

INSPECTION REPORT

ST ANDREW'S CE PRIMARY SCHOOL

King Edward Crescent

Woodhall Spa

LEA area: Lincolnshire

Unique reference number: 120675

Headteacher: Mr P. Kimberley

Reporting inspector: Mrs M Hulme
Registered Inspector's OFSTED number: 3609

Dates of inspection: 10th – 11th December 2001

Inspection number: 239248

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	primary
School category:	foundation
Age range of pupils:	4 - 11
Gender of pupils:	mixed
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Appropriate authority:	Governing body
Name of chair of governors:	Mr D J Clarke
Date of previous inspection:	July 1997

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

St Andrew's is a Church of England controlled school situated in the village of Woodhall Spa. It is the only primary school in the village and serves the immediate area and the surrounding rural community. There are 291 pupils on roll aged from four to eleven including 40 pupils in the Foundation Stage in reception classes. Most children are white and there are few children from minority ethnic backgrounds or those for whom English is an additional language. There are three pupils who are eligible for free school meals which is very low compared with other primary schools of this size. Despite the very low number of free school meals, pupils come from families with broadly average socio-economic circumstances and the school is aware that several families are reluctant to make their social circumstances known or to claim a meal that consists of sandwiches. The intake on entry represents a wide range of ability but over the last four years attainment has been broadly average although just under half have below average attainment. There are 53 pupils on the special educational needs register (18 per cent), of these eight have statements of specific need, (2.7 per cent) which is a high percentage. Owing to maternity leave, two newly qualified teachers just before the inspection replaced two teachers in Year 1. In recognition of their good work at teaching the basic skills the school has just been awarded the Basic Skills Agency Primary Quality Mark.

HOW GOOD THE SCHOOL IS

This is a very good school that benefits from very effective leadership and works hard to maintain its reputation for high standards. This it achieves but more work is needed to improve mathematics at Year 2. The headteacher has a clear vision of what the school is about. In this he is very well supported by staff and governors. New developments have been introduced to make it a constantly improving school. The pupils have very good attitudes to their work and generally behave well. Teaching is now very good and is having a positive impact on children's learning. Pupils achieve high standards by the time they leave school and progress is good. Resources are used very effectively and the school provides very good value for money.

What the school does well

- Children attain high standards in National Curriculum test results by the time they leave school
- Overall, the teaching is very good and having a positive effect on children's learning
- There is very strong and caring leadership from the headteacher and staff and governors work effectively together in supporting him and providing clear direction for the work of the school
- The school fosters good behaviour and most children have very good attitudes to their work
- The school works hard to develop a partnership with parents who support the school well and the majority are satisfied with the quality of education it provides

What could be improved

- Plans to improve the teaching and learning of mathematics by the end of Year 2 need urgent implementation to overcome the weaknesses affecting children's performance
- The ways used to communicate with parents need review and improvement to ensure that all parents are able to take part in as many events as possible to support their children

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in July 1997. The developments since that inspection have been very good. Progress in the Foundation Stage is now faster and children have a new purpose built unit that creates a stimulating place for them to learn. The high standards achieved in National Curriculum tests have been maintained at Year 6 but the test results at Year 2 show less consistency and there are plans in place for the improvement of mathematics. The creation of an information and communication technology suite has resulted in better teaching of skills. The roles and responsibilities of the two deputy heads and the subject co-ordinators have been developed further and these staff are now making effective contributions to the leadership and management of the school. More effective teaching is resulting in better learning and the use of specialist teaching with older children is a contributory factor in the high standards achieved. Classroom assistants are more effective and use their training and expertise very well. The partnership with parents is still good but some

parents feel that communication is suffering and they are unable to support their children as well as they would like. The school is very well placed to continue its improvement.

STANDARDS

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

Performance in:	compared with			
	all schools			similar schools
	1999	2000	2001	2001
English	A	B	A	B
mathematics	A	A	A*	A
science	A	A	A*	A*

Key

very high A*

well above average above A

average B

average C

below average D

well below average E

Children enter the school with a wide range of abilities which is broadly average overall, although for the last five years almost half the children have shown that when they enter school they are not at the stage expected for their age in literacy and numeracy skills. This year there were 48 per cent in this category. However, teachers give them a good start and in communication, language and literacy and the mathematical area of learning most children do achieve the early learning goals by the end of the Foundation Stage and the more able pupils are working at the early stages of the National Curriculum. During this stage children achieve very well and progress is often rapid. By Year 2, the majority of pupils reach an acceptable level in reading and writing with some doing better. In the most recent results for 2001, there were 47 per cent of pupils reaching the higher level in reading but few were able to do so in writing. Test results at Year 2 show less consistency and mathematics results in particular have dropped this year. When compared with all other schools, pupils' performance in mathematics is below average and well below when compared with similar schools. Although a quarter reached the higher level this was still below the national average.

By Year 6, pupils do very well in the National Curriculum tests. More pupils are now reaching the higher levels and, in mathematics and science, the school's performance is in the highest five per cent nationally when compared with all other schools. A contributory factor to this is the specialised teaching system. In addition, the number of pupils entered for the extension paper and those achieving the very high levels in mathematics and science last year and in science this year show how well the more able learners are extended and challenged and that the school is meeting the needs of those who are talented or gifted. Despite the very good results the school's statutory targets for 2001 in English were only just exceeded but those for mathematics were not reached and this occurred last year. The school is now reviewing its targets for next year as governors have extended them again.

In all classes those pupils with special educational needs and those for whom English is an additional language are achieving well. The very good support provided by learning support assistants and the appropriate level of work keeps pupils interested and they are achieving as well as they can.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Enthusiastic pupils are keen to succeed and most work diligently.
Behaviour, in and out of classrooms	Good. Pupils are courteous and show respect for adults. The good behaviour allows pupils to work well and complete tasks.
Personal development and relationships	Very good. Children are motivated to work hard and do their best. Pupils co-operate well, take care of equipment and willingly take responsibility for tasks.
Attendance	Satisfactory. One pupil was excluded in the last year and most arrive punctually. Attendance is monitored well and action taken when necessary.

The very good relationships established between teachers and children have resulted in pupils having very good attitudes to their work and making good efforts. This is a strength and forms the foundation for good learning. Although there is some challenging behaviour by some pupils in some classes it is handled well by teachers and classroom assistants and not allowed to become a distraction. The school is trying hard to ensure that it provides as well as it can for children with behavioural problems and in this it is succeeding.

TEACHING AND LEARNING

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

All teaching was satisfactory or better and in the majority of lessons the teaching was very good. Excellent teaching was seen in one in five lessons and these were mainly in the classes where specialist teaching was taking place, particularly literacy and numeracy. This is a considerable improvement on the last inspection. The teaching has many strengths and few weaknesses. Particular strengths include good subject knowledge; good teaching of basic skills, particularly at the Foundation Stage, very effective lesson planning with clear objectives; high expectations with challenging tasks; very good management and discipline; very good relationships and good use of on-going assessment. In most lessons the pace was good. Effective use was made of support staff, teaching methods and resources. Weaknesses related to the pace of some lessons, some lack of expectation of what children could accomplish and insufficient time to write work down. A weakness at the Foundation Stage related to a lack of some essential outdoor equipment for physical development that hampered the planning and consequent attainment. Despite the very good support provided for children, the numbers of pupils with special educational needs in the mixed age classes makes the teaching very demanding, particularly at Year 3 and 4. The work is achieved but it takes longer and smaller groups would work better, so the school is considering an additional class.

Due attention is given to the skills of literacy and numeracy. Overall, teachers follow the recommendations of the National Strategies for Literacy and Numeracy. At Years 1 and 2, teachers are imaginative in their approach capitalising on children's interests to improve writing but in some classes the pace of oral numeracy lessons was too slow and children had insufficient time to explain their thinking. The teaching in English and mathematics ranged from satisfactory to very good but overall was good. At Years 5 and 6 the teaching of these subjects was consistently excellent.

A high priority is given to ensuring that the needs of all children are met and provision for this is good. Appropriate adult support in class is provided for those with special educational needs and care is taken to plan work that matches the stage of learning. The few pupils for whom English is an additional language speak and understand as well as others showing no need of specialist help. A good range of activities are provided for gifted and talented pupils that inspire and challenge them. The very good teaching is having a positive effect on pupils' learning.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Significant improvements since last inspection and now very good. A broad, balanced and rich curriculum provides for the needs and aptitudes of all children.
Provision for pupils with special educational needs	Provision is good and results in children making good progress towards the targets set in their individual education plans
Provision for pupils with English as an additional language	Good provision. Children have a good understanding of English and speak it as well as others. Their progress is monitored but no additional support is needed other than that expected for other children.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Provision has improved and is now good. Collective worship promotes spiritual development well. Children know the difference between right and wrong and understand the need for social responsibility.

How well the school cares for its pupils	It takes very good care of its children providing effective support and doing all it can to keep children from harm.
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A very good statutory curriculum is in place. Additional support is provided for slower learners and a range of opportunities exist for those who are gifted or talented. There is a good range of learning opportunities outside lessons. Improved curricular provision relates to better resources and specialist areas such as the Foundation Stage unit and the information and communication technology suite. Procedures for child protection and children's welfare are very good. The school knows its children well and monitors effectively to ensure the right support and guidance is provided.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher provides very strong leadership and provides a firm 'steer' to the work of the school.
How well the governors fulfil their responsibilities	Very well. Governors have high levels of experience and expertise and use them very effectively to support the work of the headteacher and staff.
The school's evaluation of its performance	Staff and governors are aware of the school's strengths and weakness. They understand what works well and why.
The strategic use of resources	Very effective use of resources. The school plans carefully for all expenditure and uses funds for a specific purpose particularly well to benefit the children.

Management tasks are delegated to the deputy heads and co-ordinators who are well able to fulfil their responsibilities very effectively. The school applies the principles of best value well. Governors particularly take an interest in the school's performance and in analyses that help them target spending to improve standards.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • children make good progress • children are expected to do their best • teaching is good and children like school • they feel comfortable about bringing questions or complaints to school • children get the right amount of homework • children are helped to become mature and responsible 	<p>In responses to the inspection questionnaires some parents wanted to see improvement in:</p> <ul style="list-style-type: none"> • the range of activities outside lessons • closer working with parents and more information about how children are getting on • better leadership • children's behaviour

Inspectors agree with parents' positive views but no evidence was found to support the views about improvement. Inspection findings show that the leadership is very good. Although some children show challenging behaviour it is handled well by staff. There is a wide range of activities provided for children during the school year and the range of information provided for parents is very good.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Children attain high standards in National Curriculum test results by the time they leave school

1. Children enter the school with a broad range of abilities but for the last five years almost half the children have shown that when they enter school they are not at the stage expected for their age in literacy and numeracy skills. The results of baseline assessments on entry to school and progress made by end of the Foundation Stage was a concern but the monitoring of progress revealed some weaknesses that have been remedied and has resulted in improvements. Teachers continue to give children a good start but in communication, language and literacy and the mathematical area of learning most children are now likely to achieve the early learning goals by the end of the Foundation Stage with the more able pupils working at the early stages of the National Curriculum. During this stage children now progress well and in literacy and numeracy sessions they are progressing very well – progress is often rapid. This provides a good foundation for their statutory schooling and despite the lack of skills that many children have on entry they are doing very well when they leave school.
2. By Year 6 pupils do very well in the national tests. These high standards have been maintained over the last four years and the trend of improvement in the school's average National Curriculum points for all three subjects of English, mathematics and science is above the national trend.
3. More pupils are now reaching the higher levels and show themselves capable of tackling work that is often provided in secondary school. This year, there were 42 per cent at the higher level in English and 56 per cent in mathematics. Science was particularly successful with 69 per cent at the higher levels of which almost a quarter was at a very high level. In both mathematics and science the school's performance is in the highest five per cent nationally when compared with all other schools.
4. A contributory factor to this is the specialised teaching system. At Years 5 and 6, the school's success in its test results is reflected in both the class work and written work. The use of specialist skills is having a tremendous effect on how well pupils respond and what they can achieve. For example, in mathematics there are brisk, quick fire oral sessions, rich in opportunities for children to explain their mathematical thinking. The excellent rapport between teachers and pupils result in children responding with enthusiasm and they are inspired by the challenge of both finding an answer and explaining their thinking. Inspirational teaching is evident in literacy work too and this skilled teaching with very high expectations brings out the best in pupils. For example, when talking about a lesson on poetry writing using personification they quoted use of metaphor in other poems to illustrate how this had influenced their own writing. Pupils think quickly and clearly, there is a wonderful use of language and frequently a spiritual aspect is evident. The charisma of the teacher is mirrored in their written work.
5. In addition the number of pupils entered for the extension paper and those achieving the very high levels in mathematics and science last year and science this year shows how well the more able learners are extended and challenged and that the school is meeting the needs of those who are talented or gifted. Information from the Gifted and Talented Support Service shows that the school has been involved in a number of whole school development issues including the

applications of information and communication technology, the utilisation of external resources such as the local grammar school, residential master classes and gifted children's parental support group. Most recently, there have been discussions about an Opportunities Curriculum Framework, which allows for the development of individual talents and strengths through enrichment activities. Discussions have resulted in the introduction of an Opportunities Curriculum.

6. In recognition of their good work at teaching the basic skills the school has just been awarded the Basic Skills Agency Primary Quality Mark. This award is for meeting the ten criteria, which are related to improving performance in the basic skills. The school will continue to assess what children can do, set targets for improvement, have plans for those who are under attaining, improve the skills of teachers and involve parents in their children's development. It is this work that forms the foundation for high attainment.

Overall, the teaching is very good and having a positive effect on children's learning

7. The teaching has improved considerably since the last inspection because the headteacher has introduced a system of monitoring and evaluation that has enabled teachers to see that the more effective they are the greater are the improvements to children's learning. In the majority of lessons the teaching was very good. Excellent teaching was seen in one in five lessons and these were mainly in the classes where specialist teaching was taking place. The very good teaching is having a positive effect on children's learning and on standards achieved.
8. The teaching has much strength and few weaknesses. Teachers' good subject knowledge is evident in the way that they introduce lessons and provide clear explanations. Overall, the teaching of basic skills is good, particularly at the Foundations Stage. In most lessons the planning had improved and was more effective because learning objectives had been identified and teachers' higher expectations resulted in more challenging tasks for children. This is an improvement since the last inspection. The very good relationships between teachers and pupils was making it easier to manage and discipline the classes so the pace was faster and pupils achieved more with fewer interruptions. The good use of daily assessments and effective use of support staff and resources resulted in appropriate support and guidance for all children,
9. The teaching of the Foundation Stage is very good. All staff work well as a team and the classroom assistants are well trained with good expertise so teachers can deploy them very effectively. The very good knowledge of the areas of learning enables teachers to make the best possible provision with play at the core of all learning. The teachers' excellent relationships with children is a motivating factor in their learning. Children are bursting to get to work and are beginning to show longer periods of concentration and making greater efforts. This is because teachers and classroom assistants use their skills very effectively to direct, intervene and involve themselves in children's learning. There is so much talk that understanding is readily extended and knowledge gained. In both classes there are very good writers because they are taught to think about what they are going to write. They talk about it and decide what they will write before they do it. They count how many words they want to write in the sentence and check at the end to see if they have succeeded. Good habits are established, for example, they use their knowledge of alphabet letter sounds to write simple regular words. There is one weakness at this stage that is hampering the teaching. In one lesson a lack of some essential equipment for the physical development area of learning affected the teacher's planning and consequently pupils' attainment because the teacher had to use equipment suited to younger pupils.

10. Teachers' knowledge and understanding of the National Curriculum subjects is very good and this is evident in the way that lessons are planned and presented. In most lessons the learning objectives were shared with the children who then had a clear understanding of what teachers expected them to do. Teachers used their knowledge effectively to give clear explanations and were often imaginative in their approaches. This was seen in both a Year 2 and a Year 1 class. Year 2 children were being taught to write a poem using rhyme and the teacher used a puppet to reinforce their understanding of rhyme and then donned a poetry coat using various pockets with lines of verse to build on the ideas of using rhyme which was very successful in exploring words with the same sound but different meanings. In a Year 1 and 2 class the teacher capitalised on their interest in the *Harry Potter* character to teach children how to write instructions for a spell. Although this teacher is very inexperienced she hit on a way of inspiring and challenging children to work hard and do their best. They were keen to respond to questions and she tried to involve all in the discussion although there were reminders about taking turns. The effective use of children's work to demonstrate good examples made others think and respond.
11. Overall, the teaching of basic skills is good but there is a weakness evident in the teaching of mathematics at Year 2. Although planning was clear and management and organisation was good there were problems with the pace of the lesson, which adversely affected the involvement of all children in the oral and main activity sessions and in the recording of work.
12. Teachers plan to meet the needs of all children and activities are well matched to what children can do because there are on-going assessments during lessons. The very good support provided by the learning support assistants and the appropriate level of work keeps pupils interested and in most classes they are achieving at the same rate as others. However, despite the very good support provided for children, the numbers of pupils with special educational needs in the mixed age class of Year 3 and 4 pupils makes the teaching very demanding. The work is achieved but it takes longer and smaller groups would work better, resulting in the school considering dividing the pupils between two classes. The few pupils for whom English is an additional language speak and understand as well as others showing no need of specialist help. However, teachers ensure their work is monitored and that they are achieving well. Faster learners are not ignored and teachers plan a range of activities for gifted and talented pupils that inspire and challenge them.
13. Due attention is given to the skills of literacy and numeracy. Overall, teachers follow the recommendations of the National Strategies for Literacy and Numeracy making changes where things are working well based on the needs of the pupils. At Years 1 and 2 teachers are imaginative in their approach capitalising on children's interests to improve writing but in some classes the pace of oral numeracy sessions is too slow and children have insufficient time to explain their thinking. The teaching in English and mathematics ranged from satisfactory to very good but overall was good. At Years 5 and 6 the teaching of these subjects is consistently excellent.
14. For some time the school has been making very good use of the skills of specialist teachers to achieve high standards. The organisation into groups where children work with others at the same stage of learning helps teachers to focus more precisely on their needs. The good use of previous learning provided a bright start to the lessons. Oral sessions were brisk and kept children on their toes and challenge and enthusiasm were regular features of lessons. The fast pace results in great productivity and there is good use of techniques to support those less confident. Effective use of time factors makes pupils think quickly. This very good and often excellent teaching demands the intellectual efforts of all children. Pupils achieve success and

enjoy the subject. This was very clearly seen in an English lesson when children were discussing their poetry writing efforts. The work had clearly had a strong impact on the pupils and language was used effectively to express their thoughts and feelings such as this example:

*Loneliness is like a soggy biscuit alone in a jar
Loneliness is slow and empty
Loneliness is the last blue button on my old woolly cardigan
Loneliness is blue
A lost friend, your only friend
Loneliness is an old man walking round the cemetery with his dog leading him
The same walk day after day
Loneliness slaps you in the face seeing people living on the streets
Loneliness makes you scared
What will happen next?*

There is very strong and caring leadership from the headteacher and staff and governors work effectively together in supporting him and providing clear direction for the work of the school

15. The headteacher has a clear vision of what the school is about. He wants it to be one of the most successful but not just for academic results. Both he and the governing body are intent on producing pupils who will be good citizens of the future. He recognises the need for them to be well rounded individuals who are capable of relating well to others, whatever their background, showing tolerance and understanding, whatever their values and beliefs, and showing concern for those less fortunate than themselves. With these qualities, he feels they will be able to contribute to their own community and hopefully beyond it.
16. He has a positive view of the governors who are active, questioning and supportive. He recognises the importance of having parents as effective partners with the staff and governors in the education of their children. The headteacher's monitoring is now probing just how effectively subjects are taught and initiatives such as specialist teaching for the older classes has been successfully implemented because earlier trials convinced staff that it helped children do better. The monitoring and use of analysis has also identified weakness, for example, Year 2 pupils' performance in National Curriculum tests in mathematics. When any weakness occurs, action plans are set for improvement. The efforts of the whole school team have been instrumental in bringing about improvements to the quality of teaching and maintaining the high standards that are evident in both lessons and in national tests, particularly in the junior classes.
17. The headteacher knows how to delegate effectively and although he helps colleagues he lets them get on with the tasks for which they are responsible. At the time of the last inspection, the school had subject co-ordinators but the school was criticised because the monitoring of each subject was not well defined and the leadership roles were insufficiently developed. This is not the case now. The role of co-ordinators has been extended in monitoring and evaluation within their subject areas and they are now more skilled and better able to fulfil their management responsibilities. A discussion with them during the inspection made clear to inspectors that they are very knowledgeable about standards in their subjects and about how effective the teaching has become. Their action plans inform the school where the priorities need to be in the school development plan and helps governors and the headteacher to target money to areas where standards can be improved and children's needs met. The roles and responsibilities of both deputies in the areas of school self-evaluation, action planning and target setting has enabled the

school to become more focused on the areas of development and has raised teacher and pupil expectation of what can be achieved. However, more work is needed on this in mathematics with younger children and again a plan is in place to make this happen. A teacher has now been delegated to co-ordinate the work of classroom support staff. Training is now in place and staff are deployed according to priorities which include behavioural problems, slower learners, special educational needs, additional literacy strategy, early learning support and special projects. This role has now improved and a system of performance review is being developed for them. The co-ordinator for special educational needs is well qualified and skilled at meeting the needs of those pupils on the special educational needs register. The provision for these children is good and her vigilance ensures that work for them is appropriate and that they progress at the same rate as others in the class. Her very good management of this aspect has drawn attention to the numbers of children with special educational needs working in any one group, particularly with mixed ages and the school is currently reviewing this situation to make it less demanding for both pupils and teachers. All staff with management responsibilities work well together as a team. They know what is expected of them and their responsibilities are reviewed annually. The management team meets regularly. The headteacher tries to make some time for them to carry out their responsibilities and expects high quality input in return. The deputies and co-ordinators use considerable initiative to bring new ideas to their work and these are shared with staff, which impacts on improvements to classroom practice.

18. Governors contribute substantially to the effectiveness of the school. They are pro-active, have good levels of expertise and are very well organised and thorough in their approach. There is a clear structure of delegation through committees and the governing body is kept up to date by reports from the headteacher, staff and other governors. They make efforts to visit the school and experience work at first hand. They are now open to new ideas and are willing to adapt quickly. For example, governors were criticised in the last inspection report for having limited oversight of curriculum and not meeting some statutory requirements but action taken has reversed that judgement. There are now link governors for each subject and they meet with co-ordinators to fulfil their monitoring role using a set format for recoding the outcomes of discussions. Governors attend training courses including those for literacy and numeracy. The headteacher has regular meetings with the chair of the curriculum committee, which is an open line of communication. This governor has set up a rigorous timetable of curriculum monitoring that details what information is needed and when and this is proving extremely helpful in the decision making and in keeping all governors better informed. Governors are welcome to visit the school at anytime and attend school events whenever they can.
19. During the year budgets are delegated to committees and the chair of each committee is a member of the finance committee. Proposed changes are widely discussed and informed decisions made. For example, additional resources may be funded from a number of areas and the best way forward is decided. There is a rigorous process of challenging the allocation of expenditure when historic decisions are reviewed. Best value for purchases and services is a priority and last year £500 was saved on waste disposal. The objectives in the school development plan are costed and reflected in financial plans ensuring that the school development is viable and that resources are being allocated to those identified priorities.

The school fosters good behaviour and most children have very good attitudes to their work

20. The aims of the school lay the foundation for an ethos that provides a happy, stimulating and safe place for children to learn. The whole school team, that includes governors, is dedicated to

the task of promoting attitudes and values that enable the school community to work and play in harmony.

21. When children enter the reception classes many have short concentration spans and some respond in a physical way to minor confrontations. The reception teachers work hard to establish positive attitudes to learning, establish good work routines and encourage children to share with others and care for one another. By the time they leave school at age eleven they are mature, responsible, independent learners who have the necessary skills to engage in personal study. Parental responses to the inspection questionnaires, prior to the inspection, indicate that 84 per cent consider that the school is helping their children become mature and responsible. Staff commented that parents tell them they consider that their children are secure and well cared for. One parent of a child with special educational needs commented that the family appreciated the sensitive way in which the school had notified all teachers and children on what to do in a case of an emergency for her child. She considered that the other children were very thoughtful and caring towards her child.
22. In 70 per cent of the lessons children's attitudes to their work were very good and in almost all other lessons it was good. The very good relationships established between teachers and pupils are a key factor in children's attitudes to the school and their work. Children want to work hard to please their teachers. They show respect for one another and children appreciate the efforts made by teachers to make the lessons interesting, responding with good intellectual efforts. This makes for a very productive working atmosphere. The work ethic is well established and contributes to the high standards achieved. Just one exclusion has occurred in the last year.
23. In classrooms, around the school and in the playground, the children's behaviour is good. Pupils are aware that if any incident of bullying arises they must share it with teachers who will help them overcome any difficulties. Members of the School Council told inspectors that they enjoy acting as lunchtime friends for younger pupils who confide their problems to them and talk about what they are doing in class. They did not see bullying as a problem and thought that most incidents experienced were the result of disagreements, choosing new friends to play with or some mimicking of actions. The School Council has not been in existence for long and although it meets each week few matters of concern have been drawn to their attention. A questionnaire, sent to all pupils, has been analysed but the results had not been discussed at the time of inspection.
24. There are some children, in some classes who challenge the authority of the teachers or who find it difficult to concentrate and become restless but this is not the fault of the teaching. Indeed teachers handled such occasions well so that these few incidents did not become disruptive to others. For example, in one literacy lesson of Year 3 and 4 children the teacher was helping them to extend their writing skills using a fairground as a stimulus. She found many ways of holding their interest and this was particularly good in the questioning but even so she frequently had responses of just one or two words from pupils who then chattered to those nearest about the topic. However, because she knew the children well and because she was supported well by other adults they were quickly back on task. One child was completely unable to work without constant supervision but the support assistant knew just how to keep his attention by using a game, related to the topic but at a different level to the other work. The school is trying hard to ensure that it provides as well as it can for children with behavioural problems and in this it is succeeding.
25. All staff are involved in promoting good behaviour and children understand that their efforts and achievements are valued. Assembly sessions are used particularly well to encourage good

behaviour and a caring attitude towards one another. There is a warm and friendly atmosphere and considerable efforts are made to provide a stimulating and secure place for children to learn.

The school works very hard to develop a partnership with parents who support the school well and the majority are satisfied with the quality of education it provides

26. The school's links with parents are good. Parents are interested in the school and support their children very effectively. They successfully help in and around the school as well as raising funds to support the school with learning resources and other projects. The fundraisers understand that there is a need to identify priorities in educational developments and appreciate that there are often insufficient funds to do all the school would wish. The school views parents as a valuable resource and the partnership is valued. From the moment that children start school action is taken to keep parents involved and informed. The headteacher makes time to show new parents around the school and encourages them to stay with new children who have difficulty settling down.
27. The range of information provided for parents is very good and includes that related to daily events, curriculum, visits and visitors relating to learning opportunities, clubs and activities outside lessons, church events, newsletters, induction to school, transfer arrangements to the secondary school and personal letters. In addition there is an interesting prospectus and the Governors' Annual Report to Parents that contain all the information required and much more.
28. The written reports, that parents receive each year, are of very good quality and provide them with teachers' assessments for all subjects. These are clear and comprehensive and include indications as to whether children are working at appropriate levels, at a higher level or below the expectation. In addition there is a general comment from the headteacher that show he knows each child well. Apart from this report the parents receive two interim reports in March and November. Parents are able to see teachers on a monthly basis by attending a consultation meeting and most who attended the parents' meeting prior to the inspection, considered that this system worked extremely well and offered a personal approach. Although a few parents expressed concern that the old style 'open evening', whereby work in all subjects could be viewed in other classes, had been discontinued, other parents informed inspectors that this opportunity was provided during the Annual Parents' Meeting but few parents attended.
29. Inspectors disagree with the 26 per cent of parental responses to the inspection questionnaires, who considered that they are not kept well informed about how their children are getting on. This comment by parents appears to conflict with the fact that 95 per cent of parents considered that their children were making good progress.
30. Most parents support their children with work at home and during lessons it was evident that a range of homework is given, depending on the age of the children. There is a homework schedule for Years 5 and 6 and most parents considered that three pieces of work each week plus spellings was sufficient and was helpful in preparing pupils for the next stage of their education. However, there is some inconsistency since one parent expressed concern about her child having homework lasting two hours one evening and a few parents considered that teachers should chase up any homework not submitted but this did not always happen.
31. Overall, the school responds well to parents' suggestions and concerns. In response to the parental questionnaires, 82 per cent felt comfortable about approaching the school with questions or a problem. At the parents' meeting some interesting examples were provided including one parent whose child had had to change classes and who was appreciative of the sensitive way that the school dealt with the situation.

32. Although not all parents are happy about all aspects of the school they do have opportunities to be heard and the school tries to respond to any concerns in the best interests of the children. Contributions that parents make to their children's learning are valued. Overall, parents have good views of the school and are satisfied with the quality of education it provides

WHAT COULD BE IMPROVED

Plans to improve the teaching and learning of mathematics by the end of Year 2 need urgent implementation to overcome the weaknesses that affect the National Curriculum test results and some work in class.

33. By Year 2, when children undertake the National Curriculum tests in reading and writing the majority reach an acceptable level with some doing better. For example, the most recent results for 2001, there were 47 per cent of pupils reaching the higher level in reading.
34. Test results at Year 2 show less consistency than those at Year 6 and mathematics results in particular have dropped this year. The results show that when compared with all other schools, pupils' performance is below average and when compared with similar schools it is well below average. Although a quarter reached the higher level this was still below the national average.
35. Although the teaching of mathematics is generally satisfactory there are some weaknesses that need attention. Lesson planning is clear with appropriate objectives for learning, and management and organisation are good. However, the weakness related to the pace of the lesson, which at times was too slow and this led to some children not being involved in the oral session. The introduction of the main activity took too long and left insufficient time for some children to record their work. These weaknesses have already been drawn to the attention of the teacher by the subject co-ordinator and the school is now working on improving them. In the lesson observed during the inspection a number of approaches had been used and many children had a sound knowledge and understanding but some were unsure. More opportunities were needed for children to explain their thinking. In contrast, a more challenging activity for a small group was tackled quickly, accurately and enthusiastically.
36. Discussions were held with Year 2 pupils who are faster learners. These children were all very keen and enthusiastic and talked knowledgeably about the work they have done or are doing at present. The discussions show that they lack knowledge and understanding of place value to 1000, knowledge of those multiplication tables appropriate for this age, standard measures and how to estimate and apply numeracy to simple problems. Although there was evidence of some children beginning to tackle work suited to their ability they had not made as much progress as might be expected. .
37. The analysis of written work of children with special educational needs indicates that they are making good progress, which is significantly better when they have adult support. Work was well marked and regularly provided children with encouragement and suggests ways that they can do even better.
38. The school has analysed pupils' performance and considers that some problems relate to teacher expectation of what children can achieve. A plan has been drawn up to remedy any weakness.

The ways used to communicate with parents need review to ensure that all parents are able to take part in as many events as possible to support their children

39. Although the school makes good attempts to respond to parents' suggestions and concerns some comments made at the meeting with parents prior to the inspection and during the inspection indicated that communication is not always as good as the school may think it is. These parents considered that communication had broken down about the new organisation for Year 3 and 4 children who have to change classes for lessons. Parents considered that if they had been better informed they could have prepared their children for the change.
40. Although parents were generally happy with school, during the inspection they commented that they did feel that sometimes communication about happenings did not arrive in time for them to make arrangements to participate. This point was also raised at the parents' meeting before the inspection, particularly by those who have work commitments outside the home, and as written concerns on the back of questionnaires
41. Of the 132 returns to the inspection questionnaire, a high percentage (45 per cent) considered that improvements could be made to the range of activities outside lessons. A few parents at their meeting supported this view but many others did not. There was clearly some confusion about what was provided, who it was for and when it happened. Discussions with staff, pupils and governors confirmed inspectors' judgements that the range of opportunities is satisfactory for Years 1 and 2 and good for Years 3 to 6.
42. During the year the range of activities has included: football, netball, hockey, cricket, golf, choir, recorders, drama, first-aid, computers, chess, cookery and film club. Teachers have led some of these and at times they have involved members of the local community. In addition, children have taken part in such productions as *Oliver*, *Charlie and the Chocolate Factory* and there have been smaller productions with younger children. There is a regular residential visit to Wales for Years 5 and 6, which gives pupils the experience of living and working in a different locality. Other professionals, such as musicians, poets, authors, artists and sculptors are invited to school to enrich the curriculum. Teachers make opportunities for children to visit other venues to keep them motivated and stimulated. For example, they visit Horncastle Access Centre to explore the Internet and experience how a web site is developed a talented group of mathematicians spent a weekend at a county centre in Boston. Since so many parents were unaware of this range of activities outside lessons there is clearly a need for the school to review the ways that this type of information is being shared with parents to ensure that all parents know what is happening and not just those whose children are involved.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

43. The school should now:

Implement the plans to improve the teaching and learning in mathematics by the end of Year 2 to improve children's performance in National Curriculum test results

Review and improve the ways used to communicate with parents to ensure that all parents are able to take part in as many events as possible to support their children

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed

20

Number of discussions with staff, governors, other adults and pupils

12

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	4	7	7	2	0	0	0
Percentage	20	35	35	10	0	0	0

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

Information about the school's pupils

Pupils on the school's roll

YR – Y6

Number of pupils on the school's roll (FTE for part-time pupils)

291

Number of full-time pupils known to be eligible for free school meals

2

Special educational needs

YR – Y6

Number of pupils with statements of special educational needs

8

Number of pupils on the school's special educational needs register

53

English as an additional language

No of pupils

Number of pupils with English as an additional language

3

Pupil mobility in the last school year

No of pupils

Pupils who joined the school other than at the usual time of first admission

21

Pupils who left the school other than at the usual time of leaving

13

Attendance

Authorised absence

	%
School data	4.6
National comparative data	5.6

Unauthorised absence

	%
School data	0.9
National comparative data	0.5

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

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

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 1 for the latest reporting year	2001	14	20	34

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	10	12	13
	Girls	16	20	18
	Total	26	32	31
Percentage of pupils at NC level 2 or above	School	76 (86)	94 (93)	91 (90)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	12	12	12
	Girls	18	16	16
	Total	30	28	28
Percentage of pupils at NC level 2 or above	School	88 (90)	82 (86)	82 (86)
	National	85 (84)	89 (88)	89 (88)

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

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

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 2 for the latest reporting year	2001	20	25	45

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	18	18	20
	Girls	22	22	24
	Total	40	40	44
Percentage of pupils at NC level 4 or above	School	89 (79)	89 (85)	98 (94)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	16	18	20
	Girls	22	22	24
	Total	38	40	44
Percentage of pupils at NC level 4 or above	School	84 (71)	89 (85)	98 (91)
	National	72 (70)	74 (72)	82 (79)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	2
White	251
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	1	0
Other minority ethnic groups	0	0

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

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

Total number of qualified teachers (FTE)	11
Number of pupils per qualified teacher	26
Average class size	29

Education support staff: YR – Y6

Total number of education support staff	18
Total aggregate hours worked per week	259

FTE means full-time equivalent.

Financial information

Financial year	00/01
	£
Total income	518483
Total expenditure	518438
Expenditure per pupil	1729

Recruitment of teachers

Number of teachers who left the school during the last two years	1
Number of teachers appointed to the school during the last two years	1
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	2
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out

291

Number of questionnaires returned

132

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	42	52	4	2	1
My child is making good progress in school.	36	59	5	0	1
Behaviour in the school is good.	23	48	12	12	5
My child gets the right amount of work to do at home.	22	64	12	1	2
The teaching is good.	35	58	4	0	3
I am kept well informed about how my child is getting on.	21	52	20	6	1
I would feel comfortable about approaching the school with questions or a problem.	39	43	8	8	1
The school expects my child to work hard and achieve his or her best.	47	47	4	0	2
The school works closely with parents.	14	52	24	8	2
The school is well led and managed.	19	52	9	14	6
The school is helping my child become mature and responsible.	27	57	10	2	5
The school provides an interesting range of activities outside lessons.	11	23	31	14	20