

INSPECTION REPORT

DONINGTON-ON-BAIN PRIMARY SCHOOL

Donington-on-Bain, Louth

LEA area: Lincolnshire

Unique reference number: 120444

Acting Headteacher at the time of the inspection:

Mr P Kimberley

Reporting inspector: Mr A J Dobell
10373

Dates of inspection: 16th to 19th September 2002

Inspection number: 248125

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

© Crown copyright 2002

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:	Primary
School category:	Community
Age range of pupils:	4-11
Gender of pupils:	Mixed
School address:	Main Road Donington-on-Bain Louth Lincolnshire
Postcode:	LN11 9TJ
Telephone number:	01507 343240
Fax number:	01507 343240
Appropriate authority:	The Governing Body
Name of chair of governors:	Mr A D G Devonald
Date of previous inspection:	September 2000

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
10373	Mr A J Dobell	Registered inspector	English Mathematics Music Physical education Education Inclusion English as an additional language	What sort of school is it? The school's results and pupils' achievements How well are pupils taught? How well is the school led and managed? What should the school do to improve further?
9520	Mr J Leigh	Lay inspector		Pupils' attitudes, values and personal development How well does the school work in partnership with parents?
30834	Mrs A Lawson	Team inspector	Areas of learning in the Foundation Stage Special educational needs Science Information and communication technology Art and design Design and technology Geography History Religious education	How good are the curricular and other opportunities offered to pupils? How well does the school care for its pupils?

The inspection contractor was:

Nord Anglia School Inspection Services
Strathblane House
Ashfield Road
Cheadle
Stockport
SK8 1BB

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	7
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?	11
The school's results and pupils' achievements	
Pupils' attitudes, values and personal development	
HOW WELL ARE PUPILS TAUGHT?	14
HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?	16
HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?	18
HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?	20
HOW WELL IS THE SCHOOL LED AND MANAGED?	22
WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?	25
PART C: SCHOOL DATA AND INDICATORS	26
PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES	31

PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

This small primary school has 98 pupils on roll, aged from four to eleven. It serves a rural community of several small villages covering an area of some 100 square miles. A high proportion of the pupils travel to school by bus. All pupils are white and have English as their first language. The proportion of pupils known to be eligible for free school meals (one per cent) does not reflect the nature of the community served by the school, which has an above average degree of social and economic deprivation overall. Sixteen children are in the Reception class and the remaining pupils are divided between three classes - Years 1 and 2, Years 3 and 4, and Years 4, 5 and 6. Children have average levels of ability when they enter the school although the full ability range is represented. Twenty per cent of pupils are on the school's register of special educational needs and this proportion is close to the national average. Four per cent of pupils have statements of special educational needs which is above average. The nature of special educational needs includes physical disability, emotional and behavioural difficulties and moderate learning difficulties. The number of pupils joining and leaving the school during the course of the year is high, and there is good evidence that this adversely affects attainment and progress.

HOW GOOD THE SCHOOL IS

The school has made satisfactory progress since its previous inspection and is no longer under-achieving. Children make good progress in the Reception class and achieve at least the expected standard in the areas of learning for this age group. Progress in the infants and juniors is satisfactory overall, but pupils make good progress in English, mathematics, religious education and science, apart from Years 5 and 6. Progress in information and communication technology is unsatisfactory and pupils do not attain the expected standards at the end of Years 2 and 6. The quality of teaching is now good overall and no unsatisfactory lessons were observed during the inspection. Leadership and management are satisfactory overall, but the contribution of the headteacher to this area has been limited by significant levels of absence. This is a satisfactory school. Given the standards of attainment and the good quality of teaching, the nature of the community that it serves, and the relatively high costs per pupils, the school gives satisfactory value for money.

What the school does well

- Teaching and learning is good in English, mathematics and religious education, and in science apart from Years 5 and 6.
- There is good provision for children in the Foundation Stage and for pupils who have special educational needs.
- Pupils have very good attitudes to learning, which result from the very good relationships that exist throughout the school.
- The provision for pupils' moral development is very good and they have a mature concern for the feelings of others.
- There is good provision for pupils' personal development and this is supported by high quality discussion in lessons.
- The school benefits from the enthusiasm of its teachers, support staff, parents and governors.

What could be improved

- Standards of attainment in information and communication technology are unsatisfactory.
- The school's systems for identifying and correcting developing weaknesses are inadequate.
- There is no clear management structure.
- Systems for communicating with parents, including annual reports on pupils' progress, are unsatisfactory.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school's previous inspection was in September 2000. Since then, progress has been satisfactory overall. The key issues from that report have been addressed successfully, with the exception of attainment in information and communication technology, which remains unsatisfactory. The quality of teaching and learning has improved well in English, mathematics and religious education. In science, there has been good improvement except in the provision of investigative work in Years 5 and 6. The needs of the oldest pupils in the mixed age classes are now met successfully and higher attaining pupils are now challenged well. A particular strength is the quality of discussion in classes, particularly in the juniors, which leads to pupils having a mature understanding of their work. The pace of improvement has been adversely affected by the headteacher's high level of absence. During this inspection, as a result of the leadership of the acting headteacher, morale was improving and the school staff were becoming confident and forward looking.

STANDARDS

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

Performance in:	compared with			
	All schools			similar schools
	1999	2000	2001	2001
English	A	C	A	B
Mathematics	B	A	C	E
Science	B	D	C	E

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

Results as measured in the National Curriculum tests at the ages of seven and eleven have been variable from year to year. However, these are small groups of pupils and an individual year's results needs to be viewed with caution because of the effect of movements in and out of the year group, and the proportion of pupils with special educational needs in any year.

At the age of seven in 2002, there was a good improvement on previous levels of attainment, with all pupils attaining at least the national expectation of Level 2 in reading and writing, and a good proportion attaining the higher than expected Level 3 in reading and mathematics. However, no pupils attained the higher level in writing. At the age of eleven, in 2002, results were slightly below those attained in 2001, but a good proportion of pupils attained the higher than expected Level 5 in English and mathematics, while a smaller proportion attained this level in science. It is not yet possible to compare these results with the national average because the figures are not yet available. Comparisons with similar schools need to be treated with caution because of the very low proportion of pupils known to be eligible for free school meals. The school failed to achieve its agreed targets in English and mathematics for eleven year olds in both 2001 and 2002. However, these targets were very challenging. The proportion of the school's pupils going onto grammar school in 2002 exceeded the county average.

Evidence from this inspection shows that attainment in English, mathematics and religious education is above that normally found at seven and eleven and attainment in science is good at the end of Year 2 and satisfactory at the end of Year 6. Attainment in information and communication technology is unsatisfactory at the end of Years 2 and 6. In the other subjects of the curriculum, attainment is at the level normally found at the end of Years 2 and 6. Children in the Foundation Stage make good progress in their learning, as do pupils with special educational needs.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils have very good attitudes to school overall. They enjoy lessons and are eager to learn.
Behaviour, in and out of classrooms	Behaviour is good both in and out of class. Behaviour improves as pupils get older. No pupils were excluded in the last school year.
Personal development and relationships	Pupils' personal development is very good. It is promoted by the very good relationships that exist between pupils, and between pupils and adults.
Attendance	Attendance is above the national average and punctuality is good.

TEACHING AND LEARNING

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

Overall, the quality of teaching is good and has improved since the school's previous inspection. A key strength is the interesting and imaginative learning experiences that teachers plan. These engage pupils' interest so that they work with enthusiasm and their learning is of good quality. The key skills of literacy and numeracy are taught well overall, with mathematics being taught very effectively in the juniors. Teaching and learning in the increasingly important skills of information and communication technology are unsatisfactory over time. Good teaching means that children in the Foundation Stage and pupils with special educational needs make good progress. Evidence from this inspection shows that teaching and learning in English, mathematics, science and religious education are now good overall. In the other subjects of the curriculum, with the exception of information and communication technology, teaching and learning are satisfactory. No unsatisfactory teaching was observed during the inspection and just over two thirds of teaching was at least good.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The quality of the curriculum is satisfactory. All pupils, including those with special educational needs, are fully included in learning.
Provision for pupils with special educational needs	There is good provision for pupils with special educational needs, who make good progress in their learning.
Provision for pupils with English as an additional language	No pupils speak English as an additional language.
Provision for pupils' personal, including spiritual, moral, social and cultural development	There is good provision for pupils' personal development and for their spiritual and social development. Provision for their moral development is very good and provision for cultural development is satisfactory.
How well the school cares for its pupils	There is good provision for the care of pupils and satisfactory provision for promoting their academic progress. There is satisfactory provision for

	child protection and health and safety.
--	---

The school is improving its use of assessment to promote pupils' progress but there remains scope for further development. Pupils are well known to all adults in the school and this promotes their welfare effectively. Parents appreciate the good level of care that their children receive. Overall, the school has satisfactory links with parents.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher's contribution to leadership and management has been restricted by significant levels of absence. Teachers are an effective team. There is no system in place for the management of the school in the headteacher's absence.
How well the governors fulfil their responsibilities	Governors are enthusiastic and supportive. The governing body fulfils its legal responsibilities. Governors are in the early stages of using the analysis of data to evaluate the school's effectiveness.
The school's evaluation of its performance	The school now has systems in place to evaluate its performance. It has yet to use the outcomes of this analysis to plan further progress.
The strategic use of resources	The school's use of its resources is satisfactory overall. The unreliability of its computers is adversely affecting teaching and learning.

During the inspection, the school was being led by an acting headteacher. Under his purposeful leadership, the school was confident and forward-looking. The school is well staffed to teach the National Curriculum and religious education and its non-teaching assistants are effective. Accommodation is good and resources are adequate overall. There are examples of the principles of best value being used to secure improvements, for example, with regard to the accommodation. Overall, the use of these principles is satisfactory. Once the situation regarding leadership and management is stabilised, the school will be in a good position to improve further.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> ▪ Teaching is good and children are expected to work hard. ▪ Behaviour is good. ▪ 90 per cent of parents are happy to approach the school with concerns. ▪ 90 per cent agree that their children like school. 	<p>Of the parents who responded to the questionnaire,</p> <ul style="list-style-type: none"> ▪ 12 per cent question if their children are making good progress. ▪ 29 per cent question if the amount of homework is right. ▪ 25 per cent do not believe that they are sufficiently well informed about progress. ▪ 23 per cent do not believe that the school works sufficiently closely with parents. ▪ 21 per cent question if the school is well led and managed. ▪ 41 per cent do not believe that the school offers enough activities outside class.

The school issued 123 questionnaires and 44 were returned (44.9 per cent). These views represent just under one half of all parents and carers. The inspection team supports the parents' positive views. Inspectors' views about parent's concerns are given in the full report.

In spite of these adverse comments by a minority, most parents are happy with the school. The parent-teacher association provides a valuable service to the school and its pupils. The school understands that it needs to improve its communication with parents so that they understand the reasons for the actions that it takes.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

- 1 In the 2001 National Curriculum tests taken by pupils at the end of Year 6, in English, over 80 per cent of the school's pupils attained the national expectation of Level 4 at least, with 50 per cent attaining the higher Level 5. These results were well above the national average. In mathematics, over two thirds of pupils attained at least Level 4 and a quarter attained Level 5. These results were in line with the national average. In science, well over 80 per cent attained at least Level 4 and almost one third attained Level 5. Again these results were close to the national average. Girls were significantly more successful than boys. However, each year group only contains a small number of pupils, so caution is needed in drawing conclusions from any set of figures or trying to identify trends. Further, comparisons with schools that draw their pupils from similar backgrounds is difficult because the very small number of pupils known to be eligible for free school meals in this school is not a true reflection of the community that the school serves.
- 2 In 2002, in the National Curriculum tests at the end of Year 6, in English, some three-quarters of the school's pupils attained the national expectation of at least Level 4, with 42 per cent attaining Level 5. In mathematics, two thirds of pupils attained at least Level 4, with one third attaining Level 5. In science, 83 per cent of pupils attained at least Level 4, but only 17 per cent attained Level 5. National statistics are not yet available to compare these results with the national average. From 1997 to 2001, the improvement in the school's average points score was below the national average trend. In both 2001 and 2002, the school failed to achieve its agreed targets for pupils attaining at least Level 4 in English and mathematics. However, these targets were very challenging. In 2002, the proportion of the school's pupils gaining places at grammar school through the 11-plus was higher than the county average.
- 3 In the National Curriculum tests at the end of Year 2 in 2001, in reading, 84 per cent of pupils attained at least the national expectation of Level 2, with 24 per cent attaining the higher Level 3. This was below the national average. In writing, 88 per cent of the school's pupils attained at least Level 2 and 18 per cent attained Level 3. Overall, this was broadly in line with the national average, but the proportion attaining Level 3 was double the national average. In mathematics, 95 per cent of the pupils attained at least Level 2 and 29 per cent attained Level 3. This was in line with the national average. Overall, the performance of boys and girls was broadly similar.
- 4 In 2002, in the National Curriculum tests at the end of Year 2, all the school's pupils attained at least Level 2 in reading, with 42 per cent attaining Level 3. In writing, all pupils attained Level 2, but no pupils attained Level 3. In mathematics 92 per cent of the school's pupils attained at least Level 2 and 33 per cent attained Level 3. Again, no figures are yet available to make comparisons with the national average. Science is not examined at the end of Year 2, but, in 2001, teachers' assessments judged attainment in science to be close to the national average.
- 5 The learning skills of children entering the Reception class are broadly average but cover a wide range. In the Reception class, children make good progress in their learning and virtually all attain at least the level expected nationally in the areas of learning designed for this age group, and many exceed them. Children have a secure

base in all areas of learning to begin their work on the National Curriculum when they enter Year 1.

- 6 In Years 1 and 2, evidence from the inspection shows that pupils make satisfactory progress overall and reach satisfactory standards. By the end of Year 2, attainment is good in English, mathematics, science and religious education and is satisfactory in all other subjects, except in information and communication technology. In this subject, attainment and progress is unsatisfactory and pupils are unable to save their work or to retrieve it and print it independently.
- 7 The same pattern is evident in Years 3 to 6. By the age of 11, pupils have good skills in speaking and listening and in reading and writing, although spelling is a relative weakness. They have a good understanding of the different aspects of mathematics and a mature ability to reflect in subjects such as religious education. These strengths are rooted in the high quality of discussion that takes place in classes. Teachers expect pupils to think and to express themselves with precision and these high expectations have a positive effect on attainment. The school teaches literacy and numeracy effectively throughout the key stages. Pupils' attainment in science at the end of Year 6 has been adversely affected by a lack of knowledge of scientific vocabulary and weaknesses in investigative skills. The school has identified this and was taking steps to correct it during the course of the inspection. There are still areas of weakness in information and communication technology, for example in getting practical experience of the use of spreadsheets. There was little evidence during the inspection of pupils using information and communication technology to support learning in subjects across the curriculum.
- 8 Pupils with special educational needs make good gains in knowledge, skills and understanding. As a result, by the age of 11, they attain well in relation to their age and ability in most subjects. When working in small groups in class or receiving individual tuition, they benefit from working with specialist teachers or trained staff, and this has a positive effect on their learning standards of attainment.
- 9 An unusually high proportion of pupils leave or join the school during the course of their education. For example, in the Year 6 class that left the school in the summer of 2002, over half did not begin their primary education at this school. There is good evidence that this has an adverse effect on the school's average levels of attainment.
- 10 The school now has a well-balanced and committed teaching staff who are determined to raise standards, and have the capacity to do so. When the leadership and management of the school are stabilised, the school will be in a good position to achieve this.

Pupils' attitudes, values and personal development

- 11 Pupils' attitudes to school are very good. This is a significant improvement since the previous inspection. Pupils are eager to come into school at the start of the day, and move around the school calmly and with purpose. They are helpful to visitors and proudly show them their own work. Pupils concentrate well, show interest, reflect on what they do and involve themselves fully in the range of curricular and extra-curricular activities that the school provides. Pupils are very enthusiastic to get as much out of school as possible. Teachers ensure that lessons and other activities are interesting so that pupils are engaged and enjoy their learning. This was seen, for example, in a numeracy lesson, which used coins and notes, and in an information and communication technology lesson, where pupils used an interactive board linked

to a laptop computer. Pupils are very happy in school and have a good understanding of the levels of behaviour expected. When given the opportunity, pupils co-operate and work well together. Most pupils, when asked, are keen to answer questions and are not afraid to contribute and test ideas.

- 12 Behaviour is good in lessons, around the school, at play and at lunch, matching the school's high expectations. There were some examples of very good behaviour in lessons. This is reflected in the school's record of excluding no pupils in the last school year. The school has an effective behaviour policy, which includes clear procedures for improving unsatisfactory behaviour, including bullying. These procedures involve parental support. There are rewards for pupils who are well behaved. No oppressive behaviour, such as bullying or racism, was observed in the inspection week. Pupils are clear about reporting procedures and have confidence that appropriate action will be taken should bullying occur. Pupils are courteous to each other and to adults. They are very polite. The vast majority of parents, who contributed to the questionnaire, or to the parents' meeting, said that pupils are well behaved.
- 13 Personal development is good and the school works hard to develop the confidence and self-esteem of all its pupils. Pupils show initiative when given the opportunity and are willing to take responsibility. They respond well to the range of jobs and responsibilities that they are given and carry them out eagerly. Older pupils notice what needs to be done and do it, and help the younger ones without being asked. A meeting of the school council was observed during the inspection, which was a most impressive example of personal development in the way in which the pupils organised themselves, represented their friends, discussed issues, managed a small budget, came up with ideas and prioritised actions. In all lessons pupils are encouraged to answer questions and develop ideas. They are fully involved in the daily routines of the school and support each other well. They take part in assemblies. Pupils make significant gains in confidence as they progress from the Foundation Stage and throughout the school.
- 14 Pupils form very good, constructive relationships with each other and with their teachers and other adults. Pupils are capable of working and playing well together, and no instances of exclusion from activities were observed. All pupils, including those with special educational needs, are provided with the opportunity to be fully integrated into the life of the school. They respect differences and understand the feelings of others. An example of this is the care taken to fully include those with a disability into work and play.
- 15 Pupils reflect on, and have a very good understanding of the effect of their actions on others. Personal, social and health education, whole class discussions and assemblies all provide opportunities for reflection, for example in relation to belonging, kindness, friendship, citizenship, feelings and recognising right and wrong. Children in the Reception class develop well in the area of personal, social and emotional development.
- 16 Attendance is good and is well above national average. There is very little unauthorised absence. This consistently good attendance is an improvement since the previous inspection. Pupils arrive on time for lessons. Registration is efficient, recording is accurate and this results in a prompt and uninterrupted start to the day being made, so that pupils are very quickly into their work.

- 17 The strengths in pupils' attitudes and behaviour identified in the last report have been maintained. Very good relationships make a significant contribution to teaching and learning. The school's successful strategies for managing behaviour result in behaviour improving as pupils get older. The oldest pupils in the school have an impressively mature approach to teaching and learning.

HOW WELL ARE PUPILS OR STUDENTS TAUGHT?

- 18 The quality of teaching is good overall, with some very good teaching, and no teaching which is unsatisfactory. During the inspection, 31 lessons were observed. Of these, 32 per cent were satisfactory, 52 per cent were good and 16 per cent very good. This is an improvement on the previous inspection when 55 per cent of teaching was satisfactory, 36 per cent was good and 9 per cent was very good.
- 19 Teaching in the Reception class is good overall and is rooted in a secure understanding of how young children learn. There is a good balance between directed and child-initiated activities and good use is made of learning opportunities in the school grounds, which have been improved since the previous inspection. The teacher is well supported by a classroom assistant in the mornings but is largely unsupported in the afternoons. This limits the scope for practical activities at these times. Nevertheless, effective teaching results in children making good progress and attaining well at the end of the Reception year. They have a secure base on which to begin work on the National Curriculum.
- 20 In Years 1 and 2, teaching is satisfactory overall with a substantial minority of good teaching. The quality of teaching in English, mathematics, science and religious education is good and it is satisfactory in other subjects. The basic skills of literacy and numeracy are taught well and pupils are developing a good level of skills in these areas. Good opportunities are taken to enable pupils to use information and communication technology to support their learning, but higher level skills in this subject are not yet secure. The teacher is new to the school and is successfully developing relationships and routines in her class. She receives relatively little support from teaching assistants, which places an extra burden on her.
- 21 In Years 3 to 6, the quality of teaching is good overall and there are examples of very good teaching in English, mathematics and religious education. A particular strength is the quality of discussion in classes 3 and 4. Issues are discussed in depth and pupils are expected to think and to express themselves clearly and with precision. This results in an impressively mature level of understanding of issues and an ability to consider and weigh different viewpoints. Good quality discussion underpins effective teaching and learning in the skills of literacy and numeracy. In written work, the weakest element is spelling. During the inspection, there was little evidence of information and communication technology being used to support learning in subjects across the curriculum. The teaching of science in Years 5 and 6 has neglected practical and investigative activities and this has depressed attainment, but, during the inspection, this weakness was being corrected. However, pupils are given good opportunities to work in pairs and in small groups, which is effective in developing social skills and independent learning skills.
- 22 The quality of teaching for pupils with special educational needs is good overall. The planning of lessons makes provision for these pupils to undertake work that is well matched to their particular needs. The flexibility created by the mixed age classes is utilised effectively so that pupils with special educational needs work on appropriate tasks. When pupils are withdrawn for specialist support or to work with support staff

in classrooms on their individual programmes, teaching is tightly structured and focuses carefully on pupils' individual needs. As a result, pupils make good gains in their knowledge, skills and understanding, particularly in literacy and numeracy and in their awareness of their behaviour and relationships with others. Pupils with special educational needs benefit from sensitive and skilled support throughout the school. Support staff know pupils very well and a high priority is placed on developing their independence. When external agencies such as the physiotherapy or speech therapy services provide programmes for these pupils, support staff follow them carefully.

- 23 Overall, teachers have a secure knowledge and understanding of the subject that they are teaching although this is less secure in information and communication technology. Very good relationships throughout the school, but particularly in Years 3 to 6, underpin learning in most subjects. Strategies used to manage pupils are good overall and are particularly effective in the junior classes. They are based on praise and humour so that, in the most successful lessons, adults and pupils are united in the enjoyment of learning. In these lessons, pupils concentrate well over long periods and move smoothly from one activity to the next. Support staff are effective and well briefed and contribute well to the quality of learning for individuals and groups of pupils.
- 24 Very good lessons are characterised by high expectations for pupils' effort and behaviour. These are realised because staff plan interesting and imaginative learning activities that engage pupils successfully in learning. For example, in a very good religious education lesson in Years 5 and 6, the idea of a journey was linked to that of an individual's journey through life. Very high expectations for how pupils would conduct the discussion were realised and pupils' vocabulary was developed well. Very good moral and social development resulted and the quality of pupils' learning was very good. Mature debate resulted in pupils reflecting on their first thoughts and developing a very good understanding of the needs of others. Sensitive support for pupils with special educational needs enabled them to play a full part in the lesson, so that their confidence and self-esteem developed well. The success of this lesson was rooted in the teacher's skill in engaging the pupils in discussion of good quality and providing opportunities for them to reflect on their thoughts and feelings. Similarly, in a very good mathematics lesson in Years 3 and 4, effective planning ensured that pupils had a clear understanding of what they were doing and why. The teacher provided good levels of challenge for all pupils to which they responded enthusiastically. They not only worked with impressive interest and concentration on their own examples, but challenged each other to greater efforts. The teacher skilfully assessed pupils' learning as she went round the class, providing support where necessary. She was careful to ensure that all pupils had secure strategies for money calculations.
- 25 Throughout the school, work is marked regularly and there are good examples of comments that help pupils to make further progress. Short-term targets for English and mathematics in the front of pupils' books in Years 3 to 6 are effective in concentrating pupils' minds on how to make further progress. Teachers know their pupils well and have an intuitive grasp of how effectively they are progressing. However, arrangements for tracking progress have not yet been developed into a formalised system although they are an improvement since the school's previous inspection. The school has a scheme for using homework effectively to support learning. It has plans to monitor and evaluate the effectiveness of homework in the future.

- 26 In most lessons, pupils make good progress in their learning as a result of effective teaching. The school now has a balanced teaching force with good commitment to further improvement. Once the leadership and management of the school are stabilised, the school will be in a good position to build on this enthusiasm and raise standards of attainment further.

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

- 27 The quality and range of learning opportunities provided by the school are satisfactory and meet all legal requirements. All pupils have access to an appropriate curriculum. Pupils with special educational needs are fully integrated into all classes and after-school activities. Acts of collective worship meet legal requirements.
- 28 The school has policies in place for all subjects, but some of these are in need of review. For example, the policy for special educational needs does not meet the requirements of the new Code of Practice and requires urgent review. There are schemes of work in place for all subjects, which match national guidance well. As all pupils in Years 1 to 6 are taught in classes containing more than one year group, a two-year 'rolling programme' ensures full coverage of the curriculum and the progression of skills for all year groups. Some parents have expressed concern about a group of Year 4 pupils moving up into the Year 4/5/6 class. After detailed discussion with the teaching staff involved, the inspection team felt reassured that staff know the children very well indeed and have secure plans in place to ensure that this group of pupils is not disadvantaged.
- 29 The school has addressed successfully the unsatisfactory arrangements for the teaching of swimming identified in the report from the previous inspection. Pupils now have their full entitlement.
- 30 As found in the previous inspection, the curriculum for pupils who have special educational needs is good. Thoughtful provision is made for physical education lessons for disabled pupils. For example, swimming is provided as an alternative for a pupil who is unable to participate in team games or gymnastic activities. The school is a fully inclusive one, which meets well the needs of very diverse groups of pupils.
- 31 The school provides all pupils with opportunities to experience visits out of school and this enhances their learning. Recent visits to 'The Deep' in Hull, to Twycross Zoo and to Chambers Wood were used well by teachers to support learning across the curriculum, and were enjoyed and appreciated by the pupils. This was identified as a good feature by the previous inspection team, and has been maintained. The Parent Teacher's Association makes funds available on a regular basis to support these visits, and the school appreciates this valuable support. Within the limits in which it operates, the school provides a satisfactory range of activities outside class.
- 32 The strategies to teach literacy and numeracy through all subjects are good. In particular, a strong feature of good teaching in each classroom is the emphasis that teachers place on extending pupils' vocabulary and providing many opportunities for speaking and listening skills to develop.
- 33 The school makes satisfactory provision for pupils' personal, social and health education. The school has a draft policy written for the subject, but this has not yet been presented to all staff and governors. Teachers ensure that aspects of health education are planned through many subjects and examples of this are evident in the

pupils' work in science. Sex education is taught through the science curriculum, and is supported well by the school nurse who is fully involved in the sex education programme. Drugs education is taught by using the 'Drugs in Primary Schools' initiative and this is effective in ensuring that pupils are aware of the importance of the decisions and choices that they make in life.

- 33 The provision for pupils' personal, spiritual, moral and social education is good overall and makes a positive contribution to the pupils' good attitudes to learning, their enthusiasm for school and to their good behaviour. The provision for cultural development is satisfactory. The school has improved its provision for spiritual and moral education since the previous inspection and maintained the quality of its provision for social and cultural education.
- 34 The provision for spiritual education is now good. There is a good climate for learning within the school and a mutual respect between pupils and adults. This enables pupils to grow and flourish as individuals. Pupils are encouraged to be aware of and to respect the differences between individuals. Their empathy with others, particularly with those pupils who have either physical or learning difficulties, is impressive. Pupils are encouraged to question and discuss within all year groups and this has the effect of developing an open frame of mind and a developing ability to appreciate the, often diverse, views of others. In science, for example, pupils are taught to wonder at and respect the natural world around them. From an early age, they are taught that butterflies and mini-beasts are living things to be handled with care and respect. Acts of collective worship make a satisfactory contribution to spiritual development, as pupils are encouraged, for example, to give thanks for the harvest 'safely gathered in', or to give thanks to God for their health, family and friends. Awareness of other faiths is taught in religious education and this makes a good contribution to the school's provision for spiritual development.
- 35 The provision for moral development is now very good and has improved significantly since the previous inspection. Behaviour in classes and around the school is good, and sometimes very good. The school provides a clear moral code as a basis for behaviour and this is promoted consistently across the school. The school promotes equality of opportunity in all areas of the curriculum and, as a consequence of this, all pupils feel valued and respected. All adults are well respected by the pupils and this ensures that learning takes place in a calm environment. Very good opportunities are given for pupils to discuss subjects at length. This is particularly evident among older pupils, who display a very mature approach to discussions and good ability to see things from another's viewpoint.
- 36 The provision for social development is good. The school functions effectively as a well-ordered, friendly community. Pupils are happy; the majority are alert and responsive in lessons and are very willing to help others with their work. Teachers provide good opportunities for pupils to work together in a variety of ways, often in pairs or small groups. This is effective in promoting good personal and social development as pupils learn to be supportive of those who are less able and to learn from those who are more mature or have a better grasp of a topic. The school council has begun to function again and pupils are very keen to listen to the views and opinions of all school members.
- 37 The provision for cultural development is satisfactory. Pupils have an awareness of other cultures and traditions, primarily through their studies in religious education and geography, but what is less evident is how aware pupils are of the multicultural nature of society in Britain. Pupils do not visit places of worship of other faith communities

as part of their curriculum. Resources to promote the awareness of other cultures have improved since the previous inspection, but multicultural displays and resources are not a strong feature in most classrooms. In the Foundation Stage, for example, dolls and dressing-up clothes include no multicultural elements. Cultural awareness develops through art, dance and music throughout the school, although most displays in art reflect the work of famous artists from Western Europe.

- 38 The school has good links with the wider community, and this makes a positive contribution to pupils' learning. The school has done all it reasonably can do to use the resources available within its own locality and beyond. Pupils take part in a good range of sporting, cultural and community events and this broadens their experiences. The local environment around the school is used to good effect. A number of visitors and representatives from the community share their lifestyle and skills with pupils. These include the local rector, the police, fire and ambulance services, musicians, dancing groups and theatre groups. Pupils are very active in charity fund raising, for example for the National Society for the Prevention of Cruelty to Children, Lincolnshire Emergency Voluntary Services and Ambucoptor.
- 39 There is a good partnership with the youngest children and their parents and carers. Before they start in the Reception class, parents and carers bring their children to the school for them to get used to the staff and the other children. This results in a caring and sensitive induction to the school. It is clear that parents are most welcome and have good relationships with teachers and staff. Links with pre-school groups are developing well and parents appreciate the ease with which most children adapt to school.
- 40 Overall, there are satisfactory links with the wide range of secondary schools to which pupils transfer. There is an appropriate transfer of records and attainment data. There are opportunities for pupils to visit the secondary school to which they will transfer and some sharing of events. There is some liaison between primary and secondary staff, although a weakness is that there are few curricular links between the school and the secondary schools.
- 41 The school has addressed most weaknesses identified in the report from the previous inspection and there have been some good improvements. Teachers are aware of some remaining deficiencies, for example with regard to scientific vocabulary and investigative skills in Years 5 and 6, and these were beginning to be addressed during the inspection. Teaching and learning in information and communication technology remain unsatisfactory. The school is in a secure position to continue to improve its curriculum provision, and teachers are keen to do so.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

- 42 The school has satisfactory procedures overall for child protection and for ensuring the welfare, health and safety of its pupils, with some strengths and some significant weaknesses.
- 43 There is a health and safety policy although it has not been reviewed for four years. However, it demonstrates commitment and the school has appropriate arrangements for health and safety in place. An adequate range of procedures supports the policy. Risk assessment is very effective because of regular inspections of the school by management and governors, with valuable external advice being provided to produce some very good risk assessments, for example for work-experience students and the manual handling of disabled pupils. The school does all it reasonably can to ensure

the health and safety of its pupils. Day-to-day working practices ensure that pupils and staff are well protected from harm.

- 44 The school works consistently, and with determination, to secure the best interests of all its pupils, including those with disabilities, to safeguard their welfare and to promote their development. Staff know the pupils in their care individually very well and show genuine interest in their welfare. This results in very good and effective relationships. As a result, all pupils work and play in a safe, caring and secure environment. Good supervision of pupils during playtime and before and after school, and the end-of-day collection arrangements make a most effective contribution to the health and safety of pupils.
- 45 There is a designated person for child protection issues, who has been fully trained, but who was absent at the time of the inspection. Although informal arrangements had been made to cover child protection issues the procedures were unsatisfactory. The lack of adequate training for all staff is a significant weakness in procedures as staff have not been fully trained There are appropriate procedures to protect pupils when using the Internet.
- 46 There are satisfactory procedures to promote, monitor and improve attendance. The school has effective procedures to minimise lateness. Procedures are in place to communicate with parents on matters of attendance and reasons for absence.
- 47 The school has good procedures to monitor and promote good behaviour and to eliminate oppressive behaviour, including bullying. Staff, including teachers, classroom assistants and midday assistants apply the behaviour policy consistently. Pupils are aware of the school's expectations for behaviour. There is an effective reward and sanction system in place, which is used consistently by all staff. Good behaviour and attitudes to work are recognised in classes and in assemblies. Unsatisfactory behaviour is always challenged and appropriate sanctions applied. When necessary, some pupils have behaviour targets, which are monitored, with the aim of effecting improvements in their behaviour.
- 48 There are good procedures to monitor and support the personal development of pupils. These are based on the teachers' detailed knowledge of individual pupils. Information is used to develop the personal attributes of pupils, such as confidence, initiative, taking responsibility, social skills, moral skills and the making of choices. Pupils' personal successes are recognised with rewards. Personal, health and social education opportunities, whole class discussion and other curricular opportunities make a positive impact on personal development in areas such as healthy living and good citizenship. These opportunities ensure that pupils become increasingly independent, self confident and knowledgeable about themselves and the need for healthy and safe living.
- 49 Pupils who have statements of special educational need are well supported in the school. Their statements are regularly reviewed and the school implements the provisions outlined in statements. Pupils who have special educational needs are supported well in the classroom. Support staff use their very good relationships with the pupils to encourage, guide and support their academic and personal development. Support staff have a good awareness of the personal as well as the academic needs of their pupils, and help to create a secure and safe environment for them, so that they learn with confidence. External agencies provide good support for pupils with special difficulties. They conduct assessments, and provide resources, advice and support. The assessment procedures for pupils with special educational needs

follow current school guidance, but these procedures need to be reviewed in light of the guidance contained within the new Code of Practice. Current tracking and assessment is linked well to targets contained in individual education plans, but does not give accurate guidance with regard to how well pupils with special educational needs make progress over time.

- 50 The school has satisfactory procedures in place to assess pupils' academic achievements. Staff use a range of tests, including the National Curriculum tests, to assess standards in English, mathematics and science. The school identifies strengths and weaknesses and, where necessary, the school improvement plan is amended, with an action plan to address specific weaknesses in teaching and learning. However, this is very recent and underlying trends, indicating that the school would not reach the targets it set for Year 6 pupils reaching the higher levels in the National Curriculum science tests in 2002, were not identified soon enough. As a result, higher attaining pupils achieved less well than they were predicted to do. The school has learned from this, however, and results from the 2002 tests have now been rigorously analysed. As a consequence, teaching strategies have changed to address the weaknesses in science at the higher levels. This was a weakness identified in the previous inspection report for the school to address. The reaction to this issue has been too slow. The school still needs to ensure that systems are fully in place to identify and quickly correct any emerging weaknesses in teaching and learning, by rigorously analysing data and information from tests and assessments.
- 51 The other subjects of the curriculum are assessed in a less formal way, but individual skills are assessed at the end of the units of work covered in each curriculum area and this provides a satisfactory method of assessment and record keeping. This represents an improvement on the previous inspection, when arrangements were found to be unsatisfactory.
- 52 The school is currently developing tracking systems to monitor the progress of individual pupils, but this is underdeveloped and has been recognised as a priority for the school. Good systems are in place to monitor the progress of individual pupils in English and mathematics. For example, each month, pupils have individual targets written into their books that aim to improve their work. These are carefully monitored and form part of the academic support to promote pupils' learning.
- 53 The school does not have formal systems in place to monitor and support pupils' personal development, but the very good relationships in the school and the teachers' impressive knowledge of the pupils in their class, ensures that this is a good feature of the school's care for their pupils.
- 54 There have been good improvements in this area since the school's previous inspection. Teachers are aware that systems for tracking the progress of individual pupils need further development. The school has the will and capacity to put these developments into effect.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

- 55 On balance, parents are happy with the school although some have very positive views. They are pleased with the improvements the school has made since the previous inspection and the school has a valued position within the community. Several parents spoken to during the inspection said that they thought highly of the school and wanted to send their children to it because of its reputation.

- 56 Parents and carers are satisfied with the quality and effectiveness of what the school provides and achieves. Parents have the view that pupils are making good progress. The majority say that they are well informed about the progress their child is making, although a minority say that they would prefer more information. Evidence from the inspection shows that there are opportunities for parents to be informed about progress although reporting on progress through the annual reports is unsatisfactory. The majority of parents say that the school works closely with parents and they feel comfortable about approaching the school with questions and problems. A minority disagree that the school works closely with parents. Inspection evidence supports this view in that communication with parents is unsatisfactory and there are weaknesses, for example, in explaining the reasons for the movement and transfer of children between classes.
- 57 A significant minority of parents do not believe that their children get the right amount of homework. Inspection evidence does not support this view as appropriate and sufficient homework is used satisfactorily to support learning. The school has a sensible schedule for homework, but parents are concerned that it is not used consistently. The school plans to monitor this more effectively in the future.
- 58 The quality, relevance and usability of general information provided by the school to parents and carers is satisfactory. This is supported by letters and other school information. The school prospectus is informative and meets requirements. Parents spoken to during the inspection agreed that they understood what was going on in the school. The reporting on progress for pupils with special educational needs is good. Most parents of pupils with special educational needs are supportive and involved and attend review meetings as required. Their involvement is effective. The reporting on progress for other pupils is, however, unsatisfactory. Annual reports to parents describe attainment but not progress, targets are not set and attainment is not linked to National Curriculum attainment levels. The school provides opportunities throughout the year for meetings with parents when they can discuss their children.
- 59 The school is promoting and encouraging links with parents and carers and is welcoming to them. An 'open door' policy operates and parents are at ease when approaching teachers. Staff are readily available to discuss pupils with parents and carers, either informally or by appointment. A small number of parents and carers provide help and support in the life of the school, although this is being significantly handicapped by the strict vetting procedures being applied to those wishing to help in school. Parents and carers, who help in school, are engaged in a range of activities, are highly valued by the school and make a significant contribution to pupils' learning in school.
- 60 A committed group of parents, the Friends of Donington-on-Bain, are most effective in the practical and useful support that they provide to the school through regular, successful fund-raising events. This support meets particular needs identified by the school and has included the provision of sports equipment, soft cushions for use in the hall and a fund for subsidising school trips.
- 61 The contribution of parents and carers to children's learning is satisfactory because the vast majority provide effective support, for example in reading and in encouraging their children to do their homework. The school has implemented home-school agreements successfully.
- 62 A significant minority of parents said that the school did not provide an interesting range of activities outside lessons. Inspection evidence does not support this view

as, in the context in which it works, extra-curricular provision is good and enhances the curriculum. Learning is supported in various ways outside the normal school day. Pupils can take advantage of opportunities that include sports, musical activities and chess. There have been visits to Scarborough, Hull and to Twycross Zoo. During the inspection week an after-school French club was observed on two evenings in which pupils were enthusiastic to learn an extra skill.

- 63 While its intentions are good, the school is not consistently successful in explaining its actions to parents to gain their support. The significant levels of absence of the school's headteacher are a major reason for this. The school is aware of the need to create more successful procedures and has the capacity to do so.

HOW WELL IS THE SCHOOL LED AND MANAGED?

- 64 During the inspection, in the absence of its own headteacher, the school was being managed by an acting headteacher. The acting headteacher was providing effective and sensitive leadership and management. As a result, pupils and staff had settled quickly into the new school year, so that teaching and learning were effective and the school had an air of optimism and purposeful activity. The impact of the school's permanent headteacher on leadership and management has been limited by his high levels of absence.
- 65 The school has made satisfactory progress overall, in the two years since its previous inspection, in meeting the key issues identified at that time. The exception is the raising of attainment in information and communication technology. In this subject, attainment remains unsatisfactory at the ages of seven and eleven. The school's procedures for identifying priorities for development are unsatisfactory. The priorities identified in the current school development plan do not include science, where there has been a weakness in teaching and learning in Years 5 and 6, or spelling which is the remaining weakness in writing. The school development plan is a useful working document, but it does not incorporate subject action plans. It lacks specific and measurable targets that can be used to determine if priorities have been achieved successfully.
- 66 Teachers share the management of subjects and good opportunities are provided for subject leaders to monitor standards of work and teachers' planning, interpret results in National Curriculum tests, provide help and support to staff and set future targets. A pattern has been established for subject leaders to observe teaching and learning in their subjects and this has been effective in raising the quality of teaching and learning. Overall, subject leaders now manage their subjects well and this is an improvement since the school's previous inspection. In this small school, all teachers manage a number of subjects, which places considerable pressure on them. A weakness is that subject leaders do not control the budgets for their subjects so that their ability to manage developments in their subjects is limited.
- 67 The school sees equality of access and opportunity as central entitlements for its pupils. Care is taken to ensure that all pupils are fully included in all its activities and, in this, the school is successful. The current special educational needs co-ordinator is acting in a care-taking role, but will shortly undertake full management and leadership of special educational needs. She is not a full-time member of staff but has good systems in place for liaising with colleagues. She has the potential to address current weaknesses in both policy documentation, which does not incorporate the new Code of Practice for special educational needs, and in reviewing the current systems for assessing and monitoring pupils' progress. The day-to-day

management of the school's provision and general administrative procedures are good. These enable pupils with special educational needs to enjoy equal access to all that the school offers along with all other pupils.

- 68 The governing body is enthusiastic and committed to improving the school. It has a sensible committee structure, which enables it to fulfil its legal responsibilities. Governors have participated in training and are concerned to disseminate good practice. All subjects have a responsible governor and governors are finding this role useful in improving their awareness of the school's strengths and weaknesses. Parent governors play a valuable role in representing the views of parents. Governors are beginning to analyse standards of attainment and the quality of education in the school and have started to use data for this purpose. There is scope for this work to be undertaken with greater rigour, for example by using a wider range of information such as the 'Autumn Package'.
- 69 The school's accounts were last audited in April 1999. The audit report was largely supportive of the school's systems and its few minor recommendations have been adopted. The school has efficient procedures for determining its budget, in which the school administrator plays a major role. The draft budget is then presented to the governing body's Staffing and Finance Committee, which is effective in scrutinising the proposals. This committee then monitors the school's financial position regularly throughout the year. The governing body has been successful in managing its finances over the long term to improve the school's accommodation, so that the quality of education that the school is able to offer has improved. Finances are managed well on a day-to-day basis by the school administrator and there are effective systems for ordering and paying for goods and services. There are examples of the school using the principles of best value effectively to improve its provision. These include major and valuable improvements to the accommodation, which continue to improve the quality of education. However, these principles have not been applied effectively to the school's information and communication technology provision, which is unsatisfactory. The school is aware of this and plans to use its high current surplus to address this.
- 70 The school runs efficiently on a day-to-day basis. Its routines are straightforward and enable pupils to move smoothly and briskly from one activity to the next so that little time is lost. The school uses new technology well in administration, but the age and unreliability of the equipment means that the use of information and communication technology to support learning in subjects across the curriculum is unsatisfactory. The school administrator ensures that routine administration throughout the school is effective and efficient.
- 71 The school's teachers are well qualified to teach the National Curriculum and religious education and they are deployed effectively. Support assistants are effective in supporting learning but the amount of support in the Reception class in Years 1 and 2 is below the level normally found. Teachers and support assistants work well together, and this is an important factor in the quality of education that pupils receive. In this small school, adults were working together as a close-knit team during the inspection, and this is a strength. However, there are no clearly defined arrangements for the management of the school in the absence of the headteacher. There are good arrangements for introducing new staff to the school's routines and the school has the capacity to contribute to initial teacher training.
- 72 The school's accommodation is of good quality. Recent and ongoing improvements continue to improve the quality of learning experiences that the school provides. There

is a useful hall and good hard play and grassed areas. The learning environment is enhanced by good displays, and cleaning staff ensure that pupils learn in attractive and well kept accommodation. Resources for learning are adequate. There have been some improvements since the school's previous inspection, for example in objects of religious and historical interest. However, computers in classrooms are old and unreliable. This is frustrating for teachers who plan lessons involving software only to find that the computer will not work. This wastes valuable time. Further, access to the Internet to support pupils in individual research is unacceptably slow. The school has adequate library resources but scattered about the school as opposed to being in one room, where pupils could develop their individual research skills. There is no separate medical room. Grants for specific purposes, for example for special educational needs, are used appropriately.

- 73 During the inspection, there was an impressive unity of purpose among all adults in the school and a commitment to further development and improvement. The school benefits from enthusiastic teachers, support staff and governors and is well supported by parents and the local community. With stable leadership and management to provide vision and vigour, the school will be in a strong position to improve standards of attainment and the quality of the education it provides further.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

74 In order to improve further the quality of education provided by the school, the governors, headteacher and staff should:-

- (1) raise standards of attainment in information and communication technology throughout the school by:
 - improving the subject knowledge and confidence of staff through appropriate training;
 - making available reliable equipment so that pupils can develop skills systematically;
 - improving access to the Internet so that pupils can use all information and communication technology resources to support their learning in subjects across the curriculum; (please refer to paragraphs 7, 21, 23, 66, 70, 71, 103, 113, 118, 124, 131, 133, 135, 141, 153);
- (2) introduce strategies that will enable the school to identify emerging weaknesses in teaching and learning and to correct them at an early stage, for example by the rigorous analysis of data and assessment information and carrying forwards the results of this analysis into effective plans and policies; (please refer to paragraphs 51, 66);
- (3) establish a clear structure for the management of the school in the absence of the headteacher; (please refer to paragraph 72);
- (4) improve communication with parents so that they:
 - have a fuller understanding of the reasoning behind actions and policies;
 - have improved means of dialogue with the school about their children's progress, for example by having a formal means of responding to annual reports ; (please refer to paragraphs 57, 59, 64).

In addition to these key issues, the governors should consider the following points for development when writing their action plan:

- ensure that all staff are trained in child-protection procedures; (please refer to paragraph 45);
- develop pupils' awareness of the multi-cultural nature of our society; (please refer to paragraph 37).

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	31
Number of discussions with staff, governors, other adults and pupils	16

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	5	16	10	0	0	0
Percentage	0	16	52	32	0	0	0

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

Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	0	98
Number of full-time pupils known to be eligible for free school meals	0	1

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	4
Number of pupils on the school's special educational needs register	0	20

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	14
Pupils who left the school other than at the usual time of leaving	8

Attendance

Authorised absence

	%
School data	4.6

Unauthorised absence

	%
School data	0.2

National comparative data	5.6
---------------------------	-----

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
	2001	9	8	17

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys			
	Girls			
	Total			
Percentage of pupils at NC level 2 or above	School	82(80)	88(87)	94(93)
	National	84(83)	86(84)	91(90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys			
	Girls			
	Total			
Percentage of pupils at NC level 2 or above	School	88(87)	100(73)	100(100)
	National	85(84)	89(88)	89(88)

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

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

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2001	9	7	16

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys			
	Girls			
	Total			
Percentage of pupils at NC level 4 or above	School	81(71)	69(82)	88(82)
	National	75(75)	71(72)	87(85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys			
	Girls			
	Total			
Percentage of pupils at NC level 4 or above	School	75(82)	88(71)	88(88)
	National	72(70)	74(72)	82(79)

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

Statistics for boys and girls are not included separately because of the small numbers in each year group.

Recruitment of teachers

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

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	123
Number of questionnaires returned	44

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	55	36	5	5	0
My child is making good progress in school.	43	41	7	5	5
Behaviour in the school is good.	34	59	0	5	2
My child gets the right amount of work to do at home.	25	45	20	9	0
The teaching is good.	45	41	5	2	7
I am kept well informed about how my child is getting on.	25	48	20	5	2
I would feel comfortable about approaching the school with questions or a problem.	70	18	5	5	2
The school expects my child to work hard and achieve his or her best.	30	55	2	7	7
The school works closely with parents.	25	43	14	9	9
The school is well led and managed.	30	41	7	14	9
The school is helping my child become mature and responsible.	39	43	5	7	7
The school provides an interesting range of activities outside lessons.	16	43	25	16	0

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

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE

- 75 Children in the Foundation Stage get a good start to their education, and good teaching has a positive effect on children's learning. Consequently, children make good progress and achieve well by the end of the Reception year. This represents a good improvement, since the school's previous inspection, in the quality of teaching, the progress that children make and the curriculum provided. Relationships with parents are positive. The monthly newsletters for parents are valued and a sound partnership between home and school is developing. Children enjoy their time in the Reception class. Relationships are very good and this means that children trust teachers and other adults. This results in children who are enthusiastic and happy, and who respond positively to new and challenging tasks.
- 76 When they enter the Reception class, children's skills and knowledge cover a wide range of ability. The majority of children have the skills and knowledge typical of most children of their age, but the full ability range is represented. The results of the school's testing of children at the beginning and end of their Reception year indicate that they make good progress during the year, with most children achieving standards at or above the levels expected. This represents good progress and provides children with a secure base to start their learning in Key Stage 1.

Personal, social and emotional development

- 77 Personal, social and emotional development are taught well. By the time that the children leave the Reception class, most achieve above the levels expected in this area of learning.
- 78 Relationships are very good and adults provide good examples, being calm, patient and caring as children learn new skills. In the morning, children enter the classroom confidently without showing any anxiety at leaving parents or carers at this early stage of the school year. They are happy and greet their friends and the school staff cheerfully. Children are already familiar with the rules and routines of the classroom and show this as they independently find the photograph of themselves, with their names written on, to register as present.
- 79 Children are polite and caring, and helpful to others. They are keen to take responsibility and respond well to taking the class register to the school office. Activities and learning resources are well organised by the teacher and classroom support assistant and, as a result, children are able to work at some tasks independently, showing good levels of concentration as they persevere with new skills. The teacher provides good opportunities for children to develop moral awareness. For example, the children listened attentively to the story of Aesop and his master, and learned that their tongues can be used to be kind to people or to be hurtful in the things that they say. Good social skills develop as they are given tasks to do in groups. This is difficult, but children soon learn to appreciate what others in their group can do.

Communication, language and literacy

- 80 Teaching in this area of learning is good and, as a result, the majority of children achieve above the standards expected for their age by the time they enter Year 1. Speaking and listening skills are taught effectively, with the teacher and classroom support assistant constantly engaging children in conversation as they work. Vocabulary develops well as adults use correct terms within each subject area. For example, in a lesson exploring mathematical shapes, the teacher introduced the term 'two-dimensional' and spent time explaining what this meant. As a result, the children enjoyed using the new words and quickly grasped their meaning. Most children speak clearly as they explain what they are doing. Good systems are in place to support those children who have speech and language difficulties. Liaison with external support agencies is good and the school moves quickly to identify and support children with extra language help if this is required.
- 81 Reading skills are encouraged as children take books home every day. Higher attaining children are confident in their ability to read the title of the 'Big Book' in lessons and identify the main characters in a story. All children are taught basic reading skills well. Resources are imaginative and used well. For example, to teach initial letter sounds, the teacher used both a 'Big Book' of the story of Humpty Dumpty and a large Humpty puppet. This was enjoyable for the children so that they were alert, attentive and learned new sounds quickly. Children are already forming very good attitudes to books and reading at this early stage of the school year.
- 82 Early writing skills are developed well because the teacher plans and organises an interesting range of real writing activities. A good example of this was the extension of the lesson about the nursery rhyme, Humpty Dumpty. The teacher talked to the children about what Humpty must have felt like falling off the wall and hurting his head. This sparked a good discussion about the personal experiences the children had when they have fallen down. This again showed skilful planning as the teacher provided children with the opportunity to develop moral and social awareness. One child showed a good level of empathy as she was very aware that Humpty would have "a very sore head.....I hope he gets better soon". The children were then encouraged to make a 'Get Well' card for Humpty Dumpty and they were all eager to take part in this task. Children with special educational needs are well supported in their writing tasks, receiving either individual help or help within a small group. As a result, they make good progress in their learning.

Mathematical development

- 83 This area of learning is taught well and, by the end of the Reception year, the majority of children reach standards above those expected for their age. Analysis of their work shows that higher attaining children write and order numbers in the correct sequence up to 30 and use a 100 square to count in 10's from 5 to 95. By the end of the Reception year, higher attaining pupils confidently explore odd and even numbers, identify missing numbers in a sequence and add and subtract numbers up to 25. All children are beginning to use mathematical language with confidence.
- 84 In a lesson on shape, the teacher used learning resources well to extend the children's knowledge and understanding of two-dimensional shapes. Children use the correct terminology for the shapes, identifying them as 'rectangles', 'circles' or 'triangles'. Good use of a digital camera was made as the teacher recorded the shape patterns made by children using 2-D shapes. They then used the photographs generated to try to replicate someone else's shape pattern. The teacher instructed

children in how to use the digital camera during the lesson and, already, some children are able to use the camera with adult guidance. This represents good teaching of modern computer technology skills and ensures that children develop positive attitudes to new technology. Good use was made of the outdoor area when the classroom support assistant worked with a small group of children to go on a 'shape hunt'.

Knowledge and understanding of the world

- 85 The teacher provides good learning opportunities to ensure that children make good progress in their knowledge and understanding of the world. As a result of good teaching and a wide variety of interesting and relevant activities, the majority of children reach standards above those expected for their age. Children's knowledge and understanding of basic science skills are particularly well developed and provide a very good grounding for future work in Year 1.
- 86 In science activities, children are taught to sort into categories and, by looking at a range of pictures, identify between 'alive and not alive'. They learn about the human body, how it moves using muscles and joints and what constitutes a healthy diet. In one discussion on eating healthy foods, the children challenged the teacher to show them what she had brought to school in her lunch box. Thankfully, this contained a healthy selection of foods, so that the children were content that their teacher was eating appropriate foods! The teacher provides good learning opportunities to predict, explore, experiment and evaluate, using activities based within the classroom, for example when investigating melting ice cubes, or outdoors, when looking at the natural world. Good opportunities are taken to develop both moral and spiritual awareness when working with living creatures. A good example of this was when the children studied the life cycle of a butterfly and, as the butterflies emerged, they had a 'freedom ceremony', conducted with due seriousness. The butterflies were released individually and the children waved goodbye to them. The children still look at butterflies outdoors and wonder if they are 'theirs'.
- 87 Geography and history knowledge and skills are developed well as the children draw pictures of where they live and where they visit frequently. Children are aware that they live in a rural community and use construction kits to show farms, animals, farm buildings and machinery. In history, they recognise that changes take place over time. They develop early skills in chronology by sequencing the story of Florence Nightingale. All children have the opportunity to use computers and some children are able to use the mouse to move objects on the screen without assistance. In design and technology, children make models of vehicles using a range of materials. Awareness of other cultures develops as children listen to stories from other religions, but opportunities are missed to develop this further. For example, there are few multicultural resources and no dolls or dressing-up clothes to introduce the children to other cultures.

Physical development

- 88 Children make good progress in the development of their physical skills and most reach above the level expected in this area of learning. The teacher provides many opportunities for children to handle construction equipment, use play-dough to roll, cut and shape, to play in the sand tray and to use scissors, paint brushes and crayons. In physical education lessons in the hall, children are taught how to use space safely and to listen to instructions. Children with special educational needs are supported well and are fully included in lessons. The imaginative development of the new

outdoors play area is a good improvement to the accommodation since the previous inspection, and is used effectively to promote physical skills.

Creative development

- 89 The teaching of creative development is good. Activities are well planned, resources are used effectively and the classroom support assistant works with children in small groups so that knowledge and skills are developed thoroughly. As a result, children make good progress and most reach standards above those expected in this area of learning, particularly in their ability to draw and sketch from first-hand observations, using good pencil control skills. Information and communication technology skills are used to extend learning. For example, all pupils have the opportunity to use a 'Paint' program on the computer. A good range of experiences has been provided so that children used drawing, painting, collage and printing skills to good effect. The outdoor environment was used well to teach the appreciation of colour, tone, line and texture in the natural world, when children collected natural materials and made a 'picture on the ground' in the style of the Cumbrian artist, Andy Goldsworthy.
- 90 Accommodation for children in the Foundation Stage is good and has improved since the previous inspection. Resources are satisfactory and are used to good effect to promote learning, but multicultural resources are unsatisfactory. This leads to some missed opportunities to extend the children's cultural development. The teacher benefits from a classroom support assistant each morning, but is largely unsupported in the afternoons, which in particular makes planning outdoor activities difficult due to the need to ensure safety.
- 91 The school now provides a good quality of education in the Foundation Stage. As a result of good teaching, children make good progress overall, reach good standards of attainment and have a secure foundation on which to build when they begin their work on the National Curriculum in Year 1. This is a good level of improvement since the school was previously inspected.

ENGLISH

- 92 Good standards of attainment in English have been maintained since the school was previously inspected. The key issue in the report, to improve weaknesses in writing, has been addressed satisfactorily, although spelling remains the weakest element in pupils' writing.
- 93 In the National Curriculum tests in reading at the end of Year 2 in 2002, all the pupils attained at least the national expectation of Level 2, with a high proportion attaining the higher than expected Level 3. This was a good improvement on the results attained in 2001. In the National Curriculum tests in writing, all the pupils attained Level 2, but no pupils attained the higher Level 3. This was a significant decline in standards at Level 3 from the previous year, but an improvement in that all pupils attained the national expectation of Level 2.
- 94 At the end of Year 6, in the National Curriculum tests in English in 2002, three quarters of the pupils attained at least the national expectation of Level 4, with a good proportion attaining the higher than expected Level 5. These results declined marginally from those attained in 2001, but the numbers of pupils in each year group are small and no adverse trend can be identified.

- 95 Evidence from the inspection shows that attainment in speaking and listening is good throughout the school. In Years 1 and 2, speaking is better than listening. Higher attaining pupils are articulate and express themselves well. Other pupils take more time to express views but are able to do so after some thought. Some have good abilities to interpret the feelings of characters in a story. For example, when asked why a man took a teddy bear out of the park, one pupil replied, "He might have got a cold," and another said, "The boy (his owner) might have been upset." Some pupils have yet to develop the skill of listening while others are speaking and taking turns to speak. However, early in the school year, their new teacher was successfully establishing routines to improve their responses.
- 96 Speaking and listening are both good in Years 3 to 6. Pupils in the Year 5/6 class have impressive listening skills and express themselves confidently, using a rich range of vocabulary. In the Year 3/4 class, pupils listen carefully and some express themselves very effectively. For example, one boy described the sun as 'the earth's light source'. In both these classes, speaking and listening skills are developed skilfully by teachers, who have high expectations for pupils' concentration and effort. They expect pupils to think clearly and then to express themselves precisely. For example, in the Year 3/4 class, the words 'inter-galactic' and 'fantastic' were identified as a kind of rhyme. Pupils were then expected to explain precisely how the rhyme worked. High quality discussion in the junior classes has a positive effect on pupils' learning and understanding in subjects across the curriculum.
- 97 Standards in reading are good throughout the school, and better than those found normally. Higher attaining pupils read fluently and with good expression. They discuss their reading intelligently and have good skills to read unfamiliar words. A higher attaining pupil in Year 2 read all the words in her extract without difficulty and was able to compare the books she had read. A higher attaining pupil in Year 4 was a very confident reader and thought that her favourite author was 'very witty'. The higher attaining reader in Year 6 was highly competent and discussed her reading and the good points of different books with real insight. Average and lower attaining pupils also have skills to read unfamiliar words by breaking them down. An average attaining pupil in Year 2 was able to read 'mistake' in this way. Pupils in Year 4 enjoy reading poetry and are developing the skill of using punctuation to give their reading greater meaning. A good feature of reading in Years 3 to 6 is that pupils review in their reading records each book that they read. As a result, they develop the skill of reading critically and analysing what they enjoy, or do not enjoy, about a particular book.
- 98 In Years 1 and 2, the quality of writing varies, but is good overall. Pupils have experience of a range of writing including book reviews, letters and short pieces of narrative. Higher attaining pupils use capital letters and full stops consistently and spelling is generally accurate. Average attaining pupils are less secure with spelling, for example writing 'groops' for 'groups' and 'chicken' for 'children'. For lower attaining pupils, spelling is significantly less secure and written work tends to be brief and often is not completed. Higher and average attaining pupils have good handwriting, which is neat, even and legible, but that of lower attaining pupils is much less mature and well formed.
- 99 Pupils in Years 3 to 6 experience a wide range of writing including poetry, book reviews, letters, journalistic writing, biographies, fables, diaries and different forms of creative and imaginative writing. Overall, standards are good. Throughout the key stage, higher attaining pupils write with flair and creativity. By the end of Year 6, higher attaining pupils make use of literary devices such as alliteration, personification

and puns. There are good examples of word-processing work that has benefited from first drafts being improved. Vocabulary is rich and expressive, and grammar is accurate, but insecure spelling, for example 'favouret' instead of 'favourite' and 'rember' for 'remember', mars writing of impressive quality. Average and lower attaining pupils have the same range of work and, again, impressive content is spoiled by poor spelling. There is clear evidence of work improving overtime throughout the juniors. This progress is underpinned by targets for improvement being written in the front of pupils' books and being updated regularly during the course of the year.

- 100 Pupils' attainment in English benefits from their good attitudes to learning. Pupils in Years 3 to 6 work with sustained interest and concentration and respond eagerly to questions. Very good relationships mean that pupils support each other well in paired and group work. They show impressive initiative in tackling their work and have the confidence to put forward ideas, knowing that their thinking will be respected. They respond well to challenge. Pupils in Years 1 and 2 are keen to answer questions and concentrate well in whole-class work. In group work, pupils discuss enthusiastically what they are doing. If any aspect of the lesson goes on for too long, they are apt to lose concentration.
- 101 The quality of teaching is good in Years 1 and 2 and Years 3 and 4, and very good in Years 5 and 6. Teachers have a secure understanding of the National Literacy Strategy and use it effectively to promote progress for individuals and groups of pupils. As a result, all pupils, including those with special educational needs, make good progress in English. A strength of teaching is the interesting and imaginative learning opportunities that teachers plan for their pupils. These, coupled with high expectations for pupils' effort and behaviour, and challenging activities, engage pupils' interest successfully, so that they work with genuine interest and commitment. As a result, and because of teachers' judicious use of praise and humour, the management of pupils appears almost effortless as adults and pupils are engaged together in learning. Skilful and effective questioning tests and extends pupils' understanding. Teachers expect precision in thinking and expression, and this encourages a mature approach to oral and written work and good depth of learning. Good opportunities are taken for pupils to practise English skills in subjects such as history, geography and religious education. Work in English is marked thoroughly and carefully, and there are examples of useful comments to promote further progress.
- 102 An experienced teacher, who has a good grasp of the standards being attained throughout the school, leads the subject effectively. As a result of good subject leadership and teaching, pupils are receiving a well-rounded education in English and have good opportunities to practise their literary skills in subjects such as history, geography and religious education. However, there is little use of information and communication technology to support learning in English. They have a good understanding of how to use books for research and how to use resources, such as dictionaries and thesauruses. The good standards found in speaking and listening and in reading at the time of the previous inspection have been maintained, and there have been improvements in the quality of writing. The school is in a good position to maintain these good standards and to go on to improve them further.

MATHEMATICS

- 103 Attainment in mathematics has been erratic since the school's previous inspection. In the National Curriculum tests at the end of Year 2 in 2001, attainment was close to the national average. In 2002, there was good improvement in the quality of the results, with over 80 per cent of pupils attaining the top two levels of 2a and 3. In the National Curriculum tests at the end of Year 6 in 2001 there was a decline in attainment from the previous year, although attainment was still at the national average. Attainment improved marginally in 2002. The key issue from the previous inspection, to enable brighter pupils to achieve their full potential in mathematics, has been addressed successfully.
- 104 Evidence from this inspection shows that attainment by the end of Years 2 and 6 is above the level normally found. By the age of seven, pupils have a secure understanding of addition, subtraction, multiplication and division and know how to utilise their 2, 3, 5 and 10 times tables. They understand time in quarter hours and how analogue and digital clocks work. They are aware of the basic properties of the main two- and three-dimensional shapes. They successfully measure in centimetres and understand capacity in litres and weight in kilograms. They know what right angles are and have an early understanding of symmetry. Pupils of different levels of attainment are largely accurate in their work, with occasional examples of carelessness and poor understanding.
- 105 By the end of Year 6, higher attaining pupils show a high level of understanding throughout the different branches of mathematics. They add, subtract, multiply and divide to two decimal places and have a clear understanding that decimals, fractions and percentages are three different ways of representing the same concept. They have a good understanding of the uses of ratio, proportion, probability, symmetry and factors. They are able to represent data in block and line graphs and understand how to interpret data that is represented in this way. They clearly understand the differences between two- and three-dimensional shapes and how to calculate areas and perimeters. They can define different types of angles and triangles. Their work is impressively accurate. Average attaining pupils have covered the same work. Their work is generally accurate but is marred by occasional carelessness. Lower attaining pupils have covered the same work, usually using easier examples. Much of their work is accurate but there are areas of insecure understanding, for example about percentages. This good depth of understanding results from the quality of discussion in lessons, which ensures that pupils have a secure grasp of the concepts that underline the work that they are learning.
- 106 Progress in mathematics is aided by pupils' good attitudes to the subject. In the Years 1 and 2 class, pupils work with a good level of interest and concentration overall, although a few pupils have short concentration spans. In Years 3 to 6, there is a very good level of response to mathematics lessons and pupils work with a high level of concentration. They have a good capacity for independent thinking and are capable of impressive initiative when tackling challenging problems. For example, when considering different ways of making 24, one pupil suggested '48 divided by 0.5', showing a mature understanding of the number system. Relationships are very good and pupils support each other's learning very well. For example, when one pupil from a lower ability group offered the correct answer to a fairly difficult question, the class spontaneously applauded. These very good relationships give pupils the confidence to 'have a go' at challenging tasks, so that their skills develop well.

- 107 The quality of teaching is good in Years 1 and 2 and very good in Years 3 to 6. Teachers use the national Numeracy Strategy skilfully to increase pupils' knowledge, skills and understanding systematically. As a result, all pupils, including those with special educational needs, make good progress in their learning over time. Short-term targets being agreed and written in the front of pupils' books aid this progress. As a result, they know on which aspects of their work to concentrate in order to make further progress. Teachers have high expectations that pupils will be accurate in their thinking and their explanations. This results in clarity of thought and leads to secure understanding. Lessons are well organised with a sequence of activities, and carefully graded work for different ability groups results in sustained concentration. In the Years 5 and 6 class, the teacher was particularly skilled in using the 100 square board to illustrate the concept that was being considered. This enabled pupils to quickly understand the principle involved. Questions are used skilfully to test and reinforce pupils' understanding. This carefully planned and managed teaching results in very effective learning because pupils are challenged appropriately. Work is marked regularly and thoroughly. Opportunities are taken for pupils to practise their mathematics in science and design and technology. However, the use of information and communication technology to support learning in mathematics is unsatisfactory. Classroom assistants are effective in supporting individuals and groups of pupils in dealing with difficulties and in reinforcing learning.
- 108 The subject is currently being led by the headteacher. His absences are limiting his contribution to the development of the subject, but teachers are working effectively as a team to improve levels of attainment. The school is in a good position to consolidate the improvements that have been made and to go on to improve further.

SCIENCE

- 109 Standards in science have been maintained in the infant classes since the previous inspection. By the age of seven, pupils achieve well and the attainment of pupils currently in Year 2 is above the national expectation for their age. The standards of pupils in Year 6 are as expected for their age and pupils make satisfactory progress. In the previous inspection, standards in science were judged to be better in Year 6 than those found in English and mathematics. This is no longer the case and, by the age of 11, standards in science do not match the good standards reached in English and mathematics. The school has identified the reason for this from analysing the results in the National Curriculum tests taken in 2002. This analysis indicates that higher attaining pupils did not achieve the higher levels in the tests because their knowledge and understanding of how to predict, plan, investigate and evaluate a 'fair test' was weak and they were not being set enough challenging activities. Also, they did not have the specific vocabulary necessary to answer questions in enough depth. Effective strategies have now been put into place to tackle these weaknesses and higher attaining pupils in the current Year 6, who will take their National Curriculum tests in 2003, are on line to achieve better standards. However, this weakness was not identified early enough for action to be taken to support pupils who left the school in 2002.
- 110 The quality of teaching seen during the inspection was good throughout the school but, over time, the teaching of science has been better in Years 1 and 2 and in Years 3 and 4 than in Years 5 and 6, where teaching has been satisfactory. Discussion with pupils in Years 5 and 6 revealed that their experience of experimental and investigative work was inadequate although their understanding of other areas of science was secure. There are some real strengths in the teaching of science in the school. These begin to develop early in the Foundation Stage as children are taught

secure skills in how to investigate and observe what is around them. In all lessons and classes, teachers plan lessons well and use resources effectively to provide learning opportunities that are interesting. This has the effect of ensuring that pupils are keen to learn. They behave well in lessons because the activities that they are given are well matched to their individual needs. Pupils with special educational needs have good support in class to help them to reach the individual targets set for them and this ensures that they make good progress and achieve well. Pupils of all ages are given very good opportunities to discuss their work and teachers ask challenging questions, which encourage clear thinking.

- 111 A weakness in the teaching of science has been the inability over time to build upon some of the good skills previously taught in scientific enquiry. A good example of this was seen during the inspection when a higher attaining group of Year 6 pupils could not explain clearly what a 'fair-test' was and, without this knowledge, their ability to predict an outcome, plan a test and evaluate the outcome is seriously weakened. Their knowledge and understanding of correct scientific vocabulary is not yet good enough to match the good skills that they show in other subjects. The teaching seen during the inspection in Years 5 and 6 was good. however, and these weaknesses are being speedily addressed. For example, in the lesson observed, the teacher's good subject knowledge, her good planning and organisation of activities and her ability to provide effective teaching points at exactly the right moment in the lesson, ensured that the lesson on investigating reflections using mirrors met the needs of pupils of all abilities. As a result, their learning in the lesson was good.
- 112 Teachers use literacy and numeracy skills to good effect in science lessons. Very good opportunities are provided throughout the school to extend speaking and listening skills, so that pupils are able to talk about their work and explain their findings in impressive detail. Older pupils have good opportunities to use non-fiction books for research, but information and communication technology skills are not used well enough to support research, due to unreliable access to the Internet. This was a concern expressed at the previous inspection, and the school recognises this difficulty. It results from the system to which the school is contracted and is a source of considerable frustration to teachers in their attempts to plan effective lessons.
- 113 The leadership and management of the subject are now satisfactory. Systems are being put into place to monitor and analyse with enough rigour the results of the National Curriculum tests and school based assessments, in order to spot developing weaknesses that may adversely effect the progress pupils make. School subject action plans, which feed into the whole school improvement plan, have not been detailed enough in the past to make a positive impact on teaching and learning, but this has improved and standards in science look set to match those in English and mathematics. Resources for the subject are satisfactory.
- 114 Standards in science in Years 5 and 6 have slipped since the previous inspection. The school is now taking effective action to correct this and has the capacity to be successful.

ART AND DESIGN

- 115 By the end of Years 2 and 6, pupils achieve the standards expected for their age and they make satisfactory progress in the skills, knowledge and understanding of the art and design process. The curriculum is now planned in line with national guidance and meets the needs of pupils in the mixed-aged classes, including those with special educational needs. The programme being followed ensures full coverage of the

curriculum and skills are taught in a progressive way. This is a more structured approach to planning than was found at the previous inspection, and is an improvement.

- 116 Teaching is satisfactory throughout the school although, in some lessons seen during the inspection, teaching was good because basic skills were taught well. A strength of teaching is the good emphasis on teaching basic skills in drawing and painting and ensuring that pupils experience a wide range of techniques and media. For example, in Years 1 and 2, the teacher used the work of Van Gogh to encourage close observation of his style of drawing. By effective questioning, the teacher extended the pupils' observational skills prior to giving them the task of using mirrors to attempt a self-portrait. Pupils were attentive and showed a clear understanding of what a 'self-portrait' is when one pupil said, "It is a picture of yourself." Their drawing skills from first-hand observation are quite detailed, with eye-brows, eye-lashes and facial features, such as freckles, carefully drawn. Correct colour matching of skin-tones has yet to develop.
- 117 In the juniors, a good lesson was seen in Years 3 and 4 as the teacher's planning, sharing of learning objectives and good extension of the subject's technical vocabulary ensured good teaching of design skills. Pupils approached their work thoughtfully, carefully considering what had been done recently to their school to 'enhance the environment'. The majority of pupils have good pencil control and sketch well from first-hand observation. No information and communication technology was used to support learning in this lesson, basically because of problems related to the reliability of both computer hardware and software, so some opportunities to explore design through new technology were missed. In Years 5 and 6, information and communication technology was used well to support learning for a pupil with special educational needs. He worked with a learning support assistant to design a container, showing some frustration with the slow working of the computer, but achieving well during the lesson. A strength of this lesson was the opportunity that the teacher gave to enable pupils to explore a range of skills, tools and materials, and pupils displayed secure skills in cutting, drawing and making a curved container. Their drawing and painting skills are good, particularly when observing from first-hand, as recent work in the classroom on painting 'nature's containers' showed. Their design skills within art are weaker, however. In the lesson, pupils did not use sketchbooks to work from a clear design brief and, when asked, could not explain with much clarity what they were doing, or why. This meant that an opportunity was missed for pupils to have a clear record of their work in progress and how they had developed their skills.
- 118 Pupils' work in art makes a satisfactory contribution to their cultural development, although their studies of the work of famous artists focuses on western European cultures, and these resources do little to extend the pupils' appreciation of wider world cultures.
- 119 The leadership and management of the subject are satisfactory, with some good features. There are no formal assessment procedures in place, but skills are assessed at the end of each unit of work. Teachers' planning is monitored to ensure full coverage of the curriculum and the subject manager looks at samples of pupils' work to monitor the progression of skills. Resources for the subject are satisfactory.

DESIGN AND TECHNOLOGY

- 120 Only one lesson in design and technology was seen during the inspection, but sufficient evidence was available elsewhere in the school to enable judgements to be made. By the end of Years 2 and 6, pupils, including those with special educational needs, achieve the standards expected for their age and they make satisfactory progress in their knowledge, skills and understanding of the design and making process. Satisfactory standards have been maintained since the previous inspection.
- 121 In the lesson seen in Years 1 and 2, teaching was satisfactory. The lesson was planned to take into account the different ages and abilities of the pupils in the class and the teacher gave a good explanation of how to make a pop-up picture. A good feature of the lesson was the effective demonstration of how to make a spiral mechanism and the teacher used a good range of resources to show different mechanisms. Pupils were interested and one pupil noticed that his library book containing pop-up pictures used the same mechanism. Classroom teaching support was used well in the lesson and this ensured that the younger pupils and those with special educational needs were fully integrated and made satisfactory gains in their learning. By the end of the lesson, most children had made a spiral mechanism and the older pupils had attempted a sliding mechanism. The teacher used the plenary session at the end of the lesson to good effect, showing good examples of pupils' work, thereby increased the learning opportunities for all. The majority of pupils have a growing understanding that planning, making and evaluating a product takes place over a period of time. Previous work for this age group of pupils indicated that they are able to draw clear, labelled diagrams of a puppet. The skills of making a pattern, cutting it out, pinning the pattern to felt and stitching the puppet together shows a good range of skills. No evaluations were evident, however, which would have made the completed work a further learning opportunity.
- 122 No teaching was seen in the junior classes, so no judgement can be made on the quality of teaching, but the evidence of previous work indicates that what teachers do well is to enable pupils to plan, make and evaluate their work in a more formal way. Higher attaining, older pupils have the ability to write clear evaluations of the musical instruments they made, for example 'I thought it was quite tough stretching the elastic band around the rubber sheeting' and 'I had to change the beater because it did not make enough sound'. This represents good work. However, the evaluations completed by some pupils were too brief, for example 'It was brilliant' and these have not been revised to show a more thoughtful approach.
- 123 Information and communication technology skills are not used frequently enough to support learning, often because of unreliable equipment and software. Literacy skills are promoted through the use of correct technical vocabulary. Numeracy skills are used satisfactorily as pupils draw designs using measuring and estimating skills.
- 124 The leadership and management of the subject are satisfactory, with some good features. There are no formal assessment procedures in place, but skills are assessed at the end of a unit of work. The previous inspection noted that not enough time was given to the subject, particularly in Years 3 and 4. The subject is now planned to cover a two-year 'rolling cycle', so sufficient time is now given to the subject in each year group. Resources are now satisfactory. This is better than at the previous inspection, when they were barely adequate to support coverage of the full curriculum.

GEOGRAPHY AND HISTORY

- 125 By the end of Years 2 and 6 in both geography and history, pupils reach standards expected for their age and they make satisfactory progress as they move through the key stages. Standards in both subjects are now better by the end of Year 6 than those found at the previous inspection. In discussion with pupils in Years 5 and 6, however, their recollection of work covered supported the view that they have made satisfactory gains in their knowledge, skills and understanding. No teaching of history or geography was seen in the infants, so no judgement could be made on the quality of teaching. Only one history and one geography lesson were seen in the juniors and, in both lessons, the teaching was good. However, analysis of work done during the year indicates that teaching is satisfactory over time.
- 126 Pupils aged seven, have a secure understanding of the passage of time. Through their work on Florence Nightingale and Toys in the Past, pupils show a satisfactory understanding of chronology and of how things change over time. They compare people and things from different periods, such as life for a nurse in Florence Nightingale's time, compared with a nurse today. Higher attaining pupils write short biographies of historical characters and link specific dates to the events in the person's life. Pupils are becoming skilful at using a range of non-fiction books and historical resources to pose questions about the past. Effective links are made with literacy as pupils use books appropriately to write short accounts.
- 127 In geography, pupils' mapping skills are developed effectively though links with other subjects; for example by plotting on a map of Europe Florence Nightingale's journey to Scutari. In a local study of Donington-on-Bain, pupils use literacy skills well to write accounts of where they live, and of what they like and don't like about the village. They identify the main physical features in the village, such as the church, post office and school. Pupils have drawn maps, which are impressively accurate, showing the position of these features, and their knowledge and understanding of the local area is quite secure. The pupils' local knowledge is helped by the number of pupils who travel to school each day from other towns and villages and the school makes good use of this aspect of school life.
- 128 At the age of eleven, pupils have a satisfactory understanding of the lives of people in Victorian times. In discussion, they are able to talk about the differences between the rich and poor in Victorian society and show awareness that the lives of some children were very hard as they worked in factories and mines. Pupils have explored the working conditions of young children in factories and recollect that Victorian society had scant regard for the safety, care and welfare of young people. In general, pupils have a sound sense of chronology and use a good range of historical resources to find out about the past. In the history lesson seen in Years 5 and 6, teaching was good because the lesson was well planned to use a wide range of interesting resources and the teacher challenged pupils to think in depth when using the resources for investigation. As a result, pupils responded with a high level of interest and were skilled at placing original items into correct chronological order.
- 129 In geography, the lesson seen in Years 3 and 4 was good, with a clear focus on developing the knowledge, skills and understanding of pupils about their local area. Good strategies were taught for the pupils to collect and record evidence to support their work on investigating local work and methods of travel. The skills of using maps and plans are taught satisfactorily. Older pupils had little organised work in books but, in discussion, they have secure knowledge of the social, economic and industrial nature of their locality. They recall work on a village in Africa and compare the similarities and differences between their own experiences of life in a village. Their

knowledge about the different styles of housing, food, agricultural practices and world patterns of climate is secure.

- 130 Teaching in both subjects is satisfactory overall in the juniors. Teachers' planning indicates that the schemes of work are followed and that pupils, including those with special educational needs, are provided with an adequate range of experiences in lessons. Throughout the school, visits and visitors are carefully planned and make a good contribution to reinforcing pupils' understanding. For example, a recent visit to 'The Deep' in Hull was effective in broadening knowledge about world oceans and climate changes. Limited use is made of information and communication technology to support learning, but this is mainly because teachers are frequently let down by out-of-date equipment or unreliable access to the Internet. Both subjects make a satisfactory contribution to the school's provision for cultural development. Literacy and numeracy skills are used well in both subjects. For example, non-fiction books are used well to research topics, writing skills are used to present reports and short accounts and numbers, and data handling skills are used to support the understanding of chronology in history or to plot traffic surveys and data about the world climate in geography.
- 131 The leadership and management of the subjects are both satisfactory with some good features. No formal assessment arrangements are in place, but aspects of skills and knowledge are tested at the end of a unit of work and this represents an improvement since the previous inspection. Resources for geography are satisfactory and they are good in history. There is a good selection of historical materials, including many old photographs relating to the school and local villages. Pupils enjoy using these original resources and establish an awareness of chronology in interesting and enjoyable ways. Resources are better than was found at the time of the previous inspection.

INFORMATION AND COMMUNICATION TECHNOLOGY

- 132 By the end of Years 2 and 6, the standards pupils reach are below the expectations for their ages. Pupils do not make satisfactory progress in their knowledge, skills and understanding across all the strands of the curriculum and this makes their overall achievement unsatisfactory. This represents a similar picture to that found in the previous inspection. Whilst the school has tried to address the issue by purchasing some new equipment, a lack of strategic planning and overall vision has meant that resources are still unsatisfactory. Teachers do plan to use information and communication technology to support learning in lessons, but they are constantly frustrated and let down by computers that do not work, software that is generally incompatible between machines, and very slow and unreliable access to the Internet.
- 133 The quality of teaching over time has been unsatisfactory, because skills have not been built upon systematically and pupils have not reached the standards in line with their age and ability. Teachers have been left frustrated by the lack of strategic planning and inadequate resources to teach the subject. Teachers' own knowledge and confidence in the use of information and communication technology was an issue recognised by the school and one that it tried to address through National Opportunities Fund training. However, this has been unsuccessful, with all teachers expressing their lack of satisfaction over the quality of the training. The school has recently appointed a new subject leader to tackle the weaknesses in both teaching and learning throughout the school. She is committed, enthusiastic and is able to plan systematically to identify and address the current weaknesses, and this means that the school is now well placed to move forward. A real challenge will be to use

funds wisely to replace out-dated computer equipment and to tackle the issues surrounding the lack of access to a school technician and the unreliable access to the Internet, which disrupted three lessons during the course of the inspection. This is not a satisfactory situation for the teachers to have to deal with on a day-to-day basis.

- 134 Where teachers do use computers to support learning, for example for pupils with special educational needs, this is done well. As found in the previous inspection, the pupils' word processing skills are satisfactory and they use these skills well to present their work. Younger pupils in Year 2 use computers to write stories and poems, but they do not know how to save, retrieve or print their work independently. Most are able to change independently the font size and colour of writing. In discussion with a group of Year 6 pupils, they indicated that they all have computers at home, with most having frequent access to the Internet and e-mails. Many are taught computer skills by computer literate parents and siblings, which is a further challenge for the school to tackle as some pupils are now coming to school with higher levels of skills than can be currently taught in the school. Older pupils have secure word-processing skills and know how to access the Internet to research topics in history and geography. They are very aware of the moral and safety aspects of using e-mail communication and using the Internet. Pupils have had some experience within all the areas of the curriculum, but not in sufficient depth. For example, they have been taught how to use spreadsheets, but have not used them in practical applications.
- 135 The leadership and management of the subject have been ineffective in the past. The subject leader has not done enough either to address the weaknesses found in the previous inspection or to ensure that resources and training were of a good enough quality so that pupils in the school could reach the required standards. This has now been recognised and the new subject leader has the enthusiasm and ability to move the subject forward.

MUSIC

- 136 At the time of the previous inspection, music did not have a high profile in the school, and this remains the case. Pupils have little access to instrumental tuition and their only experience of live music is by means of visits from the senior orchestra of a local grammar school. They have little experience of performance, for example by singing to senior citizens at Christmas or on other occasions.
- 137 Whole-school singing in assembly is mediocre and has not improved since the previous inspection. During one assembly, singing was out of time and out of tune, and so was unsatisfactory. On a second occasion, the quality of singing improved and was satisfactory.
- 138 Attainment and progress by the age of seven are satisfactory for all pupils, including those with special educational needs. Pupils understand that using the voice in different ways can produce different sounds and so evoke different responses. By Year 6, pupils are able to maintain a steady pulse and to repeat syncopated rhythms by clapping. Some pupils find it difficult to clap on certain beats, for example 1 and 4, while remaining silent on the other beats. Most pupils use percussion instruments competently to sustain different rhythms.
- 139 Pupils' attitudes in music lessons are satisfactory. They are basically co-operative and attentive but some continue to play instruments having been told to stop. Pupils respect each other's contributions and show satisfactory initiative in working at the tasks they are given.

- 140 The quality of teaching is satisfactory throughout the school. Lessons are organised sensibly and ensure that all pupils are included in learning. The management of pupils is satisfactory, given that practical musical activities create considerable excitement. Teachers have satisfactory subject knowledge and understanding but, as was the case at the time of the previous inspection, little use is made of information and communication technology to support learning in music. Good use is made of questioning to clarify pupils' understanding and to give opportunities for them to explore their feelings and responses.
- 141 The subject is currently managed by the headteacher and his high levels of absence have prevented the subject from developing to any extent. Resources are satisfactory. If progress is to be made, so that attainment and the quality of pupils' musical experiences improve beyond the current satisfactory levels, then the subject will need to be given a higher priority in the school.

PHYSICAL EDUCATION

- 142 Attainment in physical education is at the level normally found for pupils aged seven and eleven. Arrangements for pupils to learn to swim have improved since the school was previously inspected and attainment in swimming is now above average.
- 143 Throughout the school, pupils understand the importance of warming up before physical activity. Pupils in Year 2 have satisfactory skills in balancing a ball on a racquet. Some have good skills in bouncing a ball with the racquet but others have not developed the co-ordination needed to achieve this. Most have a good understanding of how to stop a ball with a racquet and some exhibit good control in passing a ball to a partner by striking it with the racquet. Others have yet to develop the necessary skill and judgement to achieve this. Overall, ball skills are about average for this age group.
- 144 By Year 6, pupils have a satisfactory range of skills in catching and striking a tennis ball and in throwing accurately underarm. Standards vary from very good to unsatisfactory. Where skills are unsatisfactory, pupils do not appreciate the need to watch the ball carefully and have insufficient understanding of the necessary techniques. Overall, boys have a higher level of skills than girls. However, good progress was made in the Years 5 and 6 lesson and, for some pupils, particularly girls, there was visible improvement in hand-eye co-ordination as the lesson proceeded. In a Years 3 and 4 dance lesson, there were good examples of body control in various scenarios, such as an Aborigine stalking a wild animal through thick grass. Overall, pupils have average skills in dance.
- 145 In physical education lessons, pupils are co-operative and supportive. For example, in the Years 5 and 6 lesson, there was good collaborative work in pairs. Pupils spontaneously fetched the ball for each other and then thanked each other for the help. In the Years 1 and 2 lesson, excitement at the nature of the tasks resulted in some pupils losing concentration and taking time to respond to instructions.
- 146 The quality of teaching in physical education is satisfactory overall although, in the Years 5 and 6 lesson, the quality of teaching was good. The lesson was well organised with a good sequence of activities to build up pupils' skills systematically. There was good coaching of skills in this lesson. In the satisfactory lessons, teachers' knowledge and understanding of the subject is secure and lessons are planned effectively. All teachers involve all pupils, including those with special

educational needs, effectively in learning, for example, by using different pupils to demonstrate particular skills. However, other pupils were not given opportunities to evaluate these demonstrations which would develop their understanding of skills further.

- 147 The subject is led by an enthusiastic member of staff, who is keen to develop teaching and learning and to enhance the pupils' range of experiences. Pupils benefit from some outside coaching in soccer and there are plans for a netball club. Opportunities for pupils to experience competitive games and wider opportunities in physical education are limited. Accommodation is good, with a serviceable hall, good hard play areas and an adjacent playing field. Resources for learning are satisfactory. The assessment of pupils' progress in physical education is underdeveloped.
- 148 Pupils are given a satisfactory introduction to physical education in the school with an adequate range of learning activities. The school's isolated location means that it is difficult to provide a wider range of experiences. The staff understand that understands that, if standards of attainment are to improve, there needs to be a clearer understanding of how individual pupils' skills are developing.

RELIGIOUS EDUCATION

- 149 By the ages of seven and eleven, pupils reach standards that are above the requirements of the locally agreed syllabus for religious education. This is a good improvement since the previous inspection. The quality of teaching is good and all pupils, including those with special educational needs, make good progress over time, particularly in their ability to think in depth about issues being discussed in lessons and in their ability to show empathy with others. This was a recognised strength noted in the previous inspection. The school has built further on this, so that the quality of mature thought and discussion is quite impressive by the end of Year 6. The subject makes a good contribution to pupils' spiritual and moral development and a satisfactory contribution to their cultural development.
- 150 By the age of seven, pupils have a secure concept of right and wrong and of how they function as a member of a family or community. Teaching is good, particularly in the opportunities given to pupils to be reflective in their work. Pupils learn about the special places for worship and visit the village church as part of their studies. They enjoy this and write about meeting the rector. Pupils write thoughtful prayers to God, saying "Thank you" for their friends and family. They know that, when saying a prayer, they should be sensible and thoughtful. In their studies of the Jewish religion, they compare the family gathering of Shabat to their own family get-togethers. There is little written evidence of pupils' work on Judaism, but their knowledge of some aspects of Judaism is secure.
- 151 In Years 3 and 4, pupils study the major world faiths in more detail and write good accounts of festivals and places of worship. Higher attaining pupils in Year 4 have written good accounts about Ramadan, noting that, 'When the fast is over, the family feel more thoughtful and relieved'. Good teaching has ensured that pupils have been given many opportunities to write independent accounts, which have deepened their knowledge and understanding of other world faiths. The development of a reflective, thoughtful approach to work is a common theme throughout the school and is a clear strength of teaching. A lesson observed in Years 5 and 6 was very good, a strong feature being the teacher's ability to engage her pupils in a mature discussion. In this lesson, learning was very good because many opportunities were provided for pupils to reflect on their thoughts and feelings about making a journey through life. Teachers

make effective use of literacy skills, particularly in the way that they provide good opportunities for speaking and listening. A weakness in the teaching is that the marking of work is often perfunctory, with little guidance given to support further learning. There is little evidence to show that pupils use information to compare and contrast Christianity with the major aspects of other world faiths, although they do this well orally. Pupils with special educational needs are supported well in lessons. This ensures that they are fully included in lessons and make good progress.

- 152 Information and communication technology is used to present work. Some of this has been done well using word-processing skills, but there is little evidence that the Internet or CD ROM's have been used to support independent research.
- 153 The leadership and management of the subject are good, with work being monitored to ensure that the requirements of the locally agreed syllabus are now fulfilled. Resources are satisfactory, but more resources to support the study of Judaism are required in the infant class.