

INSPECTION REPORT

EAGLE COMMUNITY PRIMARY SCHOOL

Lincoln

LEA area: Lincolnshire

Unique reference number: 120376

Headteacher: Mrs R M Bennett

Reporting inspector: Lynne Wright
22398

Dates of inspection: 23rd – 26th June 2003

Inspection number: 248117

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

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INFORMATION ABOUT THE SCHOOL

| | |
|------------------------------|---------------------------------|
| Type of school: | Infant and junior school |
| School category: | Community |
| Age range of pupils: | 4-11 |
| Gender of pupils: | Mixed |
| School address: | Scarle Lane Eagle Lincoln |
| Postcode: | LN6 9EJ |
| Telephone number: | 01522 868354 |
| Fax number: | 01522 868354 |
| Appropriate authority: | Governing body |
| Name of chair of governors: | Mr B Earnshaw |
| Date of previous inspection: | 24 th November 1997 |

INFORMATION ABOUT THE INSPECTION TEAM

| Team members | | | Subject responsibilities | Aspect responsibilities |
|--------------|----------------|----------------------|--|---|
| 22398 | Lynne Wright | Registered inspector | Foundation stage, Educational inclusion, Science, Design and Technology, Geography, History, Religious Education | What sort of school is it? The school's results and achievements. How well are pupils taught? How well is the school led and managed? What the school should do to improve further. |
| 31718 | Denise Shields | Lay inspector | | How well does the school care for its pupils? How well does the school work in partnership with parents? |
| 4262 | Tony Taylor | Team inspector | Special Educational Needs, English as an additional language, English, Mathematics, Art and Design, Information and Communication Technology, Music, Physical Education | Pupils' attitudes, values and personal development. How good are curricular and other opportunities? |

The inspection contractor was:

Evenlode Associates Ltd
6 Abbey Close
Alcester
Warwickshire
B49 5QW

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Alexandra House
33 Kingsway
London WC2B 6SE

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

This very small rural primary school is situated to the south west of Lincoln. The school has grown since the last inspection and, currently, there are 65 boys and girls on role. The school is a popular choice and about one quarter of the pupils travel several miles to get to school. The pupils are organised into three classes; Class 1 contains Foundation Stage children and pupils in Year 1, Class 2 has Year 2 and 3 pupils and Class 3 includes pupils in Years 4, 5 and 6. The pupils come from a wide range of homes and recent national economic and social data indicate that their circumstances match the national average. All pupils are of white British ethnicity. The percentage of pupils with identified special educational needs is average, mostly for learning difficulties in literacy and some with behavioural problems. No pupil has a statement of special educational need. Attainment on entry to the Reception class is generally average. Many children have had play group experience. At the time of the inspection there were thirteen children in the Foundation Stage, six of whom were in the Reception Year and seven in what the school refers to as a 'pre-reception year', in accord with the school's policy of early admissions. Since the previous inspection there has been a complete change of teaching and support staff, and there have been significant improvements to the building and grounds.

HOW GOOD THE SCHOOL IS

This is a good school. Its ethos is very warm, supportive and caring, promoting very good relationships and good behaviour. Very good leadership and management and often very good teaching ensure that the focus is kept firmly on raising pupils' attainment, and standards are now above average in many subjects at the end of Year 6. The quality of education provided is good. An interesting curriculum and consistently strong teaching enable all groups of pupils to make good progress in their learning. The school provides good value for money.

What the school does well

- Very good leadership and management set clear priorities for further raising standards.
- Teaching is good with very good examples in all classes, so that pupils are successful in their learning.
- The quality and range of the curriculum, including extra-curricular experiences, at Key Stage 1 and 2 are very rich and varied so that interesting and cohesive links are made between learning in different subjects.
- The ethos of the school is very warm, supportive and caring, promoting very good relationships.
- Standards in English, science, art and design, music and physical education are above average at the end of Year 6. They are very high in ICT.¹
- Relationships and day to day communication with parents are very good and help to promote good standards of care.

What could be improved

- Systems for formally tracking and recording progress of different groups of pupils and individuals.
- Spelling and phonic development.
- Procedures for regular, formal monitoring of health and safety issues.
- Attendance.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

There has been a good level of improvement since the previous inspection of November 1997. The rate of improvement has been rapid in the last year, largely due to the headteacher's very good leadership and management. The key issues of the previous inspection have been addressed successfully. Schemes of work ensure that pupils in all year groups make good progress. Lesson plans are firmly based on teachers' evaluations and assessments of pupils' attainment, further promoting their continued progress. Staff development policies ensure all staff contribute fully to curriculum improvement. The headteacher

¹ ICT: Information and communication technology

monitors the effectiveness of teaching and learning throughout the school, promoting improved teaching. In addition, standards have improved in many subjects, particularly ICT. Pupils' writing is now very varied in purpose and audience due to more detailed and rigorous curriculum planning. Investigation skills are improving in mathematics and science. Pupils' independence in learning increases as they move up the school. Provision for the pupils' personal development is now very good. The quality of teaching shows a significant improvement; no unsatisfactory teaching was seen and half of it was very good or excellent. The school has very good capacity for further 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 ² |
| | 2000 | 2001 | 2002 | 2002 |
| English | D | A | D | D |
| mathematics | D | E | E | E |
| science | B | A* | D | D |

| Key | |
|-----------------------|----|
| Highest 5% nationally | A* |
| well above average | A |
| above average | B |
| average | C |
| below average | D |
| well below average | E |

Care should be taken when interpreting this data as year groups are very small and each pupil's performance equates to a very high percentage of the total.

The results of external assessments, made when children start and finish the Reception class show that from 1998 until 2002 children's attainment in early mathematics and reading were at the low end of the average band when they started school, but below it when they entered Year 1. This indicates unsatisfactory progress. This year's cohort, with a stronger Foundation Stage curriculum and good teaching, have made good progress to match the national average. Results of end of Key Stage 1 national tests and assessments for 2002 show that standards were well below average in reading, average in writing and well above average in mathematics, with overall attainment below the national average and that for similar schools. The school was not successful in enabling pupils to reach the higher levels. In science, attainment was very high but again no pupil achieved at the higher Level 3. This cohort contained a high percentage of pupils with special educational needs in literacy.

Downward trends in English have been halted with the present Year 2 cohort. More detailed curriculum plans and good teaching across the curriculum have resulted in much improved achievement in reading. Unvalidated data for 2003 tests and assessments show that standards now match the national average in reading and writing and are above it in mathematics. Results in science show an improvement. There is achievement at the higher level in reading, writing, mathematics and science. This, together with pupils' records, show that, from a below average start, the pupils are making good progress in their learning.

At Key Stage 2, trends fluctuate but show that standards were not high enough generally. The national test results for 2002 showed that overall attainment was below average. There was very low achievement at the higher levels. This picture is not continued with the present cohort. Consistently very good, and some excellent, teaching together with a well-structured 'spiral curriculum' has raised standards and pupils learn very successfully. The unvalidated results of 2003 end of Key Stage 2 national tests support this judgement. There has been a significant improvement in English and science, where all the pupils achieved at the expected level, and good improvement in mathematics. There is achievement at the higher level in all three subjects, with over half the pupils achieving Level 5 in science. The school's targets were met, and exceeded in science. The inspection found that standards are above average at the end of Year 6 in English and science. However, the standard of pupils' spelling in work across the

² Similar schools here refers to the percentage of pupils eligible for free school meals. There are no arrangements for school meals and so the DETR Index of Multiple Deprivation, 2000 has been used as an indicator, putting the school in the average band.

curriculum reaches just satisfactory standards. Standards in mathematics are average at both key stages. Attainment is above expectations in art and design, music and physical education. It is well above average in ICT at Year 6, and above average at Year 2, due to very good provision and excellent co-ordination of the subject. Standards match expectations in all other subjects.

PUPILS' ATTITUDES AND VALUES

| Aspect | Comment |
|--|--|
| Attitudes to the school | Good. Pupils come to school happily and are interested in all aspects of school life. |
| Behaviour, in and out of classrooms | Good. Most pupils behave very well in all formal and social situations. A few have problems moderating their behaviour but respond well to the teachers' demands for better behaviour. |
| Personal development and relationships | Very good. The pupils' care for each other is evident at work and play. They willingly take on increased responsibility and use their initiative as they mature. |
| Attendance | Below average. Attendance levels have dropped as pupils increasingly take holidays in school time. |

TEACHING AND LEARNING

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

The quality of teaching is good overall and leads to pupils in all year groups making good progress in their learning. For some, their rate of learning is very good. Teaching in Class 3 is consistently very good and sometimes it is excellent. Pupils make very good gains in their learning at the end of Year 6. Throughout the school teaching is never less than satisfactory. A particular strength of the teaching is the way in which teachers take full account of the pupils' different ages and abilities in the mixed age classes. Lessons are interesting and the pupils describe them as fun. This is largely due to the recent push towards providing a wider variety of teaching styles that appeal to all the pupils, and to the skilful way that teachers link strands of learning across subjects. The pupils' attitudes to work improve as they mature. The younger pupils find it difficult to concentrate for long when they are tired, and when the youngest children are playing, despite the best efforts of their teachers. Teaching plans develop an increasing independence in learning as the pupils get older. Teaching has improved where there has been a focus on professional development and sustained support. Teaching in art and design is very good due to the teacher's specialist knowledge and enthusiasm, and standards are above average. Learning in ICT is very good as the coordinator's excellent management has helped to develop staff confidence and expertise.

OTHER ASPECTS OF THE SCHOOL

| Aspect | Comment |
|---|--|
| The quality and range of the curriculum | Very good at Key Stages 1 and 2. It is very interesting and subjects are linked well to stimulate the pupils' successful learning. An excellent range of extra-curricular activities enhances the curriculum. The Foundation Stage curriculum, which is under development, is satisfactory. There is excellence of equality of access and opportunity throughout the school. |
| Provision for pupils with special educational needs | Very good. All staff work together effectively to ensure that pupils receive high quality support. |
| Provision for pupils' personal, including spiritual, moral, social and cultural development | Very good. The ethos of care offers many opportunities for pupils' personal development. Very strong cultural, social and moral development give pupils a positive sense of belonging to their own, and a wider, community. |
| How well the school cares for its pupils | Good. Day to day care and support of all pupils is a strength. Governors do not formally monitor health and safety procedures regularly enough. Formal systems for recording progress are satisfactory but are not sufficiently flexible to give easily accessible information, especially as the school grows. |

The school has a good partnership with parents and day-to-day communication is very good. Parents' views of the school are positive and supportive.

HOW WELL THE SCHOOL IS LED AND MANAGED

| Aspect | Comment |
|--|---|
| Leadership and management by the headteacher and other key staff | The headteacher provides very purposeful, well-prioritised management with the focus on providing the best education possible. Her very good leadership, supported very well by the senior teacher, enables all staff to play a full part in the development of the school and share a strong commitment to continuous improvement. |
| How well the governors fulfil their responsibilities | Governors are very supportive of the school. They ask searching questions in order to promote the school's good development. Their fulfilment of statutory responsibilities is satisfactory. |
| The school's evaluation of its performance | The school has very good systems for monitoring how well it is doing, and involves all members of the school community in this process. Honest evaluation results in positive, well-focused action. |
| The strategic use of resources | Very good. Grants are used very well to target areas for development. Budget management is prudent, minimising the effects of increasing costs. Principles of best value are applied very carefully. Teachers and support staff are deployed effectively. Recent extensions to the building and grounds offer improved opportunities for pupils' independent research. The accommodation is satisfactory and used well. |

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

| What pleases parents most | What parents would like to see improved |
|---|---|
| <ul style="list-style-type: none"> • Children enjoy coming to school and their behaviour is good. • Teaching is good. • The school expects their children to work hard and to do their best. | <ul style="list-style-type: none"> • The amount of homework their children get. • The range of extra-curricular activities offered. • The quality of information received about their child's progress. • The headteacher's management. |

The inspection team fully supports the parents' positive views. Arrangements for homework are satisfactory. Provision for extra-curricular activities is excellent. Last year's annual written reports gave satisfactory information on progress, but the format has been improved for this year. The management of the headteacher is very good.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. Overall, the pupils achieve well throughout the school, moving from standards that were below average when the current Y2 cohort entered Key Stage 1 to those that match the national average at the age of seven. Standards for the current Y6 cohort have also risen and are now good in many subjects. All the teachers, the longest serving of whom has been in the school less than three years, are in their first year of teaching their present classes and age ranges. The rise in standards, which is evident from looking at pupils' books and school records, is largely due to new, good quality teaching plans which structure learning developmentally, good teaching in Classes 1 and 2, and very good teaching in Class 3. Attainment shows good overall improvement since the last inspection, although there have been fluctuations from year to year due to the nature of the very small cohorts.
2. Pupils with special educational needs are supported very well at all stages. They usually make very good progress and achieve good standards considering their prior attainment.
3. Children enter the Reception year with standards that are generally at the low end of the average band in early reading and mathematics. Boys generally do less well in these initial tests but make up ground as they move through each class, as the school makes particular efforts to interest them in reading. The previous unsatisfactory progress and achievement indicated by end of Reception year tests has now been halted. A more rigorous and structured teaching programme, which takes greater account of the learning needs of young children has resulted in good individual progress, particularly in reading, which is a priority. In addition, the two teachers sharing the class have a consistent approach to class management but different styles, so that the children have many opportunities to learn in different ways. These children will enter Year 1 towards the top end of the average band.
4. At Key Stage 1, pupils continue to make good progress from a below average start. From 1998 until last year, test and task results showed a decline in standards in reading and writing. High standards in mathematics had been maintained. The present headteacher was very concerned with the very low achievement in the 2002 reading tests and instituted a different approach. Children now read more fluently and accurately because they have more practice, and guided reading sessions are well-structured for the age range in the mixed age classes. Consequently the unvalidated and unpublished results of the 2003 end of Key Stage 1 tests show a marked improvement and standards in reading now match the national average and for similar schools. Writing continues to match the national average, and there is some achievement at the higher level. In mathematics standards are above average. In science all pupils achieve the expected level, a very high proportion indeed, with some achievement at the higher level.
5. Results of national tests for eleven year olds show a fluctuating pattern from 1999 – 2002, with overall attainment below average in 2002, the lowest since 1998, although the school trend for the last three years broadly matched the national trend. Test results indicate that last year's Year 6 cohort made unsatisfactory progress when judged against their Key Stage 1 test results, but there is well documented evidence that casts doubt on the validity of the Key Stage 1 results. An average percentage of pupils attained at the expected levels in English and mathematics and a below average percentage in science. The school was unsuccessful in getting pupils to the higher levels of learning in all three subjects, and ambitious targets were not met. The headteacher promptly arranged for outside evaluation of provision and teaching in mathematics, although the current Class 3 teacher was not teaching in Key Stage 2 at that time. The local authority has given good quality support and the Class 2 and 3 teachers have been ruthlessly analytical of their own performances and worked very hard to overcome the problems identified. Teaching plans

are now better structured to take account of the number of year groups in each class. Learning intentions for each year group are identified so that progress from year to year is ensured in the planning. Teaching in mathematics has become less formal so that there are opportunities for the pupils to solve problems and make independent decisions. These changes are paying off, although it is too early for the full impact to be seen. Standards have risen although no work at the higher levels was seen in pupils' books. In English there has been a rise in achievement and pupils in the average and lower ability groups are working at the expected level. Higher attaining pupils are achieving at the higher level and show a greater freedom in thought and style and increased independence across a wide range of learning. This indicates good progress at each key stage, based on very good teaching. The weaker element within this improving picture is in the spelling. In science, also, progress is good and pupils are attaining standards that are above average with some attainment at the higher levels. This year's test targets have been met in English and mathematics, and exceeded in science. Unvalidated results of the 2003 national tests for eleven year olds show significant improvement in English and science, and good improvement in mathematics with achievement at the higher levels in all three subjects.

6. Standards match the average at both Key Stages 1 and 2 in mathematics and in English at Key Stage 1. They match national expectations in design and technology, geography, history and religious education at both Key Stages. They are above the national average in science at both key stages, and in English at Key Stage 2. Standards exceeds national expectations in art and design, music and physical education at both key stages and in ICT at Key Stage 1. Standards in ICT are very high at Key Stage 2. Rising standards by the age of eleven are due to improved monitoring and planning, good teaching and the pupils' increasing involvement in their own learning.

Pupils' attitudes, values and personal development

7. The pupils at all stages have good attitudes towards school, and their behaviour is good. This is similar to the findings in the previous inspection.
8. Most pupils enter school cheerfully and confidently in the mornings and engage in early work eagerly. They generally listen carefully to their teachers and to instructions for lessons and activities, and are usually good at listening to each other. They like to discuss their work and do so openly and frankly. They make good verbal contributions to lessons when encouraged, and are polite and helpful. Most are able to sustain concentration for long periods, and to work independently and co-operatively, as when sharing a computer for research purposes, or working on a piece of art work. They grow in confidence as they mature, and willingly take on responsibilities for tasks around school and in the care of others. They often show good initiative. For example the prefects act very responsibly in managing younger pupils at playtimes and lunchtimes. The newly formed school council is usefully promoting responsible attitudes and pupils' involvement and pupils say they feel they now have a real role in the school's development. There is a general air of helpful consideration and care around the school. Relationships are very positive. Pupils with special educational needs are effectively integrated. They are often supported well by their peers and consequently share fully in activities.
9. One feature, noted during inspection, but difficult to detect in specific instances, was a 'laid back' attitude amongst pupils about learning in general. They enjoy it, and say so, and often, according to parents, can't wait to get back to school after weekends and holidays. However, the drive for better standards must now take account of a less tangible element – the level of commitment amongst some pupils and some parents about making the most of the very good opportunities the school offers.
10. Sometimes, the very youngest children can become fractious, and some pupils with special educational needs are easily distractible, placing challenges before the teachers. A few pupils at all stages like to test the boundaries of appropriate behaviour, but these situations are handled well

by the staff. In discussion, pupils state that there is no bullying and that it would be promptly dealt with if it arose. There is no sexism or racism, although the latter is not tested in experience due to the nature and location of the school. The school is committed to equality of opportunity and to inclusive practices, which are excellent, and is a very orderly community. There is a generally purposeful air about it. A strong ethos is being developed, based on the school's aim to develop well-rounded young people. This is apparent in practice. Parents at the pre-inspection meeting and in the parents' questionnaires were unanimous in their agreement that behaviour is good.

11. The sustained caring ethos, the often very good teaching, and the efficient management of all aspects of the school, help to ensure the pupils' very good personal development. The pupils steadily mature as they move through the school, and grow in respect for each other and the staff, who in turn respect them. They have a strong sense of belonging and ownership, and become enthusiastic and steadily more engaged in both work and play, and the social aspects of their life in school. The values and beliefs of others are respected, and their feelings considered. They treat living things with care, showing respect also for property and the school environs. They even clear up well after lessons – often to the strains of Wagner's 'The Ride of the Valkyries'.
12. Attendance rates have fluctuated over the last three years. Current published data indicates that attendance is well above the national median. However, the most recent information provided by the school shows that rates have declined significantly over the past year and are below national figures. Mostly this is due to the large number of families who take holiday during term time, often well in excess of the allowable ten days.
13. Unauthorised absence is minimal. The school encourages parents to confirm why their children are absent and follows up any pupil absence on the first day. The school records holidays of any length as authorised, which also contributes, incorrectly, to low figures for unauthorised absence. Virtually all pupils arrive at school on time in the morning. Where there are any concerns regarding lateness the headteacher is quick to contact individual parents to discuss the matter; resulting in an immediate improvement.

HOW WELL ARE PUPILS TAUGHT?

14. The overall quality of teaching in the school is good. This is a big improvement since the previous inspection. Teaching seen during the inspection was never less than satisfactory. It was very good or excellent in half the lessons, and very good teaching was seen in every class. Teaching is of a consistently very high quality in Class 3. Teaching meets the needs of the pupils well, including boys and girls, pupils with special educational needs and those of all ability groups. Pupils learning is good overall, and very good in Class 3. Pupils acquire basic skills successfully, make good progress at each key stage and acquire increasingly positive attitudes to their work as they move up the school.
15. The teaching has many strengths. Teachers' lesson planning is very effective because it takes good account of the different age groups in each class and also the different abilities of all the pupils. Teachers know their pupils very well and have a very good grasp of how the learning should develop across the different year groups. This is a very high level skill. The work in pupils' books shows that this promotes the pupils' learning to good effect. The management of pupils is very good, ensuring that a positive working ethos is established, supported by very good relationships. Pupils like their teachers, and appreciate that they work hard to help them to learn. Although pupils always finish the work expected of them, and stick to the task in hand with concentration, they do not consistently put maximum effort into learning, despite the efforts of their teachers. This prevents them from achieving even higher standards in some lessons. However, examples were seen during the inspection where they were deeply involved, for example in an excellent RE lesson where pupils in Class 2 were bursting to share their understanding of symbolism in Christianity and to discuss their own feelings. The school is aware

of the need to instil greater urgency into learning, and to this end has changed its guiding aim to 'Promoting a thirst for knowledge, a curiosity about the workings of the world and a passion for learning'.

16. Lessons are well organised and have a good pace, which maintain the pupils' interest. Teachers have good expectations of their pupils, but they do not demand accuracy in spellings in all subjects. Teachers' preparation is thorough so that good use is made of time and a wide range of resources to support pupils' learning in interesting and varied ways. Teachers are particularly adept at linking aspects of learning across the curriculum so that pupils' knowledge of, for example, holidays past and present is developed through using internet research, story, geography, history, art and design and design technology. This gives the learning a coherence that makes it enjoyable and real. Much work relates well to the pupils' understanding of real life situations and links firmly to their own experiences and feelings. Teachers are very clear about what they intend the pupils should learn, prepare the lessons with these in mind and share them explicitly with the pupils so that they know what is expected of them. These are usually reviewed at the end of each lesson to give the pupils some measure of how well they are doing and what they have to learn next. This is most effective in Class 3, where good quality marking acknowledges and praises pupils' efforts and explains what they need to do to improve. Here, marking sometimes asks questions to extend the pupils' thinking.
17. Children in the Foundation Stage, the youngest children in Class 1, are given a good start to school so that they make good progress by the time they are of statutory National Curriculum age. The two teachers in Class 1 are working in good partnership and they are settling into effective ways of splitting the time. Newly established planning systems ensure that lessons make good provision for both Foundation Stage children and those in Year 1, so that the youngest children have appropriate experiences rather than a watered down infant curriculum. They are given time to play and think and enjoy being children. The wide spread of ages and levels of maturity in this class means that the teachers have to work very hard indeed to make the system work and sometimes, despite their hard work, the older children become unsettled when they have to work whilst the younger ones are playing. This does not happen when a learning support assistant is available to support a target group in their learning.
18. Teachers have good subject knowledge and a clear understanding of how pupils can be helped to learn. They use day-to-day assessments well to ensure that work is closely matched to the pupils' needs and provides the right level of challenge to promote improving standards. They have a very clear grasp of the progress each individual is making so that they can give extra help where it is needed. Good use is made of additional adults to improve the support offered to those who need it most. Teachers' individual skills are used effectively. The senior teacher's excellent ICT skills have increased the expertise of the other staff, and the Class 2 teacher's artistic flair and knowledge benefits both her class and Class 3.
19. The teachers and support staff know the pupils well. Designated support staff work with individual pupils. They are fully aware of the needs of pupils with learning or behavioural difficulties, and have been involved in drawing up their individual education plans. These factors help to ensure that the needs of these pupils are met as fully as possible. Parents at the pre-inspection meeting stated that the help their children received was very good. Some indicated that their children made much better progress at Eagle School than previously elsewhere.

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

20. The curriculum successfully engages the pupils in learning across a wide range of activities and ensures their all round good progress. This is because it is a very good curriculum that has been carefully designed to match the needs of pupils in mixed age classes in a smaller school context, a

very positive improvement since the previous inspection. Much careful thought has been given to the learning, social and personal needs of the pupils, combined with the requirements of the National Curriculum, and the philosophy of an education for the development of the whole child. The ability of the staff and pupils to adapt to new ideas and methods of doing things has a very positive impact on the curriculum and hence the pupils' learning.

21. The curriculum meets the statutory requirements for the National Curriculum and for religious education, but it is not set in stone. One of its strengths is that it is flexible, with regular review and modification so that it can be continuously matched to the pupils' needs. Mixed age classes in small schools often pose particular problems because the learning needs of different individuals vary at different stages. For example, the mix of Years 4, 5 and 6 in one class demands three separately planned elements. It is greatly to the credit of the school and its hardworking staff that the complexities of planning have largely been resolved.
22. The quality of experiences for the pupils within the carefully differentiated curriculum is very good. Learning activities are varied for pupils of different abilities at different stages. The pupils in Class 3 might all be using poetry as a source for their learning, but the related tasks are different. They are defined for specific groups and the demands for knowledge and understanding increase in depth as the pupils mature. Similarly in Class 2, for example, studies in geography are carefully planned to bridge between National Curriculum requirements for Key Stage 1 and Key Stage 2. The well-planned curriculum ensures that this is done successfully and to benefit the pupils rather than ease of administration. In art lessons it is possible to witness the same theme being developed through three different levels of exciting challenge, demanding similar but differing skills. In science, 'the spiral curriculum' allows the pupils opportunities to revisit themes and elements of learning at later stages.
23. Another feature of the curriculum that ensures benefits for the pupils are the links made between subjects. The school as a whole adopts certain central themes for study, such as a topic from Victorian history. This ensures cohesion in planning for lessons, allows resources and ideas to be shared beneficially and economically, and builds unity into the pupils' experiences. Also, links with other subjects in the use of ICT, and the development of speaking and listening skills, for example, ensure breadth and depth in learning. ICT is used very effectively to extend the pupils' learning opportunities across a wide range of subjects.
24. The overall curriculum and the ensuing opportunities for the pupils with special educational needs are the same as for others, but are supplemented by specific support, planned according to individual education plans. Targets are set specifically for the pupils and staff to work to. This ensures the pupils' fullest involvement and maximises their opportunities to make progress. The consequence of the many positive features is that pupils of all abilities and at all stages of maturity achieve well. They make good progress across the range of the curriculum.
25. Literacy and numeracy skills are effectively developed within the English and mathematics teaching programmes. The pupils become increasingly more literate and numerate. Opportunities to develop good literacy skills are included in all subjects, and the opportunities for speaking and listening are increasingly, and beneficially, being planned for. However, the development of wide-ranging numeracy skills in problem solving activities is in its early stages. The school has recognised this as an aspect for development and is making good efforts to ensure improvement in the pupils' performance.
26. The curriculum for the Foundation Stage is still being developed. At present it is of satisfactory quality, but recent work has ensured that the learning needs of the youngest children in Class 1 are planned for, specifically, on a weekly basis. This system is working well, enabling the children to make better progress than previously as teaching is more focused on the early years curriculum.
27. In addition, the school provides an excellent range of extra-curricular activities. The many

activities are conducted voluntarily by staff, supportive parents, governors, and a number of outside agencies. The activities range through peripatetic music tuition, sports, and interest clubs. Visitors to the school enhance the curriculum with demonstrations and discussions of experiences, skills and interests, and the pupils visit places of interest, often, advantageously, as a whole school. Good use is made of the resources of the local church, museums, and historical and geographical features. One such is the recent visit to the village post office and its sorting depot.

28. Good provision is made for the pupils' personal, social and health education. Sex education and information on drugs misuse are provided as part of the overall programme. The spiritual aspect of the pupils' development is fostered increasingly through the central ethos of care and consideration and valuing of others, and is now good. There are strong links with the church and local clergy. Teaching of religious education helps to promote this aspect, as does the pupils' growing understanding of their own strengths and areas for development. There are very good opportunities for making choices and for working independently and in groups. Time is given to reflecting on the patterns of events in the natural world. For example, silkworms and butterflies are hatched in studies of life-cycles in science activities. The sharing of feelings and ideas is encouraged in English work, as examples of pupils' poetry clearly illustrate.
29. Provision for moral and social development is very good. The pupils know the difference between right and wrong. They are encouraged to be truthful, to be kind and caring, to support one another, and to reflect on the effect their actions have on others. They accommodate differences and know and follow the rules. Apart from the encouragement to care and be helpful, relationships are very good and there is a strong sense of involvement by all who work and learn in the school. Added to this is the positive involvement in the local community. Wider spheres of social interaction are encouraged through ICT and the safeguarded web facilities. During the inspection, for example, pupils in Year 6 were making contact with national poets to discuss social issues, such as the economic implications of veganism.
30. Music, dance, literature, French studies and multi-cultural facets of the curriculum foster the pupils' cultural awareness very well. The rapidly developing ethos of Eagle School successfully promotes all of the aspects and the school is steadily building its own cultural identity within the context of its own locality. The ethos is underpinning a wide-ranging, lively and interesting curriculum that is not static.
31. The school really is at the heart of the community. Liaison and involvement with a range of community groups and participation in community activities make a very good contribution to pupil's social and personal development. For instance, members of the Women's Institute and pupils worked together to make a millennium tapestry. Several members of the Institute continue to help out in the school with class based activities. Some of the schools own fund raising events are held on the community playing fields and even in the village pub! In addition the school's summer fair is an event where not just parents attend but most of the local residents too.
32. There are very good links with local primary schools through the "network learning initiative" which means that staff benefit from involvement in a variety of shared events and projects that contribute very firmly to school improvement. Links with the nearby secondary school are also very good, transition arrangements are well planned and pupils are confident to move to their next stage of education. The school regularly accepts trainee teachers and students on work experience placements. There are beneficial links with outside agency specialists who support some of the pupils.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

33. Arrangements to ensure pupils' welfare are satisfactory with a notable strength in the day to day personal support and guidance provided for pupils. Standards in all areas have been sustained

since the time of the previous inspection.

34. The teachers, secretarial staff, classroom assistants and mid day supervisors ensure that pupils are all made to feel valued in this friendly school. Where problems are identified, for example if a pupil is unhappy or wants to talk to a teacher, they make time to listen to them. This high quality support gives boys and girls of all ages the confidence to seek help if they should need it and enables them to develop in confidence and self esteem. Pupils say they feel safe and well cared for at school. Because there are relatively few pupils in the school, teachers know them very well, and share information about them regularly. Written records, to monitor personal development, however are not kept. This means there is no system that enables teachers to give discreet support those individual pupils who might need additional help and guidance.
35. Procedures relating to child protection and to support those pupils who are in public care are satisfactory. The designated person has detailed knowledge of local practice. Any issues or concerns, where they are known, are dealt with extremely sensitively. However, not all adults who work in the school have received appropriate training to alert them to the possible signs and symptoms of abuse.
36. Attendance is closely monitored; nevertheless the school does not sufficiently raise the awareness of all parents of the need for their children to attend school regularly and on time. The medical and welfare needs of pupils are very well catered for, and a suitable number of staff members are trained in first aid and therefore able to deal with accidents or injury should they occur, but the school does not obtain parents' written consent in the event that they are asked to administer medication to a pupil. There are an adequate number of adults on duty at break and lunchtime; relationships are relaxed, friendly and supportive. Whilst the school meets its statutory obligation regarding health and safety, arrangements overall are informal. Little is documented or monitored. The governing body, although they have an appointed governor for this area, is not sufficiently involved to ensure it fulfils its "duty of care" towards the school.
37. There are good procedures in place to encourage pupils to behave well and to deal with any form of bullying, racism or oppressive behaviour. This provision is well supported by the school's emphasis on pupils' moral and social development. Class and school routines are well established and because of this pupils know what is expected of them, and virtually all pupils try hard to live up to the school's expectations. Appropriate behaviour, effort and achievement, both in and outside school life, are regularly rewarded. The values of co-operation and tolerance are promoted effectively through assemblies, and the PHSE programme. Teachers work extremely hard to manage pupils who sometimes find great difficulty controlling their behaviour but occasionally the behaviour of these pupils slows the pace of their own learning.
38. The school is working very hard to develop systems of assessment to match the very good quality of its curriculum. There is still much to be done, but also, much progress has been made and there has been good improvement since the previous inspection.
39. Initial assessment procedures are used shortly after the children start school to gain information about the start points in the children's learning. The information gained this year (2003) has been used very effectively to identify needs and potentials, and to plan further work that is challenging for the differing ability groups. As the pupils progress, records of achievement are developed for each individual, mainly recording what has been done, but also noting particular successes or difficulties which require further help. Samples of individual pupil's work are kept to establish a picture of their ongoing progress.
40. As well as the national tests at the end of Year 2 and Year 6, the school uses a range of optional tests to check how pupils are doing in Years 3, 4 and 5. These are supplemented by other tests and school derived checks, for example in reading, spelling, numeracy, and science. In topic work, as in history and geography, checks are made on what was learned successfully when projects

finish. Portfolios of work, for example, in art and design are being developed as reference material so that the school can check on the general standard and quality of work over time.

41. The procedures overall are good and the school is getting better and better at using the information it gains from assessment to support its curriculum planning, to provide information for parents and governors, and to spotlight areas and aspects that need to be improved. Also, assessment information is being increasingly used to guide teaching strategies. For example, in recent national tests, some pupils had difficulty with problems of capacity in mathematics. The teacher was revisiting this aspect during the inspection, to ensure that the pupils had sufficient knowledge and understanding.
42. Another very positive feature is the way in which the school is promoting the pupils themselves in making assessments and in coming to reasoned judgements about how well they are doing. Lessons very often contain periods when verbal analysis is made of how well individuals have done and what they still need to do to improve. A system of 'traffic lights' is operated whereby the teachers and the pupils can indicate whether work or learning concepts have been understood, or there are continuing difficulties. Targets for development and improvement are set for groups and for individuals. Sometimes pupils assess each other's work and write supportive, but nonetheless critical comments on it. These strategies are proving increasingly beneficial in helping the pupils to know what they have achieved in their learning, and what they still have to do.
43. There is early identification of pupils who have special educational needs. The process starts straight away as the children enter school. Careful records are kept of educational, health and relevant personal information. These records contain individual education plans for each child on the special educational needs register. The plans are generated, in consultation, by teachers, parents, the special educational needs co-ordinator (SENCo), and outside agencies where appropriate. Often the child is invited to make input into the discussions and the records. The procedures and the outcomes are both very good. The care shown for the pupils with special educational needs is very good. Assessment procedures are pertinent and thorough. Comprehensive records are kept noting individual targets and any progress towards them, details of school and parental agreements, and correspondence, with records and notes relating to the work of outside agencies. This helps to ensure the fullest knowledge is available about the pupils' needs.
44. Good assessment procedures are firmly established, and are being carefully modified to match the needs for information upon which developments can be built. The missing link, which the school has recognised already, is that the systems are not yet flexible enough to provide the widest range of information about individual pupils' and cohort progress. The school development plan correctly identifies the need to develop a database that will enable the progress of individual pupils to be tracked and monitored, and trends and the performance of groups of pupils to be analysed.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

45. During the short time the headteacher has been at the school she has established an effective partnership with parents which enables them to contribute well to their children's learning. Parents have positive views about the school. Many choose to send their children to the school in preference to others nearer to their homes.
46. About half of the inspection questionnaires were returned. Relatively few expressed any dissatisfaction and virtually all gave a positive view. Parents indicate they feel able to approach the teachers if they have any concerns or problems. They feel that their children enjoy coming to school and are expected to work hard and try their best. Those parents who attended the meeting prior to the inspection expressed equally positive views. The inspection findings agree with parents' positive comments about the school. A relatively small number of parents expressed

some concern about the information they receive about the progress that their children make. Inspectors tend to agree with this view, but acknowledge that the school has identified this an aspect for improvement. Inspectors can find no evidence to support the views expressed that the range of activities outside of lessons is not broad and interesting. They are excellent.

47. The home school agreement fully reflects the school's aims and strongly promotes a partnership between home and school. Virtually all parents have signed it, signifying their support for the school, which they show in many ways. For a small school a significant number help with class-based activities and the help they provide has a positive impact on the standards that pupils achieve. They also help with other activities such as school visits, accompanying the pupils to swimming lessons and even washing and pressing the hall curtains! The friends of the school raise significant sums of money to benefit the school, such as funding towards the recent building programme and the purchase of playground equipment. The work that children have to do at home is also well supported by parents. For instance, records show that most regularly hear their children read. This is having a positive impact on the standards their children achieve. The school formally seeks parents' views although it was disappointed with the response received. Nevertheless it listens to and, where possible, acts upon suggestions made, for example by placing bark chippings round the tyres in the playground to stop pupils from getting muddy.
48. The information provided for parents is good overall. Day to day communication is extremely good with plenty of opportunities for parents to talk to teachers both before and after school if they wish. The headteacher ensures that when she is not teaching she is available to greet parents as they bring their children into school. Written information is provided regularly and the newsletter "The Voice" provides key information. There is also a very good school web site available for those parents who can access it. At the start of each year the initial meeting with parents sets the schools expectations, for instance about homework, as well as providing information about what pupils will learn. However, this is not followed with regular written information to both remind and keep parents up to date, so that they are fully able to support their children's learning if they should wish. Regular information events are organised, for instance giving an insight into ICT, reading or numeracy. However, sometimes these receive disappointing support from parents.
49. Annual reports giving details of children's progress are satisfactory. Whilst they provide a clear picture of what pupils know and can do in all subjects, there is limited reference to the progress pupils have made over the year and areas that need improving. The school has clear plans to address these shortcomings.
50. Parents of pupils with special educational needs are consulted about any necessary individual education plans and agreements are entered into. The parents' support is enlisted as targets are agreed to support the pupil's good development, and progress reports are regularly provided, both formally and informally. Parents are invited to attend the regular reviews about any continuing needs. Parents at the pre-inspection meeting spoke very favourably about the provision for special needs made by the school.

HOW WELL IS THE SCHOOL LED AND MANAGED?

51. The school is very well led and managed. The senior teacher gives particularly strong support, acting as both critical friend and sounding board. Under the leadership of the present headteacher, the school has made good improvement over a wide range of its work. This is largely due to the clarity and purpose with which the headteacher identifies and prioritises what needs to be done, and gets on with it. This is not to say she ignores less pressing issues. She adds them to her list of things to be done when the time is right, but bears them in mind when any development is discussed. Her all-inclusive style of management and delegation show that she values all those in the school partnership and this results in the very good teamwork and strong commitment of all the other staff. This contributes to a high standard of teaching and provision.

Relationships are very good and all adults provide a good model for pupils to follow. The school's overarching aim of continuing to raise standards is evident in the very well structured, clearly stated school development plan. All members of the school community have been consulted over this, understand the priorities, and share a commitment towards this end. This has been a very strong contributory factor in school's all round improvement.

52. The school has used the help available from the local authority very effectively to help identify specific areas for improvement, its and support in bringing these about, for example in developing a more relevant Foundation Stage curriculum. This willingness to ask itself difficult questions and to evaluate the answers honestly and rigorously is a strength in the school's management. It ensures that co-ordination of subjects, and aspects such as special educational needs, is effective. All teachers are thus firmly focused on the priorities, and energy is directed where it is most needed and no co-ordinator is overburdened in this small school setting. The focus on mathematics and literacy in the past twelve months has been appropriate and timely, resulting in rising standards, and improved curriculum organisation and teaching in these aspects. The leadership of ICT is excellent because of the expertise, energy, drive and skills of the co-ordinator and his success in establishing staff confidence in using ICT across the curriculum.
53. A clear, systematic programme for the monitoring of planning, pupils' work and teaching and learning in lessons is becoming established, although the headteacher's recently increased teaching time has lessened the time available for this and slowed the process. All staff, and some governors are involved in lesson observations and the subsequent discussions provide a clear agenda for reflection and action. It is a two way process as the observers are required to reflect upon what their observations tell them about their own practice. As a result, there is a drive to increase the range of teaching styles used to help pupils develop a wider range of learning approaches. Although teachers have detailed knowledge of the progress their pupils' make, and formal records are satisfactory, the school realises they are not sufficiently flexible for a growing school so that trends in attainment of a wide range of groups of pupils can be analysed. This is further evidence of the questioning and reflective approach the school takes to its work. The school's involvement with the local learning network gives them a good sounding board for what is going on outside the school and gives a measure of how well they are doing in comparison with local schools. This prevents them from complacency and from becoming too inward looking.
54. Since the last inspection the governors have improved and consolidated their role. They have a good understanding of the school's strengths and weaknesses and they make a good contribution to the strategic planning for the school's future. They have worked hard in the last year to organise themselves into a more effective body. Their increased involvement in the daily life of the school has put them in a good position to ask searching questions of it and to offer real support. There is an appointed governor for special educational needs who supports the school well. The governing body fulfils its statutory duties satisfactorily. However, the regular check on health and safety arrangements has lapsed.
55. Financial planning is very good. The long term strategic plan supports educational priorities very well. Prudent budgeting and some tough decisions are enabling the school to maintain its level of provision at a time when costs are increasing for every school. The governing body is actively involved in setting the school's annual budget and decisions are firmly based on a thorough and accurate knowledge of the school's needs. The higher than average carry forward of funds was carefully and sensibly planned to provide a cushion when a larger than usual cohort left. Specific grants are used effectively and appropriately targeted on their designated purpose. Funding for pupils with special educational needs is supplemented by the school's basic budget and used very effectively to support pupils with a range needs. Financial control is very efficient.
56. There are sufficient suitably qualified staff in the school to ensure the fullest provision for the curriculum and to meet the learning needs of the pupils. Some, including the headteacher, are highly qualified. The teachers and support staff understand their roles and work well together as a

team. Parents at the pre-inspection meeting confirmed this. New staff tend to be informally rather than formally inducted. Nevertheless, the informal procedures are comprehensive, with agreements on suitability being entered into by both parties. Very good introductions to ways of working are made, with immediate involvement in training opportunities; contact, monitoring and support by local education authority staff; support from other teachers; and opportunities to take on responsibility within the school. The newly appointed part-time teacher spoke highly of the levels of support she has been given.

57. There are very good systems of performance management and for enabling teachers to develop their practice. Monitoring in classrooms takes place, and is regarded as beneficial by staff and governors alike. Regular discussions and reviews take place, and the needs of staff are made part of the school development plan where and when appropriate.
58. Overall, the quality and range of resources is good. The school is sufficiently well equipped to promote effective learning across a wide-ranging curriculum. There are good resources to support the teaching and learning of literacy and numeracy, and of English and mathematics in general. The science resources are good and are often supplemented by numerous examples of living things and their life cycles, such as butterfly and silkworm pupae. These help the pupils to acquire not just knowledge but add elements of spirituality to their learning. The range, quality and availability of the ICT resources are very good. These are used well to support teaching and learning across the wide range of the curriculum. The resources for religious education match the needs of the locally agreed syllabus and there are good opportunities to supplement these from outside sources. This is also true for history and geography and the remainder of the non-core curriculum.
59. Recent additional building has advantageously included a library and further storage and resource areas. The addition to Class 1 provides extra space for sand and water play and the teachers make the fullest use of a still somewhat cramped space. The school has very good outdoor facilities with its large grassed play area, hard surfaces, enclosures and gardens. These are used beneficially for taking lunches outside when the weather is clement. The safe play space for the youngest children is under development. A local swimming pool is used to ensure all pupils have swimming instruction. The one unsatisfactory aspect of resourcing is the small size of the indoor hall, which is also used for additional storage. This has a negative impact on the provision possible for indoor physical education activities, for pupils of all ages. The school works hard to overcome the difficulties.
60. Pupils make at least good progress in all aspects of learning. By the time they leave the school they have developed good social skills and a very good understanding of their own society, and the wider society in which they live. They are well-rounded individuals. The school gives good value for money.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

61. In order to build upon the good rate of improvement, and raise standards further the headteacher and governors should:
 - (1) Develop a formal system for tracking progress that is flexible enough to enable progress of groups of pupils by different criteria, as well as individually. (paragraphs 44, 53)
 - (2) Improve the standard of spelling and phonic development. (paragraphs 5, 76)
 - (3) Improve the governing body's procedures for monitoring health and safety. (paragraphs 5, 76)

(4) Improve levels of attendance. (paragraphs 12, 36)

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 | 15 |

Summary of teaching observed during the inspection

| | Excellent | Very good | Good | Satisfactory | Unsatisfactory | Poor | Very Poor |
|------------|-----------|-----------|------|--------------|----------------|------|-----------|
| Number | 3 | 7 | 9 | 1 | 0 | 0 | 0 |
| Percentage | 15 | 35 | 45 | 5 | 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 five 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) | 65 |
| Number of full-time pupils known to be eligible for free school meals | 0 |

FTE means full-time equivalent.

Special educational needs

| | YR – Y6 |
|---|---------|
| Number of pupils with statements of special educational needs | 0 |
| Number of pupils on the school's special educational needs register | 8 |

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 | 5 |
| Pupils who left the school other than at the usual time of leaving | 4 |

Attendance

Authorised absence

| | % |
|---------------------------|-----|
| School data | 4.5 |
| National comparative data | 5.4 |

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 (Year 2)

| | | | | |
|--|------|------|-------|-------|
| Number of registered pupils in final year of Key Stage 1 for the latest reporting year | Year | Boys | Girls | Total |
| | 2002 | 7 | 2 | 9 |

| 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 | 67 (100) | 100 (100) | 100 (100) |
| | National | 84 (84) | 86 (86) | 90 (91) |

| 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 | 100 (100) | 100 (100) | 100 (100) |
| | National | 85 (85) | 89 (89) | 89 (89) |

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

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

| | | | | |
|--|------|------|-------|-------|
| Number of registered pupils in final year of Key Stage 2 for the latest reporting year | Year | Boys | Girls | Total |
| | 2002 | 8 | 6 | 14 |

| National Curriculum Test/Task Results | | English | Mathematics | Science |
|---|----------|---------|-------------|----------|
| Numbers of pupils at NC level 4 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 4 or above | School | 79 (71) | 79 (57) | 86 (100) |
| | National | 75 (75) | 73 (71) | 86 (87) |

| Teachers' Assessments | | English | Mathematics | Science |
|---|----------|---------|-------------|----------|
| Numbers of pupils at NC level 4 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 4 or above | School | 79 (71) | 79 (71) | 79 (100) |
| | National | 73 (72) | 74 (74) | 82 (82) |

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

Some data has been omitted to prevent identification of individuals within small cohorts.

*Ethnic background of pupils**Exclusions in the last school year*

| Categories used in the Annual School Census | No of pupils on roll | Number of fixed period exclusions | Number of permanent exclusions |
|---|-----------------------------|--|---------------------------------------|
| White – British | 65 | 0 | 0 |
| White – Irish | 0 | 0 | 0 |
| White – any other White background | 0 | 0 | 0 |
| Mixed – White and Black Caribbean | 0 | 0 | 0 |
| Mixed – White and Black African | 0 | 0 | 0 |
| Mixed – White and Asian | 0 | 0 | 0 |
| Mixed – any other mixed background | 0 | 0 | 0 |
| Asian or Asian British – Indian | 0 | 0 | 0 |
| Asian or Asian British – Pakistani | 0 | 0 | 0 |
| Asian or Asian British – Bangladeshi | 0 | 0 | 0 |
| Asian or Asian British – any other Asian background | 0 | 0 | 0 |
| Black or Black British – Caribbean | 0 | 0 | 0 |
| Black or Black British – African | 0 | 0 | 0 |
| Black or Black British – any other Black background | 0 | 0 | 0 |
| Chinese | 0 | 0 | 0 |
| Any other ethnic group | 0 | 0 | 0 |
| No ethnic group recorded | 0 | 0 | 0 |

The table refers to pupils of compulsory school age only. It gives the number of exclusions, 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) | 3.4 |
| Number of pupils per qualified teacher | 19 |
| Average class size | 22 |

Education support staff: YR – Y6

| | |
|---|----|
| Total number of education support staff | 3 |
| Total aggregate hours worked per week | 48 |

Qualified teachers and support staff: nursery

| | |
|--|----|
| Total number of qualified teachers (FTE) | - |
| Number of pupils per qualified teacher | - |
| Total number of education support staff | - |
| Total aggregate hours worked per week | - |
| Number of pupils per FTE adult | 11 |

FTE means full-time equivalent.

Recruitment of teachers

| | |
|--|-----|
| Number of teachers who left the school during the last two years | 1.8 |
| Number of teachers appointed to the school during the last two years | 2 |

| | |
|--|---|
| Total number of vacant teaching posts (FTE) | 0 |
| Number of vacancies filled by teachers on temporary contract of a term or more (FTE) | 0 |
| Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE) | 0 |

FTE means full-time equivalent.

Financial information

| | |
|--|---------|
| Financial year | 2002/03 |
| | £ |
| Total income | 174578 |
| Total expenditure | 171191 |
| Expenditure per pupil | 2806 |
| Balance brought forward from previous year | 13860 |
| Balance carried forward to next year | 17247 |

Results of the survey of parents and carers

Questionnaire return rate

| | |
|-----------------------------------|----|
| Number of questionnaires sent out | 65 |
| Number of questionnaires returned | 32 |

Percentage of responses in each category

| | Strongly agree | Tend to agree | Tend to disagree | Strongly disagree | Don't know |
|--|----------------|---------------|------------------|-------------------|------------|
| My child likes school. | 66 | 34 | 0 | 0 | 0 |
| My child is making good progress in school. | 63 | 28 | 3 | 0 | 6 |
| Behaviour in the school is good. | 50 | 50 | 0 | 0 | 0 |
| My child gets the right amount of work to do at home. | 34 | 54 | 9 | 3 | 0 |
| The teaching is good. | 59 | 41 | 0 | 0 | 0 |
| I am kept well informed about how my child is getting on. | 38 | 37 | 22 | 3 | 0 |
| I would feel comfortable about approaching the school with questions or a problem. | 78 | 19 | 0 | 3 | 0 |
| The school expects my child to work hard and achieve his or her best. | 78 | 22 | 0 | 0 | 0 |
| The school works closely with parents. | 38 | 59 | 3 | 0 | 0 |
| The school is well led and managed. | 44 | 44 | 7 | 6 | 0 |
| The school is helping my child become mature and responsible. | 47 | 44 | 6 | 0 | 3 |
| The school provides an interesting range of activities outside lessons. | 44 | 38 | 15 | 3 | 0 |

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

62. The school has a unique arrangement for admitting children to the Foundation Stage. They enter the Reception year in the September of the year in which they are five. The school has no Nursery provision but younger children are admitted to what the school calls 'pre-reception' in the spring or summer term after their fourth birthday. This means that two year groups within the Foundation Stage share a class with Year 1 pupils. At the time of the inspection there were seven children in the 'pre-reception' group and six in the Reception year. Many children have attended the local playgroup. The previous inspection found that children made good progress to attain above expected levels for their age. However, the results of baseline tests administered at the beginning and end of the Reception year from 1998 – 2002 show that pupils made unsatisfactory progress, entering Year 1 at below expectations. The lack of a coherent curriculum which supported effective planning for the progress of different year groups and key stages within the class was one factor in this.
63. This class is now taught by the headteacher for three days a week and another qualified early years teacher for two days. The headteacher quickly recognised the problems inherent in meeting the school's aim of a high quality education for all its pupils with such a wide spread of needs and enlisted outside advice. The teachers are working diligently and the results are beginning to pay off. The learning environment has been extended and reorganised to make the most of a small space that children can work and play in independently. The teachers are using their good knowledge of the learning needs of these young children to draw up weekly plans to help them to learn effectively. As yet the planning has not been developed in the long term, but it is early days and there are plans to tackle this next. The attainment of the present Reception year children at the beginning of the year is within the average band. Good teaching helps them to make good progress by the time they enter Year 1, with very good progress in reading, art and physical development, where many are beginning to work within the requirements of the National Curriculum. Attainment is towards the top of the average band in writing and mathematics where they are achieving the early learning goals.

Personal, social and emotional development

64. Even the very youngest children come to school happily and are pleased to be there. Nearly all settle quickly into the early morning routines and choose an activity, remaining involved in it for some time. The good relationships between the teachers and parents gives the children added confidence and there are plenty of opportunities for children to show their parents excitedly what they have done. Children talk together, some sharing activities and others playing side by side amicably so that a purposeful working atmosphere and good relationships are established. The teachers give time to the very young children who are still not sure how to join a group and intervene in play to move it on where there is a need. They have high expectations of all the children's good behaviour and effort, as when they tidy up. Children are valued individually and given time to play, think, and enjoy being children, all of which helps to build their self-esteem. Although the class often functions as a well-integrated society, there are times when some children become fractious and unco-operative and the older ones do not want to work when the younger ones are playing. This usually happens when there is no classroom support available. The teachers work very hard indeed, and are consistent in their expectations, so that the children's attitudes improve as they mature.

Communication, language and literacy

65. The youngest children are given many opportunities to enjoy stories and books and to make marks so that, by the time they enter the Reception year, average pupils are doing emergent writing with recognition of some initial sounds. They make good progress because of clearly structured teaching and good support so that by the end of the Reception year they are writing in short

phrases and sentences with good attempts at plausible spelling. Lower attaining pupils progress quickly from random scribble to left to right mark making. They attempt their own sentences with some initial sounds in handwriting that is increasingly structured and controlled, but they do not meet the early learning goals by the time they move into Year 1. More able pupils structure a story and are beginning to retell a story at some length. They are consistently working within the requirements of the National Curriculum and meet the teacher's high expectations. A new system of managing the reading scheme has helped to bring about a big improvement in standards in reading so that they are above expectations. The children have a good grasp of story structure and are beginning to infer successfully from illustrations and the text. Most pupils use word-building, pictures and initial letters to decode more complex, unknown words successfully.

Mathematical development

66. Teaching and learning are planned well for children's mathematical development. The children are provided with many practical opportunities to help them develop their understanding of number, shape and space. This, and good quality teaching, in interesting contexts help them grasp new concepts securely. Most children are adding two numerals within ten, and some are subtracting with help. Higher attaining pupils are working within the National Curriculum making complex repeat number sequences in twos and tens and adding beyond ten. Lower attaining pupils receive close support but have little understanding of correspondence of an object with a number. Pupils sort and match objects, sequence increasingly complex series of colours and shapes and begin to explore symmetry. Good emphasis is placed on the use of correct mathematical language. Pupils are increasingly required to explain their thinking to arrive at an answer and are encouraged to solve problems independently.

Knowledge and understanding of the world

67. Planning is focused on providing the children with suitable opportunities to make sense of the world around them. To this end they grow seeds and watch butterflies hatch. They make maps of the route to the three little pigs' houses. They begin to build up early science concepts by exploring and investigating, sometimes using magnifiers, as when they look at the weave of different fabrics. From the start there are regular and frequent opportunities to use the computers, and children do so independently with increasing accuracy, confidence and great enjoyment. They are very adept at navigating through a programme. Older children are expected to design their models before making them and some of their models show character and imagination. Reception children are introduced to early time lines to consider then and now in order to give them an early idea of chronology. The geography and history aspects of this area are the ones least well developed in curriculum planning, and they are next on the list.

Physical development

68. The children's physical development is fostered well. They make good progress and achieve beyond expectations. All the children have weekly swimming lessons and in these they make very good progress. Half of the younger children already travel two metres through the water without assistance. Half the Reception year children use their arms or legs to travel three metres through the water unassisted. They love going swimming and they show increasing confidence very quickly. The children move on large apparatus with confidence and enjoyment. They work and concentrate hard to improve balance. They are expected to say what they like best about their own performance, and that of other children, and they do so fluently with good levels of observation. Many good quality opportunities are provided to develop finger, hand and eye co-ordination through small games and jigsaws. Teachers carefully support this development through such activities as cutting and shaping materials to make mobiles and collages and the children show increasingly accurate control in the use of scissors, paintbrushes and pencils.

Creative development

69. The children are given many opportunities to develop their own ideas and to discover and explore through individual play, sand and water play, painting and role play. Most children play freely when they first start school and by the end of the Reception year most play in groups for sustained

periods, making up scenarios for a game and obeying the rules they have devised. They enter into role in the 'travel agents' and develop a variety of sound communication skills. Their skills of painting and collage are developed to a good degree and imaginative teaching helps them to produce thoughtful and carefully finished work, showing a good eye for colour, balance and line. Music sessions develop the children's listening skills well and they have an increasing awareness of pulse and quality of sound. They make sounds with simple body actions in performance, some to a good standard.

ENGLISH

70. The teaching and learning of English is a lively process at Eagle Primary School. As with much else in the school, there is a new vision for the subject and carefully considered action is being taken to improve standards. This is already having a positive effect, but the school itself recognises that there is some way to go before the pupils' attainment is at the highest possible level.
71. Standards achieved by the seven-year-old pupils at the end of Key Stage 1 are average. Most of the pupils match national expectations. At the end of Key Stage 2 attainment is above average. The pupils make good progress at each key stage, steadily building their skills in speaking and listening, reading and writing, their knowledge of literature and the use of language in its many forms. This compares favourably with the findings of the previous inspection when standards were satisfactory, overall.
72. At Key Stage 1, pupils listen well in lessons and make good efforts to contribute ideas, thoughts and feelings. For example, when discussing the seaside and its features, pupils offer good quality lively descriptions of squawking seagulls and crunchy wet sand. They consider well the ideas of others and freely comment upon them. Standards in speaking and listening match expectations. This aspect of language is being emphasised and encouraged throughout the school and is steadily improving.
73. In another context the pupils write about 'The magical smell of silky soft bluebells jingling in an enchanted wood.' The pupils' descriptive powers are generally good. Teachers work hard at it and successfully encourage its development. The standard of poetry writing is above average. Stories, the accounts of events, and report writing are often lively and interesting and show a developing awareness of the reader. Standards are satisfactory overall in writing. This is confirmed by scrutiny of work of all ability levels and ongoing work in classrooms. There are some weaknesses, however. Many of the pupils have not got a firm grasp on the need for accurate spelling, or the need for good presentation. Too often, lively pieces of work are marred by poor spelling. One of many examples noted was: 'I lic too eet lolpops.' Handwriting is not neat enough. Letters are often unsatisfactorily formed and of disparate sizes, and work is not set out tidily enough. Nevertheless, in energy, imagination and effort, standards are often good.
74. At Key Stage 1, reading standards are good. Higher attaining pupils read fluently and with good expression. They discuss books readily. Average attaining pupils also read fluently and confidently, taking note of punctuation. They often self-correct any mistakes accurately. Lower attaining pupils attack their reading confidently, but tend to read inaccurately. In general, the pupils' literacy skills are average at this stage.
75. Progress in learning in English quickens at Key Stage 2. By the time they are eleven, most of the pupils speak confidently about a range of issues and in a range of contexts. Standards are generally good and are improving due to the increased opportunities for developing language skills across a range of lessons and subjects. The pupils listen well and are very ready to promote their own ideas and to consider those of others. For example, when reading a poem by a national poet about saving turkeys at Christmastime, older pupils are very ready to enjoy the poetry, but

welcome also the opportunity to discuss the merits of veganism and local economy in a rurally based community! They also take the opportunity to write to the poet about it!

76. Writing standards are good. The pupils write lively and thoughtful accounts, draft poems and other writing. By the age of eleven, their work shows good awareness of the need to engage the reader, of imaginative vocabulary and the structure of phrases and sentences to gain effect. The pupils write in a range of forms, for example journalistic accounts, letters, games rules, or recipes. Grammatical structures are used appropriately, and the pupils are becoming increasingly aware of the use of extended forms of punctuation, for example, hyphens and colons. Most handwriting is joined, neat and legible, and often in a cursive flowing hand. One significant weakness, however, appears to be a legacy from Key Stage 1. Spelling standards are not high enough. One example amongst many noted was 'beueitfully' for 'beautifully'. Often, the titles of work in English, science and history are inaccurately copied, which suggests a carelessness not found in the spirit of the writing. Inaccuracies often appear even in redrafted work.
77. At Key Stage 2, all groups of pupils reach the expected levels in reading. While great interest is shown in many forms of language, reading is not apparently one of them. Pupils of all abilities read with increasing fluency and sometimes with very good expression, illustrating that they have made progress from Key Stage 1, but their interest in books is limited. They express likes and dislikes, but show no extensive knowledge of books and authors.
78. Pupils enjoy their English lessons. They work steadily with good attention and endeavour, and co-operate in joint tasks amicably. They are keen to show their work, and they take it seriously. What the pupils appear to lack is the desire to make it the best possible work and to take a real pride in its quality and presentation. While the teachers work hard to encourage high standards, the pupils show a rather 'laid back' approach. This holds the standards below what might be achieved, given the pupils' potential abilities and the teachers' efforts. The school is trying hard to tap this potential.
79. The use of ICT in English lessons, and indeed across the curriculum where literacy skills are increasingly being fostered, is very good indeed. The pupils access information sources for their English work, write cogent e-mails, combine skills to create desk-top publishing items such as newspapers, and even collect and send their homework to their teacher by e-mail.
80. The teaching of English is good. Lessons are planned and organised very efficiently, and even when power-cuts curtail the opportunity to use ICT and other equipment, the lessons objectives are carefully fulfilled. Teachers offer lively, imaginative stimuli for lessons. Even the practice of the use of hyphens can stem from modern poetry that engages the interests of the pupils well! Different tasks are offered to pupils of different abilities, not according to age but according to levels of appropriate challenge. Attention is paid to the development of literacy skills in English and across other subjects of the curriculum. Careful discussion, clear direction, good support, and effective rounding up of activities and of what has been learned are all significant features of lessons. The marking of pupils' work is positive, supportive and critical. On occasions, pupils are given the task of commenting critically on the work of other pupils. This aids their awareness of standards. Consequently, pupils of all abilities make steady and consistently good progress as they move through the school, and very good progress from when they started school. Record keeping and assessment structures are being increasingly developed and used to highlight needs to promote higher standards.
81. There are good resources for both English and the development of literacy. The ICT resources are used very purposefully in this regard. The newly developed library area is already beginning to increase opportunities for the pupils to carry out independent research and encourage the development of better reading skills. This is particularly important since the school and many of the pupils' homes are some distance from a public library. All the pupils have equality in their opportunities to learn. There are no pupils with English as a second language currently in school

and those with special educational needs are supported very well. Homework is beneficial and appropriate.

MATHEMATICS

82. Standards in mathematics are satisfactory at both key stages. Pupils by the age of seven and eleven attain knowledge, understanding and skills that match national expectations. Standards fluctuate over time, and the previous inspection noted below average performance at the end of Key Stage 2. A scrutiny of pupils' work shows that there is now a firm platform of sound attainment throughout the school. Pupils make good progress at each key stage from a previously low starting point on their entry to Year 1.
83. Much of this has been achieved through improved teaching, a better focus on the development of the element of the National Curriculum that calls for the use and application of mathematics, better opportunities for pupil-to-pupil discussion and support from both outside and within the school.
84. Pupils at Key Stage 1 explore number, shape and space and measures, and simple data handling. By the age of seven they show sound competencies in each element. Pupils in Year 1, for example, work out mentally the change required from 5p when 'purchasing' a costed item. Later, in Year 2, they learn to count forwards and backwards to 100, solve problems of addition, subtraction, multiplication and simple division, and deal with fractions. At this juncture they begin to establish their knowledge of multiplication tables. By the time they have completed the end of Key Stage 2, the pupils deal with decimals, identify factors, use algebraic formulae, and solve questions about probability. Progress is assured throughout.
85. A similar picture occurs with learning about shapes and measures. Pupils at the end of Key Stage 1 identify the properties of basic shapes and make simple data bases of their features. They have a sound grasp of linear and liquid measurement and of time. They use arbitrary and metric measures. By eleven, pupils use an ICT program to, for example, illustrate the filling and emptying of containers, controlling both large and very small amounts. They calculate perimeters, draw diagrams, create line graphs, and collate informative data-bases.
86. The school has purposefully introduced a programme for giving the pupils better opportunities to explore mathematics to advance their understanding, rather than to simply acquire knowledge and skills. The pupils are often invited to find their own ways of solving problems and to give answers in various appropriate forms. Jotters are used regularly for note making when dealing with problems. For example, pupils in Class 3, exploring questions of capacity, were encouraged to offer answers in fractions, decimals, litres, and millilitres. There is still a somewhat formal element to this aspect of the pupils' mathematical work. It hasn't yet become second-nature for the pupils to explore in this way, but the processes are being beneficially developed.
87. In consequence, the pupils enjoy their mathematics lessons. They work hard to fulfil the given tasks and are generally co-operative and helpful to one another. They share equipment readily and get through a prodigious amount of work over time. Their behaviour in lessons is usually very good, although in Class 1, some pupils with special educational needs sometimes lose concentration and test the boundaries of appropriate behaviour, despite the teacher's best efforts.
88. Teaching is good. Lessons are made interesting and learning objectives are followed rigorously. Differences in abilities and needs are carefully considered in teachers' lesson plans and tasks are given that promote good learning. This is often very difficult given the range of ages in each class coupled with the differences in abilities, but the teachers work very hard to capture the pupils' interest and ensure their good progress. This is usually achieved. Often, for the younger pupils, mathematics work is promoted within the chosen overall topic theme. Pupils in Class 2, for

example, can be found completing division problems in a seaside scenario!

89. Marking of pupils' work is both supportive and critical. Good records are kept of what has been covered and achieved. The pupils understand the 'traffic lights' system, recognising when they can do something well and when they are less sure. Pupils in Class 2 were noted giving very honest assessments of their knowledge and understanding. Most lights were shown 'green' after one observed lesson, but not all. The pupils who were less sure and therefore still on 'amber' were spot on with their assessments of their own abilities! Another good feature of the expanding assessment procedures is the teachers' planned revisiting of topics which caused current cohorts difficulties in national tests. The learning is then again made specific to the needs of the pupils.
90. The resources for mathematics are good. They have been substantially supplemented by the very good ICT resources. The teachers' use of the whiteboard to introduce main topic and concepts promotes good learning. The pupils are often enlisted to support the demonstrations, thereby increasing involvement. Each pupil has good opportunities to be fully involved, and homework is appropriate, supportive and beneficial.

SCIENCE

91. Standards in science are above average at the ages of seven and eleven. This marks an improvement since the previous inspection, when standards at both key stages were found to be satisfactory. There has also been good improvement in the quality of teaching and in curriculum planning. Last year's teacher assessments at age seven indicated very high achievement at the expected level but no pupils achieved at the higher Level 3. The work of the current Year 2 cohort shows that most pupils are consistently demonstrating elements of higher science thinking across all aspects of the science curriculum. This supports the unvalidated results of this year's national assessments which show that high standards have been maintained.
92. Teaching is knowledgeable and very carefully structured to develop early science concepts in a progressive way. This ensures that the pupils make good progress across all aspects at both key stages, but particularly in their independent approach to recording their learning in a variety of ways. Teaching is good at Key Stage 1 and very good at Key Stage 2, enabling the current pupils in Year 6 to make very good progress. Here, some pupils attain at the higher Level 5 and their work shows a deeper understanding of more abstract science concepts. This supports the unvalidated results of the 2003 national tests, which show significant improvement.
93. The school's own 'spiral curriculum' ensures that within each lesson pupils in different year groups in the same class have appropriate learning objectives within the same topic. As pupils move up the school the very good quality curriculum offers the pupils learning experiences in which science theories are explored in interesting and relevant contexts in increasing depth. A good amount of learning is recorded in pupils' books. This enables pupils to look back and see how well they are doing. Marking corrects and supports as well as asking questions to help the pupils arrive at more plausible explanations of what they have observed, but it does not always do enough to extend pupils' thinking further. At Key Stage 2, good systems, such as concept mapping, are in place to help the pupils assess their own learning and this helps them to see themselves as successful learners and be excited by what they know.
94. At Key Stage 1, pupils gain a good understanding of how objects, or parts of objects move, and they correctly identify some kinds of force. They use their understanding of electrical circuits and circuit symbols and diagrams correctly to identify which circuits enable a light bulb to light, and which will not. Their investigation plans show predictions with simple reasons for them, as when they explore light passing through different materials. They are beginning to think in more abstract terms and, as a result of measuring sound volume at different distances from the source, they begin to make more general statements such as 'sound gets quieter over distance'. Pupils record the stretchiness of different brands of tights, predicting which will be the stretchiest, but give no

reasons and do not link their observations to their predictions. Lower attaining pupils attain at similar levels to the majority, but their more limited writing skills limit their depth of description. They receive good support from adults. Higher attaining pupils are given work that challenges them, extending their thinking so that they acquire science knowledge to higher levels.

95. At Key Stage 2, pupils make rapid progress in their understanding of the effect of upthrust to prevent or bring about sinking, quantifying their explorations of how much mass causes a model boat to sink. They have good understanding of forces acting in equilibrium and the effect of unbalanced forces. They make full predictions based on recent and earlier science learning, which are used as a basis for detailed observations and explanations. They make good progress in applying their science knowledge and skills to more abstract contexts, such as conductivity of heat. Pupils also make good progress in their use and application of correct science terminology. Higher attaining pupils develop deeper understanding of scientific phenomena giving fuller explanations to arrive at more generalised conclusions. Lower attaining pupils are given very good support, and are fully included in all aspects of all lessons but they have yet to develop their reasoning skills to the required level.
96. The good range of equipment is used fully, particularly digital cameras and microscopes to promote very good learning about the natural world. Pupils use them confidently to examine and record detailed steps in the life cycles of plants and animals. In the very good lesson seen in Class 3, the teacher had planned skilfully according to the evaluated needs of each year group so that each achieved the objective of grouping organisms according to observable features really well. Discussions and questions, the way in which the pupils carried out the activity and the vocabulary they used, showed that pupils were building on previous learning very successfully. The pace at which the teacher built up the science concepts showed that he had very high expectations of the pupils' thought and effort, and they did not disappoint him. All pupils worked with enthusiasm and real purpose as successive activities offered yet higher levels of challenge and independent thought and decision-making. The teacher gave very good support, at the same time extending the pupils' thinking yet further by probing questions. Pupils handle all equipment with care and awareness of safety issues is good. They have a particularly careful approach to living things.
97. Science is very well managed. The co-ordinator has a very clear view of strengths and weaknesses across the subject. A good system of assessment is in place to identify how pupils are coping with each topic studied and how well they have learned at the end. This is used effectively to plan subsequent work so that it is well matched to pupils' different levels of knowledge and understanding.

ART AND DESIGN

98. Standards in art and design are above expectations. This is an improvement on the findings of the previous inspection, where they were in line with expectations.
99. In the lesson seen, in Class 3, the teaching was excellent. The school has a very effective strategy of matching teachers' skills to curriculum areas and pupils' needs in their learning. Consequently, the class was led by the Class 2 teacher who has responsibility for the development of art and design throughout the school. This is a regular pattern in the provision. The learning objectives for the lesson were made known in writing and verbally at the outset. These were beneficially referred to as the lesson progressed. The elements of simple weaving were very effectively taught, building on the pupils' previous experience and designs. Very lucid and clear instructions were given for the activities, and the ensuing support given was excellent. Excellent control was kept in the apparent chaos of materials, pupils and growing artefacts. Safety issues were efficiently managed. Challenges were promoted to match the pupils' differing levels of ability. Pupils were given many opportunities to make choices, and to discuss possibilities and needs. The activities were exciting, and the resources first rate. Some weaving frameworks had

not been tried before by either teacher or pupils. There was an element of risk in the lesson, as to whether success was possible. It was, and the risk-taking was well judged, giving rise to sharply developmental discussion and trials. The progress in the pupils' learning was excellent, matching exactly the quality of the teaching. Sufficient time was provided for the pupils to make a substantial beginning in their work. In the concluding plenary session, aspects of the partly finished work were discussed to see whether the objectives were being met. Initial judgements about progress, quality, and skill levels were encouraged from the pupils themselves. They were very honest and most could recognise that their own skills had improved, and what they needed to do to get even better. The pupils remained very involved in the work, concentrated well and co-operated very beneficially. Relationships were excellent.

100. A school portfolio of work containing a range of art and design images in drawing, painting, pattern-making, collage, and computer generated images illustrates the good range of the curriculum. In this, and on the walls around the school, are colour, shade and textural designs from Class 1. These lead on to fabric designs, Divali patterns and model figures based on the style of Giacommetti in Class 2. Detailed drawings of natural creatures, and studies of major artists such as Da Vinci, Monet, and Matisse feature integrally with history studies in Class 3. Art and design are effectively developed in subjects across the curriculum in appropriate ways, as with the Picasso derived self-portraits made using ICT facilities. The quality of the work is often lively, bright and arresting.
101. The resources for art and design are good. Not least amongst them are the skill and initiative of the co-ordinator for the subject. She ensures support for the other staff, and is committed to ensuring the pupils' good all-round development. She is aware of the benefits of learning in the subject for the pupils' personal development. These factors are significant in the noted improvements. The good provision for art and design, and the often excellent teaching, add another positive layer to the spiritual and cultural development of the pupils, and to the school's ethos.

DESIGN AND TECHNOLOGY

102. In design and technology, a high proportion of pupils match standards expected nationally of pupils aged seven and eleven. Standards have been maintained since the previous inspection. Pupils with special educational needs make similar progress, and attain the same standards as their peers as they receive good levels of adult support within an interesting and relevant curriculum.
103. At both key stages very good teaching was seen. In Class 2, confident, knowledgeable and enthusiastic teaching enabled pupils to mark, cut out and join fabric pieces to make the main part of a puppet prior to finishing them with a papier mache head. The pupils were obviously used to giving oral evaluations of their work as these were both a fluent and thoughtful commentary of what individuals had done, how successful they were, and how their designs and puppets differed from those of other pupils. The ensuing lively conversation on how to make a hump for Mr. Punch was handled very well by the teacher who gave the pupils time to talk, but interjected to sharpen the pupils' thinking and ideas. Pupils asked thoughtful and sensible questions. This good level of evaluation does not extend to written work, and this does not enable the pupils or the teacher to judge the progress they have made over time. Pupils' work shows good quality drawn plans with a well chosen balance of colours and design detail. In Class 3, a very good lesson, in which the pupils designed a simple mechanism to operate a puppet, the teacher's very clear explanations and high expectations that the pupils would think out their own solutions at their own age and ability levels, led to the pupils' very good progress at this stage in the design and make process. Consequently, in both lessons, pupils worked with great concentration, effort and evident enjoyment. Levels of co-operation were high. At age eleven, pupils follow the design/make/evaluate sequence successfully to produce models and artefacts that are carefully constructed and sturdy, accurately cut and joined and finished to a sound standard. Evaluations

are considered and show maturity in self-evaluation.

104. Pupils' work shows good progress from Year 1 to Year 6 in detailed plans and drawings, with an increasing maturity in reflecting on suitability and quality of what they have produced, whether it is a sandwich or a boat, with appropriate improvement points noted. This indicates good overall teaching. The curriculum is of very good quality and takes good account of the needs of different aged pupils in the same class. It is lively and matches well to other aspects of learning. For example, the work on puppets gives extra interest to the history topic of holidays then and now, and the study of bridges links to work on forces in science and the geography of where different bridges are located. ICT is used most effectively to promote learning in design and technology. Pupils in Years 2 and 3 present the results of surveys into people's sandwich preferences as computer generated bar charts which are then interpreted to find preferences. Pupils in Year 6 use the internet to research design of different types of bridge. The lack of a named co-ordinator has not depressed provision, as teachers share the common aim of continuous school improvement no matter what the context. The embryonic exemplar file of pupils' work does not contain teachers' annotation of the purposes of the work and how successfully they were achieved. This minimised their usefulness in helping teachers to recognise and agree standards in order to set curriculum targets to raise attainment further.

GEOGRAPHY

105. Pupils' attainment at the ages of seven and eleven matches that expected nationally. This is a similar picture to that found at the previous inspection although, since that time, there have been good improvements in the development of a teaching scheme to give continuity and progression to the pupils' learning. Geography is taught thoroughly and well in a wide range of localities and scales.
106. Pupils make good progress at both key stages. At Key Stage 1, they have a solid understanding of local weather conditions and microclimates through making regular and detailed observations. They develop a good awareness of their own locality and that of other places in Britain using information gathered from a number of different sources. They are beginning to form views on features of localities and what it is like living there. Good links are made to the history curriculum when pupils independently access the internet to find particular holiday resorts in the British Isles and find information on them as pictures, text and charts. This links to the use of weather symbols and maps to illustrate a weather forecast which is videoed as a 'performance'. This ensures pupils develop their speaking and listening skills successfully in interesting contexts.
107. At Key Stage 2, pupils show an increased awareness of place and environments both on a world and local scale. Geographical patterns are recognised and mapped and the pupils describe and map the features of different places. They use many sources to find evidence. For example, the work on weather taught at Key Stage 1 is extended through internet research to record daily weather conditions in Sydney, Cairo, Chicago and Moscow on a database. Patterns in conditions and change are noted. In contrast, pupils make detailed and quantified weather analyses of the school microclimate and plot weather changes as line graphs. They make their own imaginary island maps showing sound understanding of the key features of holiday resorts.
108. The teaching in the one lesson seen was very good, ensuring that the pupils made very good progress in their learning. Historical texts were offered to provide a good level of challenge in a discussion of 'what do you find at the seaside that is different from, say, Lincoln?' Pupils used atlases to search for various seaside resorts and then transferred them to outline maps of Great Britain. Teaching was lively, pacy and cheerful giving the pupils confidence to challenge themselves to ask questions, such as 'why are piers built, and how?' The teacher and adult helper gave very good support for lower attaining pupils. They gave good encouragement to increase the pace and urgency of faster learners encouraging further discussion and questioning.

109. The 'spiral curriculum', and the teachers' commitment to making it work, combined with careful record keeping is paying dividends in the good progress pupils make. Although there is no named co-ordinator, teachers talk together frequently and give each other support when needed.

HISTORY

110. Standards in history meet national expectations at the ages of seven and eleven. Pupils make good progress because of good teaching over a wide range of work that links learning across subjects in an enjoyable and purposeful way. This gives pupils good insights into lives and cultures of other people in other times. Standards have been maintained since the previous inspection but the curriculum has become much broader and the range of information sources has been extended by the excellent use of ICT as a research tool.
111. The range of work is planned well to develop the pupils' understanding of historical ideas. At Key Stage 1 there is a good concentration on chronology, and on how things change over time. This is well illustrated by the work on seaside holidays, and how they have changed in each decade from 1900 to the 1990s. In this, pupils look at such aspects as beachwear and beach entertainment as well as how particular resorts then and now have changed. Lively displays show the way that other subjects are used to help bring the topic alive for the pupils. They make seashell ornaments, paint pebbles and make good quality Mr Punch hand puppets. They handle a variety of sources of information well to put together coherent pictures of the past. The way in which pupils access the internet to find out information is impressive. Photographs and newspaper articles give them a good understanding of the different ways the past is represented. Through the study of famous historical characters, such as Guy Fawkes, pupils gain a clear understanding of why some people in the past acted as they did. A strong focus on literacy, aided by good word processing skills, enables pupils to gain a deeper insight into the feelings of people in the past, as when they 'interviewed' Guy Fawkes after his arrest and subsequent torture. Through the broad range of their work, they are developing a good sense of further and recent chronology to order personal, national and cultural events within their own and recorded memory.
112. Pupils continue to study a good range of historical topics in Key Stage 2. They continue to use primary and secondary sources of information well in order to make comparisons between now and the past. This helps them to make inferences and use deductive skills to describe change over time, such as lifestyles of young people in 1960 and 2000. Pupils independently research the styles, materials, techniques and lives of famous artists, gathering information from the internet and other sources. A scanned image of a painting is followed by a discussion of style and pupils' personal interpretations. The work is concluded with paintings by pupils in the style of the chosen artist. The work shows care and thought and is presented in an attractive way.
113. There is no named co-ordinator for history but thought has been given to developing a curriculum which caters for the range of ages in mixed age classes. Appropriate arrangements for monitoring plans and how well pupils are doing are in place, and teachers evaluate lessons thoughtfully in order to better focus subsequent teaching and give extra help to those who need it most. Although the history curriculum is rich and varied, the school acknowledges that there is some development needed at Key Stage 2 to increase the depth of planned learning in order to raise standards to the higher level.

INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)

114. Standards in ICT are above expectations at Key Stage 1, and well above at Key Stage 2. Pupils make very good progress by the age of eleven. The previous report noted that the pupils made satisfactory progress in information technology. Comparisons with judgements made at that time

(1997) are not, however, very useful or informative, as the increased demands upon schools for provision, the rapid pace of development of the subject, and the ramifications of its effects on learning possibilities, limit greatly the value of comparison.

115. The school makes excellent provision for information and communications technology, and fosters this aspect of the curriculum very well indeed. It has invested thoroughly and wisely in extensive hardware and software, and the co-ordinator for the subject has developed his own, the pupils', and the staff's skills to a high level. These developments have been supported thoroughly by the headteacher and governors, and they are having a major, positive impact on the quality of the pupils' learning and the standards the pupils achieve.
116. The pupils' basic skills in using computers are high at both key stages. In Year 1, pupils already use computers competently as part of their everyday learning experience. They use a digital camera, for example, to make images of the development cycle of silkworms for their class diary. Most have good mouse skills and they can read icons and enter learning programs readily to explore information. In Year 2, the pupils generate and communicate ideas, use text, collect, sort and classify information. They use control devices. By the age of eleven, most pupils' skills, and their knowledge and understanding of the potential of ICT to facilitate their learning, have developed to a high level. They have advanced mouse and keyboard skills. They assemble and re-draft text, make desk-top productions in newspaper format or design posters, create databases individually and in groups, and create sets of instructions. They access information via the safeguarded web, send e-mails to appropriate sources, and even send their homework to their teacher via e-mail.
117. Each pupil has an individual disk on which to store work. They enter into written and signed agreements for using the computer network, separate from those agreements drawn up between the school and parents. This is an indication of their growing awareness of the impact of technology on society as a whole.
118. The teaching is very good at all stages. The two facets of developing essential skills in ICT and gaining a broader understanding of technology's potential in assisting learning are well understood. The teaching is supportive and ensures very good development and progress for the pupils. A very strong feature is the encouragement of use of ICT to access information from a wide range of sources across most of the subjects of the curriculum. As well as geography and history, the pupils use ICT, for example, to further their studies in science, design and technology, and art and design. Realistic self-portraits by pupils, first hand drawn in pencil, paint, or pen, and then re-created in the style of Picasso using a computer program, illustrate the pupils' advanced ICT skills well. The pupils' wide ranging knowledge, understanding and skills are the product of very good quality teaching. Assessment systems are being developed to monitor the pupils' individual and collective progress and record what they have experienced and achieved.
119. At Eagle Primary School it is not a case of pupils enjoying lessons in ICT. They have gone beyond the situation of novelty. They use the various forms of technology, readily, easily and enthusiastically as a resource in almost every learning situation. They share well, support one another, and work together very productively.
120. The co-ordinator for ICT has very good skills, and is very supportive of staff, pupils and parents. He has organised information sessions for parents, in-service for staff, and has good productive links with outside agencies. He is supported well by a knowledgeable governor. The co-ordinator's energy and initiative, combined with the positive approaches by the school as a whole, create excellent provision, and ensure the very good progress of the pupils, leading to high standards of work.
121. The school is very well equipped for ICT. The ratio of pupils to computers is much better than that found in most schools. Equality of access to technology is inclusive and carefully fostered.

Network systems are carefully guarded. The school has its own very good website containing many informative features, presenting a clear picture to the outside world.

MUSIC

122. Standards at the time of the previous inspection were satisfactory. The evidence upon which to base judgements in this inspection was restricted due to inspection timescales, but there is enough to indicate a rise in standards, which are now above expectations.
123. Pupils in Class 1 sing with some gusto. Their efforts are lively and usually tuneful. They perform actions to known songs, such as marching, tapping, and illustrating by movements, the theme and mood of a song. Most show very good expression, and some already show the vigour of entertainers! Most listen well and can repeat a given line of phrase, and tap out simple rhythms. At times, however, some pupils test the boundaries of appropriate behaviour when engaged in music activities. They are managed well by the teachers and gradually returned to the learning 'fold'.
124. Pupils in Class 3 follow and recreate a series of rhythms collectively on drums. In a lesson observed, based on Asian drum rhythms, the quality of the pupils work was very good. The class worked together very effectively, listening, repeating, working in sequence and as a whole group to create stirring musical patterns. The sounds created were varied skilfully in volume, intensity and speed.
125. In the curriculum there are very good opportunities for singing, listening to music, percussion work, tuned instrumental work and performance activities. There are also a number of extra-curricular activities in music, notably recorder, flute and violin which offer further very good opportunities for individuals to extend their musical skills and education.
126. The teaching overall is of very good quality, and some excellent teaching was observed. Lessons are pacy and focused. Learning objectives are carefully followed and lessons made enjoyable. Relationships are warm and supportive, but the teaching remains critical and developmental. Good control is kept in moments of excitement, and appropriate challenges are provided to encourage pupils' efforts. The pupils benefit much from this skilled teaching. They listen well, follow instructions, offer suggestions and comments, and work hard to improve. Progress at each key stage is good.
127. The resources for music are good, and include a wide range of instruments from many cultures. Pupils from Class 2 have added to them by creating an imaginative and attractive guide to musical instruments containing drawings and descriptions of instruments from A to Z. As with much else in the school, the music curriculum is planned well, and is lively and developmental in delivery. Assessment systems to monitor pupils' experiences and progress are, as yet, embryonic, but are nevertheless being effectively developed.
128. The good work in music adds much to the spiritual and cultural ethos of the school.

PHYSICAL EDUCATION

129. The satisfactory standards in physical education (P.E.) noted at the previous inspection have been superseded by standards that are now above expectations at both key stages. The pupils' achievements in swimming are particularly good. All pupils usually achieve the minimum recommended swimming distance, and good knowledge of safety skills. Good quality records are kept and there is an awards system for this aspect of the curriculum. This supports the pupils' endeavours effectively and helps to ensure continuous progress.

130. Standards of dance are currently satisfactory, and set fair to improve. The pupils in Class 2, for example, are making good progress in developing their awareness of space and sequenced movement, and of their bodies. They are beginning to work together co-operatively, and thoughtfully. The recent employment of a peripatetic tutor on a weekly basis to lead dance activities is promoting better development, and appears set to ensure future improvement in this element of P.E.
131. The older pupils have good games skills, for example they strike a ball over a net, serve and receive, and move with increasing control over pace and position. They combine well in paired activities and show a good understanding of games rules and skills.
132. Pupils at all stages enjoy P.E. activities. They listen to instructions and try hard to improve through repeated practice. The teaching is well-paced and focused, and offers extending challenges. Good attention is paid to issues of safety, and to the need for carefully controlled warm-ups and warm-downs before and after exercise. The rules for safety and supervision of swimming sessions are comprehensive.
133. The school has good outdoor facilities for the development of P.E., and a good range of resources, including small and large apparatus. Additional extra-curricular activities take place involving a 'Huff and Puff' club, and a dance club after school. They also include sporting competitions against other schools, and numerous visitors from local sporting associations who help in extending the range of the pupils' exercise opportunities. Volleyball and Kwik Cricket instruction have been two recent activities. A weakness in the provision is the limitation imposed by the small size of the school hall, which restricts the possible range of lesson activities in gymnastics. The school works hard to overcome the disadvantage.
134. The policy and scheme of work for physical education comprehensively cover the major aspects required by the National Curriculum. The school is considering a residential event for older pupils in its longer term planning. An annual sports day involves team and individual competitive activities. Parents at the pre-inspection meeting expressed satisfaction with the quality and range of provision for physical education at this small school.

RELIGIOUS EDUCATION

135. Standards in Religious Education for pupils aged seven and eleven match the expectations of Lincolnshire's agreed syllabus. Standards have been maintained since the previous inspection and the range of the work has been extended. Regular and thorough teaching ensures that a conscientious attempt has been made to cover the content of the agreed syllabus. The syllabus requires Christianity and one other major world religion to be taught at both key stages but at Eagle school, Christianity, Hinduism and Judaism are all studied in depth. This, together with good teaching which encourages the pupils to explore and discuss their own feelings and thoughts within a spiritual and moral framework, enables all groups of pupils to learn successfully and to make good progress. The emphasis is on the core concepts of celebration and sacred elements, although the other core concepts of authority and belief, and lifestyle are encountered. Some aspects of how religious belief shapes rules and practice are not fully enough developed.
136. Children in the Reception year know the Christian story of the Creation. They know some sacred objects in the Jewish faith and some stories that show that Moses was an important figure. Teaching not only gives them reasonable knowledge of religious stories, but offers them opportunities to reflect upon special things such as their favourite toys, and members of their family. The school's good provision for the pupils' spiritual development and very good provision for their moral, social and cultural development is built up powerfully over subsequent years within religious education lessons. At Year 2, the teaching begins to make deeper links between learning

about religion and an appreciation of how some societies are organised so that pupils are developing an increasing awareness of their place in the world. They begin to look at symbolism both in Judaism and Christianity. Learning about the roles of Hindu gods leads to a reflection of 'how I should behave' and why we should look after the natural world, stressing care and responsibility to others. As pupils move through Key Stage 2, their range of knowledge of religious stories and festivals increases. However, visits to places of worship do not extend to religions other than Christianity. They begin to explore the fact that Hindus believe in One Being which manifests itself in different forms. Pupils in Year 3 show an increasing spirituality in their Creation poems. One pupil wrote, 'The rainforest trees were still, Lions were viciously looking for a kill' as part of a poem entitled 'God made all these things'. By Year 6, pupils are learning the importance of respect for other people and religions through such contexts as the celebration of Janmashtami and how Hindus feel about it. They consider their own feelings and emotions, such as things that make them feel good and build up greater self-awareness.

137. The religious education curriculum is planned to match and develop pupils' maturity and understanding of their own and others' societies and feelings. This encompasses pupils with special educational needs who receive sensitive guidance in exploring their own feelings. Learning is often recorded through making artefacts such as Diya lamps or in art, for example making Rangoli patterns, and discussion is important. This maintains the pupils' interest and increases their enjoyment of the subject. High level participation and enjoyment were seen in an excellent lesson in Class 2 where the senior teacher used his own emotional responses to precious personal objects to help the pupils to understand the abstract concept of symbolism. There is no named co-ordinator for religious education, but general developments in curriculum, assessment and teaching styles have been applied to the subject to good effect.