

INSPECTION REPORT

GRASBY ALL SAINTS CE PRIMARY SCHOOL

Barnetby, North Lincolnshire

LEA area: Lincolnshire

Unique reference number: 120571

Headteacher: Mrs Magdalene Russell

Reporting inspector: Mrs Margaret Britton
17678

Dates of inspection: 3rd – 5th July 2001

Inspection number: 238979

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

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INFORMATION ABOUT THE SCHOOL

Type of school: Infant and Junior
School category: Voluntary Controlled
Age range of pupils: 4 – 11
Gender of pupils: Mixed

School address: Vicarage Lane
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North Lincolnshire

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Appropriate authority: The Governing Body

Name of chair of governors: Mr Jamie Macdonald

Date of previous inspection: September 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
17678	Margaret Britton	Registered inspector	<p>Art and design</p> <p>Information and communication technology</p> <p>Music</p> <p>Physical education</p> <p>Areas of learning for children in the Foundation Stage</p> <p>Equal opportunities</p> <p>English as an additional language</p>	<p>What sort of school is it?</p> <p>What should the school do to improve further?</p> <p>The school's results and achievements.</p> <p>How well are the pupils taught?</p> <p>How well is the school led and managed?</p>
19361	Keith Ross	Lay inspector		<p>Pupils' attitudes, values and personal development.</p> <p>How well does the school care for its pupils?</p> <p>How well does the school work in partnership with parents?</p>
20877	David Pink	Team inspector	<p>English</p> <p>Mathematics</p> <p>Geography</p> <p>History</p> <p>Religious education</p> <p>Special educational needs</p> <p>Equal opportunities</p>	<p>How good are the curricular and other opportunities offered to pupils?</p>

1530	Beryl Walker	Team inspector	Science Design and technology	
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The Registrar
Inspection Quality Division
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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

This is a small rural primary school with 84 pupils on roll. The school has doubled in size since 1996 when there were 43 pupils on roll. The children are taught in three classes organised by age. From September 2001, a fourth class is to be created to cater for the increase in numbers. Pupils are from a variety of backgrounds and come from eight nearby villages but the majority live in Grasby. There are few opportunities for pre-school education in the area so the school brings some children into school early, when they have space, in order to provide some nursery education. At present, five children of nursery age are taught in a class with reception and Year 1 pupils. Assessments carried out when the children start school in the reception year show that attainment is varied but that most reach average levels for their age. There are 22 pupils (26 per cent) on the school's register of special educational needs. This is above the national average. No pupils have a statement of special educational need; this is below the national average. There are two pupils (2%) eligible for free school meals, which is well below the national average. No pupils have English as an additional language and there are no pupils from minority ethnic backgrounds.

HOW GOOD THE SCHOOL IS

This is a very good school with strengths in many important areas of its work. Pupils achieve well throughout the school and by the end of Key Stage 1, standards are above expectations in science. By the end of Key Stage 2, standards in English, mathematics and science are above expectations. The quality of teaching is very good. The leadership provided by the headteacher and governors is very good. The school provides very good value for money.

What the school does well

- The headteacher, governors and staff with responsibilities provide very good leadership.
- The way in which the headteacher, governors, staff and parents work together for the good of the pupils is exemplary.
- The quality of teaching is very good.
- Pupils' behaviour is excellent.
- The school makes very good provision for the children in the Foundation Stage.
- The school provides very well for pupils' individual needs.
- The school has very good links with parents and with the community.

What could be improved

- The strategies for school self-evaluation.
- The range of planned opportunities for pupils to learn and develop foundation subject skills throughout Key Stages 1 and 2.
- Opportunities for pupils to take initiative and develop more independence in their learning.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has made good improvement since the last inspection in September 1997. For example, they have developed a new assessment policy and procedures which are used well to identify pupils' individual needs and to set targets for improvement. Parents now receive more information about what the pupils are taught and there is better information for parents whose children have special educational needs. Systems for monitoring and evaluating the quality of teaching and learning have been established but are not fully developed. There has been significant improvement in the quality of teaching and learning. The curriculum has been developed so that the school now makes good provision for the pupils. The inspection evidence shows significant improvements in the quality of teaching, the provision for pupils with special educational needs and in standards in English, mathematics and science and information and communication technology at the end of both key stages. There has been an improvement in standards in design technology at Key Stage 2 and in history at Key Stage 1. The accommodation has been improved by the addition of a new classroom and an outside learning area for children in the Foundation Stage.

STANDARDS

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

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

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

When children start school in the reception year, the results of assessments carried out in the first half term are variable but show that in 2000 most children reached levels in line with those found nationally. Inspection evidence indicates that almost all the children reach the national early learning goals for children at the end of the Foundation Stage by the end of their first year in school. Some children reach levels within the Key Stage 1 programmes of study in reading, writing and mathematics. They make good progress in the Foundation Stage because of the very good quality of the provision. Because fewer than eleven pupils were assessed in the end of Key Stage 1 tests and assessments in 2000, no detailed comparisons with the national results or those achieved by pupils in similar schools are published. The number of pupils in each year group is small and this means that there is considerable variation in the percentages from year to year. Consequently, it is not possible to identify trends in results since the last inspection at either key stage.

The results of the national end of Key Stage 1 tests and assessments for 2000 show that pupils achieved high standards in reading. In writing, most pupils reached the expected level (Level 2) but no pupils achieved the higher level (Level 3). Standards in mathematics were high with almost all the pupils achieving Level 2 and a high proportion reaching Level 3. The results of teacher assessments in science show that, although most pupils reached the expected Level 2, no pupils achieved Level 3. The standards achieved by pupils at the end of Key Stage 2 in the national tests and assessments for 2000 are well above the national average in English and close to the national average in mathematics and science. When compared to the results achieved by pupils in schools with a similar proportion of pupils eligible for free school meals, standards are above average in English, below average in mathematics and well below average in science. This is explained by the high proportion of pupils on the special needs register. However, when the results are compared with the same cohort's performance at the end of Key Stage 1, pupils have made above average progress in English and average progress in mathematics. Progress in science was below average. Twenty seven per cent of the pupils in this year group were on the school's register for special educational needs; this is well above the national average. The school sets challenging targets for improvement at both key stages. There have been improvements in standards in English, mathematics and science at the end of both key stages since the last inspection and these are reflected in the evidence from the inspection.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils have very good attitudes to school and to learning. They show interest, are enthusiastic, concentrate and enjoy their learning.
Behaviour, in and out of classrooms	Standards of behaviour are excellent and pupils keep school and class rules well. Pupils need little direct supervision and they have a well developed sense of self discipline. Pupils respect each other and there is mutual respect between pupils and teachers.
Personal development and relationships	The pupils' personal development is very good. Pupils develop self-confidence and are willing to accept responsibility and carry out duties in class and around the school. Relationships within the school are very good at all levels. Pupils are courteous and kind towards each other and to all adults working in the school and they make visitors feel very welcome.
Attendance	Attendance is well above the national average and is good. A small, but increasing minority of parents take children out of school for family holidays and this has an adverse effect on attendance levels and inevitably, children's progress.

The pupils' very good attitudes to learning, their excellent behaviour and their very good relationships with others are a strong feature of the school. This is an improvement since the last inspection when pupils' attitudes were judged to be good. Although pupils' personal development is very good, older pupils do not have many opportunities to show initiative or to take responsibility for some of their own learning. Pupils are courteous, polite and cheerful. They appreciate and show consideration for other people's feelings and respect their values and beliefs. They show respect for their own and other people's property.

TEACHING AND LEARNING

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

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

The quality of teaching is good or better in 89 per cent of lessons. In 57 per cent of lessons the quality of teaching is very good, in 32 per cent it is good and in the remaining 11 per cent of lessons the quality of teaching is satisfactory. There is no unsatisfactory teaching. This is a marked improvement since the last inspection when the quality of teaching was judged to be good overall with a few examples of very good teaching. A particular strength of the teaching is the excellent pupil management that means that no time is wasted in lessons and pupils learn at a good rate. Because of the very good quality of the teaching and the pupils' positive attitudes and excellent behaviour, the quality of learning is good. This is helping the school to raise standards across the curriculum. Sometimes the pace of lessons for the oldest pupils slows because the teacher does not manage the change from one activity to another smoothly. The work of the teaching assistants and the nursery nurse is of very good quality and they are very well managed by the teachers: this is having a positive impact on the progress pupils make. The quality of teaching in English and mathematics is good at both key stages and the skills of literacy and numeracy are taught well across the curriculum at both key stages.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum provided for children in the Foundation Stage is very good. It provides for all the areas of learning to be taught in a relevant and stimulating way. The curriculum for pupils in Key Stages 1 and 2 is good. It includes all the subjects of the National Curriculum and fulfils the requirements of the locally agreed syllabus for religious education. The school meets statutory requirements.
Provision for pupils with special educational needs	The provision for pupils with special educational needs is very good. Their needs are identified early and they are given very good support.
Provision for pupils' personal, spiritual, moral, social and cultural development.	The school provides very good opportunities for pupils' personal development and the provision for pupils' spiritual, moral, social and cultural development is very good.
How well the school cares for its pupils	The school has very good arrangements for the care and protection of its pupils. Procedures for child protection are good and meet statutory requirements.

The school has very good links with parents and provides very good information for them. Parents are very supportive of the school and their involvement makes a very good contribution to the work of the school. They make a good contribution to children's learning at home. Pupils are provided with a very good range of after school clubs and educational visits: these enrich the curriculum. There has been good improvement in the quality of the curriculum, especially in information and communications technology, since the last inspection.

Regular safety checks of equipment are completed and fire drills are held each term and these are correctly recorded. However, risk assessment, which is a statutory responsibility of the governing body, is not fully carried out. The current documentation does not show a full and accurate awareness of any potential risks to pupils' safety.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher, governors and teachers with responsibilities provide very good leadership. The way in which they work together and with the parents and community is exemplary. There is a very strong, shared commitment to improvement and the school is judged to have a very good capacity to succeed.
How well the governors fulfil their responsibilities	The governors fulfil their statutory duties well. They take a strong role in shaping the direction of the school.
The school's evaluation of its performance	The school has satisfactory procedures for monitoring and evaluating its performance but further developments are required.
The strategic use of resources	Financial and other resources are used well to support the school's priorities for improvement. The governors and headteacher take a long-term view of developments and use all available funds appropriately.

The school is very well led. The headteacher provides committed and enthusiastic leadership for her colleagues that is strongly underpinned by her high expectations and clear philosophy for the school. She has encouraged all the staff to work closely together and this has resulted in the excellent team approach to the development of the school. Responsibilities are appropriately shared to make the most of the staff's individual strengths. They are confident and provide very good leadership and support for their colleagues in the subjects and areas of the school's work for which they are responsible. The headteacher and staff are very strongly supported by the governors and by the parents who recognise the success of the school and have high regard for the quality of education provided.

There is a good number of teaching staff who are well qualified and experienced to teach the curriculum. There is a very good number of support staff whose work has a very positive impact on the progress pupils make. There is sufficient accommodation to enable the National Curriculum and the Foundation Stage curriculum to be taught and the school makes good use of the village hall for physical education lessons and the Church for collective worship. There is a good supply of learning resources of good quality.

The governors and headteacher have a good understanding of the principles of best value and make satisfactory use of them. A good feature is the use of an annual questionnaire to parents to seek their views.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Their children like school. • The teaching is good. • They feel comfortable about approaching the school with a suggestion or a problem. • The school expects their children to work hard. • The school is well led and managed. • The school is helping their children to become mature and responsible. 	<ul style="list-style-type: none"> • The range of activities provided for pupils. • The amount of work children are given to do at home. • Their children's rate of progress.

Parents responding to the questionnaire sent out by the inspectors and those who attended the meeting prior to the inspection express a very high level of support for the school. The inspectors agree with the parents' positive views of the school but not with the areas that a minority of parents would like to see improved. The school provides a very good range of activities for pupils including a wide range of after school clubs, opportunities to take part in sporting events, music festivals and educational visits including a residential visit for pupils in Years 5 and 6. Children are given a variety of tasks to do at home and the inspectors judge that the amount and frequency of work is appropriate for the age of the pupils. Children throughout the school learn well and make good progress.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and achievements

1. When children start school in the reception year, the results of assessments carried out in the first half term are variable but show that in 2000 most children reached levels in line with those found nationally. Few children reach above the average levels for their age in personal and social skills or in language and literacy. Inspection evidence indicates that almost all the children are on course to reach the national early learning goals for children at the end of the Foundation Stage by the end of their first year in school. Some children reach levels within the Key Stage 1 programmes of study in reading, writing and mathematics. They make good progress in the Foundation Stage because of the very good quality of the provision.
(The early learning goals set out what most children are expected to achieve by the end of the reception year. The Foundation Stage includes children aged from three to five years old. The last year of the Foundation Stage is the reception year.)
2. Because fewer than eleven pupils were assessed in the end of Key Stage 1 tests and assessments in 2000, no detailed comparisons with the national results or those achieved by pupils in similar schools are published. The number of pupils in each year groups is small and this means that there is considerable variation in the percentages from year to year. For example, one pupil in a cohort of eight represents 12.5 percentage points and an individual pupil's performance can have a major impact on the school's overall results. Consequently, it is not possible to identify trends in results since the last inspection at either key stage. Realistic and challenging targets for improvement in standards are set at both key stages and the results show that good progress is made towards these targets.
3. The results of the national end of Key Stage 1 tests and assessments for 2000 show that pupils achieved high standards in reading. Almost all achieved the expected level (Level 2) and a high proportion reached the higher level (Level 3). In writing, most pupils reached Level 2 but no pupils achieved Level 3. Standards in mathematics were high with almost all the pupils achieving Level 2 and a high proportion reaching Level 3. The results of teacher assessments in science show that, although most pupils reached the expected Level 2, no pupils achieved Level 3.
4. The standards achieved by pupils at the end of Key Stage 2 in the national tests and assessments for 2000 are well above the national average in English and close to the national average in mathematics and science. When compared to the results achieved by pupils in schools in a similar context, standards are above average in English, below average in mathematics and well below average in science. However, when the results are compared with the same cohort's performance at the end of Key Stage 1, pupils have made above average progress in English and average progress in mathematics. Progress in science was below average. Pupils in the cohort achieved well considering the high proportion of pupils on the special needs register. Twenty seven per cent of the pupils in this year group were on the school's register for special educational needs; this is well above the national average.
5. Inspection evidence shows that the majority of pupils in Year 2 reach levels in line with those expected for the age group in reading writing, mathematics and science. These findings reflect the unconfirmed results of the 2001 national end of Key Stage

1 tests and assessments. The school identified that this group needed additional support. A teaching assistant has worked very effectively with the teacher and the pupils have achieved well in relation to their prior attainment. Forty three per cent of the pupils in this year group are on the school's register of special educational needs: this is a very high percentage.

6. Inspection evidence shows that pupils in Year 6 achieve levels above those expected nationally in English, mathematics and science. However, standards of pupils' writing are relatively weaker because some opportunities for pupils to write at greater length are missed. These findings reflect the unconfirmed results of the end of Key Stage 2 tests for 2001.
7. At the end of both key stages pupils achieve levels above those expected by the locally agreed syllabus for religious education. They achieve the levels expected nationally for the age group in art and design, geography, information and communication technology and physical education. In design technology and music, pupils at the end of Key Stage 1 reach the levels expected nationally. By the end of Key Stage 2, pupils achieve levels above those expected in these subjects. Standards in history at the end of Key Stage 1 are well above expectations but by the end of Key Stage 2 are in line with expectations.
8. Based on the inspection evidence, there have been improvements in standards in English, mathematics, science and information and communication technology at the end of both key stages since the last inspection. There has been an improvement in standards in design technology at Key Stage 2 and standards at Key Stage 1 have been maintained. Similarly, standards in history at Key Stage 1 have improved and those at Key Stage 2 have been maintained at the expected levels. Standards in art and design and in geography have been maintained at the levels expected for the age group at the end of both key stages. No judgements on standards in music, physical education and religious education were made at the time of the last inspection so it is not possible to judge if any improvement has been made.
9. Pupils with special educational needs at the end of both key stages achieve standards in national tests that are similar to those achieved by other pupils. This reflects the very high achievement made by these pupils. This good progress and achievement is largely the result of the clearly identified learning targets in their individual education plans and the very good quality of teaching they receive from the teachers and teaching assistants.

Pupils' attitudes, values and personal development

10. The pupils' very good attitudes to learning, their excellent behaviour and their very good relationships with others are a strong feature of the school. This is an improvement since the last inspection.
11. Parents indicate that their children like school and inspection evidence confirms this. Children in the Foundation Stage develop very good attitudes and respond very well to the very effective provision made for them. They leave their parents and carers readily to greet their friends and join in activities. This is due largely to very effective procedures for introducing children to school and its activities. Pupils throughout the school show interest, are enthusiastic, stay on task and enjoy their learning.

12. Discussions with pupils in Key Stage 2 indicate that pupils take a pride in the school. They are proud of the very high standards of behaviour. They also take pride in the millennium garden which they and their parents constructed and appreciate the outside play apparatus and very pleasant school surroundings.
13. Standards of behaviour are excellent and pupils keep school and class rules well. Pupils need little direct supervision and they have a well developed sense of self-discipline. Pupils respect each other and there is mutual respect between pupils and teachers. Pupils report that instances of bullying are rare and if they do occur they are dealt with quickly and effectively. No instances of bullying were observed during the period of the inspection. There were no exclusions in the year prior to the inspection.
14. The pupils' personal development is very good. Ninety six per cent of parents agree that the school helps their children to become mature and responsible. Pupils develop in self-confidence and are willing to accept responsibility and carry out duties in class and around the school. For example, they complete the school bus register, choose the music for entry and departure at assembly and supervise and care for younger children while they are descending steps from the playground. Teachers know pupils well and the use of circle time helps pupils' personal development. However, older pupils do not have many opportunities to show initiative or to take sufficient responsibility for their personal development.
15. Pupils are courteous, polite and cheerful. They appreciate and show considerable respect for other people's feelings and respect their values and beliefs. They show respect for their own and other people's property. Relationships within the school are very good at all levels. Pupils are courteous and kind towards each other and to all adults working in the school and they make visitors feel very welcome. There is a relaxed and harmonious atmosphere within the school. At playtime and when eating their lunch pupils are friendly and sociable.
16. Attendance is well above the national average and is good. However, attendance is slightly lower than that reported at the last inspection. A small, but increasing minority of parents take children out of school for family holidays and this has an adverse effect on attendance levels and inevitably, children's progress. Parents are very happy with the positive attitudes and values that the school promotes and feel they have a beneficial effect on their children.

HOW WELL ARE PUPILS TAUGHT?

17. The quality of teaching is good and better in 89 per cent of lessons. In 57 per cent of lessons the quality of teaching is very good, in 32 per cent it is good and in the remaining 11 per cent of lessons the quality of teaching is satisfactory. There is no unsatisfactory teaching. This is a marked improvement since the last inspection when the quality of teaching was judged to be good overall with a few examples of very good teaching. Bearing in mind that there have been no changes in staff since that time, this represents a significant improvement in teachers' skills. The headteacher has established clear expectations for good quality teaching and learning and the staff work together closely and share the same high expectations for the pupils. This has contributed to the improvement in the quality of teaching since the last inspection.

18. The quality of teaching for children in the Foundation Stage is consistently very good. The teacher and the nursery nurse work very well together and have an excellent understanding of the needs of the age group. They plan stimulating and relevant activities through which the children learn through practical tasks and carefully structured opportunities for play in all six areas of learning. For example, in a literacy lesson, children's are able to make choices from activities including dough, painting and play in the beach hut. This is carefully planned and managed to extend pupils' vocabulary and to encourage them to develop imaginative ideas for stories. The excellent classroom management is a particular strength of the provision. The children are taught in the same class as Year 1 pupils and the teacher's skilful management of the children's time and activities ensures that everyone gets rich opportunities for learning and makes good progress. For example, during a mathematics lesson on telling the time, the children join with the whole class for the mental an oral session but then the nursery age children, supported by a parent helper paint pictures to compare day and night, the reception age group are taught to tell the time using an analogue clock by the nursery nurse and the teacher continues to work with the Year 1 pupils. This enables the teacher to give all the pupils appropriate activities and direct teaching so that they make good progress in the lesson.
19. The quality of children's learning in the Foundation Stage is good and sometimes very good. They increase their understanding in all six areas of learning because they are provided with stimulating and well planned activities. They are willing learners and show interest in the tasks; some concentrate for long periods, for example when they mix colours for a painting or learn to identify and place numbers on a clock face.
20. The quality of teaching for pupils at Key Stage 1 is very good. The teaching is consistently good or better and there are frequent examples of very good teaching. The particular strengths of the teaching are in the exemplary management of pupils' learning and the way in which the teachers challenge them and expect the most from them. Pupils in Year 1 are taught with children in the Foundation Stage and pupils in Year 2 are taught alongside Key Stage 2 pupils. The teachers plan carefully to ensure that the pupils are given work that is well matched to their learning needs and they make the management of the learning look deceptively easy. Because of the teachers' skills and commitment the pupils make good and sometimes very good progress throughout the key stage.
21. At Key Stage 2, the quality of teaching is good overall. It is never less than satisfactory and is usually good or better. Pupils are very well managed and no time is wasted in lessons. For example, in practical lessons such as science, art and music, the resources are well organised so that pupils can get on with the tasks promptly. Time in lessons is used well and there is a good balance between direct teaching, independent work and question and answer sessions. The activities in the lessons are varied and the resources are well chosen. This helps to sustain pupils' interest so that they develop good attitudes to work and concentrate on the tasks. The teachers' good subject knowledge enables them to make good use of questions to challenge and extend the pupils' skills and knowledge.
22. The quality of pupil's learning at both key stages is good and sometimes very good. For example, pupils in Year 1 show interest in their work and sustain concentration when they design sock puppets. They are excited by the task, eager to explain their ideas and persevere to draw the design and list the materials they will need. In an

English lesson, pupils in Year 3 are very interested when they identify adjectives used to describe characters in the book "Footprints in the Forest". They respond very well to the teaching, concentrate and are eager to offer answers to the teachers' questions. As a result they make good progress in understanding the use of adjectives. Pupils in upper Key Stage 2, think for themselves when they carry out a science investigation. They concentrate and apply intellectual effort as they devise a fair test, carry it out and record their findings. However, opportunities for pupils to work in this independent way are sometimes missed and this can limit the rate of learning.

23. The teaching assistants and the nursery nurse are very well managed and deployed by the teachers. Teachers involve them fully in the plans for teaching. This means that they can make an informed contribution to the teaching and learning because they know and understand the learning objectives for the lessons. They are true partners in the teaching process and are enabled to take initiative and make a major contribution to pupils' progress. For example, during a music lesson in the youngest class, the nursery nurse takes the initiative to use strategies for keeping the youngest children and those with special educational needs involved in the lesson. This makes a very good contribution to the progress that all the pupils in the class make during the lesson.
24. Where the quality of teaching is very good, lessons are very well planned, organised and managed. The teacher defines what each group of pupils is to learn and their time in the lesson is managed so that they experience a good variety of learning activities that help them to sustain interest and concentration. Teachers make good use of specific praise to help pupils to understand precisely what they have done to please and this motivates them to keep working hard. Another feature of the very good teaching is the enthusiastic and energetic approach and a genuine interest in the pupils as learners. For example, in a science lesson at Key Stage 2, the teacher approaches a difficult investigation with enthusiasm and confidence and her positive attitude and excitement about the topic engages and sustains the pupils' interest. This helps the pupils to have positive attitudes to learning and to make good progress in the lesson. Teachers make good use of the last few minutes of the lessons to remind the pupils what they have learnt, to correct misconceptions and to challenge their thinking even further.
25. Where the quality of teaching is good, lessons are characterised by detailed plans for teaching which identify what each group of pupils will learn. Tasks, activities and resources are well chosen to interest and stimulate the pupils. The learning resources are well prepared and organised and this enables pupils to make a prompt start and waste no time. For example, in a physical education lesson for pupils in Years 2, 3 and 4, the lesson begins promptly and moves at a brisk pace because the resources have been got ready and the activities are varied and are planned to extend pupils' skills. Teachers explain clearly and give instructions simply and directly. This helps the pupils to know what is expected and they respond by behaving well and working hard. Teachers use their time well in these lessons to support and challenge groups and individuals as well as providing a target group with direct teaching.
26. In lessons at Key Stage 2 where the quality of teaching is satisfactory, plans include clear learning aims for different groups of pupils and resources are well prepared and chosen. The pace of pupils' learning in these lessons is variable because the teacher does not manage the changeover from one activity to another effectively.

Instructions to some groups are too lengthy and other pupils have to wait for the teacher to get to them to explain their task. Pupils are not given enough opportunities to organise their own resources or to read the instructions for themselves and are over-dependent on the teacher. This slows the pace of the lesson because the pupils do not get started promptly and the teacher wastes time that could be used to teach a group.

27. The teaching and learning of pupils with special educational needs is very good. Pupils are identified early and are given support through individual education plans and additional adult support. Their progress is carefully monitored and tasks are carefully planned to help them be successful learners. Teachers have good strategies for dealing with pupils with behaviour problems. They are consistent in their approach and this helps the pupils to learn to behave appropriately and make progress. Gifted and talented pupils are identified and are given good opportunities to develop. For example, pupils are given additional support or the chance to work with an older group of pupils so that they are appropriately challenged.
28. Day-to-day assessment is used very well in the Foundation Stage, Key Stage 1 and lower Key Stage 2. Teachers plan very effectively to build on pupils' prior learning and this helps them to make good progress. Although good use is made of assessment information at upper Key Stage 2, opportunities to challenge pupils in English and in mathematics are sometimes missed when insufficient attention is paid to the needs of different groups of pupils.
29. The skills of literacy and numeracy are well taught across the curriculum at both key stages. The teachers have a good knowledge of phonics and teach the basic skills effectively.
30. Teachers give pupils appropriate work to do at home. Many children read to their parents at home and they are often asked to find information, carry out research or to complete work started in school. Sometimes pupils are given a challenge such as making working traffic lights or they are given tasks that help them to practise and consolidate their skills in, for example, mathematics. The tasks given to do at home make a satisfactory contribution to pupils' learning.

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

31. The curriculum provided for children in the Foundation Stage is very good. It provides for all the areas of learning to be taught in a relevant and stimulating way. The curriculum for pupils in Key Stages 1 and 2 is good. It includes all the subjects of the National Curriculum and fulfils the requirements of the locally agreed syllabus for religious education. The school meets statutory requirements.
32. Since the last inspection, teachers have developed the schemes of work to take account of the changes brought about by National Curriculum 2000. They have made good use of National Curriculum guidance and now have a detailed and well planned curriculum. They recognise that they still need to make stronger links between the school's long-term curriculum plan and the programmes of study of the National Curriculum to ensure that expectations for learning are matched to the levels expected for each age group.

33. The introduction of the Foundation Stage curriculum has been carefully managed and the plans for teaching at all levels are detailed and useful. All six areas of learning are promoted well. Children are provided with challenging opportunities to explore and choose activities planned to promote their curiosity and take them through the stages in learning that lead them to the early learning goals.
34. A high priority is placed on the teaching of English and mathematics. There are some opportunities for pupils to develop these skills in other areas of the curriculum. However, there are limited opportunities for older pupils to write at length and to carry out independent research from a range of texts. The school has implemented the national strategies for literacy and for numeracy effectively and provision for English is good as is the teaching of mathematics. Additional literacy teaching for pupils at Key Stage 1 has boosted the progress of those involved.
35. The curriculum reflects the Christian ethos of the school and promotes the school's aims well. Most subjects are supported by policy statements that are of good quality except that they do not reflect the most recent changes brought by the introduction of National Curriculum 2000. The long-term planning framework is supported by detailed plans for each half term's work. Some of these subject plans are appropriately linked together by topics. The staff evaluate the impact of the curriculum on pupils' progress by using assessment opportunities to identify areas of strength or weakness and re identified within the plans and adaptations are made to improve the overall quality if shortcomings are identified. The arrangements for sex education and drug misuse meet requirements.
36. The provision for pupils with special and individual educational needs is very good. Their individual education plans are precise and the reviews involving teachers, teaching assistants and parents are regular and thorough. The school does everything it can to ensure that pupils get the support they need. For example, a teaching assistant, under the guidance of the physiotherapist, provides daily support for pupils with physical difficulties. The school employs an independent consultant to support them in their work with these pupils: this is very effective and is a major factor in the provision the school makes for these pupils.
37. There is a high degree of inclusion into the curriculum for all pupils, including those with special educational needs. Pupils identified as gifted and talented are also provided for well. The curriculum is adapted and additional materials and opportunities are sought to enable them to be suitably challenged.
38. There is a good range of extra curricular activities. These include football, rounders and swimming. The teachers try to vary the clubs that they offer so that all the pupils will find something of interest so, for example, activities such as art, computing and cooking have been offered. French classes are available for pupils in Years 5 and 6. Pupils take part in competitive sports with other schools and the local schools' swimming gala. All the activities are open to boys and girls in Key Stage 2. The pupils take part, very successfully, in local and national competitions in writing and music. These opportunities are very good, especially considering the small size of the school and the small number of staff available to provide the extra activities.
39. The school is central to the local community and provides a focus point for parents from the surrounding villages. The school is very much part of a Christian community linked through the parish church, which is used every day for school assemblies. The village hall is used regularly for physical education. The school maintains good links

with local support services to help pupils with special educational needs. Pupils in the school collect money for a range of national and local charities. The curriculum is enhanced by a well planned range of educational visits to local places in interest and this helps the pupils to understand and know about the wider community. The local people are involved in the life of the school and help pupils to understand aspects of religious and social beliefs and attitudes.

40. The school maintains regular contact with the secondary schools to which most pupils transfer. Pupils move to a variety of schools in the area. Links with other village primary schools are good and are used effectively for staff training, for pupils' sporting and social events. Older pupils have e-mail links with pupils in one of the schools in the area.
41. The spiritual, moral, social and cultural development of the pupils is very good.
42. The school has a strong Christian ethos that is reflected in its everyday work. The very good provision for pupils' spiritual development makes a major contribution to the school's ethos. Pupils are given opportunities to reflect on the world around them and on events in their lives. In Key Stage 2, pupils are given opportunities to talk about events that are important to them and are encouraged to listen to, value and respect their friends' ideas and experiences. For example, one pupil talked about witnessing the birth of two calves at his farm and the teacher handled this sensitively helping the pupils understand the wonder of birth. The daily act of collective worship, held in the village church, makes a major contribution to pupils' spiritual development. They are given opportunities to reflect on issues such as the effect the human race has on the natural world, to respect other people's values and beliefs as well as to develop an understanding of prayer and worship. Art and music are used well to provide pupils with experiencing the world through the ideas of others. For example, they study the work of the artist Paul Klee, and are encouraged to look at ordinary views in different ways.
43. The school promotes pupils' moral development very well. Adults use the school rules and reward system consistently, which helps pupils develop a clear understanding of justice and fairness. From the time they start school, pupils are provided with a very good role model and quickly learn to distinguish appropriate and inappropriate behaviours. Pupils are encouraged to respect each other and the adults in the school. The staff successfully promote an ethos in which it is expected that pupils will help one another by being honest and fair.
44. The provision for pupils' social development is good. Pupils are provided with many opportunities to share equipment and to work collaboratively in small groups. Older pupils are encouraged to take some responsibility for younger children and to carry out a range of tasks that help in the smooth running of the school. The strong links with the church and with the community provide many opportunities for pupils to become involved in a wider social context and to learn from the very good role model provided by the adults. The staff arrange sporting and other events with other schools so that pupils have the opportunity to meet children from a wider area. In order to promote their self-confidence, pupils are encouraged to perform in school concerts and to take part in local competitive music festivals. A residential visit for the oldest pupils provides an opportunity for them to live together in a different setting and to develop independence skills. However, some opportunities are missed for the older pupils to take a greater part in the life of the school and to develop as independent learners. Pupils' awareness of the needs of others is raised

through their involvement in raising funds for a variety of local, national and international charities. For example, a number of pupils took part in a “hunger lunch” to raise funds for an international charity.

45. The school makes very good provision for pupils’ cultural development. Pupils experience western European culture through art and literature and music. They study the work of artists, listen to music and hear and read stories from other cultures. For example, pupils hear stories from the Australian aboriginal and Hindu traditions as part of their work in religious education. Pupils are fully involved in the local culture of the village and, in fact, the school is seen as the centre of the village social life. They have very good opportunities for exploring the cultures, ideas and differences to be found in other ethnic groups through their work in geography, religious education and English. In history, the youngest pupils learn about the seaside “long ago” and this gives them an insight into the way in which some of the events in their own lives have developed. The school has a good range of multicultural fiction and reference texts.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

46. Overall, the school has very good arrangements for the care and protection of its pupils. The vast majority of parents are appreciative of the care and support provided. All staff show care and concern for the welfare and safety of pupils and relationships are very good. Pupils spoken to during the inspection were appreciative of the care and support provided by the school. Procedures for child protection are good and meet statutory requirements. The school has an appropriate child protection policy and staff are aware of their duties if they feel a child is at risk. There is suitable liaison with other responsible agencies that ensures that additional help is available when needed.
47. Regular safety checks of equipment are completed and fire drills are held each term and these are correctly recorded. However, risk assessment, which is a statutory responsibility of the governing body, is not fully carried out. The current documentation does not show a full and accurate awareness of any potential risks to pupils’ safety. First aid procedures are implemented and there are sufficient staff trained in first aid. There are appropriate procedures in place for recording accidents and informing parents where necessary.
48. Regular reviews are made of the condition of the premises and any issues arising are dealt with promptly and effectively. Procedures for helping children to settle in school are very effective, and ensure that children settle quickly and enjoy coming to school. Home visits for new entrants to the school are particularly effective.
49. An appropriate programme is in place to ease pupils’ transfer to the secondary phase of their education. Procedures for monitoring and improving attendance are good. Records of attendance are properly maintained and comply with statutory requirements. Procedures for monitoring and promoting good behaviour and eliminating oppressive behaviour are very good and the resulting excellent behaviour during the inspection was a good example of the effectiveness of this. Discipline is firm but friendly and based on safety, courtesy, good manners and consideration for others. Lunchtime routines are well established and the new midday supervisors work effectively to ensure that the lunchtime is a pleasant, social occasion.

50. Pupils with special educational needs are very well provided for at the school. Pupils are identified early in their school lives and specific provision is provided to enable these pupils to play a full part in the life of the school. Close links with external agencies help to underpin the high quality provision for these pupils.
51. The school has developed an assessment policy that gives clear guidance to teachers to help them in planning to meet pupils' individual learning needs. An initial policy has been adapted and improved so that the school now has a thorough, effective and manageable set of procedures. The policy is based upon a sound philosophy and a good understanding of how assessment is used to raise standards. The effectiveness of the procedures is evident in the improvements in standards identified in several subjects and in the very good provision for pupils with special educational needs. This exceeds the requirements of the key issue set at the time of the last inspection and indicates good improvement. All the statutory requirements for assessments at the end of both key stages are met and good use is made of these results and of the results of optional assessments in English and mathematics in Years 3, 4 and 5 to identify targets for improvement. Opportunities to work with teachers from other schools in assessing pupils' attainment have helped the teachers to make confident and accurate judgements.
52. Pupils' progress in science and information and communication technology and the other subjects of the National Curriculum are assessed at the end of each unit of work and the results are used to identify pupils' achievements. The pupils' progress is appropriately assessed against the learning objectives for the unit of work and this enables the teachers to plan the next work to extend the pupils' skills, knowledge and understanding. The results of the analysis of all assessment results is reported to the governing body and the information is used to set individual and group targets.
53. The annual reports to parents are of good quality and meet statutory requirements. The results of end of key stage tests are included for pupils in Year 2 and Year 6. The reports clearly state the pupils' strengths and any targets for improvement. There are opportunities for parents to discuss the contents of the report at a consultation evening in the summer term.
54. The provision for pupils' personal development is good. The school is a warm, welcoming community where all pupils are valued as individuals and all achievements celebrated. Pupils list their own achievements at the end of the school year and this information is used in their annual reports. They are also encouraged to keep a file at home of certificates they have been awarded. Older pupils are encouraged to care for younger pupils, which they do well. Pupils throughout the school are expected to take responsibility for their own behaviour and actions and they respond well to this.
55. Overall the quality of care of pupils is similar to that found in the last inspection, except for assessment, which has improved.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

56. Parents are very pleased with the education provided by the school and the provision for their children's welfare. They report, for example, that their children like coming to school and that they feel comfortable about approaching the school with questions or concerns. They consider that the school expects children to work hard and achieve their best. Almost all parents believe the teaching is good and that the

school is well led and managed. They appreciate the help their children are given to become mature and responsible. The positive views of parents are endorsed by the findings of the inspection.

57. Appropriate steps are taken by the school to evaluate its effectiveness with parents. For example, parents were asked to complete a questionnaire prepared by the headteacher. Overall, returns indicate that parents are very positive about the school.
58. The range of information for parents, such as the prospectus, regular newsletters and the annual report to parents is comprehensive and well presented. Each term parents receive information about what the pupils are to be taught and the governors' annual report includes longer-term information about the curriculum. This was a minor issue at the previous inspection and the school has successfully addressed this concern. There is an after school surgery every Friday when parents can check on children's progress and discuss any concerns with the headteacher. This is appreciated by parents, especially those who are unable to visit the school at any other time. The school holds an open day in the summer term when parents can look at children's work. This good level of information to parents allows them to become more involved in their children's learning and to have a secure understanding of the school's work.
59. The involvement of the school with parents of pupils with special educational needs is very good. Parents are regularly invited to case meetings and the school works hard to involve them in their children's learning. Homework and reading diaries are used effectively to communicate with parents especially for pupils with individual needs.
60. Parents and other helpers who are able to support aspects of the school's work are warmly welcomed into the school. They are actively encouraged to help in school and a few do so regularly. They give time to activities such as listening to readers, cooking, art and craft and working with groups of children under the direction of teachers. This gives an appropriate level of support to pupils' learning.
61. The Friends of Grasby School (FROGS) is an enthusiastic hard working group that organises many fund raising events and makes a substantial contribution to school resources. Recent purchases include a chalet for the younger children's outside play area, funding for two educational visits, a Christmas party and presents for the children. This support is much appreciated by the school and increases pupils' learning opportunities.
62. Overall, this is a similar picture to that found at the last inspection, with parents now receiving more information about the taught curriculum and better information to parents whose children have special educational needs.

HOW WELL IS THE SCHOOL LED AND MANAGED?

63. The school is very well led. The headteacher provides committed and enthusiastic leadership for her colleagues that is strongly underpinned by her high expectations and clear philosophy for the school. She has encouraged all the staff to work closely together and this has resulted in the excellent team approach to the development of the school. Responsibilities are appropriately shared to make the most of the staff's individual strengths. They are confident and provide very good leadership and

support for their colleagues in the subjects and areas of the school's work for which they are responsible. The headteacher and staff are very strongly supported by the governors and by the parents who recognise the success of the school and have high regard for the quality of education provided. There is a strong commitment to improve the school further and a very good capacity to succeed.

64. Teachers with responsibilities understand their roles and responsibilities well. They take initiative and contribute much to school improvement by working closely with their colleagues. They have a good understanding of the strengths and weaknesses of the subjects for which they are responsible and have a clear vision for the development of the curriculum and their leadership roles. For example, they identify the need to carry out more formal monitoring of standards, teaching and learning in order to refine and develop the curriculum.
65. The school's published aims and values are very well reflected in all its work with the pupils, parents and community. They are well on their way to achieving the aims, especially the intentions to offer children a high standard of education in a secure, Christian environment, to develop a strong partnership with parents and to develop mutual respect within the school and wider community. The school's policies are generally well reflected in its practice but the written policies for some subjects are out-of-date and do not reflect the most recent changes in the curriculum.
66. The governing body fulfils its statutory duties well and governors have a clear understanding of how their roles and responsibilities complement those of the headteacher and staff. The governors' role in shaping the direction of the school is very well developed and they work very closely with the headteacher and staff to identify priorities for improvement. They are consulted on the full range of issues and are fully involved in decision making. They work very effectively in committees that take responsibility for a range of issues including finance, recruitment and complaints and there are named governors for special educational needs, literacy and numeracy. They have delegated powers that enable them to make recommendations to the full governing body meeting; this makes for the efficient use of time in meetings. They have a good understanding of the school's strengths and areas for improvement and base their decisions on detailed information from the headteacher and their first-hand knowledge of the school gained during their regular visits. The chair of governors has taken an active part in observing lessons in order to monitor and evaluate the work of the school. This has given him valuable information that he has been able to use to inform decisions about the development of the school. The governors monitor the school's progress towards the priorities in the school development plan but do not have any formal measures for judging the impact of changes. The only shortcoming in the role of the governing body is the absence of procedures for carrying out regular risk assessments.
67. The governors monitor the results of baseline assessments and end of key stage tests and assessments and, with advice from the head teacher and staff, set challenging but realistic targets for improvements at the end of both key stages. The school makes good use of all available data from formal tests and teacher assessments to track each pupil's progress and to identify groups of pupils or individuals who need additional support. Targets for improvement are set for every year group in the school. Concerns about the attainment and progress of pupils in Year 2 resulted in a decision to employ an additional teaching assistant to support those pupils. This has been very effective and has enabled pupils in Year 2 to make

good progress and to achieve well in the national end of key stage tests and assessments.

68. A systematic programme for monitoring and evaluating the work of the school is described in a useful policy document. The headteacher and two governors have carried out classroom observations of literacy and numeracy lessons and provided feedback to the teachers. This is a satisfactory improvement since the last inspection when establishing procedures for monitoring and evaluating the work of the school was identified as a key issue for improvement. A continuing programme is planned but, because the headteacher has a heavy class teaching commitment, opportunities to carry the programme forward are limited. Subject leaders have not had sufficient opportunities to carry out monitoring and evaluation activities because the headteacher is unavailable to release them to carry out this work and this is slowing down the pace of curriculum development. This element of school self-evaluation remains an area identified as being in need of further development.
69. Priorities for school improvement are identified through the analysis of performance data, monitoring and evaluation of teaching and learning and through discussion with staff and governors. An appropriate range and number of priorities for improvement have been identified and include school specific targets as well as national and local initiatives. The school improvement plan provides a long-term view of development and a plan in detail for the first year. The headteacher is developing a useful format for the plan that involves an action plan for each priority. Each action plan includes a clearly stated target, an indication of the tasks to be carried out within a broad timescale and the allocation of financial resources. However, the success criteria are not sufficiently precise and measurable and this means that the evaluation of the impact of planned change on the quality and standards of education is difficult.
70. The governing body continues to fulfil its financial planning role well. For example, the budget has been well managed to provide additional teaching assistant support during the current academic year and to fund the appointment of an additional teacher to create a fourth class from September 2001. All specific grants and funds are used effectively for their intended purpose. The governors take every opportunity to secure additional resources for the school. For example, a pupil recruitment strategy some years ago brought about an increase in pupil numbers and the governors' determined approaches to the local education authority have resulted in the building of a new classroom to house the extra pupils. Additional resources have been sought and secured to develop an outdoor area for the children in the Foundation Stage. The headteacher and governors make good use of forecast information about pupils due to come to the school and this enables them to take a strategic approach to financial planning. Educational developments are well supported and the governors have a very good understanding of the current budget. They have a good understanding of the principles of best value and make satisfactory use of them. A good feature is the use of an annual questionnaire to parents to seek their views. The finance committee challenges spending proposals before they are recommended to the full governing body and external services are contracted after a comparison of at least three quotations. Because the success criteria in the school's improvement plan are not consistently measurable, the governors' role in evaluating the impact of spending on standards and educational provision is not sufficiently well developed. The governors recognise the need to develop more formal approaches to evaluation.

71. The administrative assistant is a great asset to the school. She operates efficient, effective and secure systems for financial control. She provides the headteacher and governors with regular budget up-dates that enable them to monitor the finances efficiently. The day-to-day administration of the school is efficient and unobtrusive and the school runs smoothly. The administrative assistant provides excellent support for the headteacher and staff and this enables them to focus on their work with the children. Good use is made of information and communication technology to support the management of finances and administrative tasks. The school is taking part in a pilot scheme that will provide a live link to the local education authority. The administrative assistant is very positive about the benefits this will have for the school. The additional training this has provided is enhancing her skills.
72. The management and co-ordination of special educational needs is very good. Pupils are carefully screened and their needs are identified early. Their progress is carefully monitored and additional support is provided where necessary. The school makes very good use of the skills of an external consultant who provides very good support for the co-ordinator and teachers. Good use is made of the skill of other professionals in identifying and providing support for pupils with special educational needs and for those identified as gifted and talented.
73. There are sufficient well qualified and experienced teachers whose skills and expertise are well matched to the needs of the curriculum. They are supported very well by a good number of suitably qualified and experienced teaching assistants and a nursery nurse. A comprehensive and clearly written staff handbook helps supply teachers and staff new to the school to become established quickly and to use the school's agreed routines and procedures. The school has satisfactory arrangements for the appraisal and performance management of teachers. Targets have been set for all teachers and a cycle of monitoring and review has been planned. The good arrangements for professional development are closely linked to the development needs of the school and to the needs of individual staff and enable the school to make best use of training opportunities. The subject leaders provide very good support and leadership for their colleagues and make a significant contribution to the quality and standard of education. These features, together with the very good leadership management and quality of teaching make the school a good provider of training for new teachers.
74. There is sufficient accommodation to enable the National Curriculum to be taught. Much has been achieved since the last inspection to increase and improve the classroom and outdoor facilities. The accommodation provides a pleasant and purposeful learning environment which supports the school's aims for children's learning and personal development well. There is no hall but the school makes good use of the village hall for physical education lessons and of the Church for daily acts of collective worship. An outdoor classroom for children in the Foundation Stage is used imaginatively to provide stimulating additional learning opportunities. The good-sized field and small hard play area provide an interesting area for the pupils and contribute to their excellent behaviour during play and lunch breaks. A beautiful millennium garden has been developed that further enhances the pupils' play area. An appropriate rolling programme for the decoration of classrooms and further development of the playground is in place. The building is enhanced by attractive displays of pupils' work which are presented to a high standard. The building is well maintained by the cleaner in charge and this further enhances the quality of the learning environment.

75. There is a good range of learning resources of good quality to support the teaching of the curriculum for the Foundation Stage and the National Curriculum for both key stages. The resources are well stored to give staff and pupils easy access. The pupils respond well to the good quality resources and handle them carefully.
76. This is a very effective school which has made good improvement since the last inspection. The headteacher, staff and governors have worked together effectively towards the targets for improvement set for the school and they have achieved what they were asked to do and, in some areas, have gone further. For example, they have developed a new assessment policy and procedures which are used well to identify pupils' individual needs and to set targets for improvement. The quality of teaching, learning and the curriculum has improved so that the school now makes good provision for the pupils. The inspection evidence shows significant improvements in the quality of teaching, the provision for pupils with special educational needs and in standards in English, mathematics and science. The school provides very good value for money.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

77. In order to raise standards and improve the educational provision the headteacher, governors and staff should work together to:

(1) Develop the use of school self-evaluation strategies by:

a) providing more planned opportunities for the headteacher and subject leaders to use:

- classroom observation;
- the analysis of samples of pupils' work;
- the examination of teachers' planning;
- and structured interviews with pupils;

to identify strengths and areas for improvement in teaching, learning and the curriculum and

b) ensuring that the success criteria in the school development plan are measurable and that rigorous evaluation of the impact of change on the standards and quality of education is planned and carried out.

Paragraphs: 66, 68, 69, 106, 117, 124, 131, 143, 149, 156, 171 and 178

(2) Further develop the curriculum plans for the foundation subjects of the National Curriculum at Key Stages 1 and 2 to ensure that they provide opportunities for pupils to develop subject specific skills and that learning expectations are suitably challenging for all ability groups within the classes.

The foundation subjects of the National Curriculum are: art and design; design technology; geography; history; information and communication technology; music; physical education and religious education. The remaining subjects of the National Curriculum are English, mathematics and science.

Paragraphs: 32, 130, 136, 148 and 156

(3) Enhance the provision for pupils' personal and academic development by providing more opportunities for showing initiative, making choices about the approaches to some of their learning and working independently, particularly at Key Stage 2.

Paragraphs: 14, 22, 26, 44, 105 and 148

Minor issue:

Ensure that the arrangements for risk assessments fully meet requirements.

Paragraphs: 47 and 66

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	28
Number of discussions with staff, governors, other adults and pupils	21

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	57	32	11	0	0	0

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

Information about the school's pupils

Pupils on the school's roll	Nursery	YR– Y6
Number of pupils on the school's roll (FTE for part-time pupils)	5	79
Number of full-time pupils eligible for free school meals	0	2

FTE means full-time equivalent.

Special educational needs	Nursery	YR– Y6
Number of pupils with statements of special educational needs	0	0
Number of pupils on the school's special educational needs register	0	22

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

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	2
Pupils who left the school other than at the usual time of leaving	5

Attendance

Authorised absence

	%
School data	3.6
National comparative data	5.2

Unauthorised absence

	%
School data	0.0
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 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2000	6	2	8

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	N/A	N/A	N/A
	Girls	N/A	N/A	N/A
	Total	N/A	N/A	N/A
Percentage of pupils at NC level 2 or above	School	N/A	N/A	N/A
	National	N/A	N/A	N/A

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	N/A	N/A	N/A
	Girls	N/A	N/A	N/A
	Total	N/A	N/A	N/A
Percentage of pupils at NC level 2 or above	School	N/A	N/A	N/A
	National	N/A	N/A	N/A

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

Details of pupils' attainment at the end of Key Stage 1 are not reported because there were fewer than 11 pupils in the year group.

Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2000	4	7	11

Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	4	3	3
	Girls	6	5	6
	Total	10	8	9
Percentage of pupils at NC level 4 or above	School	91 (50)	73 (58)	82 (75)
	National	75 (70)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	1	3	3
	Girls	6	5	6
	Total	7	8	9
Percentage of pupils at NC level 4 or above	School	64 (58)	73 (58)	82 (83)
	National	70 (68)	72 (69)	79 (75)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	84
Any other minority ethnic group	0

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

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

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

Teachers and classes

Qualified teachers and classes: YN– Y6

Total number of qualified teachers (FTE)	3.3
Number of pupils per qualified teacher	25
Average class size	28

Education support staff: YN– Y6

Total number of education support staff	3
Total aggregate hours worked per week	30.4

FTE means full-time equivalent

Financial information

Financial year	2000/2001
	£
Total income	181,304
Total expenditure	177,154
Expenditure per pupil	2,530
Balance brought forward from previous year	13,410
Balance carried forward to next year	17,560

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	84
Number of questionnaires returned	49

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	67	27	6	0	0
My child is making good progress in school.	53	29	12	2	4
Behaviour in the school is good.	57	35	4	4	0
My child gets the right amount of work to do at home.	35	47	18	0	0
The teaching is good.	61	33	0	4	2
I am kept well informed about how my child is getting on.	33	47	12	6	2
I would feel comfortable about approaching the school with questions or a problem.	69	29	0	2	0
The school expects my child to work hard and achieve his or her best.	61	35	0	4	0
The school works closely with parents.	37	51	8	2	2
The school is well led and managed.	61	33	2	0	4
The school is helping my child become mature and responsible.	43	53	4	0	0
The school provides an interesting range of activities outside lessons.	33	39	14	8	6

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

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE

78. The Foundation Stage is made up of a group of five nursery age children and 16 children in the reception year. They are taught in the same class alongside eight pupils in Year 1. Children are admitted to the reception year in the September following their fourth birthday. Children visit the school with their parents as part of a sensitive induction programme, which includes a home visit by the teacher during the school summer holiday just before they start school. These arrangements encourage children to gain confidence and enable parents and carers to establish strong links with the school. There is little pre-school provision available in the area, and in order to help, the headteacher and governors have made the decision to invite children who are four before Easter to join the nursery group on a full-time basis in the summer term prior to their admission to the reception year if the school has enough places available in the class. This makes very good use of the school's resources and gives the children a very good start to their formal education.
79. The children are assessed using a nationally standardised test during the first few weeks in the reception year. This shows that children display a wide range of skills but overall their standards are broadly typical of children of their age. However, language and social skills tend to be less well developed. The teacher uses the results of assessment well to check children's progress and to plan the next steps in their learning. As a result, the teacher sets tasks which match and challenge children's learning across the range of abilities in the class. The class teacher and nursery nurse work very well together and the quality of teaching is very good. The children experience a rich and varied range of well-planned and stimulating activities across all six areas of learning. Themes are chosen to interest the children and are enhanced by good quality learning resources; this promotes their learning well and they make good progress throughout the Foundation Stage. Almost all the children are on course to attain the national early learning goals by the end of the Foundation Stage. A high proportion of children are on course to attain levels within the National Curriculum programmes of study for Key Stage 1. These findings broadly reflect those of the previous inspection. Children with special educational needs settle well and make good progress across the areas of learning because of the early identification of their needs and the very good quality of the teaching. Parent helpers are involved very well in the activities and are given very clear guidance on how to support the children and what it is expected they will learn from the activity.
80. Improvement since the last inspection is good. Links with parents of children starting school have been developed very well through the introduction of home visits and a meeting for parents prior to admission to school and a "welcome pack". The use of the results of baseline assessment has been developed well, particularly in the identification of children's individual needs. The role of the nursery nurse has been developed so that she plays a key role in teaching and assessing children; this is a major factor in the very good provision made for the children. The Foundation Stage curriculum has been implemented well and the provision has been enhanced by a well planned outdoor learning area. An early years policy describes the secure philosophy, which underpins the very good provision for children in the Foundation Stage.

Personal, social and emotional development

81. The classroom routines and the learning experiences are planned to foster children's personal, social and emotional development at every opportunity. The activities are organised to give them opportunities to make choices and to work independently to express their ideas and explore materials. For example, when they paint they are able to choose the colour, size and shape of the paper. Children concentrate for long periods on activities when their interest is engaged. Children using the beach hut and other activities in the outdoor area make confident and independent choices of the activities they will use and then focus on these for a sustained period. When they hear a story of the Rainbow Fish they respond by listening carefully and then express empathy for the lonely stripy fish. The children learn to work together in large and small groups and to share and take turns as they use the activities. Pupils using the paints are willing to share the resources and two girls independently decide to do a painting together on the same piece of paper. Even the youngest children understand the rules and routines of the classroom and know what the appropriate behaviour is for a variety of situations. The children are independent in dressing and in taking care of their personal hygiene.
82. The staff interact and intervene in the learning frequently and this has a positive impact on the development of children's confidence and attitudes to learning and to each other. The adults provide very good role models for the children by thanking them for their hard work, valuing their ideas and treating them with respect. As a result, the children become more aware of the needs of others. The classroom and outdoor area are organised to promote children's independence in selecting from a planned range of activities, tools and materials. The children make choices sensibly and confidently and take responsibility for putting away what they have used when it is time to tidy away. The adults make good use of the children's time by providing short periods of direct teaching for the whole class group followed by interesting activities in which they continue to teach through practical activities and play. Consequently, the children are developing good attitudes to work. They concentrate, persevere and take pride in their achievements. They are on course to achieve at least the early learning goals for this area of learning by the end of the reception year.

Communication, language and literacy

83. Pupils of nursery age are gaining confidence in speaking to adults and to other children. Most ask questions and initiate conversation. They enjoy listening to stories and rhymes and sustain attention over long periods. For example, they are spellbound by the story of the "Rainbow Fish" and listen attentively throughout. Children in the reception year take turns in conversation and achieve at least the levels described by the early learning goals. They respond eagerly to answer questions, to comment on the story or to ask questions. The children generally use the convention of putting up their hand if they have something to say in a group discussion and take turns in conversation taking account of what others say. The adults model speaking and listening skills very well by listening carefully to what the children say and interacting in their play.
84. Progress in reading is good and children turn to books for enjoyment. Most in the reception year read confidently and make good use of their knowledge of letter sounds, clues from the pictures and from the text to help them read words they have not seen before. Nursery children know some letter sounds and use the pictures

to help them to tell the story. The teaching of reading is well structured and this enables children of all levels of attainment and age to make good progress. The children understand that writing is used to communicate for a variety of purposes and they are encouraged to role-play being writers in a variety of realistic play situations. They write their own names and other well known words and use their knowledge of phonics to help them to spell simple words. For example, one child, writing independently about the seaside, demonstrates a good understanding of spelling when she writes, "The sand is sofd and getd in yor tos and you can padul in the see." Most children hold a pencil effectively and even the youngest are beginning to make recognisable letters that are correctly formed.

85. The adults model writing behaviour and letter formation well and ensure that children develop the skills they need systematically. Children make good progress in this area of learning and almost all are on course to achieve at least the early learning goals by the end of the Foundation Stage and many will achieve levels within the National Curriculum programmes of study for Key Stage 1.

Mathematical development

86. Children in the reception year make confident use of number names and are accurate when they count to ten. Some children count well beyond ten. They record simple addition and subtraction facts such as $10 - 6 = 4$ and know that three and one more is four. They insert the missing numerals in a sequence to 10 and match the words for numbers to the correct numeral. Children in the nursery year count aloud to ten and most count objects accurately to five. They recognise some of the numerals and are learning to write them. For example, one child concentrates on learning to write the number two the right way round on the blackboard. The children know and enjoy a range of number rhymes and songs that are used well to reinforce their knowledge and understanding. The children use simple mathematical language as part of their play. For example, they use terms such as "in front of" and "above" when they consider the position of objects. They know the names of some shapes including circle and triangle, and those in the reception year tell the time to the hour using an analogue clock. The youngest children recognise and recreate simple patterns as they thread beads; they talk about them to describe the pattern.
87. The activities are planned to provide many opportunities for children to count, sort and match and order numbers as part of their play. The resources they are given are attractive and catch their interest. The adults take every opportunity to use simple mathematical language when talking about quantities, shapes and position and make good use of repetition. The children are on course to achieve at least the early learning goals by the end of the Foundation Stage and many will achieve levels within the National Curriculum programmes of study for Key Stage 1.

Knowledge and understanding of the world

88. The children are curious about living things. They show great interest in a collection of seashells and are able to identify some similarities and differences. For example, they explain that some creatures have two shells that fit together and others have one shell. They match the shells to the illustrations included in the display. The topic on the seaside interests the children and they are keen to talk about visits they have made. They describe the key characteristics and know what they like about it. Some children have made simple books about snails and record the creature's shape and some of its characteristics. The children are excited by their work on

change. They enjoy dressing up and notice how this changes their appearance temporarily but know, for example, that their eyes stay the same. Some children know that as people get older their appearance changes. The youngest children learn how flour changes when margarine and water are added and the resulting dough is baked. Children join construction materials together to build models. They adapt their work and are able to explain what they are making and how it works. They make simple puppets, and select the materials they wish to use. Children use the listening centre and the computer with confidence. They use the mouse to identify and move items on the computer screen. Children enjoy blowing bubbles and exploring the texture of the blue jelly placed in the water tray instead of water. They ask questions and talk enthusiastically about what they see and feel. The children are developing an understanding of the culture of Malaysia because of the opportunity to dress up in the beautiful clothes to the accompaniment of Malay music.

89. The activities are well planned to promote the children's understanding in this area of learning and the adults interact very effectively with the children to ask questions, arouse their curiosity and explain. The children are on course to achieve at least the early learning goals by the end of the Foundation Stage.

Physical development

90. The children move around the classroom and outdoor area with growing confidence. They show an awareness of space for themselves and for others. They use small equipment with increasing control. For example, children draw, write and paint with good control. The older children write clearly and use letters of an appropriate size and the youngest children work carefully when they use paint, controlling the shape and direction of their brush strokes well. When they use construction materials, they fit small pieces together accurately and those playing in the beach hut manage the zips on the picnic bag very well. Pupils handle equipment with care and are aware of the need to do things safely. They enjoy making dough to make pies and manage the rolling pins quite well to smooth out the dough. Some children enjoy energetic play with the play dough and thump it and roll it to change its shape. The children are on course to achieve at least the early learning goals by the end of the Foundation Stage.
91. The teacher and nursery nurse ensure that the children have plenty of opportunities to develop their physical skills in interesting ways and provide stimulating and varied activities both indoors and outdoors. The equipment is readily accessible and meets the children's differing needs well. In addition to the provision in the classroom the children benefit from a physical education lesson each week. They have a swimming lesson once a fortnight and are making good progress; many already have swimming certificates.

Creative development

92. Throughout the Foundation Stage the children have many well-planned art and craft, role-play and musical experiences. They enjoy and concentrate on painting, learning to mix the colours and creating pictures from memory and from imagination. They enjoy exploring the texture of jelly in the water trough and handle pebbles and shells carefully, looking at them closely and expressing their own ideas about them. One child responds to the opportunity to dress up in Malaysian clothes and dances to the music. She has observed the style of the dance carefully and copies the hand and

eye movements beautifully. When they use the “beach hut”, the children respond well to the visit they have recently made to the seaside, recall the events well and introduce them into their play. They relate well to each other and share in imaginative ideas to create stories and events as part of their play. They recognise repeated sounds and rhythmic patterns and copy these with increasing accuracy. They sing with enjoyment and remember the words of the songs well.

93. The teacher plans for this area of learning well and makes clear what the children are to learn from the stimulating range of activities provided. The adults make sure that all the children have regular opportunities to make choices and select materials and equipment to express their ideas and communicate their feelings. The adults’ comments, questions and interaction with children extend children’s creative thinking and development well. The children are on course to achieve at least the early learning goals for this area of learning by the end of the Foundation Stage.

ENGLISH

94. Standards of attainment in English have improved since the last inspection when pupils reached levels in line with those expected nationally at the end of both key stages. Results of the of the national end of Key Stage 1 tests and assessments for 2000 show that standards were very high in reading and close to the national average in writing. As there were fewer than 11 pupils in this year group, test results are not reported in full.
95. The results of the end of Key Stage 2 tests and assessments for 2000 show that standards in English are well above the national average. The proportion of pupils reaching the higher level (Level 5) was also well above the national average. Test results show that standards have been variable over the past three years because of the small number of pupils in each year group, but generally remain close to the national average.
96. Unconfirmed results of the 2001 tests indicate that the majority of pupils at the end of both key stages have reached at least the expected levels for their age but that the proportion of pupils reaching the higher levels in writing is smaller. The school has achieved its target for 2001 at both key stages. The performance of boys and girls reflects the national picture: girls have consistently performed better than the boys over the past four years. Inspection findings reflect the test results at both key stages but there is evidence to suggest that higher attaining pupils in Year 6 underachieve in writing.
97. Those pupils who are identified as having individual learning needs are provided with additional support. This has been particularly effective with the current Year 2 group who, with additional support from a teaching assistant, have been able to reach the levels expected for their age in the national tests.
98. Standards of speaking and listening seen during the inspection were in line with the levels expected at Key Stage 1 and greater than the national expectation by the end of Key Stage 2. Pupils in Year 1 develop their vocabulary through well planned opportunities to talk about their work, ask and answer questions in all the subjects of the National Curriculum. For example, in a history lesson when they talk about similarities and differences in the seaside today and long ago, they listen to each other and to the adults and respond appropriately with their own ideas and suggestions. Pupils in Year 2 working in a small group with a teaching assistant talk

about their mathematical work using the correct subject vocabulary and explain their ideas clearly. At lower Key Stage 2, pupils develop their speaking and listening skills by listening to other children's accounts of events and by explaining the stories they read. In Years 5 and 6, pupils work in small groups to discuss the different ideas and values held by people in cultures other than their own. They listen carefully to each other and make their points clearly and confidently. When they share their findings in mathematics with the rest of the class, pupils in Year 3 do so with confidence but some are more self-conscious by Year 6.

99. Pupils throughout the school enjoy reading and achieve good standards. Pupils in Key Stage 1 learn the letter sounds and use them well to read unfamiliar words. The higher attaining pupils in Year 2 read with expression and observe the punctuation to add meaning to the text. They use a variety of strategies to help them to read with increasing fluency and accuracy. They know and understand terms such as author, title, contents and index. Pupils in Key Stage 2 make good progress and read with growing confidence and fluency. They attempt and self correct unfamiliar words, turn to books for enjoyment and use them to find information. By the age of eleven, pupils enjoy a wide range of books and are confident about selecting information from texts and from the Internet. However, little guidance is given to average and higher attaining pupils in Year 6 as to the availability of appropriate texts and so pupils are not helped to extend the range of their personal reading. The very small numbers of pupils who experience difficulties with reading in the early part of the school are very well supported so that they make good progress and the majority reach the levels expected for their age.
100. Standards in writing at the end of both key stages are in line with the levels expected for seven and eleven-year-olds. By the end of Key Stage 1, pupils express their ideas clearly and use appropriate sentence structures. The higher attaining pupils are beginning to write narratives involving a sequence of events. Their handwriting is clear, legible and most letters are joined. They are confident to use their knowledge of letter sounds to help them to spell words and make logical attempts. This is because of the systematic and consistent approach to teaching phonics and encouraging independent writing throughout the key stage.
101. By the age of eleven, pupils write clearly and confidently in a variety of formats and for a range of purposes. For example, they write stories, letters to visitors, play scripts and reports. They sustain a character and a plot in a story. Pupils make good use of their skills in drafting and redrafting their work and, as a result, become more adventurous in their use of language. They are confident with the use of apostrophes, although less so with quotation marks. Higher attaining pupils are beginning to write in complex sentences and to use paragraphs correctly. Standards of spelling are particularly good. However, there is little writing at length and pupils have few opportunities to use their research skills to produce longer and informed pieces of writing. This limits the opportunities for pupils, particularly the higher attaining pupils, to reach high standards in their writing and to become independent learners. All pupils develop a satisfactory standard of handwriting that is fluent and legible. They take pride in their work and present it well. For example, pupils make topic books that are very carefully presented using a mixture of handwritten and word processed text. Good use is made of the pupils' skills in word processing to enable them to draft, edit and present some of their work.

102. The quality of teaching and learning is good overall. In over two thirds of the lessons the quality of teaching is good or better and there is no unsatisfactory teaching. In this small school there are three age groups in most of the classes and teachers manage pupils and their learning very well. Lesson plans are detailed and set out specific learning objectives for groups of pupils. Lessons, based on the national literacy strategy, move at a good pace and provide pupils with an interesting variety of activities. Relationships between teachers and pupils are very good, rewards and sanctions are used consistently and good work habits are established. The pupils respond well to the very good management and organisation of learning by settling quickly to their tasks and working with concentration. This has a positive impact on the progress they make. Teachers have good knowledge of the subject and this, together with their high expectations, means that pupils are challenged in their learning. Teachers have a very good understanding of how to teach reading and writing and do so systematically so that pupils grow in confidence and in independence.
103. Pupils with special educational needs and those identified as gifted or talented make very good progress in both key stage and achieve well in relation to their prior attainment. The specific learning targets in their individual education plans are well matched to their needs and are used well by the teachers and teaching assistants to plan the work. These are followed closely and these pupils make very good progress because of careful and specific support. Parents are fully involved and many give valuable help at home, particularly in hearing their children read.
104. The teachers know the pupils well and make good use of information collected on their progress. They use this information well to ensure that pupils are appropriately challenged in subsequent lessons. Teacher's mark pupils' work regularly and provide them with useful feedback and targets for improvement. The annual reports to parents include individual targets for improvement in English for each pupil. The school analyses test data and pupils' progress is carefully tracked. Any emerging problems are identified and dealt with promptly. Challenging but realistic targets for improvement in standards are set by the governors.
105. Pupils make good use of their writing skills in other subjects, notably religious education. Some use is made in history of their research skills but opportunities for pupils to extend their independent writing are limited. The school has implemented the national literacy strategy successfully and teachers have adapted it well to meet the needs of the mixed age classes.
106. The literacy co-ordinator provides good leadership and management for her colleagues. She provides enthusiastic and knowledgeable support for her colleagues. There have been some opportunities for classroom observations of teaching and learning and the co-ordinator monitors teachers' lesson plans and evaluates samples of pupils' work but the use of school self-evaluation is not fully developed.
107. The curriculum meets the legal requirements and is enhanced by visits from storytellers and poets. Educational visits are used well to provide reasons for writing and reading for a variety of purposes. There is a good range of books of good quality that include many new and inviting texts but the provision of a variety of more difficult texts for the older pupils is limited.

MATHEMATICS

108. The results of the end of Key Stage 1 tests and assessments for 2000 show that standards are well above the national average. Standards have improved since the last inspection when they were found to be in line with the national average at the end of Key Stage 1. Because there were fewer than 11 pupils in the year group, the results are not reported in detail.
109. The results of the end of Key Stage 2 tests for 2000 show that standards were similar to the national average. However, the proportion of pupils reaching the higher level (Level 5) was above the national average. When compared to the results of pupils in similar schools, standards are well below average. When the results are compared with the results of the same cohort at the end of Key Stage 1, pupils have made satisfactory progress. There has been a trend of improvement in standards at Key Stage 2 that is in line with the national trend. The small number of pupils in each year group leads to a variation in standards and makes a comparison between years difficult and a matter for caution in interpretation. Currently, for example, there are twice as many pupils in Year 6 as in Year 2.
110. Inspection evidence reveals that pupils reach at least the levels expected nationally in all areas of mathematics by the end of each key stage. The unconfirmed results of the 2001 national tests reflect the inspection evidence. There has been an improvement in standards at the end of Key Stage 2.
111. Pupils in Year 1 count confidently in tens to one hundred using a number square. They know that if they look down the vertical rows the numbers increase by ten each time. They count on in threes and identify the pattern that emerges when the multiples are recorded on a one hundred square. They know and read the days of the week, use the words "yesterday" and "tomorrow" correctly and know, for example, that Thursday comes after Wednesday. They use analogue and digital clocks to record, for example, "two hours before ten o'clock" or "two hours after nine o'clock". By the end of Year 2, pupils add and subtract 10 from a two-digit number. The higher attainers divide and multiply two digit numbers by two. They are beginning to write numbers to 1000. They recognise and name correctly a variety of two-dimensional shapes and know some of their properties. For example, they identify sides and corners using the correct terminology. They place lines of symmetry correctly in simple shapes. When they measure they make comparisons using words such as heaviest, lightest, longest or shortest. Pupils with special educational needs attain at levels similar to the rest the group. This indicates the good progress they have made across the key stage and the way in which they have benefited from the well planned additional support from the teaching assistant.
112. Pupils in lower Key Stage 2, use their knowledge of addition, subtraction, multiplication and division to solve simple problems. They halve and double even numbers to one hundred and are developing appropriate strategies for mental calculations. They make good progress across the key stage and by the end of Key Stage 2, pupils understand and use decimal notation to two places and understand the relationship between decimals, fractions and percentages. They recognise acute and obtuse angles and higher attaining pupils measure the angles accurately. Pupils collect data and present their findings in, for example, bar graphs and pie charts. They analyse and interpret data presented in these formats. Pupils recognise the difference between proportion and ratio. The higher attaining pupils

investigate problems involving fractions and decimals. Although the work of the lower attaining pupils is less confident it is comparable in standard to that of the rest.

113. Pupils enjoy their work. They are interested and well motivated in lessons and concentrate well. These positive attitudes towards their learning are a result of the effective planning and management strategies of their teachers. The relationships between pupils and their teachers are very good and this helps to create a positive and supportive atmosphere for all pupils.
114. The quality of teaching and learning is good overall. Teachers have high expectations of pupils' learning and plan effectively for the needs of the mixed age groups in the classes. They use their time very well to provide direct teaching for each ability group so that the pupils are busy and challenged throughout the lessons. In the mental and oral mathematics sessions, questions are well targeted to challenge individual pupils. Teachers identify those pupils who are particularly gifted in mathematics and, when appropriate, they are taught in a class with older pupils. Pupils with special educational needs are identified early and are well supported by a teaching assistant. Although teachers understand the structure of the three-part numeracy lesson, timing is not consistently tight enough, the pace of learning occasionally slows and some pupils are not sufficiently challenged. Pupils' skills in mental mathematics are developing well but teachers sometimes miss opportunities to allow pupils to explain in words their strategies for arriving at answers. This limits the way in which pupils develop their mathematical vocabulary and opportunities to learn from each other. Although the last few minutes of each lesson are used well to give pupils time to review what they have learnt, opportunities are sometimes lost to establish what individuals and groups need to improve or practise in subsequent lessons.
115. The national numeracy strategy has been successfully implemented and adapted to meet the needs of pupils in mixed age classes. The curriculum builds successfully on pupils' prior learning and is enhanced by opportunities for pupils to use their numeracy skills in other subjects. For example, pupils practise measurement in science, present information in graphs in history and geography and use Roman numerals in history. There are good opportunities for pupils in Years 2, 3 and 4 to develop mathematical thinking through the use of computer programs that support their work in mathematics.
116. Teachers make good use of assessment opportunities and know their pupils well. They use a good mixture of formal tests and informal observations to track pupils' progress and use the information well to identify those experiencing difficulties and those with particular talents in mathematics. The analysis of test results is used well to identify relative weaknesses in teaching and learning. Pupils' work is marked regularly and teachers give good guidance to pupils on how they can improve their work. Targets are set for individuals and groups of pupils and some of these are shared with parents in the annual reports. The school sets challenging targets for improvement in the national end of key stage tests.
117. The subject co-ordinator provides good leadership for her colleagues. Teachers' plans and pupils' work are regularly monitored and, together with the results of assessments, this information is used to adjust the curriculum. Although some time has been made available for the co-ordinator to monitor and evaluate the quality of teaching and learning through classroom observations, this part of the role is not well

developed. The teachers have been well supported by the co-ordinator and by the training for the national numeracy strategy.

118. The school has made good progress since the last inspection. This is reflected in the improvement made in standards over time and in the effective role of the co-ordinator.

SCIENCE

119. The results of the national end of Key Stage 2 tests for 2000 show that pupils achieved standards in line with the national average. The results over the four years from 1997 to 2000 show a trend of improvement in line with the national trend. When compared to the results of pupils in similar schools, standards are well below average. The results of teacher assessments at the end of Key Stage 1 indicate that standards were below the national average. However, such comparisons are unreliable because the number of pupils in each year group is small.
120. Inspection evidence shows that standards are above the levels expected at the end of both key stages. Seven year olds know about habitats and the feeding habits of various birds and animals. They know about pushing and pulling forces, and are able to give examples of these. They measure forces and make a graph of the outcomes. Eleven-year-old pupils know about solutions, and use this knowledge to separate salt and sand. They understand friction and can give everyday examples. They discuss food chains with confidence, and apply reasoning skills to the use of pesticides and the resulting effect on wildlife. Progress is good for all age groups. Lower attaining pupils and those with special educational needs are given good access to all activities through the opportunities to work with others and to receive support and assistance from adults: they make good progress. Higher attaining pupils are asked to explain, estimate, use their previous learning and apply their knowledge to new situations on a regular basis, so they continue to make good progress.
121. Teaching is very good. All evidence from books and lessons show that teachers provide for pupils of all ages to have a good range of practical opportunities to involve them in experimenting and investigating. From the beginning science work is well linked to speaking and listening, so pupils' ability to explain what they observe and give detailed information is good and often very good. Pupils learn to develop fair testing techniques and explain them. In a lesson involving pupils from Years 2,3 and 4, through good questioning by the teacher, pupils could explain clearly which elements of the test would need to be maintained throughout and which would be adjusted. After the testing of their parachutes for effectiveness of flight they could explain that the wind factor would have made a difference which was out of their control, and they could suggest effective ways in which this matter could be overcome. Teachers plan activities so that all pupils in the mixed age classes are involved and are able to learn. In a Year 5/6 lesson, pupils were supported in their investigation of the up-thrust of water by the good classroom organisation and the challenging questions set. Classroom support is well focused to support younger or less confident pupils. Resources are used well. For example, there was very effective use of stopwatches and record sheets when testing the parachute flights. This helped everyone to focus on the action and maintain interest because the work was well distributed for an overall team response in each pupil group. Pupils in both classes showed good co-operative skills and their concentration was maintained throughout complex and challenging lessons. The subject supports pupils' personal

development. They show very good attitudes in science lessons, behaving very well and giving good attention to the work.

122. The science curriculum is good. Staff have worked out clear two-year cycles to ensure full coverage of the National Curriculum science requirements. Provision is effectively structured so that each aspect of science is well balanced and investigation work is incorporated most of the time. Pupils use their mathematical knowledge and understanding effectively, as they predict, measure and calculate. They frequently graph their findings. Literacy skills are extended into this subject through the writing up of their experiments in an orderly and coherent presentation, often accompanied by carefully labelled diagrams. At present there is only limited use of information technology, but early developments include some graphs produced on the computer.
123. There is good contribution to pupils' spiritual and moral development through wonder at the natural world and consideration of issues such as those related to the destruction or contamination of food sources within a food chain. Social elements are strong as a result of the frequent and varied group work that requires pupils to collaborate, share tasks, co-operate and contribute.
124. The management and co-ordination of the subject is good. Although the policy is now out of date, the classroom provision has been kept up to date and the curriculum has been matched to new national requirements. Resources have been fully audited and extended. The co-ordinator has kept up to date with changes, and leads staff well to maintain this approach on a school-wide basis, by offering regular guidance and ongoing discussion. Assessment procedures are secure. Because of the limited number of staff, there has not been any monitoring or evaluation of teaching through classroom observation.
125. At the last inspection pupils in both key stages achieved average standards and progress was mainly satisfactory, except at the top of Key Stage 2 where it was good. There is now good evidence of higher than average attainment and good progress for pupils of all ages. Improvements in science since the last inspection are good.

ART AND DESIGN

126. Judgements are based on a lesson at upper Key Stage 2, an examination of teachers' planning, the scrutiny of pupils' work displayed in the school and a discussion with the co-ordinator. During their time in the school the pupils experience using a good range of materials and tools and learn to appreciate and respond to the work of other artists. Pupils, including those with special educational needs, make satisfactory progress and standards are in line with those expected nationally at the end of both key stages. There are no significant differences in the attainment of boys and girls. Standards have been maintained since the last inspection.
127. Pupils in Key Stage 1 work from memory, imagination and from direct observation and use a range of materials to plan and carry out their ideas. They mix powder paint with confidence and explain which primary colours they use to mix the shade. They paint in response to stories and to illustrate the topics they follow in other subjects and make choices from a range of materials to create collages. At Key Stage 2, pupils continue to explore colour. For example, they develop a small photograph into a larger picture. They match the colours, style and texture well to

create interesting effects. They study the work of Mondrian and then create designs in his style. These are carefully executed and show that pupils have a good awareness of shape and colour and that they control paint well to create good quality work. The oldest pupils study still life paintings by Cezanne and Picasso and then choose objects to include in their own still life group. They sketch the objects using pencil and show very good attention to details of shape, line and texture. For example one pupil drawing a training shoe shows the detail of the stitching and the pattern on the sole. They use powder colour accurately to record the colours of the object and to indicate areas of light and shade. They understand how they will be able to use these sketches as a source of information when they design their larger scale still life painting. Pupils at both key stages use their skills to illustrate their work in other subjects.

128. Pupils have very good attitudes to the subject. Their behaviour in lessons is very good and they work quietly and with concentration for long periods. They manage and share the resources well. Pupils at both key stages select and cooperate to tidy away resources sensibly. Pupils at Key Stage 2 willingly take responsibility for clearing away painting equipment, which they do efficiently.
129. The quality of teaching in the lesson seen was good. The lesson was well planned and organised and resources and pupils very well managed. The teacher has secure subject knowledge that helped her to give clear explanations and to use her time well in the lesson to challenge and support individuals and groups of pupils. She has high expectations for the quality of the pupil's work. She built well on the pupils' attainment in the lesson by evaluating their progress, identifying where they need further teaching to develop their skills and adapting her plans for the next lesson to take account of their learning needs. Assessment procedures are developing well.
130. The curriculum follows national guidance, which gives balance and structure to the teaching. However, the subject co-ordinator recognises that the curriculum is crowded and that staff will have to adapt the guidance to make it more manageable and appropriate to the needs of the mixed age classes. The curriculum is enhanced by an art club for the older pupils in Key Stage 2 and this makes a valuable contribution to pupils' progress. The teachers plan regular visits to art galleries and pupils have benefited from visits of potters to the school. Pupils' work is valued and is attractively displayed throughout the school.
131. The subject co-ordinator provides very good enthusiastic leadership for her colleagues. Her subject knowledge is secure and she has particular expertise in pottery making which enables the school to make very good use of the kiln. She is well aware of the need to update the subject policy to reflect current practice in the school. There have been no formal opportunities for the co-ordinator to observe art lessons in other classes but she is well aware of the overall standards throughout the school. There are sufficient resources of good quality and range to support the teaching of the curriculum. The use of computers to support pupils' work in art has not been fully exploited.

DESIGN AND TECHNOLOGY

132. Seven-year-old pupils attain levels in line with the national expectations and pupils of all abilities, including those with special educational needs, make satisfactory progress. They design sock puppets, making drawings from different angles and

listing what materials they need to achieve the desired effect. When they develop their designs into real puppets they are clear about the kind of character they are creating and their selection and attachment of facial features reflects this understanding.

133. Eleven-year-old pupils, working in friendship groups, show good attainment. They design racing cars for younger children, making the chassis and outer covering from specified materials and building control facilities into their designs. Pupils at this key stage make good progress. Lower attaining pupils tend to work more slowly and run out of time, although they have full access to support and the task, tools and expectations. They make good progress with the work, but may not complete the task to cover all aspects of it. All pupils evaluate their products to consider fitness for purpose and attention to the original design brief.
134. Teaching is very good at both key stages. Teachers have good subject knowledge and high expectations. Projects are planned with care and appropriate skills teaching, such as using tools, accompanies each project. Projects are planned to ensure that pupils further develop and use their skills as they move through the school. Challenges are set or constraints built in so that new ways of applying knowledge and understanding are explored. For example, in the most recent project for the Year 5/6 pupils, the limitations related to the range of materials and the decorative finishes were made clear in the design brief. Pupils understood this well and worked carefully to the conditions set. Other projects allow pupils to make their own decisions, so that they get a chance to experiment and explore the full range of tools, materials and techniques available to them. This was evident in the middle class, where pupils developed ideas to include a moving part using air pressure, but were otherwise allowed to use all techniques available. Teachers arrange the tasks so that new ways of fixing will be used, or they impose a restriction to prevent easy ways being repeated, such as banning the use of sticky tape or nails. Tasks are often set which support other curriculum areas, such as the making of puppets to support playwriting and performances. Pupils have very good attitudes towards the subject. Projects are exciting and interesting: as a result, behaviour is very good. The subject supports pupils' personal development through attention to sharing their work by working in pairs or small groups and using thinking skills.
135. The curriculum is good. It is well planned to ensure progression in learning as pupils move up the school. It provides good opportunities for working in different social groupings. Over their years in the school pupils work individually, in partnerships, in mixed age groups and in friendship groups on design and technology projects. Cultural elements are developed through links with literature and games. Pupils use information technology only in a limited way to design or present their ideas, but literacy skills are evident in their design folders and their expression of ideas. Mathematical work is evident throughout, mainly related to measuring and calculating.
136. The subject is managed and co-ordinated well. The curriculum meets the most recent national requirements, although the policy is not up-dated to incorporate this development. There is good attention to health and safety, and the resources and tools are satisfactory. Pressure of overall school demands leads to most guidance to other staff being offered informally, but this approach is effective and communication about design and technology is good. Assessment is effective. There has been no classroom monitoring of this subject, but pupils' products are evaluated.

137. At the last inspection, standards were in line with expectations at the end of both key stages. Standards are now in line with expectations at the end of Key Stage 1 and above expectations at the end of Key Stage 2. Improvement since the last inspection has been good.

GEOGRAPHY

138. Judgements are based on one lesson observation, a sample of pupils' work, an examination of teachers' planning and a discussion with the subject co-ordinator. The majority of pupils reach the levels expected nationally for their age at the end of each key stage. Standards have been maintained since the time of the last inspection.
139. By the age of seven pupils recognise the features of a seaside resort and compare them to their village. They investigate holidays taken by pupils in the class and record this information in a bar graph. They observe and record changes in the weather. Pupils identify some of the key features of life in an Indian village and relate them to their own lives. For example, they identify types of transport and add to their own ideas by using books and photographs for research. Pupils in Years 3 and 4 compare life in India with that in their own village including looking for the differences in the farming calendars and crops for each country. Pupils develop map work skills by studying a variety of maps at different scales. They make maps of their journeys to retail and leisure facilities and compare them with a "mobility" map showing the movements of the people of the Indian village. In Years 5 and 6, pupils investigate how mountains were formed and develop their knowledge of mountain ranges and earthquakes. They make good use of computers to research the topics they study and to record some of their work.
140. Throughout the school, the subject is used well to promote pupils' writing and presentation skills. Pupils write to record information and present their work in a variety of ways including prose, tables, diagrams and charts. Their awareness of the features of the village has been raised by the development and use of a mathematics trail.
141. The curriculum is enriched by the use of educational visits. For example, the youngest pupils have made a visit to the seaside and the oldest pupils made a residential visit to the Isle of Wight. These visits have been used well to give the pupils first hand experience of some of the geographical features and ideas. A visit to a Sikh temple and the visit into school by an Indian lady have helped the pupils in Years 2, 3 and 4 to understand some of the cultural differences between their own society and the Indian village they are studying.
142. The quality of teaching is good. The teachers have good subject knowledge and plan the work well to engage the pupils' interest. They make good use of the recently revised curriculum framework as a basis for their lesson plans and this ensures that the National Curriculum requirements are met. However, links between the scheme of work and the National Curriculum levels have not been firmly established and this has the potential to lead to inconsistent expectations for the different age groups in each class. Teachers make very good use of the local area and visits further afield to give the pupils practical experiences in which to develop their subject skills. In the lesson observed, the teacher organised and managed the learning of the three year groups well. The Year 2 group benefited from the very good support provided by the teaching assistant. The teacher's lively and

enthusiastic manner helped the pupils to become interested in the lesson and they responded very well by working quietly and with concentration.

143. The co-ordination of the subject is good. Since the last inspection, the school has developed a detailed scheme of work that incorporates national guidance and meets the legal requirements. Even though the co-ordinator has had only limited opportunities to monitor and evaluate the quality of teaching and learning, she has a clear understanding of the areas for development in the subject because of the very good team work between the staff. Resources are carefully selected to provide interesting materials for the pupils and are of good quality. Good progress has been made in the co-ordination of the subject since the last inspection.

HISTORY

144. Standards have been maintained since the time of the last inspection. Judgements are based on one lesson observation at Key Stage 1, a sample of pupils' work from all age groups, an examination of teachers' planning, a scrutiny of work displayed around the school and a discussion with the subject coordinator. The majority of pupils reach the levels expected nationally for their age at the end of each key stage. All pupils, including those with special educational needs make sound progress over time in the subject specific knowledge and skills.
145. By the age of seven pupils identify events on a time line and show an increasing understanding of the lives of people in the past. In Year 1, pupils order events into those that happened a few years ago and those that happened long ago. They suggest ways in which people would have travelled to Cleethorpes a long time ago and compare these methods of transport with their own journey. In their study of the seaside, they understand that some things change but that others stay the same. For example, they look at old photographs of the seaside and point out that children still enjoy donkey rides. They look at evidence in relation to their study of the Great Fire of London and begin to understand the importance of looking at more than one source of evidence.
146. Pupils in Years 5 and 6 know about some aspects of Roman Britain. For example, they understand the importance of trade in the Empire and the significance of the revolt led by Boudicca. They understand that evidence is gained from archaeological sources and is interpreted with reference to other evidence. Pupils use dates in a limited way but do not relate them to an overall framework or time line. They look at the events that caused World War 2 and begin to understand how and why Britain went to war with Germany in 1939. They recognise some effects of the war on the people that lived in Britain at the time. For example, they understand that the war changed the way in which women were regarded in British society.
147. The quality of teaching is good. Lesson plans, based on the school's recently revised scheme of work, ensure that all the elements of the National Curriculum are taught and provide consistency in teaching. Learning objectives are clear and precise and are used appropriately to assess pupils' progress and identify the next steps in their learning. In the lesson observed at Key Stage 1, the teacher managed the three age groups very well and very effectively encouraged pupils to ask and answer questions and to listen to their friends' responses and ideas. This engaged and sustained the pupils' interest over a long period and enabled them to make very good progress in the lesson.

148. Pupils at upper Key Stage 2 are given opportunities to evaluate their own work and to reflect upon what they have learnt. This has a positive impact on their progress. However, they do not have sufficient opportunities to develop their research skills or to write at length. There are insufficient opportunities for pupils to develop the skills of chronology and the use and interpretation of evidence.
149. The management of the subject is good. The co-ordinator is well informed and seeks opportunities for the staff to work together. She has a good understanding of the strengths and weaknesses of the subject and has a clear vision for further development. For example, she identifies the need to make more systematic use of opportunities to monitor and evaluate the quality of teaching and learning. Good use is made of educational visits to support work on British social history at Key Stage 1 and World War II and Roman Britain at Key Stage 2. There is a good range of artefacts, books and CD-ROMs to support the pupils in their learning.

INFORMATION AND COMMUNICATION TECHNOLOGY

150. There was only one lesson available for observation during the inspection. Judgements are based on discussions with the co-ordinator, some Key Stage 2 pupils, work displayed in the school and observations of pupils using computers to support their learning in other subjects.
151. The school has made good progress in this subject since the last inspection. Standards have been raised and are now in line with national expectations at the ends of both key stages. Pupils are gaining confidence in using information and communication technology across the curriculum and there are clear plans for future developments, in particular for the use of e-mail and the Internet. Progress has been slowed recently because of technical problems that have limited opportunities for pupils to develop their skills. No evidence of the control or modelling elements of the curriculum was observed but these are included in the curriculum plans.
152. In both key stages, pupils' skills in word processing, creating text and using graphics and images are in line with those expected. Pupils in Key Stage 1 use a keyboard and a mouse when they use programmes to support their learning in other subjects. They locate, drag and drop items on the screen with accuracy. They have access to a tape recorder and listening centre and they control these with confidence. They know how computers are used in everyday life and many use a computer at home. By the end of Key Stage 1, pupils enter and save their work and can change the font size and colour. They use the Internet and CD-ROM to locate information and know that e-mail is used to send messages and seek information.
153. Throughout Key Stage 2, pupils develop their skills in word processing, data handling and control technology. Pupils use a programmable floor robot keying in increasingly complex instructions. They make increasing use of CD-ROM and the Internet to retrieve and select information and combine information from different sources but do not have sufficient opportunities to develop these independent research skills. Pupils' skills are used well to support their learning in other subjects. They load, use and close down a range of programmes to support their learning, for example, in mathematics, geography and history. Pupils in Year 5 and Year 6 use their skills to produce a visitors guide to the school. This involves arranging the text in columns, dropping in graphics and using a variety of fonts, colours and sizes. The pupils present their ideas well and the work is of a high standard. When they design covers for a design technology project they demonstrate an awareness of the

expected audience and the need for quality in their presentations. Pupils use e-mail to exchange information and ideas with a friend in a neighbouring school each week. They are confident and independent in all these activities. Pupils experience in exploring patterns and relationships using computer based simulations and models is limited by the lack of resources.

154. Pupils throughout the school, including those with special educational needs, have positive attitudes to the subject. They concentrate well on the tasks they are given and talk about them with enthusiasm. They use every opportunity to use and practise their skills, often choosing to use the computers at lunchtime. Pupils cooperate well with a partner sharing the equipment and information.
155. The quality of teaching in the one lesson observed was good. The teacher had clear targets for the pupils' learning and made good use of published resources to develop their understanding of the use of e-mail and the need to ask clear questions in order to get the information wanted. The teacher's subject knowledge is good and this enabled her to ask the pupils challenging questions. She used her questioning skills well to draw the pupils into the discussion and to sustain their interest. Her consistent use of behaviour management strategies enabled those pupils who found it difficult to conform to gain from the lesson.
156. The curriculum is based on national guidance and provides a broad, balanced and relevant programme for pupils in both key stages. It meets requirements. The policy is clearly written and provides good guidance for teachers but has not been updated to include recent changes to the curriculum. The co-ordinator is enthusiastic and knowledgeable. She has attended training and works closely with other colleagues in the area to co-ordinate the quality of the provision. Problems with the computers and server and with the training provider have caused delays in staff training under the New Opportunities Fund (NOF) scheme; this is now arranged for the autumn term and the co-ordinator expects that this will increase staff confidence and lead to further improvements in the subject. She provides very good leadership for her colleagues and has a good understanding of the shortcomings in the subject even though formal monitoring and evaluation has not been possible. Information and communications technology is a priority in the school improvement plan as it is identified as in need of further development.

MUSIC

157. Judgements are based on a small sample of class lessons, group recorder and violin lessons, a discussion with the co-ordinator and an examination of teachers' planning.
158. Pupils attain levels in line with the national expectations at the end of both key stages. Some pupils achieve higher levels in performance skills when they play recorders and violins. Most pupils, including those with special educational needs, acquire and use musical skills at a satisfactory rate in both key stages. There is no significant difference between the attainment of boys and girls. Overall, standards have been maintained since the last inspection but there has been an improvement in the standards attained by Key Stage 2 pupils who play musical instruments.

159. Pupils in Key Stage 1 recall and accurately copy rhythmic patterns played by the teacher. They know the terms “rhythm” and “beat” and can explain the difference. Pupils clap the rhythm while other pupils sing “The Grand Old Duke of York”. They listen to the teacher and each other carefully and improve the accuracy of the rhythmic pattern during the lesson. The pupils sing, “I do like to be beside the seaside” tunefully and with clear diction; they remember the words well. When pupils sing “Apuskiduski”, they sustain the melody well with the guitar accompaniment. They enjoy singing “I hear thunder” as a two-part round, sustain their parts well, keep a steady beat and start and stop together. Some pupils are confident to play a percussion instrument to accompany the singing in collective worship.
160. Pupils at upper Key Stage 2 learn to listen with concentration to “Neptune” from Gustav Holst’s “Planet Suite”. They reflect on the mood of the music and make sensible suggestions for what might have inspired the composer. Their suggestions reveal that they have caught the calm, reflective mood of the music. Pupils know and explain musical terms including ostinato, timbre, texture, duration and tempo. They have composed a rhythmic phrase (ostinato), which they read from conventional notation as they play it using percussion instruments. They play together effectively and, with practise, are able to play the pattern several times and phrase it by controlling changes in volume. Some pupils add the same ostinato using chime bars, glockenspiel and keyboard using a pentatonic scale. They evaluate their performance and say how it might be improved by, for example, making changes to the tempo. By the end of the lesson the class has created a calm, peaceful piece and are ready to work more independently in small groups to compose other pieces.
161. All pupils in Years 4, 5 and 6 learn to play the recorder and some learn to play the violin. By the end of Key Stage 2, these pupils play from conventional notation and know and understand many musical terms. They understand many of the conventions of written music and, for example, talk confidently about note values such as crotchet, quaver and minim and interpret rests and time and key signatures correctly. Those playing the recorder play tunefully and accurately when they play as part of a group, phrasing the music carefully and changing the volume as indicated by the signs for diminuendo and crescendo. They play a three part round very successfully keeping a steady beat and listening to the other members of the ensemble. The violinists play well together as a group and the notes are mostly tuneful and accurate. They are becoming increasingly aware of when they are playing out of tune and are beginning to self-correct. They improve their performance during the lesson and successfully play in two parts, maintaining a steady beat and listening to the other part carefully in order to begin playing at the right time.
162. The quality of teaching is at least good and sometimes very good. The activities are well planned to build on the pupils’ prior learning and they are able to make good progress because of the teachers’ high expectations. The lessons are well organised and managed and this helps the pupils to sustain their interest and concentration throughout. Teachers, even non-specialists, are confident and enthusiastic and this helps to motivate the pupils and they work hard and gain confidence in reading notation, clapping a rhythm or performing a composition.
163. Pupils have very positive attitudes to music and work hard throughout the lessons. They listen carefully to the teacher and to one another and this enables them to make good progress in performing and in appraising music. They sing tunefully in

assembly and are eager to volunteer to play percussion instruments to accompany the hymns.

164. The subject makes a very good contribution to pupils' spiritual and cultural development. For example, pupils select the music to be played to create the mood for collective worship; they listen to music and learn songs from other traditions and cultures. Pupils are given opportunities to develop their social skills when they play in a recorder or violin ensemble or work as part of a large or small group to compose or perform music. Many pupils are helped to become more confident by performing for their parents in concerts and by playing recorder or violin as part of a group or as a solo in local music festivals.
165. The school has adopted national guidance as a basis for the curriculum and pupils are provided with a broad and balanced curriculum that meets requirements. Well chosen teaching resources are helping teachers who are not musicians to gain confidence in all the elements of the curriculum. The co-ordinator provides good support for her colleagues and is proud of the pupils' achievements when they take part in the local music festivals or perform in the school concerts. Individual teachers' musical skills are used well to enhance the provision in the subject. The peripatetic violin teacher makes a very good contribution to the pupils' musical education. There are sufficient resources of good quality to support the teaching of the National Curriculum. Satisfactory improvement has been made since the time of the last inspection.

PHYSICAL EDUCATION

166. Judgements are based on one games lesson observed in the mixed key stage class (Class 2), an examination of teacher's planning and a discussion with the subject co-ordinator. It is not possible to make a judgement on standards for pupils at the end of Key Stage 2 because there were no lessons taught for this age group during the inspection period. Most pupils reach the levels expected nationally by the end of Key Stage 1. Standards in swimming are good throughout the school. By the end of Key Stage 2 all pupils can swim 25 metres and many pupils achieve levels well above those expected.
167. By the end of Key Stage 1, pupils understand that they need to warm up their muscles at the start of an activity and relax and cool down at the end. They throw a small ball underarm with increasing accuracy but their skills in catching are not so well developed. Pupils follow instructions and remember the rules for simple games involving them co-operating in teams of three or four. Pupils in lower Key Stage 2 generally show greater control and co-ordination than the Year 2 pupils in the same class. They throw and catch more accurately over a greater distance and, when they work in a small team, begin to use tactics to achieve greater success.
168. The quality of teaching in the games lesson was good. The lesson was well structured to provide pupils with an interesting range of activities that made increasing demands on their skills. The teacher intervened in the activities well to re-teach a skill or to provide greater challenge for pupils. She managed and organised the pupils very well, which meant that the lesson moved at a brisk pace and pupils were active throughout. These strategies helped the pupils to make progress in the lesson. There was good attention to pupils' health and safety.
169. Pupils responded enthusiastically to the teaching, worked hard throughout the lesson and made satisfactory gains in their skills. They were well behaved and responded quickly to instructions to find a partner or work with a team. They co-operated well with each other and Year 2 pupils benefited from the opportunity to

work alongside older pupils. Pupils throughout the school have positive attitudes to swimming, are proud of their achievements and say that they enjoy the visits to the pool. Pupils attending the after-school football club work well with the staff from Grimsby Football Club and put in a lot of effort and energy even though it is a very hot day.

170. The curriculum, which is based on national guidance, provides a broad and well balanced curriculum that meets requirements. The curriculum is enhanced by after school clubs. For example, a football skills club is currently available for pupils in both key stages and a very good number of boys and girls attend. Pupils in Year 5 and Year 6 have opportunities to take part in outdoor and adventurous activities as part of a residential visit to the Isle of Wight. For example, during their recent visit pupils had opportunities to try activities such as abseiling, archery and water sports. The subject makes a very good contribution to the school's links with other schools and to pupils' social development. Pupils take part in swimming, rugby and athletics tournaments against other schools in the area. Opportunities for pupils to try a range of activities are enhanced because the school shares a variety of resources with other small schools in the area. The use of assessment procedures is developing well.
171. The co-ordinator is well qualified and experienced and provides enthusiastic leadership and very good support for her colleagues. She works hard, through links with colleagues in nearby schools, to ensure that pupils get a wide variety of opportunities. There have been no formal opportunities for her to watch her colleagues teach in order to monitor and evaluate the quality of teaching and learning. There has been satisfactory improvement in the subject since the time of the last inspection.
172. The school does not have a hall but good use is made of the village hall for dance and gymnastic lessons. There is a good sized but sloping field that is adequate for games and athletics lessons and a small hard play area that is not big enough for games such as netball. The headteacher and staff have identified the size of the hard play area as an area for development. The range of equipment for games and athletics is good and is enhanced by resources shared by schools in the area. However, the apparatus available for gymnastics is very limited because of problems of storage at the village hall. All the pupils have swimming lessons once each fortnight throughout the year and this compensates well for the limited opportunities for gymnastics.

RELIGIOUS EDUCATION

173. Judgements are based on a lesson at each key stage, a scrutiny of pupils' work and a discussion with the subject co-ordinator. Pupils' knowledge and understanding of religious education is above those expected of pupils of a similar age by the locally agreed syllabus. The requirements of the locally agreed syllabus are fully met. Acts of collective worship, and the close links with the church, make a significant contribution to pupils' understanding of the importance of faith in people's lives and some of the key ideas in religious beliefs.
174. In Year 1, pupils learn about special foods eaten at different times of the year and understand that they are often connected to religious festivals. For example, they understand the connection between Easter eggs and the Resurrection of Christ. They are familiar with significant stories from both the Old and New Testaments of

the Bible. When they listen to the New Testament story of Christ feeding 5000 people they make links with other stories about the life of Jesus. Pupils in Years 2, 3 and 4 know about the life of Mohammed and understand his importance to followers of Islam. They learn about some of the key features and symbolism of Christianity. For example, they understand the significance of the baptismal candle to Christians. They reflect upon Holy Week and the Easter story and know why this is the major festival for Christians. They learn about the Aboriginal "Dreamtime" and compare it with the creation story from the Bible.

175. In Years 5 and 6, pupils extend their knowledge of other religions by hearing and considering the stories of major faith groups and express a range of feelings associated with them. They study the beliefs and activities of Buddhist monks and understand some of the ideas and festivals associated with the Hindu faith. For example, they know that members of the Hindu faith celebrate the coming of spring at the festival of Holi. Pupils learn about the symbolism used in the Christian church and know that a cross may have different forms and that believers sometimes use the fish symbol as a sign of their faith. Pupils reflect upon the influence of people in the past and how they demonstrated their faith through their actions. For example, they learn about the lives of Martin Luther King, Mother Theresa and St Francis of Assisi and the impact their example and leadership had upon their communities. They consider issues such as "temptation" and, when they study the work of Thomas Coram and the Foundling Hospital, they think about the importance of family life.
176. The quality of teaching and learning is good. In Year 1, for example, pupils were interested and very responsive when identifying different foods related to special occasions. The positive and supportive manner of the teacher, allied to very good classroom management ensured that pupils are confident to ask and answer questions or to suggest their ideas in discussion. This had a positive impact on the progress they made in the lesson and their attitude to the subject. The work in pupils' books shows that teaching is sensitive and challenging and helps pupils to understand and respect the beliefs of others and to develop their own beliefs. Pupils respond well to the subject and present their work well.
177. The curriculum is enriched by the use of visits to places of worship and by visitors to the school. For example, pupils visit the village church daily for collective worship and have visited chapels and a Sikh temple. The school encourages visits from people of faiths as well as the local Christian community. A Hindu friend has visited them at school to explain something of her faith, the Bishop's visitor and the vicar comes regularly to contribute to collective worship. Good use is made of opportunities for pupils to practise the writing skills they have learnt in the literacy hour and to improve their speaking and listening skills in discussions. The subject makes a very good contribution to the pupils' spiritual, moral, social and cultural development and to the Christian ethos of the school. The staff show respect and sensitivity to faith groups and their beliefs and, in doing so, provide a good role model for the pupils.
178. The subject co-ordinator provides good leadership for her colleagues. She is knowledgeable and enthusiastic and provides good advice and support for colleagues. She recognises that monitoring and evaluation of the quality of teaching and learning is a point for improvement in the leadership of the subject. The effective co-ordination has contributed to the high standards achieved by pupils. This represents good improvement since the last inspection.