided for the pupils are about the same as those available in most schools. A satisfactory range of sports clubs is provided throughout the year, and there are several good music clubs, for example the school choir which is open to those who are able to sing at a good standard and a vibrant drum club open to a limited number Year 6 pupils. Other activities include stamp collecting, chess and computers. The school takes part in a range of activities and visits, including a residential visit to the Isle of Wight. Suitable use is made of the historic sites around Lincoln, and the school participates enthusiastically in the Lincoln Drama Festival. School productions are well supported by parents and pupils and are a highlight of the school year.
- 27 The school has purchased a commercial scheme to guide provision for personal social and health education since the previous inspection. However, the use of religious education time to teach the scientific content of this scheme is inappropriate. Generally, throughout the school day, pupils do not have enough opportunities to use their initiative and develop independence.
- 28 The school has developed good links with the community and other local schools, for example a teacher in Year 6 has established good liaison with the secondary school. Pupils have access to the Internet and have produced a school compact disc with an accompanying book. In addition the school has good links with the local teacher training college, with students regularly visiting the school. The local vicar is one of

many visitors to the school, during the inspection he led an assembly, playing an accordion to accompany the hymn. Pupils in Year 3 visited the local church in return and made good use of the information they gained in a religious education lesson looking at important features of a church. They moved around the classroom looking at a series of photographs, making notes about what they remembered, for example, the use of an ornate lectern.

- 29 The school meets statutory requirements for the National Curriculum and for collective worship. The locally agreed syllabus for religious education, dating from 1993, is under review. However, the school does not take steps to ensure that all pupils are taught religious education for the recommended length of time each week. For example religious education time is regularly used in Year 6 to teach the personal and social education programme. As a result pupils do not make sufficient progress in religious education and standards are too low.
- 30 The overall provision for pupils' spiritual, moral, social and cultural development is good. Provision for spiritual and social development is satisfactory, and provision for moral and cultural development is good.
- 31 Whilst there is no whole school planning for the provision of spiritual, moral, social and cultural development, spiritual development is promoted well in assemblies. Pupils are given opportunities to sit quietly. For example, pupils listened carefully to the music of a harvest hymn, then listened again as the teacher quietly read the words of a prayer of thanks. This provision was marred, however, by Year 6 pupils waiting outside the hall to come in and organise packed lunches. In another assembly, pupils were given time to reflect on times when they have made the correct choices and to share their feelings. However, there is little planned provision across the curriculum. In a history lesson, pupils responded with awe when shown an original Roman lamp, and other pupils responded similarly in religious education when shown an enlarged photograph of the font in Lincoln cathedral. Pupils are taught, by the good example of their teachers, to respect the opinions and beliefs of classmates and to respect the beliefs and lifestyles of the faiths taught.
- 32 Moral development is promoted well in assemblies, and in lessons as issues arise. School rules are displayed in all classrooms and around the school. These are to be reviewed to make them more easily understood by all the pupils. In Year 6, pupils discussed and shared their own ideas about the punishment of Adam and Eve, and in an assembly pupils gave examples of when they have made the correct moral choice and "felt proud". In discussion Year 6 pupils clearly know the difference between right and wrong. They learn the importance of making the right choices through the school's personal, social and health education programme, and many pupils refer to their parents' and teachers' expectations of good behaviour.
- 33 Social development is promoted through the good role models shown by teachers and other adults working in the school. Pupils say, "We would help anyone either in school or at home". Older pupils know that they are expected to look after younger pupils in the school. Many pupils have minor roles of responsibility that they undertake seriously. However, there is little provision for pupils to work collaboratively or to be independent and take responsibility for their own learning. Pupils from Year 6 classes choose a charity to support, and fund raising activities take place for a week once a year. Very recently, pupils have been encouraged to make suggestions for improvements. For example, the sanctions agreed to promote positive behaviour were suggestions from pupils. The school intends to develop this collaboration further.



- 34 Cultural development is promoted successfully through the curriculum and through visits and visitors to the school. In history and geography, pupils learn about their own cultural heritage as well as about the cultures of people in different countries of the world. Although pupils' knowledge and understanding about the faiths taught is fragmentary, in discussion many pupils have a good understanding of the multicultural nature of society in Britain today.

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

- 35 The headteacher, staff and governors continue to be successful in providing a school where pupils can feel safe and secure. Health and safety inspections are regularly carried out and any concerns are quickly remedied. For example, during the summer months, the benches in the playground were moved so that pupils could have some shade from the mid-day sun. Every member of staff, both teaching and non-teaching, including administrative staff, has taken the time to gain a qualification in first aid and pupils receive good attention and supervision when they are ill or injured. In addition to the school's attendance registers, the school administrator maintains records of late arrivals and early departures, such as to the doctors or home because of illness. As a result, every pupil can be accounted for should there be a need to evacuate the school.
- 36 There are appropriate links with other agencies such as the Education Welfare Officer, the Learning Support Services, and the School Nurse. Child protection procedures are now satisfactory which is an improvement since the last inspection. The headteacher is the named person responsible for child protection in the school and he has had up-to-date training in this aspect. The headteacher has already identified a need to train staff in being able to identify the signs of child abuse and plans are imminent to address this weakness. Pupils themselves receive guidance in protecting themselves and leading a healthy life, for example in assemblies they are reminded not to talk or open the door to strangers, and in science lessons they learn about the dangers of harmful drugs and how to say "no".
- 37 Pupils' attainment is assessed on entry to the school through the use of commercial reading and internal mathematics tests. Many of the schools' assessment procedures are in the early stages of development. A database of information has recently been compiled by the headteacher, which will be used to analyse attainment and monitor progress of individuals and groups of children. There are satisfactory procedures for assessing pupils' attainment but they need developing further to achieve a consistent approach across the school. Good practice that has started in English and Mathematics needs to be built on in all the curriculum subjects. Pupils with special educational needs are satisfactorily identified. In English, pupils with special educational needs are withdrawn to receive additional literacy support as a class within their own year group. In addition, optional national tests are used to organise pupils into groups of similar attainment for mathematics in Years 3 to 6 and for science in Year 6. This has shown to be successful in raising standards for the more able children in particular.
- 38 The use of assessment information to guide curriculum planning was identified as inconsistent in the previous report and the practice within the school is still unsatisfactory overall. Good practice has begun in English and Mathematics but this is not rigorously or consistently used in all subjects or classes throughout the school.

- 39 The new headteacher has plans for staff training to assess pupils' work against National Curriculum levels and linking this with target setting for both individual pupils and year groups. Presently pupils are not given a clear understanding of their level of attainment and what improvement is necessary to raise that level. There is presently insufficient guidance regarding the use of assessment, its link to planning and this is recognised by the school.
- 40 Assessments at the end of the school year in English and mathematics are used to move pupils between classes that are set by ability. There is however too little analysis of assessment information available for these subjects to target areas for improvement. Although teachers know their pupils well there are no formal procedures for monitoring personal development.
- 41 Annual reports for parents are satisfactory for most subjects but religious education is not always reported in its own right. There are insufficient references to strengths and weaknesses to enable parents to understand how they can help their child to improve and the language used in the reports is difficult for parents to understand. The school meets statutory requirements in regard to reporting the results of National Curriculum tests to parents at the end of Key Stage 2.
- 42 There are effective methods to promote attendance, good behaviour and to monitor and discourage inappropriate behaviour, bullying or harassment. All staff in the school present good role models for pupils to look up to and staff remind pupils of what is expected of them. Teachers know the pupils well and pupils' personal development is reported in the end of year progress reports. However, more formal methods of monitoring pupils' personal development are not in place and there are few opportunities both in lessons and around the school for pupils to use their initiative, to develop their personal study skills, or to take on more complex areas of responsibility. As a result, pupils' personal development is not developed sufficiently.
- 43 Procedures for monitoring pupils who have statements of special educational needs is good. However, for other pupils on the special educational needs register it is unsatisfactory as parents of these pupils are not involved in annual review meetings.

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

- 44 The school's partnership with parents is currently satisfactory and is rapidly improving. Parents' views of the school are good, as they were at the time of the last inspection. However, not all parents have been fully involved in their child's learning. For example, parents of all pupils with special educational needs have not been involved in putting together their child's individual education plans or the annual review of their progress. In addition, pupils' end of year reports have not included future learning targets or reported on all subjects. Statutory information for parents has also been missing from the Governors Report to Parents. However, since the arrival of the new headteacher, parents of Year 3 pupils have been asked for their ideas to improve the school and many of their suggestions are being implemented. All parents have been given full information on what is being taught this term and there is a meeting for parents to discuss their child's progress with the class teacher in the middle of October. In the last two weeks, the school has given all pupils a homework diary that contains some very useful information for parents and pupils and ensures that parents are fully informed of what their child's homework is each day. As a result, parents can support their child's learning better. Even in such a short space of time about 75 per cent of parents are now using the homework diaries; signing them

each week and writing comments in them for teachers. Parents are particularly pleased with the improvement in the quality of the information this term.

- 45 Currently, there are a small number of parents and friends who come into school to hear pupils read but the school has recently written to all parents asking for volunteers to help in school. As a result, a list of over thirty parents who are willing to help on a regular basis has been drawn up. Parents are also active in raising valuable funds for school through the Friends of Westgate, which amongst other things, pays for all pupils in the school to have swimming lessons throughout the year. As a result, most pupils in Year 6 achieve the National Curriculum requirement of 25 meters for eleven year olds in swimming.

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

- 46 The very good leadership that is provided by the headteacher, new to the post, has had a major impact on the school's commitment to move forward. He has clearly identified areas for improvement and is well supported by the deputy headteacher, senior management team, staff and governors in developing an exciting vision for the school. The headteacher works closely with all staff and there is a commitment to raising achievement.
- 47 At the time of the previous inspection, the deputy headteachers had little involvement in monitoring the school's provision to improve the quality of the curriculum. Strategies were implemented to increase the deputy headteachers' responsibilities and satisfactory improvement was made against this issue for action. At the current time, the school has one deputy headteacher and recent changes that have been made are significant in developing and improving his management role within school. The headteacher, deputy headteacher and senior managers of the school are committed to make the changes needed to further improve the quality of education provided for pupils in the school and to develop their management roles to ensure that it is monitored and evaluated effectively. As a result a one-year development plan is currently being prepared to provide a sharper focus for action against which the school's achievements can be measured. This is to support the five-year school development plan that currently provides a satisfactory overview of the school's identified priorities.
- 48 The role of the co-ordinator is currently under-developed; as a result co-ordinators do not have a clear overview of how pupils' skills, understanding and knowledge are consistently developed throughout the school. Co-ordinators are supportive of their colleagues, but they have not yet had the opportunity to monitor their subjects effectively. However, the school has already identified the need to monitor the quality of teaching and learning, also the need to monitor the curriculum, to ensure that it broad and balanced and that all pupils have equal access to effective learning opportunities. This is particularly necessary in religious education and design technology where standards are not high enough. The co-ordinator for special educational needs provides satisfactory leadership; she no longer has responsibility for a class and can focus upon managing special educational needs more effectively.
- 49 Governors continue to work hard on behalf of the school and make a positive contribution to its leadership overall. This is particularly noted in the role that governors play in monitoring the school's finances, which is very good. At the time of the last inspection issues regarding the statutory duties of the governing body that were not fulfilled were raised and governors have responded effectively. However, at the present time governors have not appointed a named special educational needs

governor, they do not report to parents in their annual report on the progress of the school's action plan following their last inspection and they do not ensure that religious education is reported as a subject in its own right in pupils' annual reports to parents. The governors are aware of the need to fulfil their statutory responsibilities and are committed to action in order to correct this position.

- 50 The school makes effective strategic use of its human and physical resources to meet its planned targets. It also uses specific grants appropriately to meet identified needs. For example, the school uses funds for pupils with special educational needs, including those with statements of special educational needs, to provide effectively targeted support. Financial planning continues to support identified priorities for improvement well. Governors have full and timely information about the school and its finances. They have strong expertise in financial administration. For example, they have a designated finance governor who makes a key contribution to the work of the finance committee. The school also benefits from the guidance and accountancy work of a full time and experienced finance officer. As a result, governors play an important part in the construction and monitoring of the annual budget.
- 51 The quality of longer term financial planning is also good. For example, governors saw that the school's change from grant-maintained to foundation status would reduce income. They therefore provided contingency funding to maintain staffing levels and prevent redundancies.
- 52 Governors and staff ensure that the school's processes have a sound link to principles of best value. The school ensures competitive quotations, for example for coach hire, and gets best value in purchasing resources. The headteacher keeps a close eye on all aspects of financial commitment. Governors are beginning to evaluate more closely the impact of financial decisions on standards. However awareness of the importance of self-challenge and the need for the school to compare itself carefully with similar ones are at an early stage. The school has begun to consult pupils and parents more widely.
- 53 Financial control continues to be good. The school's financial procedures document is of high quality, covering precisely all aspects of financial responsibility. Staff concerned also address audit recommendations promptly and effectively. Spending on resources meets priority needs well. For example, the creation of the computer suite has significantly helped to raise standards.
- 54 The school makes effective use of new technology, for example in finance and the maintenance of pupil records. However its systems are not fully unified, parts are dated, and insufficiently backed up.
- 55 Having regard to its effectiveness, sound improvement, pupils' sound achievement, above average standards of work and behaviour, the good quality of teaching, sound leadership and management and average unit costs, the school gives sound value for money.
- 56 The school has sufficient qualified teachers for its sixteen classes. They have appropriate training and experience to teach the National Curriculum and religious education, and to meet pupils' special educational needs. Support staff have appropriate experience and skill to help and supervise effectively pupils of junior school age effectively. Midday supervisors continue to make an important contribution to pupils' welfare and safety. Arrangements for induction and appraisal are satisfactory. The school secretary and finance officer make strong contributions

to the school's efficient working. The administrative officer, who is also clerk to the governors, ensures its smooth daily running and plays a key role in its links with parents and the community. The school is at an appropriate stage in developing its policy and procedures for performance management and has sound potential for training new teachers.

- 57 The site manager and his team continue to keep the accommodation in a good state of maintenance, order and cleanliness. They contribute significantly to the school's good atmosphere for learning.
- 58 The accommodation is satisfactory, fully used and continues to allow the curriculum to be taught effectively. The playground and field are small for the number of pupils who use them. The field accommodates some games lessons, but is not big enough for games pitches or sports days. Since the last inspection storage facilities and the quality of decoration have both improved.
- 59 The range and quality of learning resources has improved since the last inspection and is satisfactory overall. There are good levels of resourcing for science, information and communication technology, religious education, art and design, music and physical education. Resources for English, mathematics, design technology, geography, history, and for pupils with special educational needs are satisfactory. Library fiction and non-fiction books are not sufficiently up to date and attractive to increase pupils' reading or to support independent learning.

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

- 60 In order to improve pupils' standards of attainment, the head teacher, governors and staff should:
- (1) Improve standards in religious education by: (Paragraphs: 7; 15; 27; 29; 41; 133; 135 & 136)
- Ensuring that all teachers have sufficient subject knowledge to implement the requirements of the revised Agreed Syllabus
  - Planning for a balanced and broadly based curriculum for religious education
  - Ensuring that this subject has sufficient allocation of time
  - Ensuring that religious education is reported on separately in pupils' annual reports.
- (2) Establish a clear overview of the effectiveness of the whole curriculum by: (Paragraphs: 12; 16; 18; 24; 42; 45; 88; 98; 102; 109; 111; 119; 131 & 135)
- Ensuring that all policies have sufficient written guidance to support planning throughout the curriculum and to take account of the links between subjects
  - Ensuring that curriculum planning identifies the range of skills in each subject and how they will be taught and to develop pupils' independence of learning.

- (3) Further develop the role of all subject co-ordinators by: (Paragraphs: 48; 71; 84; 98; 102; 111; 78; 132; 137)
- Developing a cycle of monitoring, evaluation and review to ensure that the curriculum is rigorously scrutinised, in addition to the teaching and learning of all subjects
- (4) Governors should ensure that all their statutory responsibilities are fulfilled by: (Paragraphs: 41; 44 & 49)
- Appointing a named governor for special educational needs
  - Ensuring that the progress on the action plan following the school's OFSTED inspection is reported in the governors' annual report to parents
  - Ensuring that all subjects are reported on separately in pupils' annual reports.

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	95
Number of discussions with staff, governors, other adults and pupils	68

### Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
4	9	43	37	7	-	-

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	Y3– Y6
Number of pupils on the school's roll (FTE for part-time pupils)	484
Number of full-time pupils eligible for free school meals	57

FTE means full-time equivalent.

Special educational needs	Y3 – Y6
Number of pupils with statements of special educational needs	9
Number of pupils on the school's special educational needs register	60

English as an additional language	No of pupils
Number of pupils with English as an additional language	13

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	13
Pupils who left the school other than at the usual time of leaving	19

### Attendance

#### Authorised absence

	%
School data	4.6
National comparative data	5.4

#### Unauthorised absence

	%
School data	0
National comparative data	0.5

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

## Attainment at the end of Key Stage 2

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 2 for the latest reporting year	2000	660	63	123

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	41	50	54
	Girls	55	51	57
	Total	96	101	111
Percentage of pupils at NC level 4 or above	School	78 (77)	82 (74)	90 (81)
	National	75 (70)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	42	48	56
	Girls	52	51	55
	Total	94	99	111
Percentage of pupils at NC level 4 or above	School	76 (72)	80 (73)	91 (80)
	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	-
Black – African heritage	-
Black – other	-
Indian	1
Pakistani	6
Bangladeshi	-
Chinese	-
White	463
Any other minority ethnic group	14

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

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

#### **Qualified teachers and classes: Y3 – Y6**

Total number of qualified teachers (FTE)	18
Number of pupils per qualified teacher	26.9
Average class size	30.3

#### **Education support staff: Y3 – Y6**

Total number of education support staff	0
Total aggregate hours worked per week	0

*FTE means full-time equivalent.*

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

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

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

### ***Financial information***

Financial year	2000
	£
Total income	839,603
Total expenditure	983,207
Expenditure per pupil	2,024
Balance brought forward from previous year	40,731
Balance carried forward to next year	-102,873

## Results of the survey of parents and carers

### Questionnaire return rate

Number of questionnaires sent out	484
Number of questionnaires returned	263

### Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	49	44	5	0	2
My child is making good progress in school.	34	56	3	1	7
Behaviour in the school is good.	38	56	3	1	7
My child gets the right amount of work to do at home.	22	38	21	4	14
The teaching is good.	42	48	0	0	9
I am kept well informed about how my child is getting on.	29	46	13	2	11
I would feel comfortable about approaching the school with questions or a problem.	61	32	3	2	2
The school expects my child to work hard and achieve his or her best.	55	34	3	0	8
The school works closely with parents.	30	48	13	2	7
The school is well led and managed.	43	41	2	0	14
The school is helping my child become mature and responsible.	37	46	6	0	10
The school provides an interesting range of activities outside lessons.	18	25	25	11	21

## **PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES**

### **ENGLISH**

- 61 Standards by the end of Year 6 are above average. This is an improvement on the average standards at the last inspection four years ago. From 1996–98 standards went down, but improved in 1999. There was a big improvement in the year 2,000. This was because almost two fifths of pupils reached a standard above that expected for their ages. There are three main reasons for this improvement. Teaching quality is better than four years ago. The school's drive to raise reading standards has paid off. The literacy hour is improving pupils' understanding of books and language. Standards in speaking, listening and reading are above average. Writing standards are average. Girls' standards are higher than boys', reflecting the national pattern.
- 62 Results in the 2,000 National Curriculum tests tell the same story as pupils' work in books, files and lessons. Standards are higher than most schools' and than those of schools like Westgate. This is a really good improvement since 1999 when standards were well below those of similar schools.
- 63 The good standards of pupils' speech and listening help them to learn in all subjects. They are able to take in detailed explanations of new learning. Pupils also understand first time what teachers want them to do. Nearly all are confident speakers who seek teachers' help if they are not sure what to do. Good listening also enables them to learn a lot from each other's clear questions, examples and insights. For example, in a Year 3 science lesson, all followed a bright pupil's full explanation of what a fair test was. In a Year 6 drama lesson, groups 'bounced ideas off each other' as they created a script from the novel "The Secret Garden". Such effective learning particularly helps those pupils for whom English is an additional language. At times, pupils with special educational needs miss such stimulating opportunities when withdrawn from lessons.
- 64 Reading standards continue to be above average. Pupils' reading standards are good when they join the school in Year 3. All enjoy whole class investigations into text with their teachers at the beginning of literacy lessons. However, assessment tests showed that pupils did not know well enough how to 'read between the lines'. So the co-ordinators went on special training courses and passed new teaching skills on to colleagues. Pupils then learned quickly how to find and use evidence to improve their understanding of reading. These improved skills are the main reason for the pupils' higher standards in National Curriculum tests this year.
- 65 Good reading skills enable pupils to learn efficiently, for example from directions on screen and worksheets. They know how to use indexes, contents pages, glossaries, dictionaries and thesauruses. As a result they are good at pinpointing information in text. However, skills in using libraries for research are below average. Year 6 pupils do not have enough skill in using the Dewey system, for example. Regular silent reading and encouragement of reading at home develop pupils' independence as readers. Most are fluent and reading for enjoyment by the time they leave school. Average and higher attaining pupils also read their own writing accurately. They are therefore able to check and re-draft effectively to improve accuracy and expression. Lower attaining pupils find this difficult because of poor handwriting. Extra help from support staff enables pupils with special educational needs to make sound progress in reading. Year 6 pupils benefit from booster classes. Additional literacy groups improve the reading skills of lower attaining pupils in Years 3 and 4. However, the

quality and range of books for reading at home has not improved enough since the last inspection. As a result lower attaining pupils tend to read less regularly by the end of the key stage.

- 66 Writing standards are similar to those found in most schools. Given their good standards on entry, pupils are not consistently attaining as well as they might. Handwriting and presentation are satisfactory, as are paragraphing, punctuation and writing speeds. By the end of Year 6, spelling standards are above average as a result of regular homework and tests. Teachers give pupils a good range of interesting writing experiences. Standards of imaginative work and written appreciation of pictures and music are above average. For example, Year 6 pupils wrote thoughtful paragraphs on Monet's paintings and the music of Robbie Williams. Year 5 pupils wrote sensitively to explore the feelings of farmworkers in "Working on a farm in Victorian times." Personal voices develop well in such work.
- 67 A lot of writing time goes on short pieces and single sentence exercises. Pupils therefore gain above average understanding of language use and grammar. However, story-writing skills are only average. Pupils learn well how to start off narratives, but lack skills in description, structuring and presentation of characters. As a result stories and accounts are short and not carefully developed. Teachers are already tackling these limitations in pupils' writing.
- 68 The quality of teaching and learning is good overall, ranging from excellent to satisfactory. During the inspection it was excellent in one lesson, good in ten and sound in another ten. The school teaches spelling well and sustains good reading standards. Teachers manage and organise pupils very well so that they make good use of lesson time. Teachers have good knowledge of language and children's books. They develop pupils' basic language skills well using a wide range of effective methods. These give pupils a good grounding in reading and writing. Planning, and the use of support staff, assessment and homework are satisfactory.
- 69 In the high and good quality lessons interest and challenge often make learning exciting. Pupils maintain high levels of concentration as a result. Well led reviews of work at the end of lessons give pupils good understanding of how their learning is going. Pupils for whom English is a second language make good overall progress, because they are included fully in all learning. Pupils with special educational needs make sound progress towards their individual targets through effective support.
- 70 Teaching is less effective when pupils have to spend too long sitting and listening. They also 'switch off' when there is not enough to do, or the work is too easy or too hard. Teachers do not always vary tasks enough to match the needs of different groups of pupils. As a result, in some lessons both brighter and less able pupils do not always make the progress they should.
- 71 The continuous hard work of the co-ordinator and the teaching staff has ensured effective implementation of the literacy hour. Standards have risen for the last two years as a result. However, the school does not give the co-ordinator either opportunities to observe and check the quality of teaching and learning in lessons, or sufficient support. As a result teachers are not able to develop their literacy teaching skills by learning from each other's strengths. Nor does the school understand the reasons for the big variations in literacy teaching standards between one classroom and another. Staff do not plan adequately for the development of pupils' speech or the use of drama in learning.

- 72 Pupils' good achievements in English by the end of Year 6 give them a good foundation for their secondary education.

## **MATHEMATICS**

- 73 Results of the 2000 national assessments for pupils age 11 are well above average when compared with all schools, and when compared with similar schools. The percentage of higher attaining pupils is also well above the national average at 39 per cent. Trends over the three years from 1997 to 1999 show that standards at the end of Key Stage 2 have risen steadily at the same rate as all schools. The group of pupils who took the tests as Year 6 in summer 2000 achieved high standards when they were assessed at the age of seven in 1996. Inspection evidence indicates that, this year, the majority of pupils in the current Year 6 achieve above average standards. Pupils in the school make satisfactory progress in mathematics. Standards overall in mathematics have been maintained since the previous inspection, January 1997.
- 74 The National Numeracy Strategy has been implemented throughout the school since the previous inspection, and the good teaching is having a strong influence on maintaining standards of attainment. Sound procedures are in place to track each pupil's attainment in mathematics right through the school. A further system of tracking pupils' progress throughout the year will begin at half term. Information from the annual tests is used to arrange every year group into four mathematics sets. Setting the pupils in this way has improved their attainment. Pupils in some sets are frequently well taught in lessons that reflect their abilities. However, within each set all pupils generally work at the same task. For some pupils the work is not challenging enough and for other pupils simpler tasks are needed for them to achieve as high a standard as possible. Overall, pupils have too few opportunities to use the mathematical knowledge they have acquired in real investigations and to experiment and explore with numbers. Planning for data handling and measures is not as rigorous as planning for number and algebra throughout the school and as a result pupils are not making as much progress in these aspects of the subject
- 75 Throughout the school, pupils are developing satisfactory skills in mental mathematics. In many numeracy hours, this part of the lesson provides pupils with opportunities to work out answers using a range of strategies. Some lessons provide good opportunities for pupils to think and respond very quickly; for example, in Year 3, pupils moved rapidly from halving and doubling whole numbers to halving centimetres. In Year 5, pupils completed a game filling in multiplication factors on a 100 square competently, working busily and quietly to get as many done as they can in the time. At the end of Key Stage 2, some pupils in Year 6 tackled mental problems at a fast pace. Other pupils competently converted 25 percent to a fraction and a decimal correctly, and most extracted information from a table or chart competently working out the cost of a family holiday to Portugal. Many introductions that were observed involved written mental calculation but did not give children the opportunity to explain their strategies. Hence pupils in many classes lack confidence in explaining their work and find it difficult to apply their knowledge to real situations.
- 76 The analysis of the previous years work shows that by the end of Key Stage 2 pupils have a wide range of experience in number, using all four rules competently and working effectively with decimals and fractions. During the academic year 1999 to 2000 the school chose not to introduce the National Numeracy Strategy to Year 6. From September 2000 all classes in the school are included in the National Numeracy Strategy and this is reflected in their work. By Year 6, pupils presented

their work well, setting out a range of strategies to multiply large numbers effectively. Potentially higher attaining pupils easily worked out five eighths of 240, other pupils used a bar or line graph to represent information from a school opinion poll. In Year 3, most pupils added and subtracted hundreds, tens and units and recognised simple fractions. They learnt how to measure accurately using a ruler marked in centimetres. In Year 4, pupils built on this work using multiplication and division of larger numbers, and learnt the correct terms to describe two and three dimensional shapes. For example they could say how many angles and vertices are in a regular pentagon. In Year 5, pupils worked out long multiplication using pen and paper methods, added and subtracted larger numbers accurately and worked with improper fractions. They learnt how to convert fractions into decimals.

77 Teaching is good overall, and has improved since the previous inspection when it was satisfactory. Some excellent teaching was observed and there were no unsatisfactory lessons, 65 per cent of the lessons observed were good or better. In almost all lessons teachers manage pupils well, they insist on high standards of behaviour and use sanctions to maintain discipline effectively. In the better lessons, teachers use very positive methods, encouraging and praising pupils and focusing on good behaviour, consequently most pupils in these lessons want to please their teachers. They try hard to answer the questions sometimes almost bursting with enthusiasm. Teachers spend time making sure that pupils understand what is being taught, working through the stages methodically. In some good lessons, teachers encourage pupils to work through mistakes together, as a result pupils are not afraid to test out new ideas with the whole class, occasionally they use the whiteboard to experiment. In the very best lessons pupils have lots of opportunities to explain their ideas and often discover their own mistakes through talking. Questions are targeted to individuals to keep the pace of the lesson moving quickly, pupils in these lessons are absorbed by the tasks. In Year 5, pupils used a gunfight scenario enthusiastically doubling and halving whole numbers to one hundred in the oral start to the lesson. In too many lessons, teachers spend too long in whole class teaching, preventing pupils from exploring and using numbers themselves. These lessons are often very directed leaving little room for pupils to make mistakes or try out different ways of working and recording. The plenary part of too many lessons is missed or used to give out homework. In some lessons pupils are sitting on the carpet listening to the teacher for more than fifty minutes. Consequently some pupils become bored and restless, although they behave remarkably well there are too few opportunities for them to think for themselves and to work at sufficiently challenging tasks in all areas of mathematics. As a result, although pupils have good skills in number work they lack confidence in shape and measurement, data handling and in applying their knowledge to other situations.

78 The subject is led by two mathematics co-ordinators, both of whom are new to the role. They have made a good start by outlining a brief plan highlighting areas for improvement. As they have not yet monitored teaching and learning in mathematics, they do not have a clear view of the strengths and weaknesses in the subject. However, they work well together as a team and are very well supported by both the staff, who have a positive view of the National Numeracy Strategy, and the new headteacher who plans to improve their role in guiding the staff. The school is aware of the need to provide more training for staff who find it difficult to cover the demands of the National Numeracy Strategy in the time available, and to provide additional training for staff in Year 6 who were not involved in the introduction of the strategy last year.

## SCIENCE

- 79 Attainment in science in the 2000 National Curriculum tests was well above the national average and well above the average in similar schools. Those pupils attaining the higher levels in the tests at the age of 11 were above the national average and above the average in similar schools. These latest results have shown significant improvement with many more pupils attaining the higher levels. The target set by the school for science was exceeded in 2000.
- 80 Although pupils score very highly in National Curriculum tests of knowledge and understanding their attainment overall is lower than this because their skills of scientific enquiry are less well developed. Standards of work seen at the end of the key stage are above national expectations and pupils with special educational needs and English as an additional language make satisfactory progress. Pupils' progress in scientific enquiry is not good enough because, although good guidance is given by the teachers, the investigations being undertaken are too directed by the teachers. As a result, pupils of higher ability have limited opportunity to respond, plan and devise their own investigations. Pupils are successful in answering scientific questions their skill in planning, predicting and hypothesising is neither fully nor consistently developed throughout the school. Pupils do not develop independent thinking or use ideas of their own.
- 81 In Year 3, pupils can describe different materials and know why they are suitable to be used for a specific purpose. They know what makes a fair test and can follow an investigation plan. For example, in a Year 3 lesson, pupils stated that their friends 'had to start from the same point' to see who would jump the furthest. In Year 4, pupils know that some materials dissolve in water and that some do not and they are improving their skills in predicting the results of tests. Pupils in Year 5 understand that the earth spins on its own axis and know how night and day relate to this. They use good scientific terminology to describe their understanding. At the end of the key stage, pupils have a clear understanding of harmful and helpful drugs and medicines. Also, they understand the effect that exercise has on the pulse rate and how the blood circulates around the body.
- 82 Teaching is good overall. There is evidence of good practice in Year 3 in developing pupils' investigation skills. Similarly, some lessons in Year 6 captured the pupil's interest and interesting activities were provided for them. Teachers have good subject knowledge and their enthusiasm for the subject involves pupils well. Good quality questioning encourages pupils to draw their own conclusions and share ideas. The management of all pupils in science lessons is good. Most lessons are well planned but sometimes the good ideas and well thought out activities used by some teachers are not used by all classes in the same year group. Assessment takes place after each learning unit and this is an improvement, however assessment in daily plans does not always take into account the differing abilities of all pupils. In Year 6, however, pupils are put into groups based on pupils' achievement in the previous year's assessment. Throughout school, the focus on the use of accurate scientific terminology means that all pupils have a good grasp of scientific terms and this is strength.
- 83 Pupils are interested in their lessons. Their oral skills are more developed than their writing and recording skills, this is because there are limited opportunities to develop them; for example to record observations or measurements using a selection of tables and charts or to use the computer. Also, pupils are not sufficiently independent in their learning as opportunities are missed to develop their independent working

skills. However, throughout school pupils are well behaved and respond well to their teachers.

- 84 There is a new co-ordinator for science, who has only been in post since February and has not had a great deal of time to bring about many changes. However, improvement has been made, for example in pupils' use of scientific vocabulary and the co-ordinator is committed to improve standards still further. The co-ordinator has not yet had the opportunity to monitor teaching or to evaluate pupils' work and consequently does not have an overview of the subject throughout the school. However, she recognises that insufficient use is made of information communication technology to support the subject and that greater links should be made with other subjects. Resources are satisfactory overall; some are of high quality, such as three dimensional heart and torso models whereas in some classes there were insufficient resources for pupils to carry out investigations themselves.
- 85 There has been satisfactory improvement since the last inspection. In spite of this, however, pupils' competence in scientific enquiry is not sufficiently well developed. Also there is still an inconsistency in the quality of planning between and within year groups, which means that some pupils do not learn as effectively as others. However, attainment and teaching has improved overall and the school is committed to improve the identified areas for development.

## **ART**

- 86 Throughout the school, pupils make good progress in developing their skills, knowledge and understanding of art. This is due to good teaching and to a high percentage of time allocated to the subject. High standards are reflected in the high quality of displays in all classrooms and around the school. As a result, by the end of Year 6, the standard of work seen is often above that of other schools.
- 87 Pupils develop their skills through a wide range of experiences, using a variety of materials and tools. In Year 3, pupils used oil pastels to recreate colour and texture in the style of Vincent Van Gogh. They used a range of pencils to shade, and create lines and patterns. In Year 4, pupils studied examples of Aboriginal art and used finger printing techniques to produce work in the same style. In Year 5, pupils produced collage using a range of textiles, and used watercolours well to paint landscapes. By the end of Year 6, pupils have used sketch books throughout the school to practice skills in using pencils, crayons and paints. In Year 6, pupils have painted their own pictures in the style of Monet. They appraise the work of famous artists and have evaluated some examples of 'Performance', and 'Shock', art. For example, one pupil thought Helen Chadwick's Unmade-Bed was "strange", and another thought 'Shock' art was "gory and sickly stuff".
- 88 The quality of teaching is good overall. Teachers make effective use of resources to support pupils' learning well. Only occasionally is teaching unsatisfactory when the teacher's introduction is too long, with little opportunity for pupils to develop their creativity. This results in some pupils losing interest and beginning to fidget. However, where teaching is good, and very good, teachers demonstrate techniques, for example when using oil pastels, and there are clearly identified timed elements to lessons. This improves pupils learning because they maintain interest and work hard. The art co-ordinator is very enthusiastic and has developed a comprehensive photographic record of art throughout the school. However, there is insufficient guidance for some teachers. The school intends to consider the scheme of work for



art recommended by the Qualifications and Curriculum Authority, with the intention of developing guidance further.

- 89 The art curriculum is supported well in a variety of ways. For example, pupils visit art exhibitions in the locality, and a textile artist has worked with Year 5 pupils. An illustrator worked with pupils, supporting the publishing of the school's Millennium book of local history. There was an art day in the summer term 2000, when students from the local teachers' training college, work alongside pupils. One pupil from each year group is awarded an Art Award trophy each term, and their work is displayed in the school hall. As a result, pupils' work is valued and they are encouraged to strive for high standards.

## **DESIGN AND TECHNOLOGY**

- 90 It was only possible to see a small selection of lessons during the week of inspection because of the time tabling arrangements. Insufficient work was available from the previous year to make judgements. As a result, judgements were made regarding standards after discussions with pupils and teachers and the scrutiny of pupils' work for this year.
- 91 By the end of the key stage pupils' achievements were below what is expected of pupils aged eleven and they make unsatisfactory progress. There has been a decline in standards of achievement since the last inspection.
- 92 The work is not developing and extending the design technology skills of the pupils. There is insufficient work taking place in the design and planning stage of the process throughout the school. Pupils develop a satisfactory understanding of the technical language of the subject and this is a key focus in the lessons. The pupils are able to satisfactorily evaluate their design and product and consider how well it meets its intended purpose but insufficient opportunity is given to generating ideas for products, developing them and planning what they would have to do and what materials and tools they may need. The work pupils are asked to do is too directed by the teachers and does not allow pupils the chance to develop their own ideas, using skills learned in the lesson. Resources are satisfactory overall, although most items are expendable and there is an absence of a range of construction kits and tools, which would enhance teaching and learning of the subject.
- 93 Since the previous inspection food technology has been included in the curriculum and this is an improvement. However, pupils have insufficient experience of the use of resistant materials such as wood and plastic, construction kits, textile materials; also the use of simple mechanisms such as hydraulics and pneumatics and incorporating electrical systems into their designs.
- 94 Pupils do not have the chance to refine their product during the 'design and make' process and this leads to their finished item being of below average quality. Information and communication technology is not used to support the work and this has not been addressed since the last report. There continues to be insufficient challenge for higher attaining pupils because the design process is too directed by the teachers and this inhibits pupils' initiative, creativity and flair.
- 95 By the end of the key stage pupils can cut and join card with reasonable accuracy, they can design and make a fridge magnet using salt dough. They have evaluated a range of biscuits classifying them in terms of taste, price, appearance and value for money. Some good practice was seen in Year 3 pupils' books where care is taken

with the presentation of their work and evaluation and consideration for product use is of a good standard. The pupils are aware of health and safety issues relating to this subject and this is strength.

- 96 Overall the quality of teaching is unsatisfactory. There is insufficient guidance to provide teachers with ideas and key objectives for the planning and teaching of the subject. Consequently pupils are not developing their skills. The pace of lessons is often too slow due to over long instructions in how to complete the task and teachers expectations are often not high enough. Marking of work often relates to the presentation of the work rather than the development of design technology skills.
- 97 Pupils' attitudes to design and technology are positive. They behave well and try hard to do their best in lessons.
- 98 The design and technology curriculum is not broad and balanced. The co-ordinator recognises that the school does not make use of links with information and communication technology and art to teach the subject. The co-ordinator is not a specialist but has attended training; this needs to extend to include the whole staff in order that the design and planning process can be delivered successfully throughout the school. In order to raise standards, the co-ordinator needs to develop his monitoring and evaluation role and gain an overview of his subject and monitor and evaluate teaching and learning throughout the school. Plans to use schemes of work recommended by the Qualifications and Curriculum Authority will provide the basis of a broad and balanced curriculum.

## **GEOGRAPHY**

- 99 Standards of attainment are in line with expectations for pupils aged 11. In Year 6, pupils can compare life on St Lucia in the Caribbean with life in Lincoln. They compare statistics of monthly rainfall figures and can identify the effect of heavy rainfall on the landscape. They know the different purposes of maps and atlases and can locate places on a map using an index accurately.
- 100 Standards of achievement are satisfactory. In Year 3, pupils compare similarities and differences in a village in India with where they live. They can draw a plan of their classroom and locate the points of the compass on a map. Year 5 pupils study the village of Tealby as a settlement in their region. Pupils show a genuine interest in the subject and they behave well in lessons.
- 101 In the lessons seen teaching and learning was good. Teachers used a range of good questioning techniques to enhance learning. Teachers' secure subject knowledge ensures that pupils learn appropriate geographical vocabulary. For example in a Year 6 lesson, the teacher was well prepared for teaching the effects of heavy rainfall on the changing landscape in St Lucia. Her knowledge and enthusiasm had a positive effect on pupils' interest and their learning. Where there is good or better teaching, pupils' presentation skills are good and care has been taken with their work. Mapping skills are focused upon strongly and the pupils are competent in this aspect of the subject; however, insufficient attention is paid to scale and the use of ordnance survey maps. Opportunities to study environmental change within their immediate region at first hand are not covered sufficiently and pupils do not conduct surveys to assess local priorities for development. Pupils collect data, however, insufficient use of information communication technology is made to support the subject. Strong links with science and mathematics are yet to be made, however, links with literacy are effective.

- 102 A scheme of work is in place but it does not provide sufficient guidance for teachers to ensure that pupils' skills are developed systematically through the school. The co-ordinator has plans to use the schemes of work and guidelines for geography recommended by the Qualifications and Curriculum Authority. She has produced a policy document and in previous years has trained staff. However, she has not yet had the opportunity to monitor the teaching or quality of pupils' learning in geography. As a result, the co-ordinator has not been able to ensure that assessment is used to help teachers in their planning of future lessons; to ensure that the needs of higher attaining pupils and those with special educational needs are fully met and that pupils are encouraged to develop independence in their learning.
- 103 Satisfactory improvement has been made since the previous inspection. However, there is still inconsistency in the planning both within year groups and from year group to year group.

## **HISTORY**

- 104 Standards of attainment in history meet age related expectations and progress through the key stage is satisfactory, with good progress evident in a number of lessons. Pupils with special educational needs make satisfactory progress.
- 105 Pupils develop a clear understanding of how evidence reveals the past. Younger pupils study the Romans in Year 3 and Tudors in Year 4. They make good use of picture clues in reference books; for example, to explain how Roman citizens developed under-floor heating. They identify appropriate similarities and differences between those dwellings and their own homes. Pupils recognise how Lincoln developed from Roman times and accurately identify the principle features. When studying the Tudor period, pupils gain appropriate insights into the life of Henry VIII. They develop a sound understanding of how seafarers, such as Drake, opened up the 'New World.' Through an educational visit to Gainsborough Old Hall, and subsequent class work, pupils gained valuable insights into Tudor society.
- 106 In Year 5, impressive work is completed, focussing on the Victorian period. Pupils consolidate their research skills effectively by using a local census of 1891 as evidence. They identify the key abbreviations (for example, wd: widow) and key terminology (for example, scholar) which helps them to develop a clearer picture of the past. They trace the history of local families to determine their composition and occupations. This provides useful insights into social change. For example, they discovered that Reservoir Street was once the home of a blacksmith and coal merchants. Pupils improved their understanding of chronology and change over time. An educational visit to Normanby Hall helped reinforce their knowledge of the Victorians and they made good use of artefacts to understand the past.
- 107 Scrutiny of work from last years Year 6 pupils was the only available evidence of attainment. Standards of work are satisfactory. Pupils study contrasting themes; the 'Ancient Greeks' and 'Britain during the 1930-40's'. Most pupils make valid comparisons between life in Athens and Sparta. They consider arguments about the return of the Elgin Marbles. This promotes effective learning on Greek society and beliefs. Pupils gain good insights into the 'changing role of women' in Britain in work which focuses on the impact of war on their lives. Pupils have an adequate knowledge of some principle events in World War II and demonstrate empathy skills when writing about the Blitz.

- 108 Most have positive attitudes towards learning; they behave well and demonstrate maturity through the responses given. Pupils accept one another's contributions positively and respect differing opinions.
- 109 The quality of teaching observed during the inspection was good. However, only Years 3 and 5 were observed. From the scrutiny of work, teaching is judged to be satisfactory or better in all year groups. In Year 3, planning sets out clear objectives and pupils are effectively managed. Knowledge and understanding is secure. Effective questioning helps make pupils think. All this promotes good rates of learning, with most pupils consolidating prior learning well and moving into new areas of study. In some lessons work planned is too directed by the teachers and this limits opportunities for pupils' independent learning. Where artefacts are used, they engender interest and sometimes awe; for example, a Roman oil lamp.
- 110 In Year 5, teachers have a secure knowledge and understanding of the subject. There is a brisk pace and pupils are managed effectively. Care is taken to emphasise vocabulary; for example, 'census.' Good questioning promotes thinking well; for example, pupils identified links between poverty and immobility of labour. Where teaching is very good, it is skilled, confident and displays many strengths where the contributions of all pupils are valued. Such teaching ensures all pupils learn effectively and this improves pupils' rates of progress. Where teaching could improve, more imaginative tasks are required. For example, the census material particularly lends itself to drama, debate and creative writing.
- 111 A satisfactory curriculum is provided, which is enhanced by educational visits and community links. The co-ordinator is an enthusiastic local historian, who has produced school musicals on Lincoln's heritage and published a book and CD on its' history. These activities, involving many pupils, enrich provision. Appropriate procedures exist to assess and record pupils' work, however, monitoring of the subject is not carried out systematically. Also, there have been insufficient opportunities in the recent past for professional development. Resources are satisfactory, but there are insufficient opportunities for whole classes to use information technology. This slows rates of progress for independent learning. The subject makes a sound contribution to the schools' strategy for literacy and numeracy. It makes a good contribution to pupils' social and cultural development. There has been satisfactory progress since the last inspection in maintaining overall standards of attainment, teaching and learning.

## INFORMATION AND COMMUNICATION TECHNOLOGY

- 112 Standards of attainment in information and communication technology are in line with national expectations at the end of Key Stage 2. The progress of all pupils, including those with special educational needs, is satisfactory.
- 113 By the age of eleven, most pupils cover a satisfactory range of work across all aspects of the subject. They are competent in basic skills; for example, knowing the functions of the keyboard and mouse. Pupils save their own work on disk and retrieve it competently. They write prose, poems and stories, using editing skills effectively to draft work and produce final copies. They are able to combine text and pictures; for example, using 'clip-art' to produce Christmas cards. This supports the development of literacy well. They have experience of using 'music-box' to compose tunes.
- 114 Pupils are aware of the functions of a spreadsheet. They gather data on different local houses, enter on a database and produce their results graphically. One pupil; for example, has the weekly task of collating the school's house points. Pupils know how to program a floor robot and they successfully use 'super logo' to display movements on screen. This activity supports numeracy well, enabling pupils to plot and display geometric calculations. Pupils make good use of CDROM to interrogate data. They use this to gather information in history and geography. Pupils use information and communication technology to develop strategies for decision making. For example, they use programs such as 'house detective' to solve a crime. They find their way through a maze and around the London underground system, using programs which demand skill and understanding of information and communication technology. Currently their experience in using sensing equipment, sending e-mails and searching the Internet is at an early stage of development.
- 115 As they move through the key stage, pupils make steady progress in acquiring basic skills and broadening their experiences in using information and communication technology. Skills levels are quite varied, especially with younger pupils; for example, in Year 3 and 4 some are confident in editing text, using changes of font, but others need considerable support to make progress. A number begin to form judgements on how best to present information. They use colour, italics and text size to good effect, selecting appropriate 'menus' to achieve this. The progress of older pupils is also varied. Most use a widening range of skills to support their work and increasingly access information communication technology in different subjects. A minority of pupils still require considerable help to make progress and lack the ability to move forward independently.
- 116 In all classes observed the majority of pupils work hard and have positive attitudes towards learning. A number of older pupils show good levels of independence, but considerable numbers of younger pupils are slow to move forward independently. Pupils work in pairs and collaborate effectively, the learning of many pupils is significantly assisted by working with a more confident partner. Behaviour is good and most pupils have mature attitudes when working in the information and communication technology suite.
- 117 The quality of teaching is satisfactory overall. There are examples of good and very good teaching in place. Where this occurs it is distinguished by tasks which focus on independent learning that enable pupils to assess their own progress and take steps to improve it. For example, a lesson in Year 6 included discussion on the uses of information communication technology, set tasks which promoted skills well and required decisions on selecting an appropriate layout. Class teachers have secure

knowledge and understanding of basic skills and an increasing awareness of how best to use information and communication technology within the curriculum. Some tasks set are more challenging than others. At times the lesson pace falters where there is insufficient supplementary guidance provided to enable all pupils to work at their own pace more independently. For example, higher attaining pupils do not always have sufficient extension work provided. Questioning skills are good and help promote understanding well. Pupils are managed effectively, and class teachers work hard to provide support for often wide levels of ability.

- 118 The sound teaching promotes learning adequately for most pupils. Basic skills are developed and pupils are introduced to a varied range of tasks as they move through the school. Social skills, such as co-operation, are promoted effectively and teachers make good use of 'pupil partners'. Where learning support assistants work with individual pupils, they are fully integrated into lessons. Appropriate tasks are set for a number of pupils withdrawn from computer work by parental request. A good example of this was observed in Year 5, where these pupils' contributions were fully integrated into classroom discussion about the history of communication.
- 119 The co-ordinator provides good leadership. The curriculum meets statutory requirements. It offers a varied range of opportunities for all pupils. However, insufficient use is made of information and communication technology to support the other subjects. Assessment procedures are being developed effectively, with portfolios of work providing evidence of attainment. A certificate of information and communication technology competence is being introduced. However, most pupils' work is stored on disk and there are few displays of their work around the school to promote awareness and greater understanding of the subject.
- 120 There have been satisfactory and significant improvements since the last inspection, when so little information and communication technology was seen that a judgement on standards could not be made. The subject supports literacy and numeracy effectively. Resources are good, however, the information and communication technology suite presents some difficulties for teachers, in both its' location and layout. For example, it is difficult for teachers to present information there and they often do this in the classroom first, without appropriate resources being available. Class teachers experience some difficulty in maintaining sufficient levels of support for each pupil pairing, when working in the suite.

## **MUSIC**

- 121 Standards are above average by the end of Year 6. Pupils' skills in performing, composing, appreciating and understanding music are higher than those expected for eleven-year-olds. The school maintains the good standards found at the last inspection.
- 122 Lessons showed the accuracy of rhythmic work and performance with untuned percussion. Work on whole class composition was speedy and exciting. Pupils enjoyed the liveliness of such work and were keen to join in. Good concentration ensured that all worked together creatively.
- 123 In an excellent Year 6 lesson, pupils made very rapid progress in learning composition, and how to read and follow notation. This was because the teacher was a skilled musician with excellent subject knowledge. He led activities energetically, singing, demonstrating, explaining, involving, playing the guitar and using percussion

programmes. Expertise, flair and enthusiasm carried all pupils along. Written work showed their insights into what they were hearing.

- 124 Good quality appreciation work also developed nicely in a Year 5 lesson on Holst's "Planet Suite". This was because the teacher valued and praised all pupils' responses to "Mercury, The Winged Messenger." So pupils listened carefully to the music, the teacher and each other, learning from all of these. They were keen to contribute. This work also gave them new words, and improved descriptive skills.
- 125 There are several reasons for the good quality of teaching and learning. Several teachers are performers, for example on piano, guitar, flute, clarinet, recorder and drums. Teachers may use two published schemes. These particularly help less experienced and less confident teachers. All staff are keen for pupils to enjoy music and singing. Resources are good. For example, a Year 3 lesson on orchestration ended with a high quality puppet cartoon set to Prokofiev's "Peter and the Wolf." All eyes, ears and mouths were wide open. Singing development benefits from a weekly hymn practice skilfully led by the co-ordinator. However the ratio of 450 pupils to one teacher allows some to give less than their best at times. At 35 minutes a week, music lessons are only just long enough. They are too short or rushed when time is lost at the beginning or end, because of other lessons or activities. The variety of the music programme widens pupils' experience of the richness and variety of world cultures. For example, Year 6 work at the time of the inspection was on music with African roots.
- 126 Music continues to be a major part of the school's extra-curricular provision. At the time of the inspection 70 Year 5 and 6 pupils were attending the choir. 43 were having weekly music lessons on flute, trumpet, trombone and violin, funded and resourced by both parents and the school. A further 11 had joined a new drum kit club. However there is some justification for parents' feelings that all this provision is not available for pupils in Years 3 and 4. For example pupils who have been in infant school recorder groups are not able to continue.
- 127 The choir strengthens links with the community in performances at the Cathedral and for charity, senior citizens, parents and friends. The good quality of pupils' musical education makes an important contribution to their language, personal and cultural development.

## **PHYSICAL EDUCATION**

- 128 Standards are high enough and are typical for the age of pupils in the school. This is a different picture to the time of the previous inspection when attainment at the end of the key stage was said to be above those found nationally, particularly in dance where standards were judged to be 'often well above average'. During this inspection dance was not timetabled for observation and a judgement cannot be made on standards achieved in this area. However, pupils' learning is now satisfactory and this reflects the satisfactory teaching that takes place overall, in physical education lessons.
- 129 Complete coverage of every part of the subject continues as at the time of the last inspection. Teachers ensure that the physical education curriculum includes opportunities for pupils to engage in gymnastics, dance, games and athletics. In addition, as a result of parental financial support, the school is able to provide for all pupils to go swimming and most pupils can swim twenty-five metres by the time they leave school. Coaching is also arranged to take place in school as an additional activity that is led by professional sportsmen, for example, in short tennis. The skills

that pupils learn in physical education lessons are consolidated in after-school clubs that are arranged throughout the year. Parents do not need to be concerned that there are not enough extra-curricular activities available for pupils to join during the school year.

- 130 During the inspection, lessons in gymnastics and games were observed. Overall, satisfactory teaching ensured that pupils developed basic skills in physical education. Where teaching was good, for example in a Year 3 lesson, the teacher had clear expectations of the effort that she expected pupils to make. The pace of the lesson was good and all pupils were involved in getting out apparatus and putting it away, a positive contribution to pupils developing independence. Pupils responded well; they developed a range of sequences to include a 'star jump' and 'pencil jump'. They tried their best and learnt effectively. Where teaching was unsatisfactory, for example, in a Year 6 lesson, the teacher had not planned sufficiently well to provide challenge that would enable pupils to develop and extend their skills in the sequences of jumps and movements that they put together. In consequence, pupils' learning was unsatisfactory.
- 131 Another disadvantage for pupils in Year 6 was the setting out of apparatus at the beginning of the afternoon, which was then left in place until the end of the day to be used by all timetabled classes. As a result, there was insufficient space available in the hall to enable pupils to warm up and cool down effectively at the beginning and end of lessons. In addition, putting out apparatus in this way did not enable teachers or pupils to develop creativity in the use of apparatus or provide the opportunity for pupils to take responsibility for its organisation.
- 132 The co-ordinator for physical education has provided satisfactory guidelines for teachers to use to plan for their lessons. However, he has not yet monitored the teaching and learning effectively to ensure that teachers plan activities that are correctly matched to the abilities of their pupils and that offer challenge. Monitoring and evaluating in this way is essential to ensure that standards are maintained and improved.

## RELIGIOUS EDUCATION

- 133 The previous inspection reported that attainment in religious education was good. Since then a programme of personal, social and health education has been adopted throughout the school. This uses some of the curriculum time allocated for religious education, particularly in Year 6. The impact of this is that by the end of Year 6 pupils' attainment is below the expectations of the locally agreed syllabus.
- 134 Pupils make unsatisfactory progress. In Year 3, pupils know the important Christian festivals of Christmas and Easter, and the Hindu festival of Divali. They are learning the correct terms for church furniture following a visit to a local church. However, pupils record little relevant and appropriate work, for example about Jesus as a boy. In Year 4, pupils know some important Jewish festivals, and about the Hindu gods. They compare the gospel writers' accounts, but some pupils are confused as to where in the Bible these accounts can be found. However, in one class, pupils know that the gospel writers were friends of Jesus, and that their accounts are in the New Testament. In Year 5, pupils look at similarities and differences between Christian, Jewish and Hindu wedding ceremonies. They recognise that in both the Jewish and Hindu ceremonies the bride and groom stand beneath canopies. In Year 6, pupils know about the creation stories in the Christian, Jewish and Hindu traditions, and they confidently express their personal beliefs and opinions about creation. Pupils have



recorded information about the life and work of some important Christians such as Albert Schweitzer and Mother Teresa, but not about some contemporary figures such as politicians. Pupils have fragmentary knowledge about the Jewish ceremonies of Bar Mitzvah and the Hindu birth ceremony. They have little awareness of religious dietary laws and confuse the laws followed by the Jewish and Hindu faiths. In discussion, some pupils thought that Muslims never ate after sunrise, and did not know this related to the month of Ramadam. Their knowledge and understanding about the various forms of worship of the faiths taught is very limited. Pupils have little knowledge or understanding of the Christian Holy Trinity. However, in discussion, and in some lessons seen, pupils do respect the beliefs and opinions of classmates that are different to their own, and they respect the different ceremonies and lifestyles of the world faiths.

- 135 The teaching of religious education is satisfactory. Teachers make effective use of resources and artefacts. In one lesson, the teacher had spent considerable time taking photographs of church furniture, had these enlarged and they were very well presented. This improved the quality of learning of pupils in the lesson. Teachers ensure that pupils are taught to respect the beliefs and opinions of others different to their own. Teachers have only recently begun to plan their work together in each year group. This is not yet sufficient guidance for those teachers whose subject knowledge is weak. As a result, for example in Year 4, there was occasionally very good, and unsatisfactory, teaching. Where teaching was unsatisfactory, the teacher spent too long talking, and pupils became bored when they were not sufficiently engaged in activities. Where teaching was very good, pupils were told the learning objectives and the purpose of activities. The lesson moved at a brisk pace, pupils were interested and worked collaboratively. This teacher used previous assessments to inform the lesson, and to provide appropriate challenge for above average pupils. Teachers' planning is often too brief and activities are not matched well to pupils varying abilities. Previous work indicates that too often pupils copy sentences, and spend considerable time drawing and colouring in. This provides little challenge, particularly for above average pupils.
- 136 Religious education is not given an equal percentage of curriculum time in all year groups. However, the subject is taught in all classes, and meets statutory requirements. The co-ordinator is knowledgeable about the requirements of the Agreed Syllabus for Lincolnshire. She has identified the need to provide more guidance for teachers, but has quite rightly deferred this until the revised agreed syllabus is in school later this term. At present, pupils do not make enough progress in what they know, understand and can do as they move through the school. Also, annual reports to parents do not report on religious education as a separate subject.
- 137 The role of the co-ordinator is underdeveloped and does not include responsibility for monitoring planning and pupils' progress. The school has identified this as a priority area for development. Resources are good, and include a variety of artefacts matched well to the work in each year group; however, there are insufficient religious education displays to support the subject. In addition, there are few visits or visitors to enhance the teaching and learning of religious education.
- 138 Religious education makes a satisfactory contribution to pupils' spiritual, moral, social and cultural development. There is good provision for moral development in some classes, particularly where pupils discuss their own moral viewpoints. For example, in a Year 6 lesson, pupils maturely explained why they thought that Adam and Eve should be punished, or why they thought they should have been given another chance. Pupils are taught to respect each other's beliefs and opinions, and those of

the faiths taught. Whilst pupils learn about the beliefs and lifestyles of Christians, Jews and Hindus, this knowledge is often fragmentary.