

INSPECTION REPORT

THE OSBOURNBY PRIMARY SCHOOL

Sleaford

LEA area: Lincolnshire

Unique reference number: 120386

Headteacher: Mr K M G Morey

Reporting inspector: Godfrey Bancroft
3687

Dates of inspection: 4th – 6th March 2003

Inspection number: 248119

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

© Crown copyright 2003

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

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

INFORMATION ABOUT THE SCHOOL

Type of school: Infant and Junior

School category: Community

Age range of pupils: 4 - 11

Gender of pupils: Mixed

School address: London Road
Osournby
Sleaford

Postcode: NG34 0DG

Telephone number: 01529 455375

Fax number: 01529 455375

Appropriate authority: Governing body

Name of chair of governors: Mrs Anna Ropel

Date of previous inspection: 20th October 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
Godfrey Bancroft 3687	Registered inspector	Areas of learning for children in the Foundation Stage Science Music Physical education	What sort of school is it? What should the school do to improve? The school's results and pupils' achievements How well are pupils taught? How well is the school led and managed?
Jenny Mynett 9334	Lay inspector	Equal opportunities	Pupils' attitudes, values and personal development How well does the school care for its pupils? How well does the school work in partnership with parents?
John Good 1411	Team inspector	Mathematics Information and communication technology Design and technology Religious education	How good are the curriculum and other learning opportunities offered to pupils?
Sonia Bosworth 30573	Team inspector	English Art and design Geography History Special educational needs	

The inspection contractor was:

TWA Inspections Limited
102 Bath Road
Cheltenham
GL53 7JX

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

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

REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	6
Information about the school	
How good the school is	
What the school does well	
What could be improved	
How the school has improved since its last inspection	
Standards	
Pupils' attitudes and values	
Teaching and learning	
Other aspects of the school	
How well the school is led and managed	
Parents' and carers' views of the school	
PART B: COMMENTARY	
HOW HIGH ARE STANDARDS?	10
The school's results and pupils' achievements	
Pupils' attitudes, values and personal development	
HOW WELL ARE PUPILS TAUGHT?	13
HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?	14
HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?	17
HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?	19
HOW WELL IS THE SCHOOL LED AND MANAGED?	20
WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?	22
PART C: SCHOOL DATA AND INDICATORS	24
PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES	29

PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

This is a smaller than average school, with 104 pupils, serving the village of Osbournby, six miles to the south of Sleaford in Lincolnshire. Over one third of pupils travel from outside the immediate community to attend. There are no pupils who speak English as an additional language and very few from minority ethnic backgrounds. The percentage of pupils eligible for free school meals is lower than the national average. The surrounding area is largely rural and pupils come from a wide range of social backgrounds and economic circumstances. Attainment on entry to the Reception class is usually close to that expected, although the attainment of the current intake is above average. The number of pupils on the school's register of special educational needs is well below the national average. However, the number with statements of special educational need is above average.

HOW GOOD THE SCHOOL IS

This is a good school, providing a caring environment in which pupils achieve well. Teaching is good. Leadership and management are satisfactory. The school provides good value for money.

What the school does well

- By the end of Years 2 and 6 pupils achieve well and attain above average standards in English, mathematics and science. Standards in information and communication technology by the end of Year 2 and in art and design by the end of Year 6 also exceed expectations.
- Teaching and learning are good.
- Pupils' attitudes to the school and to their learning are very good. Behaviour is good.
- Provision for children in the Reception class is good.
- The quality and range of learning opportunities, including extra curricular activities and the provision for pupils' spiritual, moral, social and cultural development are good.
- The provision for pupils with special educational needs is good.
- The impact of parents' involvement on the work of the school is very good and that of the governing body is good.

What could be improved

- The information provided for pupils about the progress they are making and what they need to do to improve.
- Opportunities for subject co-ordinators to undertake their monitoring role.
- Some of the formal policies and procedures to support the care and welfare of pupils.
- The requirement to provide a daily act of collective worship.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

Improvement since the time of the last inspection is good. There are no subjects where standards are below average or below those expected. The quality of teaching now is good, the quality of the curriculum, including the provision for pupils' spiritual, moral, social and cultural development, is good and leadership and management are satisfactory. All these areas of provision have improved since the school was last inspected. Schemes of work are now in place for all subjects. The quality of information provided for parents is now satisfactory. However, at the time of the last inspection the formal procedures to support pupils' guidance and welfare were satisfactory. They are now unsatisfactory in some areas.

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
	2000	2001	2002	2002
English	C	E	B	C
Mathematics	B	E	A	B
Science	D	E*	C	E

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

By the time children leave the Reception class their attainment is generally well above what is expected. The most recent national tests for the end of Year 2 show attainment in reading and mathematics to be well below average, whilst attainment for writing was below average. When compared with similar schools, by the end of Year 2, attainment in reading and writing was well below average and that for mathematics was very low. However, inspection findings show that attainment in reading, writing, mathematics and science by the end of Year 2 are above average. The improved standards seen during the inspection is mainly because there are fewer pupils with special educational needs in the current Year 2 group.

National tests for the end of Year 6 show attainment in English to be above average, mathematics well above average and science average. When compared to similar schools for the end of Year 6, standards in English are average, mathematics above average and science well below average. When comparing the standards in English, mathematics and science reached by Year 6 pupils against the standards these same pupils reached when they were in Year 2 the results show that their progress has been very good because standards are now above average.

Inspection findings show that standards, by the end of Year 6, in English, mathematics and science are above average. Attainment in information and communication technology by the end of Year 2 and in art and design by the end of Year 6 exceeds that expected. Attainment in all other subjects by the end of Years 2 and 6 is in line with that expected. Pupils, including those with special educational needs, are currently making good progress and achieving well in most subjects. Standards often show significant changes from year to year. The number of pupils taking the tests each year is relatively small and this significantly affects the number of percentage points represented by each pupil. The number of pupils with special educational needs also varies from year to year, therefore since 1999 standards at the end of Year 2 appear to have declined significantly. Standards at the end of Year 6 have shown greater variations, declining from above average in 1999 to well below average in 2001. Standards in 2002 show a significant improvement over those for 2001, although differences between subjects are clearly evident, with standards in English being higher than those found in mathematics and science.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils have very good attitudes to the school. They are eager and enthusiastic learners who try hard and apply themselves well.
Behaviour, in and out of classrooms	Good. There are very few instances of poor behaviour. There is no oppressive behaviour, such as bullying, sexism or racism.
Personal development and relationships	Relationships between pupils and between pupils and adults are good. Pupils show respect for the feelings, values and beliefs of others and clearly understand the impact of their actions on others. Pupils take the initiative and assume responsibility for tasks around the school satisfactorily. However, there are too few opportunities for them to take responsibility for their own learning.
Attendance	Very good. Well above the national average.

TEACHING AND LEARNING

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

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

Teaching in the Reception year is very good and children learn very well. Throughout the remainder of the school, teaching is good. During the inspection teaching was very good or better in just over one third of all lessons observed. Teaching of the basic skills of literacy and numeracy and English and mathematics is good. The basic skills of information and communication technology are also taught well. Teachers plan their lessons well and meet the needs of pupils from all ability groups, including those with special educational needs, well. As a result pupils work hard, showing good powers of concentration and persevering at the tasks they are set. However, there are not enough opportunities for pupils to work independently and to undertake research of their own. Teachers make good use of the available time, resources and support staff. In each classroom, resources to support learning are well organised and easily accessible. Teaching assistants make a very good contribution to the quality of teaching and learning. Teachers use day to day assessment well to check on pupils' progress. However, not enough is done to make pupils aware of how well they are doing. For example, pupils are not sufficiently aware of the targets set for their learning. The quality of teachers' marking is satisfactory overall, although in some cases it does not provide pupils with enough information about what they need to do to improve. Homework is used satisfactorily to support pupils' learning.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good overall. Provision for the youngest pupils is good. The coverage of all subjects for pupils in mixed-age classes and for those from differing ability groups is good. Effective strategies are in place for teaching literacy and numeracy. There is a good programme of extra curricular activities.
Provision for pupils with special educational needs	Provision for pupils with special educational needs is good. The needs of these pupils are met well and they receive effective support from teachers and from teaching assistants.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good. Assemblies play an effective part in providing for pupils' spiritual development. However, the legal requirement to provide a daily act of collective worship is not met consistently. Provision for pupils' cultural development is good. Even so, not enough is done to prepare pupils for life in a multi cultural society.
How well the school cares for its pupils	This is a caring school in which pupils are valued and teachers and teaching assistants know and cater for their needs well. However, the school does not have a member of staff who has recently attended child protection training. The formal policies and procedures to support the care and welfare of pupils are unsatisfactory. They are not developed fully and do not provide for a consistent approach to these matters. Arrangements to assess pupils' attainment and progress are satisfactory, but not enough is done to share this information with pupils.

The school's links with parents are effective and the impact of parents' involvement on the work of the school is very good. The quality of information provided for parents about how their children are progressing is satisfactory. Parents raise significant amounts of money each year to support the work of the school and make a very good contribution to their children's learning at home and at school.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Satisfactory. The leadership provides a clear educational direction for the work of the school that is reflected well in its aims and values. Teachers are very supportive of each other and subject co-ordinators are hardworking. There are not enough opportunities for subject co-ordinators to check on the quality of teaching and learning in their subjects.
How well the governors fulfil their responsibilities	The governing body fulfils its responsibilities well. The part played by governors in shaping the direction of the school is good. They have a good understanding of the strengths of the school and of those areas in need of development.
The school's evaluation of its performance	The monitoring and evaluation of the school's performance by the headteacher and governing body are satisfactory. Priorities for development are laid out clearly in the school development plan. In recent years significant improvements are evident and effective action has been taken to meet the school's targets. The shared commitment to improvement and the capacity to succeed are good.
The strategic use of resources	Strategic resources are used well and educational priorities are supported well by good financial planning. Specific grants, such as those to meet the needs of pupils with special educational needs and to support the development of information and communication technology are used well. The principles of best value are applied well in the purchasing of services and resources.

The match of teachers and support staff to the needs of the school and its pupils is good. Resources to support learning are good and the accommodation is satisfactory.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • The school expects children to work hard and achieve their best. • The school helps children to become mature and responsible. • Behaviour is good. • Children get the right amount of work to do at home. • Children are making good progress in school. 	<ul style="list-style-type: none"> • The degree to which they are kept informed about how their children are getting on. • The range of activities provided outside lessons. • The leadership and management of the school. • The degree to which they feel comfortable about approaching the school with a questions or a problem. • The degree to which the school works closely with parents.

Inspectors agree with those features that please parents the most. Inspectors judge that opportunities for parents to be kept well informed about the progress made by their children are good. They also feel that the school works closely with parents and that the range of activities provided outside lessons is good. The leadership and management of the school are satisfactory. However, the school needs to act on the recognition that a minority of parents feel that the leadership and management is not satisfactory and do not feel comfortable about approaching the school with a question or a problem.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. Children's attainment on entry to the Reception class is usually close to that expected in most areas of their learning, although it varies significantly from year to year. The current year group entered with attainment above that expected in personal, social and emotional development, in communication, language and literacy and in mathematical development. By the time children leave the reception class their attainment is well above that expected in these areas of their learning. When they arrive in the reception class, their attainment in knowledge and understanding of the world, physical development and creative development is close to the expected levels. When they leave the reception class, their attainment in these areas exceeds that expected.
2. The most recent national tests for the end of Year 2 show attainment in reading and mathematics to be well below average, whilst attainment for writing was below average. This year group contains a number of pupils with special educational needs. They also entered the school with standards that were generally below average. When compared with similar schools, attainment in reading and writing was well below average and that for mathematics was very low. In reading, although standards were well below average, the proportion of pupils attaining the higher Level 3 was above that found elsewhere. In writing and mathematics, however, it was below that found in other schools. Assessments made by teachers in 2002 showed attainment in science to be well below average with pupils making unsatisfactory progress during their time in Years 1 and 2. Because of the arrival of new teachers and changes in the way in the subject is taught, the evidence from inspection is that this is no longer the case and standards for the current Year 2 pupils are above average.
3. The most recent national tests for the end of Year 6 show attainment in English to be above average, mathematics well above average and science average. Compared with the standards found in similar schools, attainment in English is average, mathematics above average and science well below average. Based on pupils' prior attainment standards in English were below average, mathematics average and science well below average.
4. Despite lower standards and evidence of unsatisfactory progress in the past for some year groups inspection findings show that attainment in reading, writing, mathematics and science by the end of Year 2 and attainment in English, mathematics and science by the end of Year 6 are now above average. This is a marked improvement over the attainment found in recent years. This is because the very small numbers of pupils taking the tests each year have a significant influence on standards and there are fewer pupils with special educational needs in Years 2 and 6 than in recent years. There are also newly appointed teachers in Years 1 and 2 who are helping to improve standards for the current Year 2 pupils significantly. Changes to the way in which science is taught is helping to improve standards in Years 3 to 6. Attainment in information and communication technology by the end of Year 2 and in art and design by the end of Year 6 exceeds the expected levels. Attainment in all other subjects by the end of Years 2 and 6 is in line with that expected. Pupils, including those with special educational needs, make good progress and achieve well in most subjects. Pupils with special educational needs benefit from good quality support, and progress well towards their learning targets.

5. Standards in the annual national tests for the end of Years 2 and 6 often show significant changes from year to year in the school. This is because the number of pupils taking the tests each year is relatively small, so that each pupil can represent several percentage points. However, even taking that into account, standards by the end of Year 2 have declined significantly since 1999 and during this time pupils have made unsatisfactory progress. Standards by the end of Year 6 have shown even greater variations, declining from above average in 1999 to well below average in 2001. Standards in 2002 show a significant improvement over those for 2001, although differences between subjects are clearly evident, with standards in English being higher than those found in mathematics and science. The school is aware of these variations in standards and has taken effective actions to bring about improvements. New teachers have been appointed in Years 1 and 2 and modifications made to the teaching of mathematics and science. Consequently, standards are set to improve in 2003.
6. The school sets realistic and challenging targets for pupils' attainment by the end of Year 6. Inspection findings show these are likely to be met this year and in 2004, with above average standards in English, mathematics and science. Overall standards are higher than those found at the time of the last inspection. At that time standards in art and design, design and technology, information and communication technology and music were all below those expected. Standards have improved satisfactorily in music with good improvement evident in art and design, design and technology and information and communication technology. Standards have also improved in English, mathematics and science when the attainment of pupils in the current years 2 and 6 is compared with that of previous cohorts.

Pupils' attitudes, values and personal development

7. Pupils' attitudes to school and their learning are very good, showing a significant improvement since the time of the last inspection. Pupils are enthusiastic about coming to school and display very positive attitudes in lessons and during the after school activities. The effective management skills of teachers ensure a good working atmosphere is maintained during lessons. Pupils settle quickly to the tasks set for them and their capacity for sustained concentration is very good. Pupils enjoy their lessons showing enthusiasm and interest in their work. They are attentive, listen well to instructions and to each other and are keen to respond to questions. The good teaching in the school particularly pleases the parents. They feel the teachers' high expectations encourage pupils to work hard and achieve their best and this helps their children to become mature and responsible. Pupils have very positive views about their school and were eager to share these with the inspection team. They like *'the smallness of the school'* and the fact that they can get to know everybody. They feel *'the teachers are kind... and everybody's very friendly'*. They are also very enthusiastic about the clubs and after school activities, especially the dance and music workshops. The youngest children show a confident and mature approach to their work and within their relationships with each other. They listen attentively to the teachers and concentrate well on their different tasks and activities. The good facilities and sensitive staff interventions help the children work and play well together. They are developing good social skills as they happily share their toys and resources, learn different skills and acquire new knowledge.
8. Behaviour in the school is good with most pupils behaving well in lessons and around school. Parents commented on the good behaviour of pupils and felt the high expectations of staff contributed to this. The school's ethos and the effective provision for pupils' moral and social development, results in them responding in a mature and sensible way. No pupils have been excluded from school. Pupils value the reward

system and enjoy collecting merit certificates with the opportunity of possibly getting a prize in the raffle. They feel the system encourages them to work hard and behave well. The school has an orderly atmosphere and pupils are well aware of the school and class rules, which they have helped devise. Pupils are very friendly and polite, happy to talk about what they are doing and very willing to show their work to visitors. During discussions with pupils they reported that the school was generally a safe and secure place with few incidents of oppressive behaviour or bullying. They know what to do and who to go to if anything happens

9. Relationships in the school are good, both between staff and pupils, and amongst the pupils themselves. However, some pupils reported slight integration difficulties with the mixed aged classes especially when they moved up a class and were with older pupils. The school works hard to promote tolerance and kindness and ensure pupils do not feel excluded. Pupils with special educational needs are very well integrated into the classroom and involved in school activities. Where the opportunities are offered, pupils generally work well together in pairs and small group activities. This harmonious atmosphere promotes a good working environment and makes a positive impact on learning. For instance, pupils were observed collaborating well during a history lesson as they researched aspects of Anglo-Saxon life and the dance group co-operates well during their rehearsals and performances.
10. The personal, social and health education programme and class assembly time provides a safe and secure situation where pupils can discuss relevant issues – such as a Years 5 and 6 discussion on the current state of the world and the crisis in Iraq. Pupils welcomed the opportunity to '*share things importantly*'. This promotes pupils' understanding of a good moral code, enabling them to share their views and feelings, values and beliefs. In one class pupils were encouraged to share their feelings about what frightened them, whilst another class explored issues to do with sharing and helping others. The sensitive interventions of teachers encouraged pupils to consider some difficult issues, whilst helping to raise their self-esteem and promoting value and respect for each other.
11. Opportunities to develop pupils' personal development are satisfactory. Pupils are encouraged to develop their investigative skills and to evaluate their results. However, the younger pupils benefit most from the greater opportunities provided to enable them to make choices and take responsibility for their own learning. Pupils willingly undertake roles of responsibility around the school, acting as class monitors. Pupils in Years 5 and 6 have wider responsibilities, such as operating the music system and overhead projector in assembly and running the library. They also look after the younger ones in the playground at lunch and play times, particularly when it is wet. However, the Year 6 pupils did not feel that they were given any more responsibility as the oldest in the school than their Year 5 classmates. There is currently no school council and few opportunities to give pupils a voice allowing them to become involved in the decision-making processes of the school.
12. Attendance is well above the national average. Punctuality in the morning is generally good, and the registration period provides an orderly and purposeful start to the day.

HOW WELL ARE PUPILS TAUGHT?

13. Teaching for children in the Reception year is very good. It is the reason for the good progress that children make in their personal, social and emotional development, in communication language and literacy and in mathematical development. Throughout the remainder of the school teaching is good. During the inspection teaching was very good in just over one third of the lessons observed. This is a considerable

improvement since the time of the last inspection when the quality of teaching was satisfactory overall, with some unsatisfactory teaching evident in Years 5 and 6. Teaching of the basic skills of literacy and numeracy is good. This contributes to the current good progress and improving standards evident in English and mathematics. Consequently, pupils are acquiring and applying these basic skills well. For example, early work on recognising the sounds made by letters and groups of letters is taught effectively and used well by pupils in their reading and writing. The basic skills of information and communication technology are also taught well and are making a significant contribution to the improving standards evident in this subject.

14. Teachers plan their lessons well and take account of the full range of abilities and ages in their classes. In the majority of lessons higher attaining pupils are challenged well by work that is matched closely to their abilities and teachers have suitably high expectations of how well pupils will learn. The provision made for lower attaining pupils is similarly good, resulting in good progress being made by these pupils. This represents an improvement in the quality of teaching over that found at the time of the last inspection.
15. The majority of pupils work hard. This is because they are well motivated and are supported well in their learning by their teachers. Relationships between teachers and their pupils are good and contribute well to the good pace at which pupils learn and to the interest they show in their work. Pupils show good powers of concentration and persevere at the tasks they are set. However, there are not enough opportunities for pupils to work independently and to undertake research of their own.
16. Within each lesson teachers make good use of the available time, resources and support staff. In each classroom resources to support learning are well organised and easily accessible. This is mainly because of the good work of subject co-ordinators who take responsibility for organising resources. Teaching assistants make a very good contribution to the quality of teaching and learning. They collaborate closely with teachers in planning lessons and are often involved well in the assessment of pupils' progress. Teaching assistants make a significant contribution to the learning of pupils from all ability groups and a particularly effective contribution to the progress made by pupils with special educational needs.
17. Teachers are well aware of the needs of pupils with special educational needs. They take an active role in drawing up and monitoring individual education plans for pupils with special educational needs and setting targets. Teachers and teaching assistants take good account in their planning of these targets and tasks are frequently adapted to suit the needs of individuals. Careful planning of the specialised support for pupils with statements of special educational needs focuses well on their specific needs. Teachers and teaching assistants maintain good records and there is regular, relevant and good quality sharing of information between all staff, who work well together as a team.
18. Teachers use day-to-day assessment well when they plan their lessons and this is partly why work is matched to the needs and abilities of pupils. However, not enough is done to make pupils aware of how well they are doing. For example, pupils are not sufficiently aware of the targets set for their learning. In many lessons teachers do not consult pupils about how well they feel they have done and about what they feel they have learned. The quality of teachers' marking is satisfactory overall, although in some cases it does not provide pupils with enough information about what they need to do to improve. Homework is used satisfactorily to support pupils' learning and the amount given to pupils gradually increases as they become older.

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

19. The quality and range of learning opportunities on offer to the pupils are good. The curriculum provided for children in the Reception class is good. The school provides a broad and balanced curriculum to promote pupils' intellectual, physical, and moral development. There is a good range of extra-curricular activities and the school's curriculum extends beyond the statutory requirements. For example, pupils can experience pottery, instrumental tuition, study French, and join a number of sports-based activities and clubs. The school now meets the full requirements of the National Curriculum in all subjects. This represents good progress since the last inspection when there were deficiencies in art, design and technology, information and communication technology, and music. The school meets the requirements for the locally agreed syllabus for religious education but does not consistently meet the requirement for a daily act of collective worship. Although class or whole-school assemblies are held daily, they are not always, as the law requires, of a broadly Christian character.
20. The previous inspection reported that the lack of policy statements and schemes of work in some subjects led to unsatisfactory planning of tasks. In the period since the last inspection, the staff have worked effectively to address these issues. Good quality policy statements and schemes of work are now in place for all subjects, including personal, social, and health education. In addition, good progress has been made in agreeing a common whole-school format for long, medium, and short-term planning. Teachers' long, medium, and short-term plans are of a good standard. Analysis shows that teachers plan carefully to avoid repeating what is taught for pupils in the mixed-age classes. Evidence indicates clearly that pupils of all abilities experience a curriculum programme that enables them to build progressively upon their previous knowledge and learning. Pupils with special educational needs are well supported and this enables them to make good progress in their studies. Higher-attaining pupils are given opportunities to achieve to their full potential, particularly in English, mathematics, and science.
21. The curriculum for children in the Reception class is good. It covers each area for learning well, is relevant to each child's differing development needs and results in them being very well prepared for the next stage of their education. Assessment is ongoing and used effectively to plan tasks that are appropriate for the children's individual needs. The very good quality of the teaching and learning enables them to achieve standards that are consistently above those expected for their age in all areas of their learning. The school has made good progress in developing the curriculum for children in the Foundation Stage since the last inspection.
22. The National Literacy and Numeracy Strategies have been sensibly introduced. They have had a positive impact on the curriculum, the quality of education on offer to the pupils, and the standards they achieve. The good curricular provision in the core subjects of English, mathematics, and science is enabling pupils currently in Year 2 and Year 6 to achieve standards that are above the national average for their age. Pupils achieve standards that are average for their age in all other subjects with the exception of art in Year 6 and information and communication technology in Year 2 where standards are above average. Pupils' levels of attainment often reflect the proportion of time allocated to each subject and the priority the school has given to raising standards in the core subjects. This is because the structure of the school day results in a high percentage of curriculum time being devoted to literacy and numeracy and less to other subjects. In addition, the time available for teaching junior aged pupils is slightly less than that recommended in circular 7/90.

23. The school makes good provision for pupils with special educational needs. They have good access to a broad, balanced and relevant curriculum and to the full range of extra curricular activities. The majority of support is given within the classroom. This has a positive effect on their learning and enables them to develop confidence and self-esteem as they work alongside other pupils. Curriculum planning takes good account of the needs of individuals. All staff understand and effectively apply the school's arrangements for the early identification and assessment of a pupil's needs.
24. The governors have adopted a satisfactory curriculum statement. They are kept well informed of curricular developments by good quality reports from the headteacher and their curriculum committee. Governors are linked to special educational needs and to subject areas of the curriculum. These links are becoming increasingly positive and governors do play an active part in planning for the future development of the curriculum. All statutory curriculum policies are in place although some are in need of updating and review. However, the governors have agreed a rolling programme for the revision and review of all policies that is published in the policy file. The governing body ensures that all pupils have access to all areas of the curriculum during normal school hours.
25. In their response to the pre-inspection questionnaire, some parents expressed the view that the school provides an unsatisfactory range of extra-curricular activities. The inspection team does not agree with these views and judges that the school offers a good range of extra-curricular activities and clubs. Sporting activities include football, tag-rugby, kwik cricket, volleyball, and dance. Instrumental tuition is available in guitar, piano, and violin. Other activities include chess, French and pottery. Unfortunately, all pupils do not have equal access to all of these activities because some are only available to junior aged pupils and others have to be paid for. In addition, those pupils who travel by bus to school and do not have alternative transport after school are unable to attend the after school extra-curricular activities.
26. The school's aims give a clear indication of the importance it places upon pupils' personal and social development. There is now a detailed programme for personal, social, and health education. It includes elements for sex education and drugs' awareness. Teachers' plans show that wherever possible personal, social and health education are integrated into the appropriate area of the curriculum. For example, during a Year 1/2 science lesson the teacher took the opportunity to stress the health and safety aspects associated with the preparation of food. She also discussed with the pupils what constituted a healthy diet and the importance of eating fruit and vegetables. Observation and discussions during the inspection show that aspects of personal, social, and health education are being taught effectively through a range of subjects including design and technology, information and communication technology, religious education, science and 'circle time'.
27. Good use is made of visits and visitors to enhance pupils' learning. For example, a visit to museums in Lincoln gave Year 3/4 pupils additional information for their history topic on the Romans. Visits from the local vicar support work in religious education and Fridays' act of collective worship. The residential trip to Wales gives Year 5/6 pupils opportunities to experience the outdoor and adventurous activities required to meet the statutory requirements of National Curriculum for physical education. Visits to an art gallery supports studies in art and design. Visiting theatre and dance groups raise pupils' awareness to culture and the arts.
28. The school has good links with the community. The Parents Teachers and Friends Association give very positive support to the school. The committee organises a

series of social events that are very well supported. The Association has funded several initiatives in the school including the purchase of resources for enhancing the status of information and communication technology within the curriculum. Many adults acted as voluntary helpers in the classrooms during the inspection, such as supporting pupils working on computers in the Year 5/6 class, and cooking a fruit slice in Year 4. The involvement of the community has a positive effect upon the quality of the curriculum on offer to the pupils.

29. The school makes good provision for pupils' spiritual development. In lessons, pupils of all ages are given frequent opportunities to explore their inner feelings and reflect upon events that affect their lives. Teachers and their helpers often make learning fun and occasionally the discovery of something wondrous brings an instant response from the pupils. Pupils in the Reception class look on in amazement when the press of a key on the computer keyboard results in their pattern being repeated to fill the whole screen. In the Year 1/2 class, pupils' faces light up with joy as their search of the World Wide Web produces pictures of hedgehogs and badgers. Older pupils in the Year 3/4 class are fascinated when the computer plays a tune from the symbols they have sequenced on the screen. Unfortunately, some opportunities presented in assemblies are missed. For example, during a whole-school assembly that was very well led, pupils were not asked to reflect upon the ideas that had been shared on the theme of friendships.
30. The provision for pupils' moral development is good. Pupils know how they are expected to behave and almost all of them maintain good standards in all aspects of school life. All adults in the school are good role models and they quickly correct the rare examples of inappropriate behaviour. Pupils have a clear understanding of right and wrong and what is fair and unfair. They share equipment sensibly during practical investigations in mathematics, science, design and technology, and information technology. Pupils are tolerant of their peers' views and respect their feelings and values. In discussion Year 6 pupils listen quietly while pupils explain why they like a particular subject and willingly accept that other views might be different from their own. Similarly, pupils in the Year 1/2 class show quite mature attitudes as they share their thoughts of real and imaginary things that make them frightened.
31. Provision for social development is good. Throughout the school, relationships are good. Staff, their adult helpers, and the pupils enjoy one another's company. All adults in the school contribute to the family ethos that is a feature of the school. On the final afternoon of the inspection, the whole-school family gathered in the hall to watch a performance of the dance group. This joyous occasion was memorable not only for the quality of the performance but also for the response of the audience. Behaviour on this occasion was excellent and the spontaneous applause showed how much the performance had been enjoyed. Pupils have good attitudes and they talk enthusiastically about their life and work in the school. A group of Year 6 pupils share their experience of the residential visit to Wales. They talk enthusiastically about the challenging activities they experienced and how they benefited from the opportunity to live together for a few days. The school is preparing its pupils well for the next stage of their education.
32. Overall, the provision for pupils' cultural development is good. However, some aspects of multi-cultural education are of a lower standard and pupils are not being adequately prepared for life in a multi-cultural society. Teachers do give pupils opportunities within the curriculum for art and design, English, geography, history, music and religious education to learn about their own and some other cultures. Pupils in Years 3 to 6 learn about their inherited culture from the Romans and the Anglo Saxons. Throughout the school, pupils look at the work of famous artists such

as Picasso, Van Gogh, Cezanne, and Matisse. In music, they listen to the compositions of famous composers, and in English, they read classical poetry and literature. In spite of the fact that pupils are exposed to different faiths and cultures in religious education, geography and physical education, multi-cultural education is given too low a profile in the school displays.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

33. Whilst teachers and support staff provide a caring and supportive environment for pupils, the formal policies and procedures to ensure a consistency of approach have still not been developed fully since this was identified as an issue in the last inspection. The school's provision for pupils' care, welfare and personal development is therefore judged to be unsatisfactory. However, most parents value the friendly ethos of a relatively small village school and feel that the size enables teachers to recognise any concerns regarding their children very quickly. Teachers know their pupils well and provide targeted support where they see it to be needed. The school ensures very successfully that pupils have equal opportunities and are included very well in all the activities it provides.
34. Pupils' involvement in drawing up a code of conduct has encouraged them to take ownership of it and this is reflected in their good behaviour and the orderly atmosphere in the school. However, the behaviour policy is still very brief and gives no clear guidance on suitable rewards and sanctions leading to inconsistencies across the school. The small numbers of pupils who demonstrate more challenging behaviour are well supported. Their needs are met, more through effective teaching strategies rather than a well-defined behaviour management system. Procedures to monitor and eliminate oppressive behaviour or bullying are highlighted in the anti-bullying policy but are not consistently applied in practice. Although the school takes action to investigate incidents it does not fully record all reported incidents leading to some accusations by parents that it does not take incidents seriously. The school needs to formalise and review its procedures to ensure a more consistent approach.
35. Procedures for monitoring attendance are sound and have been improved since the last inspection, except in one respect. Most parents call in promptly to inform the school when their children are away ill. However, there are no checks or calls home if pupils do not arrive and there has been no contact from home. Since 50 per cent of the pupils travel to school by bus each day there is a concern that there are no systems in place to check whether a pupil might have left home to catch the bus and not have arrived at school. There are good links with the education welfare officer, who visits regularly to chase up absences or causes of concern as required.
36. Procedures for child protection are currently unsatisfactory. Whilst the school has a brief policy in place identifying the correct procedures and guidelines for child protection, neither the headteacher, as the designated member of staff with responsibility for child protection issues, or any other members of staff is fully aware of the recent changes to the legislation or has received the recently updated training. This was identified as an area of concern in the last inspection. However, this is about to be addressed. The headteacher will attend a course shortly and share the training with other members of staff. Well-established systems are in place to provide for the health and welfare of pupils. There are effective measures to meet the medical needs of pupils and a sufficient number of staff are qualified to provide first aid. The school has good links with the various support agencies and these specialists attend as necessary.

37. The procedures for ensuring the health and safety of pupils have improved since the last inspection. There is now a comprehensive health and safety policy and effective guidelines in place to address the issues of safety and security of pupils in and around the school, or when out on visits. The health and safety governor and head teacher undertake regular health and safety checks and risk assessments, as well as reviewing the security arrangements around the school. Concerns about the use of the footpath and field are being investigated and followed through with the local education authority.
38. Support and guidance for pupils with special educational needs is effective. The school has established a good inclusion philosophy and other pupils are often very supportive of those who experience learning difficulties. Individual education plans are in place for those pupils requiring them and where relevant, closely reflect the recommendations of statements. Provision to carry out the requirements of statements is good. Regular monitoring by teachers and support staff ensures that targets set for pupils are both realistic and achievable. The new co-ordinator for special educational needs has plans to standardise the monitoring process of support staff, so there is consistently good practice across the whole school. The school fully complies with the Code of Practice for special educational needs and liaises effectively with external agencies.
39. Procedures for assessing pupils' attainment and progress are satisfactory. They are more consistently used than at the time of the last inspection. Assessments are made of children when they begin in the reception class. The same assessment is repeated at the end of the reception year and forms a baseline from which the school tracks pupils' progress using the local authority analysis. As well as the statutory tests for 7 and 11 year olds, pupils in Years 3, 4 and 5 are tested each year using the nationally recognised optional tests in mathematics and English. Teachers' assessments provide similar information about pupils in Year 1. The information from tests is used well, particularly in English and mathematics, to group pupils by ability and to ensure that pupils are supported and challenged appropriately. From this information, teachers record pupils' attainment satisfactorily and predict targets for future attainment at the end of the infant or junior years. However, these targets are not usually shared with pupils. The assessment co-ordinator and headteacher analyse national and county test data and set appropriate improvement targets. Subject leaders are not yet involved sufficiently in this process.
40. New and improved assessment records for all subjects have been developed and are being used well. Teachers assess pupils' performance in all subjects regularly according to the key learning objectives they have put together from the school's schemes of work. Teachers have been trained to use a computer tracking program. This enables them to monitor pupils' progress from assessments more consistently across the whole school. Marking is carried out regularly in all subjects but it varies in quality. Teachers do not always feed back to pupils what they are doing well and what they need to do to improve. However, teachers do modify their lesson plans according to assessments of pupil progress in previous lessons. Pupils have a broad target on their annual report each year, for example, to improve behaviour or to do with a particular subject. A system of individual target setting is described in the school's assessment policy for English and mathematics, but is not being used consistently by teachers or shared with pupils. Pupils' personal development is monitored satisfactorily in an informal way, using the good knowledge that the headteacher, teachers and teaching assistants have of the pupils. The school acknowledges achievements and encourages further progress well through its reward systems.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

41. The school continues to provide an effective partnership with parents, and most of them are very supportive of its efforts. Information regarding the school and its activities is detailed correctly in the school prospectus and governors' annual report to parents. Regular contact with parents is maintained through letters, informing them of forthcoming activities and events. Clear curriculum overview information is circulated to parents each term enabling them to see what their children will be learning. A very attractive newsletter is circulated by the parents, teachers and friends association (PTFA) and celebrates the school's successes and pupils' achievements. The school runs occasional workshops that keep parents up to date on curriculum developments or issues such as how they can help their child read.
42. Parents generally expressed a high level of satisfaction about the work of the school in the pre-inspection questionnaire and during discussions held with them before and during the inspection. However, there are a small but significant number of parents who are unhappy about a number of issues. Parents who are positive feel that the school is well led and managed; and that teachers are very accessible particularly with the open contact time on a Wednesday afternoon. Parents reported that they are very comfortable approaching the school with questions, concerns or issues and feel these are dealt with sensitively and promptly. The parents who are dissatisfied feel that they are not kept sufficiently well informed about the progress their children are making. Others are unhappy about aspects of communication with the school and some feel that their concerns are not taken seriously. The inspection team supports the positive comments, but also agrees that there are aspects of communication with parents, which could be improved. The school has one formal consultation meeting for parents each year, which is generally well attended. The teachers' annual reports to parents are satisfactory. They detail what has been covered and identify what their children know, understand and can do. However, they do not give sufficient information to enable parents to understand how their children are doing in relation to what is expected or against national averages. There is also little evidence of teachers consistently identifying targets for improvement in all subject areas. A number of parents expressed concerns about the range of activities offered outside school. Inspectors consider the range of extra curricular activities provided to be good. However, they do acknowledge that these clubs are generally only available for older pupils and many require a fee payment.
43. Parents contribute very effectively to their children's learning. Parents receive details regarding the homework policy and how they can support and help their children at home. Where they help them with such activities as learning spellings or their 'tables', this has a positive impact on pupils' progress. Parents who regularly listen to their children read contribute to their high standards of reading. A small number of parents and other adults offer valuable support by helping with various activities around the school on a regular basis. They are well briefed for their tasks such as listening to reading or helping out with group activities. In addition, parents provide transport, which enables pupils to attend the dance workshops and other events.
44. The impact of parents' involvement in the work of the school is very good. Parents are warmly invited to become involved in the life of the school and are encouraged to attend school events such as special assemblies, school productions and sports days. Parents spoke enthusiastically about these events - although some bemoaned the passing of competitive sports days. The PTFA is run by an enthusiastic group of parents and staff. They successfully organise and run a number of fund-raising and social events each year. These events are well attended and help to generate valuable extra funds for the school. This has helped to sponsor parties, provide

transport for educational visits and pay for a pottery club and play-equipment for pupils, as well as buying additional resources for classrooms.

45. The school establishes good links with parents of pupils who have special educational needs and keeps them regularly informed and involved in their children's progress. They are encouraged to become fully involved in review procedures. The school consults these parents regularly and gives them access to all relevant information. Most parents are happy with what the school is trying to achieve. The school advises parents appropriately about how they can help their child at home.

HOW WELL IS THE SCHOOL LED AND MANAGED?

46. The leadership and management of the headteacher and key staff are satisfactory overall. In partnership with the governing body and other staff the headteacher provides a clear educational direction for the school and its aims and values are reflected well in its work. The headteacher is a central figure in the actions that have been taken to raise standards and bring about improvements since the time of the last inspection. Such features as the appointment of new staff and revisions to the curriculum have helped in this process, for example, in the provision made to improve standards in information and communication technology. The quality of leadership and management has improved satisfactorily since the time of the last inspection.
47. Subject co-ordinators undertake their duties satisfactorily. They are hard working and have good knowledge of the subjects they are leading. However, although they have recently been trained, very few have had opportunities to monitor the quality of provision in their subjects sufficiently. Even in subjects such as English, not enough has been done to analyse the test results of recent years and to compare the performance of the school with that of others. These aspects of the work of co-ordinators are unsatisfactory.
48. A new co-ordinator of special educational needs only took up post at the beginning of this term, but she has made a good start and has a good action plan for development of provision in the school. She is well supported by class teachers, support assistants and a governor who takes an active interest in school procedures. Special educational needs matters are discussed regularly at governing body meetings. Good contact is maintained with a range of outside agencies. The school is successfully operating the revised Code of Practice. The co-ordinator has plans to respond to the new disability laws after she has attended training. At present the school has no policy for gifted and able pupils. Additional funding for special educational needs is spent mostly on providing additional support staff within the classroom. The school uses money from the general budget effectively to supplement such costs.
49. The governing body fulfils the duties required of it by law well, with the exception of the need to consistently provide a daily act of collective worship of broadly Christian nature. Governors play an effective role in shaping the educational direction of the school and have a good understanding of its strengths and of the areas for development. There is an effective committee structure within the governing body. This enables governors to oversee all areas of development well. They are involved fully in formulating the school improvement plan and monitor the progress towards the targets it contains carefully. Many governors are regular visitors to the school during working hours. They are very supportive and fulfil the role of critical friend to the school very well. The effective working partnership between the governing body, the headteacher and other staff means that the shared commitment to improvement and capacity to succeed is good.

50. Arrangements for the headteacher and members of the governing body to monitor and evaluate the quality of teaching are satisfactory. In this respect the role of the governing body has improved significantly since the time of the last inspection when unsatisfactory features were evident in their function to monitor and evaluate the quality of provision. However, opportunities to develop teachers' skills are used well. Examples of this which are helping to improve standards include training opportunities to implement the national strategies for literacy and numeracy and to improve teaching and learning for information and communication technology. Arrangements for the induction of new staff are good, enabling them to settle in quickly and become familiar with the routines of the school. The school also makes an effective contribution towards the training of new teachers. Students, who are based at the school for their training, are supported very well. The school's strategies for appraisal and performance management are satisfactory.
51. The headteacher, staff and governors identify priorities for development after carefully considering the needs of the school. These are documented clearly in the school's improvement plan and monitored carefully. In recent years the action taken to meet the school's targets for improvement has been good and is effective in raising standards and improving the quality of provision. Governors are very thorough in overseeing the appropriate allocation of funding to priorities for development and these are supported well through the arrangements for financial management. The governors have approved an underspend of £47,000 for the current financial year. This is planned to ensure that the current levels of staffing can be maintained when additional funding comes to an end after the next financial year. Funding allocated for specific purposes is used well. For example, funds allocated to support the learning of pupils with special educational needs and to enhance the quality for provision of information and communication technology. The day-to-day financial management of the school is very good and support staff based in the school office work efficiently and effectively, helping successfully to ensure the school runs smoothly. There are good reports to keep the headteacher and governors aware of how the school budget is spent and governors apply the principles of best value when purchasing services and resources for the school. Information and communication technology is used well to support the administration of the school and to support pupils' learning.
52. The match of teachers and support staff to the demands of the curriculum is good. Governors have used the available funding very well to create additional teaching assistant posts and teaching assistants make a very good contribution towards pupils' learning and progress. This good housekeeping has also ensured that resources to support learning are good, for example in science. Resources for learning are well maintained, stored tidily and are readily accessible for staff and pupils to use. Subject co-ordinators work very effectively to ensure this is the case. The available accommodation is satisfactory and is used well by staff. Classrooms are bright and attractively decorated. The quality of display is good and does much to support pupils in their learning. The school makes very good use of the hall that is shared with the community. There are also two public footpaths which pass through the school grounds. The governors are fully aware of this issue and are working hard to resolve the problem. They hope that the footpaths will be diverted in the near future, preventing members of the public from accessing the school grounds. The current lack of suitable equipment for the youngest pupils to play outside is a weakness. In the past such equipment has been vandalised. The school hopes that the diversion of the footpaths will help to resolve this matter.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

53. In order to improve the quality of education provided the governing body, headteacher and teachers should:

- (1) improve the information provided for pupils about how well they are doing and what they need to do to improve by:
- setting and keeping pupils informed about their progress towards the targets for their learning;
 - giving pupils opportunities towards the end of lessons and at other appropriate times to reflect and talk about the progress they feel they are making;
 - using marking to keep pupils informed about how well they are doing and about what they need to do to improve;
 - including precise targets for improvement in the annual reports for parents about how their children are doing;

(Paragraphs: 18, 39-40, 42, 74, 84, 90 and 102)

- (2) create more opportunities for all subject co-ordinators to undertake their monitoring role by:
- providing a planned cycle of opportunities for all co-ordinators to observe lessons;
 - ensuring that co-ordinators analyse assessment data to identify trends in attainment and make comparisons with similar schools and with the national picture;
 - ensuring that co-ordinators have regular opportunities to analyse samples of pupils' work for their subject from each year;
 - providing opportunities for co-ordinators to share the outcomes of their monitoring activities with colleagues and with governors and to decide any course of action that might be needed;

(Paragraphs: 47, 76, 84, 91, 96, 103, 108, 114, 128 and 132)

- (3) review and apply consistently the formal policies and procedures to support the care and welfare of pupils by:
- arranging for a nominated person to attend child protection training;
 - reviewing and implementing consistently a well defined policy for behaviour management;
 - creating, and implementing consistently throughout the school, a system of sanctions and rewards;
 - ensuring that incidents of inappropriate behaviour are recorded and analysed and ensuring that parents are kept well informed about such incidents;
 - introducing a system for making early contact with parents who do not inform the school if their children are going to be absent;

(Paragraphs: 8 and 33-36)

- (4) ensure that the legal requirement to provide a daily act of collective worship is met.

(Paragraphs: 19, 29 and 49)

In addition the school should consider including the following area for improvement in their action plan:

- (1) ensure that pupils are prepared as fully as possible for life in a multi-cultural society.
(Paragraph: 32)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	25
Number of discussions with staff, governors, other adults and pupils	31

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
Number	1	8	12	4	0	0	0
Percentage	4	32	48	16	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 four percentage points.

Information about the school's pupils

Pupils on the school's roll	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	104
Number of full-time pupils known to be eligible for free school meals	7

FTE means full-time equivalent.

Special educational needs	YR – Y6
Number of pupils with statements of special educational needs	3
Number of pupils on the school's special educational needs register	11

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	9
Pupils who left the school other than at the usual time of leaving	2

Attendance

Authorised absence

	%
School data	4.1
National comparative data	5.4

Unauthorised absence

	%
School data	0.1
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	6	8	14

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys			
	Girls			
	Total	10	11	12
Percentage of pupils at NC level 2 or above	School	71 (92)	79 (85)	86 (92)
	National	84 (84)	86 (86)	90 (91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys			
	Girls			
	Total	9	9	10
Percentage of pupils at NC level 2 or above	School	64 (92)	64 (85)	71 (92)
	National	85 (85)	98 (89)	89 (89)

Percentages in brackets refer to the year before the latest reporting year. Individual totals for boys and girls have been omitted because the total number is less than 11, therefore pupils could be identified.

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	9	9	18

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys			
	Girls			
	Total	16	15	17
Percentage of pupils at NC level 4 or above	School	89 (62)	83 (62)	94 (62)
	National	75 (75)	73 (71)	86 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys			
	Girls			
	Total	18	15	18
Percentage of pupils at NC level 4 or above	School	100 (69)	83 (77)	100 (85)
	National	73 (72)	74 (74)	82 (82)

Percentages in brackets refer to the year before the latest reporting year. Individual totals for boys and girls have been omitted because the total number is less than 11, therefore pupils could be identified.

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	101	0	0
White – Irish	0	0	0
White – any other White background	1	0	0
Mixed – White and Black Caribbean	2	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)	5.0
Number of pupils per qualified teacher	20.8
Average class size	26

Education support staff: YR – Y6

Total number of education support staff	6
Total aggregate hours worked per week	114

FTE means full-time equivalent.

Recruitment of teachers

Number of teachers who left the school during the last two years	3.7
Number of teachers appointed to the school during the last two years	3.7

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

Financial information

Financial year	2001 - 2002
	£
Total income	258,710
Total expenditure	211,645
Expenditure per pupil	1,978
Balance brought forward from previous year	26,240
Balance carried forward to next year	47,065

Results of the survey of parents and carers

Questionnaire return rate 47%

Number of questionnaires sent out	104
Number of questionnaires returned	49

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	63	29	4	4	0
My child is making good progress in school.	51	37	6	4	2
Behaviour in the school is good.	53	39	2	4	2
My child gets the right amount of work to do at home.	37	53	8	0	2
The teaching is good.	55	35	8	0	2
I am kept well informed about how my child is getting on.	37	35	18	10	0
I would feel comfortable about approaching the school with questions or a problem.	61	20	10	8	0
The school expects my child to work hard and achieve his or her best.	51	39	0	2	8
The school works closely with parents.	41	35	16	6	2
The school is well led and managed.	37	31	12	12	8
The school is helping my child become mature and responsible.	53	39	0	2	6
The school provides an interesting range of activities outside lessons.	27	33	20	12	8

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

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE

54. Children's attainment on entry to the Reception class is usually close to the nationally expected levels in most areas of their learning, although it often varies significantly from year to year. The current year group entered with attainment above that expected in personal, social and emotional development, in communication, language and literacy and in mathematical development. Children make good progress and by the time they leave the reception class their attainment is well above that expected in these areas of their learning. When they first come to school, their attainment in knowledge and understanding of the world, physical development and creative development is close to the expected levels. Children make very good progress and on leaving the reception class attainment in these areas exceeds that expected.
55. The quality of teaching and learning is very good. Teachers and teaching assistants plan together very effectively to meet the needs of children from the full range of abilities in the class. Children in the Reception year are in the same class as some of the pupils from Year 1. The teaching of this class is currently shared by two teachers. They work together very effectively for the benefit of the children who also gain a great deal from learning alongside older pupils who are in Year 1. Teachers' planning, the displays and resources in the classroom, and the way in which each of the designated areas for children's learning is addressed all show very good understanding of the demands of the foundation curriculum and of the learning needs of pupils of this age. The improvement of the provision made for children in the Reception class since the time of the last inspection is good.
56. Teachers and teaching assistants have high expectations of how well children will learn and of their behaviour. Children for their part respond very well to these high expectations. Time, resources and support staff are all used very effectively, with teaching assistants making a very good contribution to children's learning. Teachers and teaching assistants assess children shortly after they begin in the Reception class. The information gained from these assessments is used well when teachers plan the next stages of children's learning. They continue to monitor the assessment and progress of each child thoroughly and accurately as children develop during their time in the Reception class. These procedures in relation to assessment and support have a positive impact on the progress the children make in Reception, which is good.
57. The pre-school group attended by many of the children is based onsite in the hall that is shared with the community. Children attending the pre-school group visit and learn in the Reception class regularly. As the time nears for them to begin in the Reception class their visits become longer. They provide a very effective means of ensuring that children are well prepared to start in the Reception class and that their transition from the pre-school group goes smoothly. Liaison with parents is also very good. There are frequent opportunities for parents to visit the Reception class before their children start and whilst they are attending. The Reception teachers work very effectively to ensure that parents are well informed about what their children will be learning and about how well they are getting on. Parents are also very supportive of the children's learning and are ready and willing to provide resources for the activities that children do. For example, when the role play activity based on an optician's shop was set up, parents provided a large number of glasses.

Personal, social and emotional development

58. By the time they leave the Reception class children attain well beyond the early learning goals for this area of the development. The quality of teaching and learning

is very good. During their time in the Reception class children become increasingly confident learners. This is because teachers and teaching assistants celebrate children's successes and achievements. The children are also eager learners, taking great interest in their work, and often talking with great enthusiasm about what they are doing. Children's capacity to learn independently is also very good. They persevere and happily work on their own for long periods. They take great pride in the achievements of others, work together very well in groups, and often help each other to overcome the problems they encounter. Children are very eager to take responsibility and do jobs around the classroom, such as taking messages to the school office and keeping the list of who has used the computer up to date. Their behaviour is consistently very good.

Communication, language and literacy

59. By the time they leave the Reception class children are well placed to attain well beyond the early learning goals for this area of the development. The quality of teaching and learning is very good. The basic skills of speaking and listening and of reading and writing are taught very well and children make very good progress. Teachers provide excellent opportunities through the use of questioning and story telling for children to develop their speaking and listening abilities. Many children speak clearly and correctly and the standard of their speaking and listening is very high. They are delighted to take advantage of the good opportunities provided by their teachers.
60. Many children are enthusiastic readers. They readily approach any visitors to their classroom with a book, hoping to be read to or to have an opportunity to talk about the story. Many are also competent readers. They recognise many words and the sounds made by combinations of letters, such that the standard of their reading is well above that expected for their age. This is largely because of the very good teaching they receive in learning the sounds made by letters and combinations of letters.
61. The standard of children's writing exceeds that expected for their age. The majority form many letters correctly. They read back the short stories they write with great enthusiasm and are very proud of what they have achieved. In addition to reading back, the writing of higher attaining children is legible to the extent that many of the words and short sentences they write are easy for adults to read. For example, they write captions to accompany the illustrations they draw for their stories. During the inspection children wrote descriptions of characters from 'Little Red Riding Hood'. Several children read these aloud to the rest of class who were able to identify the characters from the descriptions.

Mathematical development

62. By the time they leave the Reception class children are likely to attain well beyond the early learning goals for this area of the development. The quality of teaching and learning is very good. All pupils correctly identify the numbers 1 to 10 in their written form. Counting up and back down from numbers beyond 20 is done quickly and correctly, often starting and finishing at numbers in between, for example when counting from 13 to 21. When counting from sequences of written numbers they identify missing numbers with consistent accuracy. Many children add and subtract single digit numbers quickly and correctly, and they know how to check if their answers are correct.
63. Many children write legible numbers and some identify three digit numbers correctly. Children create repeating patterns involving mathematical shapes of different colours,

naming the shapes correctly. When doing this one child used part of the British and Canadian flags for her pattern, naming the countries of the flags correctly. Children's understanding of mathematical concepts, such as capacity is developing well. They look at containers and identify correctly if they are full, empty or half full.

Knowledge and understanding of the world

64. By the time they leave the Reception class children are likely to exceed the early learning goals for this area of the development. The quality of teaching and learning is very good. Children's early knowledge of science is developing very well because of the very good opportunities created for their learning. For example, children have considered what material would be best to keep 'Teddy' dry when it rains. They have tested the materials and commented thoughtfully about which would be best and why.
65. Teachers use information and communication technology very well to enhance children's learning in many areas of their development. Children use computers confidently and there are plenty of good opportunities for them to do so. For example, they use the mouse well to drag items of clothing across the screen to dress 'Teddy'. They also use a very challenging mathematics program very well to estimate how many people appear in various pictures before vanishing from the screen. Children use another CD Rom very well to design a repeating pattern of mathematical shapes, creating a coat and other garments for 'Joseph'.

Physical development

66. By the time they leave the Reception class children are likely to exceed the early learning goals for this area of the development. The quality of teaching and learning is very good. As they move around in the classroom and outdoors children are very aware of what is going on around them. They handle implements such as paint brushes, pens and scissors carefully and with appropriate precision for their age. When they visit the hall for lessons, apparatus is handled carefully and safely, and children respond very well to the encouragement of the teacher and teaching assistant. Demonstrations of good work are used well to help children to know what is expected of them and children comment thoughtfully about what they see. They also move safely, showing good control, on the floor and when using the apparatus. Provision for children to play and learn out of doors is unsatisfactory. There is a secure area in which children can play with large wheeled toys which adjoins their classroom. However, this provision has been vandalised in the past and there is currently no outdoor apparatus on which children can climb and develop their physical abilities.

Creative development

67. By the time they leave the Reception class children are likely to exceed the early learning goals for this area of the development. The quality of teaching and learning is very good. Teachers provide children with good opportunities to sing and play instruments. Children respond well to these opportunities by singing clearly and playing thoughtfully, as they do, for example, when they sing and accompany the runaway pancake song. They make appropriate sounds to match the theme and stage of the story and clearly enjoy the experience. They are also aware of changes in pace and alter the speed of the rhythms they make accordingly. The quality of children's art work is very high and they are given very good opportunities to work with a wide range of materials and types of paint. Their interpretations of Picasso's painting 'Child holding a dove' and their weaving work, using strips of fabric, far exceed the standard expected for their age. Teachers provide children with very good

opportunities to develop their speaking and listening and their social and emotional abilities through drama and role play. Children respond very well to these opportunities and learn very well, as they do, for example, when they are busy selling glasses and conducting eye tests in the 'Osournby Optician's shop.

ENGLISH

68. Inspection findings show that standards in Years 2 and 6 are currently above average. This is an improvement from the average standards reported at the last inspection. National test show that standards, by the end of Year 2, in reading and writing have declined in recent years. However, this decline has been arrested. The national tests for English at the end of Year 6 show a more variable pattern of attainment in recent years. However, the most recent tests show an improvement over previous years and this pattern is set to continue. The successful introduction of the National Literacy Strategy accounts mainly for the rise in standards, together with good teaching in infant and junior classes. The school has small numbers of pupils within each year group and therefore one pupil accounts for a high percentage of the overall score in test results. Slightly lower standards are evident in Years 3 and 4 where there are higher proportions of pupils with special educational needs. All pupils, including those with special educational needs, achieve well at their own level in speaking and listening, reading and writing.
69. Pupils' speaking and listening skills are above average in all classes. Teachers plan times for pupils to listen carefully, such as in stories and to each other when talking about their work. Pupils are eager and enthusiastic in their response to teachers' questions and readily share ideas and usually listen to each other's point of view. Some younger pupils find it difficult to wait for their turn to speak but the majority respect the contributions of others. Pupils in Years 1 and 2 have a clear idea of 'audience'. In a drama lesson pupils confidently took on the role of the characters and used their own words well to tell the story of Little Red Riding Hood to the rest of the class. By the end of Year 6 most pupils have a rich vocabulary and a well-developed structure of spoken language and are capable of answering questions in a detailed and relevant way. Teachers provide good role models for the use of explicit language. In a lesson pupils spoke about persuasive texts, letters of complaint and emotive words. In discussion with pupils about their work on Ancient Egypt, technical words such as 'mummification' were used.
70. By the end of Year 2, pupils attain above average standards of reading. Reading is taught effectively in Years 1 and 2. There is a strong emphasis in lessons on the reinforcement and use of letter sounds to build up words. For example in a lesson seen during the inspection pupils made very good attempts to blend beginning sounds such as 'scr', 'str' and 'spr' and used them well to read whole words such as 'scream', 'string' and 'sprinkler'. Pupils continue to use this strategy of building words very well in their own reading. From the work done in class, pupils have a good understanding of the difference between fiction and non-fiction texts. For example, in a whole class shared reading session, the teacher ensured that all pupils made good progress in understanding a non-fiction text on spiders. She provided good opportunities for pupils to read from a big book together as well as individually. Pupils were challenged well to use the contents and index pages to see if the book could answer their own questions about spiders. Pupils read confidently and mostly accurately, often with good expression. They enthusiastically discuss the plot and characters of stories. Parents make a valuable contribution to pupils' progress throughout the school by supporting their reading homework.

71. Pupils attain above average standards of reading by the end of Year 6. By Year 4 pupils generally read accurately, observe the punctuation and use voice expression well. They read a satisfactory range of modern and classic fiction, poetry and non-fiction texts. During the inspection pupils in Years 5 and 6 studied different types of letters. Pupils of all ability levels read aloud confidently and fluently to the class. Pupils were able to pick out emotive words from the different types of texts and the more able could discern rhetorical questions and how they were used. Pupils were able to pick out the main points in the texts. All pupils in Year 6 can use the library well to find information and have the ability to use index, contents and glossary. They use good strategies to skim and scan for information. Teachers ensure that pupils use their library skills to obtain information for other subjects, such as history and geography. However, sometimes opportunities for independent research are missed. This happens when teachers provide pupils with too much information, rather than allowing them to find out details for themselves. All age groups use the internet access well to find information.
72. Standards in writing are above average in Year 2. Pupils practise handwriting regularly and it is generally of an even size. The more able pupils are beginning to join their letters consistently in their own writing. The school continues to raise standards in writing and has timetabled particular sessions so that pupils can work on extended pieces of prose. This is already having a positive effect on writing standards. Most pupils write stories with their ideas organised into sentences, starting with a capital letter and ending with a full stop. More able pupils try to use punctuation within sentences, such as speech marks. They spell simple words correctly and more complex words are phonetically correct. Many pupils experiment with interesting vocabulary, for example, 'The door squeaked....'. Pupils are beginning to use simple story plans that form good frameworks for the finished pieces of writing. They show good understanding of the features of different forms of writing. For example, pupils work in groups to find out information about foxes, badgers or owls and make good information booklets using their own words. The more able group use the information well to write what it would be like if they were the fox. An able pupil wrote a very good poem with rhymes on lines two and four of each verse.
73. By the end of Year 6, pupils show above average standards in writing, grammar and spelling. Teachers ensure that all pupils in the junior phase have good opportunities to write in a wide range of styles, such as fable, stories, letters, reports, notes, arguments and poetry. Pupils in Years 3 and 4 wrote good poems about the sea, some using an example to help them, whereas others used their own style. They used simile, metaphor and imagery well. For example, 'The sea can howl like a hungry wolf.' Years 5 and 6 continued the humorous play on words after reading the poem, 'Foolish Questions' by William Cole. One line of the class poem asks, 'Do birds that fly ever get flu?' Pupils are taught well how to plan stories, to edit them and to include punctuation such as speech marks, apostrophes and subordinate clauses. They are beginning to interweave dialogue and action well in stories and provide a variety of description with vocabulary that interests the reader. Pupils use a neatly joined script. Other curriculum areas provide an appropriate focus for extended writing. For example, in religious education pupils write about the story of Ramayana.
74. The quality of teaching and learning is consistently good or better. It reflects the careful attention teachers have paid to the National Literacy Strategy, and to planning their lessons so that the material is interesting and challenging. Clear learning steps are shared so that pupils understand why and what they have to do. Good learning occurs where teachers try to motivate the pupils; for example in a Year 1 and 2 lesson, the pupils tried to read the letter strings better than the Horace the Hedgehog puppet! Classes are well managed. Pupils know the routines and generally get on

with their work quickly, allowing the teacher to concentrate on the work of a particular group. Generally the pace of the lessons is brisk with a variety of activities following on one from the next so that pupils' concentration and interest levels remain high. It is in those lessons where the pace slackens or where time runs out, that learning is not so effective. Pupils' work is marked regularly but there is inconsistency in the quality. In the best cases, the work is marked carefully, with more detailed comments that show pupils what they have done well and also how to improve. Support staff make an important contribution to the quality of pupils' learning, particularly pupils with special educational needs. These adults are fully involved in the 'whole class' sessions as well as when working with groups of pupils. They are very informed about their role and the learning tasks to be carried out by individuals and groups of pupils in the lessons. For their part, pupils bring good learning attitudes to their lessons and listen attentively, take pride in their presentation of their work and generally work well together.

75. The use of information technology, to enhance pupils' learning in English is good. Pupils use the internet or CD Roms to find information and use word-processing skills to edit and present written work in all classes. Pupils study literature from other subjects in literacy lessons. For example, Years 5 and 6 wrote their own versions of the Greek myth, 'Daedalus and Icarus' and the saga of Beowulf in chapters. They also write up reports and accounts from science investigations and from geographical and historical information.
76. The subject is led satisfactorily. The National Literacy Strategy has been planned well into two-year cycles to accommodate the mixed-age classes. The assessment of pupils' attainment is satisfactory, with formal tests and checklists of key areas for teacher assessment. The school has plans to track pupils' progress more effectively in the future. Pupils' knowledge of their own learning is satisfactory but they are not always aware of how they could achieve a higher level. The co-ordinator has monitored teachers' planning and has begun to look at pupils' writing from all classes but has yet to monitor the teaching of the subject.

MATHEMATICS

77. Standards in mathematics have improved since the last inspection, particularly in Years 3 to 6. In the 2002 National Curriculum tests for 11-year-olds, pupils achieved standards that were well above average when compared with all schools and above average for schools in a similar context, having made satisfactory progress since their time in Year 2. Although statistical evidence shows that over the last three years there has been some variation in standards, especially in 2001, the overall trend for improvement by the end of Year 6 is upwards, especially in view of the standards attained by pupils currently in years 2 and 6. In the tests at the end of the last school year, pupils in Year 2 achieved standards that were well below the national average. However, the school has evidence to show that this and the 2001 dip in standards at the end of Year 6 were due to a higher percentage of pupils in each year group with special educational needs. Over the last three years, boys in the Year 6 groups have consistently out-performed girls, but there has been no significant variation between boys and girls in Year 2.
78. Both Year 2 and Year 6 are on course this year to achieve standards that are above the national average. Across the school, standards are improving because of the effective way in which the National Numeracy Strategy has been introduced. It has led to significant improvements in planning, in the monitoring of pupils' progress, and in the quality of teaching and learning. Teachers are making better use of assessment data in setting targets for improvement and tracking pupils' progress

across the school. They have worked collaboratively to improve the teaching of mental strategies and problem solving. Throughout the school, pupils with special educational needs are well supported in all normal classroom activities, which enables them to make satisfactory progress in their studies. The educational needs of higher-attaining pupils are now being well catered for, whereas in the past this was not the case. They are given challenging extension tasks that enable them to achieve to their full potential. During classroom observation, there was no significant difference between boys and girls other than where this mirrored their individual levels of ability.

79. By the end of Year 2, the majority of pupils have a good understanding of number and calculate accurately for their age. Almost all of them have secure knowledge of place value to 100 and can confidently add and subtract two digit numbers. They have a good understanding of the value of coins to £2. The majority of them can correctly combine coins of different values to purchase articles from the shop. The higher-attaining pupils use mental methods to recall subtraction facts to solve money problems and select the appropriate coins. Most pupils recognise number patterns and can count on using the same pattern. The analysis of work done previously by pupils shows that above average standards are achieved in all areas of mathematics.
80. Pupils in the Year 3/4 classes are developing their ability to solve mathematical problems and becoming more confident in using larger numbers. They are successfully learning quick methods to multiply a given number by 100 and 1,000. Most pupils have a good understanding of place value and confidently move the digits to the left of the decimal point. Some of the pupils show their delight when they have mastered the technique and consistently put forward correct answers. Pupils in the Year 5/6 class confidently round numbers to one and two decimal places. They use mental methods to partition numbers when multiplying and use numbers up to 10,000. They accurately interpret the divisions on various scales that include thermometers, a barometer, weighing scales, clocks, and rulers. They use the appropriate units and the higher-attaining pupils convert imperial to metric units.
81. The quality of teaching and learning in Years 1 and 2 and Years 3 to 6 is good. Throughout the school, teachers have good subject knowledge and this enables them to give simple explanations to pupils' questions. They explain new concepts and facts in simple language that is understood by their pupils. All lessons are well planned with clear learning objectives. Tasks are appropriately matched to challenge pupils at a level appropriate to their educational needs. Teachers and their classroom assistants are good teams. Each adult knows what is expected of them and this results in all pupils being supported effectively and being able to make good progress in their studies. Plenary sessions are used very effectively to improve pupils' mental strategies and they are encouraged to be actively involved in their learning. Whenever possible a practical and investigative approach is adopted and teachers try to make learning fun. In all classes, teachers make very good use of the wide range of quality resource materials that are available to support learning.
82. Relationships are good and almost all pupils co-operate fully and willingly. Pupils have good attitudes and they try hard. They work well in pairs and small groups sharing resources sensibly. For example, pupils of all ages work responsibly at the computer stations and respect the freedom they are given to work at their own pace. Older pupils share the weighing and measuring instruments maturely during their practical investigation of weight, length, pressure, temperature, time, and volume. Pupils have good listening skills and their responses to questions reflect this. They are keen to share their ideas and enthusiastically join in the quick-fire question and answer sessions that are a feature in all lessons.

83. The teaching of basic numeracy skills is good. Pupils are given frequent opportunities to use their numeracy skills to support their learning in other subjects. For example, they understand time-lines in history, measure the materials to construct models in design and technology, and produce pictures using geometrical shapes in art. Within science topics pupils use graphical representations to present statistical data, and Venn diagrams to sort materials into groups. Teachers are making increasing use of information and communication technology to support pupils' learning. Programs are available for improving pupils' ability to order numbers, add, subtract, multiply, and divide. Throughout the school they are being used effectively to improve the standard pupils are achieving.
84. The quality of teachers' marking is variable. All work is marked on a regular basis, but does not always indicate to pupils what standard they have achieved and how their work might be improved. Targets for achievement at the end of Key Stage 2 are agreed and they are based upon a secure evidence base. The school has introduced a detailed and effective whole-school system for tracking pupils' progress and levels of attainment across the school. The headteacher monitors and analyses external test results and discusses his findings with the staff and governors. Although the co-ordinator is fully aware of the strengths and weaknesses in the standards being achieved, she is insufficiently involved in monitoring classroom practice.
85. The co-ordinator gives a good lead to the subject and she has a clear vision for its future development. She has worked hard to adapt the National Numeracy Strategy and to revise the scheme of work to meet pupils' needs effectively. She works unstintingly for the school and its pupils and she deserves full credit for the popularity of numeracy amongst the pupils. The school has made good progress since the last inspection both in the quality of education on offer to the pupils and in the standards they are achieving.

SCIENCE

86. Standards seen during the inspection show that attainment at the end of Years 2 and 6 is above average. This is an improvement over the most recent test results and over the test results of the last few years. Assessments made by teachers in 2002 showed attainment in science to be well below average with pupils making unsatisfactory progress during their time in Years 1 and 2. Because of the arrival of new teachers and changes in the way in the subject is taught, this is no longer the case, and standards for the current Year 2 pupils are now above average. Pupils in Years 1 and 2 and those in Years 3 to 6, including those with special educational needs, achieve well and make good progress. Improvement since the time of the last inspection is good, especially in view of the standards being attained by those pupils currently in Years 2 and 6.
87. Teaching and learning are now good. Pupils behave well and have very good attitudes towards their learning. By the end of Year 2 pupils have undertaken a range of investigations that cover all the required aspects of the subject well and show their attainment to be above average. They analyse materials and their properties and explain clearly the impact of heating and cooling on a range of materials. They are also very clear about the differences between man-made and natural materials. Pupils are becoming increasingly confident about making predictions about the outcomes of their investigations. They also record these outcomes clearly, within the structures and support provided by their teachers to help them organise their findings. For example, during an investigation about light teachers successfully encouraged pupils to write about what they were trying to find out, what they thought would happen, what did happen, and finally whether it was what they expected.

88. During the inspection pupils in Years 3 and 4 investigated which materials would make the most effective sun blinds for their classroom windows. They quickly learned the meaning of new vocabulary, such as transparent, translucent and opaque. They clearly demonstrated that they knew the criteria for a fair test to analyse the available materials. Discussion was very good, with pupils, encouraged by their teacher, posing very thoughtful questions. Pupils also made effective use of their previous learning to design good formats for recording their investigation. These pupils apply their literacy skills well when writing about their investigations in science.
89. Work recorded in the books of pupils in Years 5 and 6 shows good understanding, building effectively on their previous learning, about the structure of investigations. In their work about friction, gases and liquids they very clearly record details about the predictions they make, the equipment they use, the methods they follow and the outcomes of the investigations. In discussions these pupils explain very clearly and enthusiastically about the work they have covered in science, showing attainment that is above average. The way in which they pose questions and offer explanations shows very good speaking and listening skills and ability to apply the good learning that has taken place in English.
90. Procedures to assess pupils' attainment and progress are satisfactory. Teachers use the information they gain from assessments well to plan the next stages of their teaching. However, not enough is done to ensure that pupils are fully aware of the progress they are making and teachers' marking does not always provide pupils with enough information about what they need to do to improve. Pupils' knowledge of the human body and such features as the digestive system, the circulation system and features of the skeleton are good. They are also very informed about the need for a balanced diet and the contribution made by various foods to good health. Teachers use information and communication technology well to enhance pupils' learning. For example, pupils make very effective use of the digital camera to mount displays about their work on evaporation, condensation and melting. They also apply their numeracy skills well in science to record the findings of investigations in the form of charts and graphs. For example, they record changes in temperature that occur when water is heated.
91. The leadership and management of the subject are good. The co-ordinator is working effectively to ensure that the current improvement in standards is likely to be maintained. She provides good support for her colleagues, although she has not yet had any opportunities to monitor and evaluate the quality of teaching and learning by observing lessons. There is a good scheme of work in place that successfully ensures the requirements of the curriculum are met fully. Teaching is very well supported by a very good range of resources. The good organisation of the subject co-ordinator ensures these are very well maintained and are easily accessible for teachers and for pupils. Displays in classrooms also support pupils learning well, such as the displays about investigating light in Years 3 and 4 and sound and sight in Years 5 and 6.

ART AND DESIGN

92. Standards are in line with national expectations at the end of Year 2 and are above national expectations at the end of Year 6. This is a significant improvement since the last inspection, when standards of pupils' knowledge and understanding of the work of artists and craftspeople were judged unsatisfactory. The school now has a scheme of work that covers all the areas of the national curriculum requirements. Expertise is bought in by the school and provides challenge for pupils in some three-dimensional

work, such as in clay-work and fabric design. During the inspection only one lesson was seen in a junior class. Judgements are further supported by a scrutiny of displays around the school, photographs and discussions with pupils and the art co-ordinator. Pupils in infant classes make sound achievements and junior pupils achieve well. Pupils with special educational needs make progress similar to their peers.

93. By the end of Year 2 pupils have experienced a range of media, styles and materials. They have a developing knowledge in line, colour, printing methods, collage and pattern making. In Years 1 and 2 pupils develop their weaving skills as they experiment with different materials, producing different designs and textures from flat paper strips to innovative combinations of materials, such as wool and tinsel. The youngest pupils in Year 1 discussed Picasso's painting, 'Child holding a dove'. They used this model very well to paint themselves and their own pets, with some control, using mixed colours. Pupils in Years 1 and 2 have satisfactory skills in colour mixing and drawing. They use coloured pencils and felt tips with care to provide colour and depth to their work. The teacher plans effectively for pupils to work co-operatively for larger projects such as the 'Owl and the Pussy Cat' picture. Pupils in Year 2 speak enthusiastically about their work with a visiting artist, who helped them to produce designs to print and draw on fabrics before it was made into a Chinese dragon. Pupils have good opportunities to experiment with computer graphics to draw and to paint.
94. In Years 3 and 4 pupils extend their pencil skills effectively. They studied Gustav Klimt's 'The Kiss' and used pencil and pattern well to draw their own version of the study. The theme of pattern making is broadened to encompass a variety of techniques so that pupils have wide experiences of experimentation and material. Pupils use mono-prints, paper mosaic and painting. In a lesson, pupils produced interesting patterns for a rug using only the letter 'F'. Clear exposition by the teacher helped pupils to see that the letter could be rotated, translated or reflected. Both junior classes worked with the fabric designer to create their own group's unique design for an animal and used a variety of methods to produce a fabric square. The completed squares are joined to form high quality wall hangings related to the Chinese New Year. Pupils in Years 5 and 6 produced very good still life drawings in response to their study of the work of Vincent Van Gogh and Henri Matisse. They have made good critical studies and comparisons of the work of Beryl Cook and L.S. Lowry and worked co-operatively to paint in a similar style on the classroom windows. They demonstrate refined drawing skills when they attempt to interpret 'movement' in their figure drawing. Pupils used the digital camera well to assist in some of this work. The older pupils have the valued extra support of a potter for their work in clay. The finished pieces are excellent and cover a range of skills within clay-work. For example, pupils have made mugs, African masks, slab-work that has been built up and reposing figures or groups of figures.
95. Teaching is satisfactory in the lower school and good in the junior classes. Teachers demonstrate good subject knowledge and an informed choice of resources. They organise a range of visits relating to art, for example, all teaching staff visited the National Gallery and pupils make visits to the Usher Gallery.
96. The subject leader made good use of the national subject guidance, which she has modified to take account of the mixed-aged classes. She has put together new assessment sheets, which have been in use since last term. The school intends to use these sheets to track pupils' progress more effectively. The subject leader visits other classrooms to look at displays of pupils' work but she has not yet had the opportunity to monitor classroom practice.

DESIGN AND TECHNOLOGY

97. By the end of Year 2 and Year 6, pupils achieve standards that are in line with those expected for their age. However, in all classes a few pupils achieve standards that exceed those expected. For example, in the Year 3/4 class a significant number of pupils produce wheeled toys and clay candlesticks that are of a good standard. Across the school, pupils of all abilities are included in normal classroom activities. They are well supported by teachers and their adult helpers and this enables them to make satisfactory progress in developing practical skills. These findings represent an improvement since the previous inspection of the school when standards for older pupils were below average and progress was slow.
98. Teachers' planning shows that pupils experience all aspects required by the National Curriculum for design and technology. Work scrutiny and discussion with pupils indicates that topics begin with a period devoted to discussion, sharing of ideas, and planning. Pupils in the Year 1/2 class are working towards the preparation of a fruit salad. They spend time looking at a range of fruits and then have an opportunity to taste them. Each group completes a summary sheet to indicate whether they like or dislike the taste of the fruit. Groups exchange summary sheets and the task is to prepare a fruit salad that meets the requirements on the sheet. These young pupils have good attitudes and they give very good support to one another, listening carefully to each other's ideas. This work forms part of a wider topic on healthy eating and is an example of the positive impact the subject has on pupils' personal development.
99. From the very beginning of Year 1, pupils learn the basic skills of making. As pupils progress through the school, they learn how to use unfamiliar tools safely and practice new skills before using them in a particular project. Pupils in Year 4 use saws to cut lengths of wood to construct the framework of their wheeled toy. In Year 6, pupils use scissors to cut and shape leather, plastic and fabric in making a shoe for an Anglo Saxon. They use needle and thread to join the different materials and talk of the problems they faced in trying to achieve a standard that made a sturdy and robust product. During the inspection, a group of pupils from Year 4 worked with two adult helpers to bake a fruit slice. They had the opportunity to use a range of kitchen utensils, including scales, mixing bowls, and spoons. They were given good support as they weighed and mixed the various ingredients and successfully completed the making process. An important experience for the pupils was being expected to play a full part in washing and drying the equipment towards the end of the lesson.
100. Discussion with pupils in both Year 4 and Year 6 showed that they fully appreciated the importance of spending time at the end of a project evaluating the final product. Some of the Year 4 pupils spoke enthusiastically about how they had to change their ambitious plans for their candlestick once they started to mould the clay. Complex designs with protruding parts were made simpler and more solid because they could not make the clay keep the unsupported shape. The older pupils needed to change their ideas for fastening their shoes and have less complex systems for buttons and laces.
101. The quality of teaching throughout the school is good. Lessons are well planned with clear learning objectives. Teachers and their helpers have encouraging and friendly teaching styles and they give good support to their pupils. Relationships are good and pupils are keen to do well. They enjoy design and technology lessons and give good support to one another when sharing equipment. Pupils make good use of their acquired numeracy skills to correctly measure lengths in marking out the pieces of wood for their wheeled toy. Year 6 pupils use their knowledge of nets to plan the shape for a box to hold six sweets. They learn from their mistakes when the net only

produces a box that will hold four or five sweets and fails to meet the set criteria for the design. However, insufficient use is made of information and communication technology to support pupils' learning. The school now has the equipment for teaching the areas relating to control technology and modelling but pupils are still to experience these areas of work.

102. Teachers know their pupils well and keep some records of what areas of the curriculum have been covered and which skills have been successfully developed. However the records have an insufficient focus upon the actual standard pupils are achieving. In addition, pupils need to be made more aware of the standard they are achieving and how they can improve the quality of their work.
103. Since the last inspection, the staff have worked collaboratively to write a policy statement and develop a scheme. Both are now securely in place and this represents good progress in establishing the subject within the whole-school curriculum framework. The acting coordinator is giving a satisfactory lead to the subject in terms of checking planning and maintaining adequate levels of resources but the role needs further development to include monitoring classroom practice.

GEOGRAPHY

104. Pupils aged 7 and 11 attain the standards expected nationally, and these standards have been maintained since the last inspection. The school has made sound progress in the development of the subject. A revised scheme of work has been fully implemented to ensure that all aspects of the geography curriculum are covered. This provides well for the mixed-ages within infant and junior classes. New assessment sheets were put into place last term and the school plans to use them to track pupils' progress more effectively in the future. All pupils, including those with special educational needs, make satisfactory progress.
105. In a Year 1 and 2 lesson, pupils demonstrated a sound understanding of maps and globes. They identified that they lived in Osbournby or nearby, in Lincolnshire and that it was in Britain. Pupils used their knowledge well to show where Great Britain, Australia and Tasmania are on a floor map. Year 2 pupils are very motivated by the imaginary travels of Daisy Duck and love receiving postcards. They eagerly speak about her visit to Australia and Tasmania, the sorts of animals in that country and of places of interest like the Sydney Opera House. They enthusiastically greeted a postcard from London and were eager to contribute to the discussion of photographs of places of interest that the teacher had resourcefully provided. In a lesson, pupils thoughtfully made comparisons between their own lives and the lives implied by a picture of a family in Ghana. In response to the teacher's careful questioning technique, they compared numbers in their own families, the clothes worn in relation to the climate and houses. Pupils were able to use clues, including positional ones, to place labels on the photograph correctly.
106. In Years 3 and 4 pupils' folders show that they have studied the area around Sedburgh in the Yorkshire Dales in depth and made comparisons with the Lincolnshire countryside. Pupils develop mapping skills well as they follow routes from Osbournby to Sedburgh, put the fells and dales on to prepared maps and put simple keys on to their own maps of the area. Further development of mapping skills is satisfactorily planned into the studies of pupils in Years 5 and 6. They use ordnance survey maps to find out more about Saundersfoot in Wales. Pupils spoke with confidence about how to use four and six-figure grid references. Pupils made sound use of information to put together their own sketch map of an area. Pupils described a range of resources that were used to study Sri Lanka and India and

particularly the Indian village of Chembakolli. They used maps on a wider scale to find out the main cities, rivers and mountains of India. They showed a clear understanding of the climate and described making graphs of temperature and rainfall. The internet, books, videos and photographs helped them to make informed comparisons with their own lives, in such areas as the differences in schools and medical services.

107. Evidence from teachers' plans and pupils' work indicates that teaching is satisfactory with some good features. The development of pupils' enquiry skills is strongly emphasised and a variety of resources, including information and communication technology are used effectively. However, pupils in Year 6 did not always have the opportunity for independent research.
108. The co-ordinator provides satisfactory leadership and management of the subject. The school has purchased appropriate resources to increase teacher expertise and to help with lesson planning. Geography is included in other subjects, such as history and religious education. The co-ordinator monitors other teachers' planning, but the school recognises that at the moment she is not able to monitor pupils' work and classroom practice enough.

HISTORY

109. As in the previous report, pupils attain standards that are close to those that are expected nationally of 7 and 11 year olds. All pupils, including those with special educational needs, make sound progress in their learning. They enjoy history lessons and talk with enthusiasm about the topics covered.
110. Satisfactory improvement has been made since the last inspection. The school has developed a comprehensive scheme of work that provides a two-year rolling programme for the infant phase and a four-year programme for the junior years. This ensures that all aspects of the history curriculum are covered but there is no overlap in the mixed-age classes. Pupils' enquiry skills are promoted through the use of a variety of information sources. For example, they use reference books, artefacts, photographs, videos and computer-based resources. Teachers use visits to further enhance pupils' understanding of how things change over time. For example, pupils in Years 3 and 4 were immersed in the life of Roman Britain when they were shown around Lindum Colonia (Lincoln) by a 'Roman soldier'. They extended their understanding of the Roman era as they 'bought' things in the 'forum' using Roman coins and were introduced to the sorts of cooking pots, food and clothes that would have been used at the time. Pupils from Years 5 and 6 visited the Greyfriars Museum to attend workshops related to life in Ancient Egypt. Pupils spoke with clear understanding of the history of this era, which was enhanced by their first hand experiences of writing on papyrus and studying mummies and masks.
111. Pupils in Years 1 and 2 show an increasing awareness of the passing of time. They are beginning to develop a sound understanding of the past as they find out about famous people in history. For example, Year 2 pupils spoke in detail about the life of Queen Elizabeth 1, her father King Henry VIII and her sister Queen Mary. They discussed enthusiastically how long ago she lived, what her hobbies were and how she came to the throne. Pupils have a secure understanding of the meaning of Remembrance Day and spoke confidently about their knowledge of World War I. Pupils make satisfactory use of the literacy skills. Each pupil wrote a sound account of how they think Armistice Day was celebrated. Higher attaining pupils have considered thoughtfully what it would be like to be a soldier in their 'letters from the trenches'.

112. By the end of Year 6 pupils demonstrate a sound understanding of chronology. Throughout the junior years pupils put together time lines to sequence events in history and by Year 6 pupils are making use of appropriate dates and terms in their recording. Teachers plan well to ensure that this understanding is consolidated. For instance, pupils in Years 3 and 4 make an in depth study of life in Celtic time before moving on to the Romans. In a good Year 5 and 6 lesson, pupils gathered information from primary and secondary sources to research an Anglo-Saxon character and some pupils presented the results of their research in a role play form. Pupils made a good evaluation about the difficulties encompassed in this research and presentation. Pupils particularly enjoyed a local history project. All benefited from acting as detectives about people in Osbournby in the past as they researched three people using census forms after an initial visit to the cemetery. This led to studies of buildings in the village, old names and the jobs that people did.
113. The quality of teaching is satisfactory. From the work seen and from talking to pupils, it is clear that teachers use interesting teaching methods and make effective use of good resources. Nevertheless, older pupils do not always have the opportunity to carry out independent research. Through discussion and research of a variety of people and events, history makes a significant contribution to pupils' moral, social and cultural education. Teachers plan the use of information technology into the subject well and pupils use CD-ROM and the internet for research. Pupils often use drawing and other art forms for recording aspects of history and maps are appropriately drawn to show how Britain has changed over time. Other curriculum links are made, for example mathematics links well with the study of Ancient Egyptians and famous scientists are built into the study of the Ancient Greeks. In design and technology lessons, pupils in Years 5 and 6 designed and made shoes using methods that Anglo-Saxons may have used.
114. The co-ordinator has put together new assessment sheets, from which the school intends to track pupils' progress more effectively. Although some examples of pupils' work have been scrutinised by the subject leader, she has not yet been able to monitor the subject formally or observe classroom practice.

INFORMATION AND COMMUNICATION TECHNOLOGY

115. Standards have improved since the last inspection of the school. By the end of Year 2, pupils now achieve standards that exceed those expected for their age. Pupils in Year 6 are attaining standards that are in line with those expected. The difference in standards is due to the significantly improved facilities now available for teaching the subject, which Year 6 pupils have only experienced during their final years at the school.
116. During the last 18 months, the school staff and governors have worked collaboratively to improve the status of information and communication technology within the curriculum. The hard working co-ordinator has led the development of the policy statement and a scheme of work. The governors have supported the initiative to improve facilities by focussing significant sums of money to purchase additional computers, programs, printers, scanners and other items of equipment. Because of these improvements, the school is now able to deliver all of the areas required by the National Curriculum. Work scrutiny and conversation with pupils indicate that they have not yet experienced some areas of the curriculum such as control, monitoring, and e-mail. However, teachers' good quality termly plans show clearly where pupils will experience these missing elements as they progress through the school.

117. Timetable arrangement meant that it was only possible to observe two short whole-class lessons during the period of the inspection. However, numerous small groups of pupils were observed using information and communication technology to support their learning in other subjects. Inspection evidence indicates that standards in information and communication technology are rising and have improved considerably since the last inspection when older pupils were achieving standards that were unsatisfactory. Throughout the school, pupils of all abilities are making good progress in gaining knowledge and understanding of the importance of new technology in their lives. They are developing and consolidating the key skills that enable them to use information and communication technology as a tool to support their learning in other subjects. For example, extensive use is made of internet facilities to carry out research for topics in geography, history and science. Pupils in the Year 1/2 class search for information about hedgehogs and badgers, those in Year 3/4 for facts about Ghana and the Romans, and in Year 5/6 pupils look for details of the Anglo Saxons.
118. Teaching is good. Teachers are becoming more confident and their subject knowledge has been considerably improved by the good quality in-service training they have received. Their learning support assistants and other voluntary helpers give them good support. All of the adults in the classrooms have a good working relationship with one another and with the pupils. Teachers and their helpers provide pupils with a friendly and pleasant environment in which to learn. Lessons are well planned with clear learning objectives. When working in small groups to support learning in another subject pupils are generally given individual tuition. They respond positively to the help and advice they are given. They have good attitudes and try hard to complete the tasks. They give good support to one another and show their delight when they or their peers successfully complete a task. In a numeracy lesson, pupils in Year 5 devise a chart in which to record their results for investigating the weight of a range of objects. They confidently divide the page into three columns, enter text for the headings and objects, and produce the correct number of lines. In order to fill the page they sensibly increase the size of the font, lines, and columns. There are many smiling faces as the sheets emerge from the printer.
119. Scrutiny of pupils' work and classroom observation in other subjects show that information and communication technology is being used effectively to support pupils' learning across the curriculum. Pupils in the Year 1/2 class use a Venn diagram to sort materials in science. They use the mouse to drag objects into the correct area of the diagram and show that they can organise and classify information. In art they create a picture using different mathematical shapes and fill in the areas with different primary colours. Many of them can print and save independently. Pupils in the Year 3/4 class use 'logit explorer' to measure the intensity of light in different areas of the playground in their investigation to find the best sight for a playhouse. They represent their findings in graphical form and can explain why the chosen site is the most appropriate. Year 5/6 pupils successfully use 'delete' and 'highlight', and move facilities to edit a letter during a literacy lesson. In science, they use the newly purchased digital camera to produce individual photographs of the members of the class. These are transferred to the computer screen and speech bubbles drawn on them in which scientific data relating to changes of state are entered. The final printed images give evidence of their ability to combine, change, and add to, information from different sources
120. All teachers have access to personal computers that are being used very effectively in the production of policy statements, schemes of work and planning documents. Almost all lesson plans and worksheets are computer generated and they are of a good standard. Teachers are making good use of technology in carrying out their

professional duties. The co-ordinator gives a good lead to the subject. She has a clear vision for the future development and she is being well supported by her colleagues. She deserves credit for the part she has played in establishing the subject securely within the school's curriculum framework. However, the good progress that has been made since the last inspection of the school reflects the efforts and determination of the whole staff team and governors.

MUSIC

121. Standards are in line with those expected for pupils' ages. No music lessons were observable during the inspection and this judgement is based on discussions with pupils and teachers and on the quality of singing heard in assemblies and the quality of playing during sessions led by visiting tutors. Standards in music were unsatisfactory at the time of the last inspection. Based on the available evidence, improvement since that time is good.
122. There is insufficient evidence to make a judgement about the quality of teaching. However, pupils' learning is enhanced well by the good use of visiting tutors to support individuals and small groups of pupils in learning musical instruments. This provision includes guitar, piano and violin. The quality of singing in assemblies is satisfactory. Pupils are provided, each week, with satisfactory opportunities to improve the quality of their singing in Years 1 and 2 and in Years 3 to 6. Good opportunities are also available for pupils to evaluate various types of music in other subjects, for example, when they select music to accompany their work in dance they do so based on well-informed and thoughtful comments.
123. Leadership and management of the subject are satisfactory. Curriculum documents and discussions with pupils clearly show that coverage meets the requirements of the National Curriculum, which was not the case at the time of the last inspection. Teachers report that they are supported well by the available resources and by the guidance provided by a commercial scheme of work, which is used in each year.

PHYSICAL EDUCATION

124. By the end of Year 6 standards are in line with expectations. However, attainment in dance exceeds that expected for pupils of this age. Teachers' records show that by the end of Year 6 standards in swimming are close to those expected. Pupils in Years 3 to 6, including those with special educational needs, make satisfactory progress. Improvement since the time of the last inspection is satisfactory.
125. The quality of teaching and learning is satisfactory overall. The teaching of dance is very good. Pupils in Years 5 and 6 approach dance lessons with great enthusiasm, responding very well to the teaching. Warm up activities are taught well and prepare pupils effectively for exercise. Pupils also explain the reasons why it is important to warm up correctly and perform the exercises correctly. During a lesson focussing on South American dancing pupils performed a dance based on the tango. They benefited greatly from the very good subject knowledge and enthusiasm of the teacher and worked very hard and successfully to arrange the steps she taught into a dance sequence.
126. Pupils' attainment in games by the end of Year 6 is in line with expectations. Teachers plan games lessons well and ensure that the activities and available equipment is matched well to pupils' abilities. Pupils, in turn, acquire skills well and work hard to apply these when they play games. However, they are sometimes not challenged sufficiently to apply their skills against set criteria. For example, in tennis

they develop their skills using bean bags and do not have enough time to use a ball and see how often they can strike it to each other over a net in a set amount of time. Teachers provide satisfactory opportunities for pupils to evaluate their own progress. However, opportunities to extend pupils' understanding are missed when they are not asked why they think they have improved.

127. The quality and range of learning opportunities are good and a good range of extra-curricular activities supports pupils' learning well. The activities include association football, cricket, rugby, volleyball and dance. High standards are evident in dance where pupils' learning is supported by a well-attended dance club and by the very effective teaching of a visiting dance teacher. During the inspection the dance club focussed on Israeli dancing and music. This provided pupils with a good insight to the traditions of that culture. Pupils also performed in a dance festival at a nearby high school. The quality of their dance, based on the theme of James Bond, exceeded that expected for their age.
128. The leadership and management of the subject are satisfactory. The co-ordinator has worked effectively, providing good support for her colleagues, developing the extra curricular programme, and ensuring that coverage of the curriculum is satisfactory. However, she has had very few opportunities to monitor the quality of teaching and learning by watching other teachers. Procedures to assess pupils' attainment and progress are satisfactory with teachers measuring these features correctly against the nationally set criteria. Resources to support pupils learning and the quality of accommodation are satisfactory. Good use is made of the hall. However, the surface of the playing field is currently uneven due to the activity of moles.

RELIGIOUS EDUCATION

129. By the end of Years 2 and 6 pupils are achieving standards in relation to the locally agreed syllabus that are in line with those expected for their age. A significant number of pupils throughout the school achieve standards that exceed those expected. Pupils with special educational needs are well supported in all normal activities and this enables them to make good progress in their studies. Higher-attaining pupils are given opportunities to achieve to their full potential when participating in discussion and in completing their written work. These findings are similar to those reported at the time of the previous inspection of the school.
130. Pupils in Years 1 and 2 learn stories from the Bible, such as the Christmas and Easter stories. Some of the older pupils have good knowledge of the local church and know that it is a special place for Christians. Most pupils talk enthusiastically about the way the Chinese celebrate the New Year. The impressive Chinese dragon that they walk under as they go to the hall for whole-school assemblies delights them. Pupils in the Year 3/4 class build well upon their previous knowledge and understanding. They are being given opportunities to explore their own feelings and form a balanced view of what it means to be a Christian. Most pupils have a sound knowledge of Christianity but are starting to appreciate the customs associated with other faiths and religions. They know that different faith communities have places of worship that are significant to them, for example a Muslim mosque and a Jewish synagogue. They can describe a range of artefacts used by Muslims and know many details relating to the Qu'ran. Year 6 pupils show increased knowledge of other faiths. They know the main features of what it means to be a Jew, Muslim, or Buddhist and appreciate the wide diversity of religious faiths in multi-cultural Britain.
131. Year 6 pupils are investigating bullying and looking at the role of the bully and the victim. They willingly share their own experience and some of them talk about their anxiety of their transfer to secondary education at the end of the academic year. They are sympathetic to the needs of younger pupils in the school and are grateful that they have some limited opportunities to look after them at play and lunch times. Throughout the school, pupils have good attitudes and they are keen to talk about their experiences in religious education lessons. They are polite, courteous, and supportive of one another. They listen carefully while their peers are speaking and are sympathetic to those who have ideas different from their own. Religious education makes a significant contribution to pupils' personal development.
132. Teaching is satisfactory. Teachers' planning clearly shows that all areas required by the locally agreed syllabus are being fully met. All work is marked regularly but the quality is variable often consisting of a series of ticks. The best examples in the Year 1/2 class include short comments that give pupils a clear indication of the standard of the work and how it might be improved. The co-ordinator gives a satisfactory lead to the subject but the role needs further development to include monitoring of classroom practice.