

INSPECTION REPORT

GREAT STEEPING PRIMARY SCHOOL

Spilsby, Lincolnshire.

LEA area: Lincolnshire

Unique reference number: 120451

Headteacher: Mrs J Wildon

Reporting inspector: Mrs S E Hall 21750

Dates of inspection: 30th September to 3rd October 2002

Inspection number: 248127

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

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INFORMATION ABOUT THE SCHOOL

Type of school: Infant and junior school

School category: community

Age range of pupils: 4-11

Gender of pupils: mixed

School address: Great Steeping
Spilsby
Lincolnshire

Postcode: PE23 5PT

Telephone number: 01754 830251

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Appropriate authority: The Governing Body

Name of chair of governors: Mr C. Hinchcliffe

Date of previous inspection: 23rd February 1998

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
21750	Mrs S E Hall	Registered inspector	Science Information and communication technology Art and design Design and technology	The school's results and pupils' achievements How well are pupils taught How well is the school led and managed What could the school do to improve further
15181	Mrs M Hackney	Lay inspector	Educational inclusion	Pupils' attitudes, values and personal development How well does the school care for its pupils or students How well does the school work in partnership with parents
20301	Mr P Isherwood	Team inspector	Mathematics Geography Music Religious education Special educational needs	
31862	Mrs J Coop	Team inspector	The Foundation Stage English History Physical education	How good are the curricular and other opportunities offered to pupils

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REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	6
Information about the school	
How good the school is	
What the school does well	
What could be improved	
How the school has improved since its last inspection	
Standards	
Pupils' attitudes and values	
Teaching and learning	
Other aspects of the school	
How well the school is led and managed	
Parents' and carers' views of the school	
PART B: COMMENTARY	
HOW HIGH ARE STANDARDS?	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?	19
HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS	21
HOW WELL IS THE SCHOOL LED AND MANAGED?	23
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	30

PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Great Steeping Primary School is in a rural area of Lincolnshire near to the coast. This is a very settled area with low mobility in and out of the school. The school is smaller than average with 114 pupils aged from four to eleven. There is no school meals service in the county and currently less than two per cent of pupils are eligible for free school meals, which is well below average. However, economic indicators for local wards are mixed but broadly average, although with less parents receiving higher education than the national picture. There are no pupils speaking English as an additional language. There are 25 pupils on the school's special educational needs register with the percentage on the register being slightly lower than found in most schools. The majority of pupils with special educational needs have learning difficulties. There are no pupils with statements of special educational need. The attainment of pupils on entry is average in most areas of development other than the acquisition of communication, language and literacy skills, which is below average and mathematics which is above average.

HOW GOOD THE SCHOOL IS

This is a good school that values all pupils and enables them to settle happily and enjoy their time in school. Standards are largely average, although partly because of the small number of pupils in each year group and quite a high proportion of pupils with special educational needs within some cohorts, standards have been very variable. The quality of teaching and learning is good as is the leadership and management of the school. The school provides good value for money.

What the school does well

- Standards in mathematics in Key Stage 1, and in science and information and communication technology in Key Stage 2 are above average.
- The quality of teaching is good and enables the pupils to make good progress.
- Behaviour is good and relationships are very good.
- Staff know the pupils well, the quality of pastoral care is good as is the support for pupils with special educational needs.
- Provision for pupils personal development including their moral and social development is very good
- The leadership and management of the school is good and financial management is very good.

What could be improved

- Standards of speaking throughout the school and in English in Key Stage 1 and in mathematics in Key Stage 2.
- The use of assessment information to ensure a better match of work to the wide ability range throughout the school.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has made good overall improvement since the previous inspection in 1998. Since this time a new headteacher has been appointed and she has worked well with colleagues to improve the quality of teaching and of leadership and management which are both now good. There has been considerable improvement in the school's accommodation through the addition of a new hall that enables the school to ensure that all aspects of the physical

education curriculum are taught adequately. The school has generally made sound progress in other areas identified as key issues for improvement. The school was required to improve standards in English and mathematics. Whilst there are small groups of pupils in each year group and significant proportions of pupils with special educational needs within some groups trends in attainment have not always been upwards and more remains to be done to ensure standards are consistently high. There has also been satisfactory progress in improving assessment to inform planning but again more remains to be done to ensure the best match of task to pupils' ability levels. The school has also made satisfactory improvement in procedures for monitoring by developing the role of subject co-ordinators in this work. However, much of this work has been quite recent and not yet in all subjects.

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	E	E*
mathematics	A	C	E*	E*
science	B	E	E	E*

Key	
well above average	A
above average	B
average	C
below average	D
well below average	E
very low	E*

The attainment of most of the children when they start school in the Reception class is at the expected level, except in mathematics where it is slightly above average and in communications language and literacy where it is below average. The children have underdeveloped speaking skills, which affects their achievement in all subjects as they move through the school. The children make good progress in the Foundation Stage. However, most children still do not achieve the Early Learning Goals in communication, language and literacy by the time they start Year 1. The National Curriculum test results in 2001 show that at the age of seven standards in mathematics were amongst the highest five per cent of schools in the country. In reading standards were average but attainment was below average in writing. Early findings of the 2002 national tests indicate a dip in reading and again as in the previous year no pupils reaching the higher levels in writing. However, an impressive proportion of the pupils achieved the higher levels in mathematics. Inspection findings confirm that standards of speaking and writing are below average, those in reading are average, and in mathematics are above average.

The school did not do very well in the 2001 National Curriculum tests for pupils aged eleven especially in mathematics where the results were in the lowest five per cent nationally. Standards in English and science were well below the national average. Provisional findings from the 2002 national tests indicate that standards rose considerably in science but less so in English and mathematics. School targets for 90 per cent of pupils to achieve Level 4 in English and 70 per cent to do so in mathematics were not met. There has been no consistent trend of improvement over the last four years largely due to the varying numbers of pupils with special educational needs in some year groups. Standards of work seen during the inspection were above average in science, average in English but below average in mathematics.

In other subjects of the National Curriculum standards are average at the age of seven and eleven except in information and communication technology where they are above average by the age of eleven. Pupils achieve satisfactorily overall. Higher attaining pupils make reasonable progress though on occasion could achieve more. Pupils with special educational needs make good progress towards their targets because of good quality support.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. Pupils are proud of their school and interested in their work although some do not contribute much to lessons and discussions.
Behaviour, in and out of classrooms	Good both in classrooms and at play. Pupils know what is expected of them, most are polite and have good manners.
Personal development and relationships	Good overall. Relationships are very good and pupils' personal development is satisfactory. Although they undertake a variety of responsibilities confidently, pupils lack independence.
Attendance	Good. Pupils are punctual and there is no unauthorised absence.

TEACHING AND LEARNING

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

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

The quality of teaching and learning is good in each department of the school and has improved since the previous inspection. As pupils are in mixed age classes for two years, staff know the pupils well. Underpinning teaching throughout the school is the staff's commitment to supporting the pastoral care of pupils and particularly those with special educational needs. All pupils are valued for their achievements and effort. A feature of teaching is the use of praise, which encourages self-confidence, and promotes a climate where pupils feel comfortable. The management of pupils is good. Teachers explain things well and usually provide a good level of challenge to the pupils although more could be expected of some higher attaining pupils throughout the school. The teaching of English is good in Key Stage 2 and in mathematics it is good in Key Stage 1 and the school teaches the skills of literacy and numeracy appropriately. The sample of pupils' recent work indicates that teaching in Years 5 and 6 has been particularly effective in science. The teaching of science, information and communication technology and music is good throughout the school. Pupils generally make good progress as they move through the school, with those pupils with special educational needs making good progress towards the targets identified for them.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Satisfactory. The quality and range of learning opportunities is generally appropriate to meet the learning needs of the pupils. However, the two-year planning cycle lacks detail and clarity in ensuring that that all subjects receive appropriate emphasis.
Provision for pupils with special educational needs	Good. The provision for pupils with special educational needs is carefully planned and enables them to have access to the curriculum at a level that is appropriate to their needs. The school provides extra help for these pupils and support staff work well with teachers to provide good quality additional guidance which boosts learning.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good. The school's provision to enhance the pupils' moral and social development is very good with a clear emphasis upon the development of good manners and appreciation of the needs of others. Provision to enhance pupils' spiritual and cultural development is often informal but good.
How well the school cares for its pupils	Good overall. The pastoral care of pupils is good. Assessment procedures and the use of data to inform planning is sound but could be used to greater effect to ensure the highest level of challenge.

Parents are extremely supportive of the school and value highly the traditional strengths of the quality of care and education provided for their children.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Good. The leadership of the headteacher is good. She has had a vital influence on helping the school to review and more accurately identify areas for improvement. Curriculum co-ordinators have recently focused more upon priorities for development and monitoring.
How well the governors fulfil their responsibilities	Good overall. Governors are very well led and are working hard to extend their involvement in strategic management and development of the areas for which they hold responsibility.
The school's evaluation of its performance	Satisfactory. The school is beginning to more accurately identify its strengths and diagnose areas for development. While there are procedures to monitor the quality of planning, teaching and learning, some have been quite recently introduced. They do not cover all areas of the curriculum and sometimes lack the necessary rigour.
The strategic use of resources	Very good. Financial planning is carefully considered and managed very effectively. The principles of best value are appropriately applied to purchases and resources are used well. The school is well staffed and with additional personnel to support pupils with special educational needs. The accommodation is good as are resources.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • That the school encourages pupils to become mature and responsible and that they are well behaved and happy. • That teaching is good, children are expected to work hard and progress well. • That parents feel comfortable about approaching the school with questions. • That the school is well led and managed. 	<ul style="list-style-type: none"> • A greater range of extra curricular activities. • The use of homework to be more systematic.

Inspectors agree with the positive views of the parents although feel that on some occasions pupils could make more progress. Inspectors feel that the range of extra curricular activities is good and the use of homework is satisfactory.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. The children's attainment when they enter the Reception class is average overall. However, within the different areas of their learning there is variation in attainment. The main strength is in children's mathematical development where the majority have slightly above average levels of understanding when they enter the school. However, this is balanced by slightly below average skills in communications, language and literacy and their knowledge and understanding of the world. The majority of the children have limited speaking skills and, whilst listening well, some speak in only very short sentences or phrases. Early reading and writing skills are also limited. However, children's personal and social development and their physical and creative development are largely what is expected of children of this age. The children make good progress in the mixed Reception and Year 1 class, although the overall levels of achievement they have when they enter Year 1 are below average in speaking and writing.
2. In the 2001 National Curriculum test results for pupils aged seven, their attainment was average in reading but below average in writing. However, pupils did much better in mathematics and test results were well above the national average and in the top five per cent of schools nationally, as they had been in 2000. Whilst the national test results of 2002 are still unconfirmed they indicate that all pupils aged seven achieved the expected Level 2 in reading although slightly less achieved the higher levels than the previous year. In the writing tests a disappointing number of pupils reached the expected Level 2 and, as in 2001, no pupils achieved the higher Level 3. As in the previous year standards in mathematics were much higher, with an impressive 55 per cent of pupils achieving the higher Level 3 in the tests. This indicates a fairly consistent recent picture of reasonable standards in reading, weak achievement in writing and good standards in mathematics. Teacher assessments in science indicate that in the last two years whilst most pupils achieve the expected standard, none achieve the higher levels.
3. Inspection findings confirm this recent picture of achievement for pupils in Year 2. Standards in reading are generally average; those in writing are below average and those in mathematics above average. This marked inconsistency between standards in subjects is unusual in that it has been repeated in recent years and does not simply appear to be associated with the particular strengths of one group of pupils. Although the pupils enter school with better attainment in early mathematics than in communications, language and literacy, the test results and inspection observations indicate these differences are reinforced by stronger teaching of mathematics than in English in Key Stage 1.
4. The 2001 National Curriculum test results for pupils aged eleven show a very different picture to that of younger pupils. Standards were well below the national average in English, mathematics and science, with standards in mathematics amongst the lowest five per cent of schools nationally. When compared to the standards of schools with similar numbers of pupils receiving free school meals, attainment was in the lowest five per cent of these schools in all three subjects. Whilst there is no comparative national data yet available for the 2002 national test results these clearly indicate some differences. For instance in 2001 60 per cent of pupils achieved at least the expected Level 4 in English whereas 83 per cent did so in 2002. In mathematics there was a

much less positive picture, in 2001 only 40 per cent of the pupils achieved the expected level and in 2002 only 42 per cent did so. However, there is a much improved picture in science where 84 per cent achieved at least Level 4 in 2001 and 92 per cent did so in 2002 with a very impressive 50 per cent of these pupils achieving the higher Level 5. School targets for 90 per cent of pupils to achieve Level 4 in English and 70 per cent to do so in mathematics were challenging and were not met.

5. Inspection findings again confirm that at the age of eleven there is unusual variability between the same pupils' attainment in different subjects. Currently, standards at the age of eleven are average in English, below average in mathematics and above average in science. The pattern of strong recent achievement in mathematics at the age of seven is reversed by the age of eleven and from having no younger pupils achieve the higher levels in science, half of the older ones do. Again both test results and inspection observations indicate that the quality of teaching is a strong influence upon pupils' achievement. However, caution must be applied when identifying trends in achievement. There are small numbers in most year groups and the school has a history of supporting pupils with special educational needs who attend from outside the local area because of the quality of support offered.
6. Pupils' speaking skills are weaker than average throughout the school. This was a key issue identified in the previous inspection report and, whilst there have been some improvements made and some higher attaining pupils are articulate, more remains to be done in this area. Although pupils generally listen and react well, relatively few are confident speakers and some are very quiet and offer little in question and answer activities. Most pupils learn to read with reasonable accuracy and use a satisfactory range of strategies to work out unfamiliar words, and higher attaining pupils read expressively and fluently. Writing has rightly been an area identified by the school as in need of improvement. Whilst many pupils understand the need for punctuation, accurate spelling and neat handwriting, few are able to apply these skills to write at length or in imaginative detail. Basic skills are taught satisfactorily; the school has implemented the National Literacy Strategy appropriately and this is starting to impact well on standards. However, currently, pupils make better progress in the different areas of the English curriculum in the juniors than they do in the infants.
7. In mathematics, pupils in Key Stage 1 have the ability to solve written and practical problems quickly and are making good progress in all areas of the subject. In Key Stage 2, pupils have satisfactory opportunities to handle data, including the use of information and communication (ICT) packages to represent this information. The school has implemented the National Numeracy Strategy suitably. However, whilst teaching and learning is satisfactory in the juniors, pupils do not maintain the rate of progress made in the infants. In science there are particular strengths in the pupils' ability to use correct scientific vocabulary in upper Key Stage 2. The older pupils carry out a range of experimental and investigative activities with confidence. Most pupils throughout the school make good progress and enjoy scientific activities.
8. In information and communication technology pupils at the end of Key Stage 2 achieve standards above the average and they make good progress. At the end of Key Stage 1 standards are average. Some older pupils, including both those with higher attainment and those with special educational needs, achieve very well because of the effective use of resources including the interactive whiteboard, which interests and motivates them. Standards in all other subjects are average at the age of seven and eleven and pupils make satisfactory progress.

9. Whilst the large majority of pupils currently learn well as they move through the school, and progress is satisfactory overall it is uneven. The progress of the youngest pupils is good in most subjects. The progress of those pupils at the end of Key Stage 1 is good in mathematics, science, information and communications technology and music and satisfactory in other subjects. The progress in lower Key Stage 2 slows slightly. The sample of work indicates that on several occasions very similar tasks are set for all groups of pupils and this affects the rate of progress of the higher attaining pupils. Progress in upper Key Stage 2 is mostly good and the sample of recent work shows that in some areas, especially science and ICT that a significant proportion of pupils make very good progress. Pupils with special educational needs make very good progress towards their individual educational plan targets in the sessions led by the special educational needs auxiliary. Within lessons the progress of these pupils varies but it is in line with the rest of the class.

Pupils' attitudes, values and personal development

10. Pupils in all classes have a good attitude towards learning and they are proud of their school. As at the time of the last inspection, pupils' behaviour and attitude has continued to be a significant strength of the school. Parents are almost unanimous in their view that pupils are happy at school and are well behaved. The recent introduction of target setting has had a positive effect on pupils' attitudes and focus on their work. The majority of pupils, including those with special educational needs, and children in the Foundation Stage, are enthusiastic and keen to join in activities.
11. During lessons most pupils concentrate well on their work and try hard. They are co-operative and sensible when working in small groups and when sharing resources. Pupils throughout the school respond well to the behaviour policy and they know what is expected of them. The majority of pupils are very calm and demonstrate good self-discipline. They are polite and most are friendly towards visitors, but there are some whose lack of confidence with speaking skills is inhibiting their level of communication. In the Foundation Stage children settle quickly into well established routines due to the good support and encouragement they receive from staff. Most of the pupils with special educational needs have positive attitudes to their work. They concentrate well on their work, for example in the additional literacy and numeracy sessions.
12. The school is a pleasant and orderly environment where pupils learn in a very happy and secure family atmosphere. Pupils are kind and supportive to each other. They listen attentively during lessons, but often their lack of confidence and extended vocabulary prevents them from posing well thought out questions and sharing their own ideas and observations. For example, during a Year 3 and 4 personal, social and health education lesson, pupils were slow to respond to the teacher's questioning about elements of a healthy lifestyle and many were reticent in their contributions.
13. Throughout the school behaviour is good in classrooms and during assemblies. Pupils respond very well to the school's positive system of reward and celebration of personal and academic success. They value the gold award and good manners stickers which the headteacher presents at the weekly celebration assembly. Pupils are spontaneous in nominating other pupils to receive an award. Through the good provision for personal and social education pupils have a clear understanding of the difference between right and wrong and the impact of their actions on others. Pupils' behaviour and good manners are particularly impressive at lunchtime when they sit in groups at tables in the hall to eat their packed lunch. In the playground and on the field pupils of all ages play well together and enjoy a range of playground equipment such as bouncy toys, football and stilts. Pupils are adamant that there is no bullying or harassment in the

school, but they are confident that any problems would be dealt with promptly by staff. There have been four exclusions during the last academic year involving two pupils.

14. Relationships throughout the school are very good. In all classes pupils have a happy relationship with their teachers and support assistants who listen carefully to what they have to say. Pupils are caring and supportive of each other during lessons and outside in the playground. They are well aware of the school's policy of inclusion and many pupils see it as a privilege to be withdrawn to work with the learning support assistant. The very good relationships between pupils and between pupils and adults makes a strong contribution to personal and academic progress.
15. Pupils' personal development is satisfactory. Pupils in all classes willingly help as classroom monitors, operate the Compact Disc player and read prayers in assemblies, and pupils in Years 5 and 6 provide additional help at the Toddlers' Group held in the school once a week. Parents are pleased that older pupils are encouraged to look after younger ones in the playground, and they do this willingly and with confidence. However, older pupils have limited opportunity for decision-making and to contribute their ideas for the improvement of the life of the school. Pupils respond positively to opportunities to visit places of educational and cultural interest and activities within the local environment. This impacts well on their personal and social development.
16. Attendance is good and at 95 per cent is above the national average. There is no unauthorised absence. Pupils are punctual and eager to come to school. Registration and lessons start on time, and there is an efficient and well-ordered start to the day. This has a very positive effect on pupils' attitudes towards school and on their achievements and progress.

HOW WELL ARE PUPILS OR STUDENTS TAUGHT?

17. The quality of teaching is good overall in the Foundation Stage, in Key Stage 1 and Key Stage 2. This indicates an improvement since the previous inspection when teaching was satisfactory overall. In the lessons observed teaching was very good in 13 per cent of lessons, good in 57 per cent and satisfactory in 30 per cent. No unsatisfactory teaching was observed. The teaching of science, information and communication technology and music is good throughout the school. Teaching is also good in English, religious education, geography and physical education in Key Stage 2 and in mathematics in Key Stage 1. The teaching of other subjects is satisfactory overall, although sometimes not enough is expected of pupils.
18. A strength in teaching is the good management of pupils. This results in calm and well ordered lessons and good opportunities for pupils to concentrate well. Staff know the pupils well and offer good levels of personal support which raises pupils' self-esteem and confidence. This is exemplified well in the unobtrusive prompts offered by a classroom support assistant to a pupil with special educational needs, who demonstrated the presentation she had put together using the interactive white board. The good use of support staff and resources is a feature of many lessons. The school has chosen to employ support staff in each class in addition to a full time support assistant for special educational needs. This is an effective practice and supports pupils' learning well.
19. Teachers' knowledge and understanding of the subjects that they teach are generally good. The sample of pupils' recent work shows clear strengths in the quality of teaching in science particularly in Years 5 and 6. The school has wisely made good

use of the science co-ordinator's acknowledged high level of subject expertise in some opportunities to teach pupils across the school. This high quality teaching has led to older pupils in particular making very good progress in science. A similar arrangement is also having a beneficial impact upon the quality of teaching and learning in music. There are also strengths in the staff's overall knowledge and understanding of the teaching of information and communication technology. Teachers and support staff are enthusiastic about this area of learning and are keen to make best use of the high quality resources to motivate pupils.

20. The teaching of basic skills is good. In the Reception group there is good teaching of the early skills of reading, writing and mathematics, which continues, well in the mixed age Reception and Year 1 class. The teaching of basic mathematics skills is also good at the end of Key Stage 1. Pupils are taught well how to handle numbers with confidence and how to recognise shapes and use measures. Information and communication technology is used well to support simple data handling techniques. The range of appropriate skills is generally extended well in Years 5 and 6.
21. Teachers plan lessons in a satisfactory manner although on occasions very similar activities are planned for all pupils in the mixed age and ability class and this does not always fully meet the needs of all pupils. Planning in the Foundation Stage pays regard to nationally recognised planning criteria although to a large extent, teaching is based on the early stages of the National Curriculum. Whilst this is often suitable for the children, occasionally not enough account is paid to the Early Learning Goals and the 'Stepping Stones' leading to the National Curriculum. Several of the children have only limited pre-school experiences and benefit greatly from structured play activities.
22. Throughout the school activities are planned with appropriate regard to recognised schemes of work. The school has implemented the National Literacy and Numeracy Strategies satisfactorily and these provide a sound foundation for the teaching of English and mathematics. However, planning across the subjects is not always specifically linked to levels of achievement and sometimes activities are not as challenging as they could be. Whilst staff have high expectations of pupils' behaviour occasionally more could be expected of their attainment.
23. The lack of challenge in some activities impacts upon the quality of learning, particularly of the higher attaining pupils. For instance the sample of pupils' recent work shows that on too many occasions, particularly in Years 3 and 4, tasks do not move the higher attaining pupils along far enough in their learning. To some extent the high level of teachers' particular expertise in some subjects across the school has masked some less effective teaching in other subjects and pupils have not always consistently achieved the similar levels across the range of activities. This in part explains the variation in standards between the different subjects and the levels achieved in national tests.
24. The quality and use of on-going assessment is satisfactory overall with some good features. All staff offer lots of good quality verbal support and praise to pupils. However, the marking of pupils' work is more variable. Whilst the best examples inform pupils of what they need to do to improve their work, other marking is cursory. The use of formal and informal checks and assessments of pupils' progress is satisfactory but has not always been precise enough to identify exactly what areas of learning pupils have struggled with and need to return to. The use of homework is satisfactory.
25. Throughout the school most pupils learn well. Almost all have positive attitudes to learning which boosts the progress they make. However, whilst most higher attaining

pupils achieve well as in science in Year 6, at times they do not achieve consistently as well as they could across the range of subjects.

26. There is early identification of special educational need. There are satisfactory quality individual education plans. Many targets are clear and measurable, for example being able to read a certain number of words or recognise particular letter sounds. Occasionally the targets are too general and there is a little confusion between targets and provision. The individual education plans are linked particularly well to the English aspect of the National Curriculum and have a positive effect on raising standards. Recently the school has started to use mathematical targets and these are now starting to have an impact on raising standards. In lessons pupils with special educational needs are well supported both by teachers and support assistants in group work but the quality of support varies in the introductory sessions. Pupils attending the withdrawal groups or working one-to-one receive very good support, following very effectively planned programmes. These sessions have a positive effect on developing pupils' English and mathematical skills.

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

27. The school has continued to provide a curriculum that is broadly satisfactory, as found at the time of the previous inspection. It provides an appropriate range of learning opportunities for pupils in this small school and meets the requirements of the National Curriculum and the locally agreed syllabus for religious education. Whilst there are some areas of notable strengths in the curriculum provision, some weaknesses remain.
28. In the last inspection, the curriculum for science and information and communication technology were found to be strengths and this continues. This is because the school effectively builds into the science curriculum opportunities for practical experiences and independent investigations, which is particularly strong in the class for the oldest pupils. This has a beneficial impact on overall standards pupils achieve. The new computer suite and additional resources, such as an interactive whiteboard, enables the school to use information and communication technology effectively to support other subjects. Again, this is very strong for the older pupils.
29. The physical education and music curriculum have much improved since the previous inspection. The new hall has provided the school with a good facility and a venue for a wide range of additional sporting and musical activities for all pupils that is also beginning to have a positive impact on standards in these subjects. Weaknesses remain in history. Currently pupils in Years 3 to 6 study the same topics that are revisited every two years, whilst pupils in Years 1 and 2 repeat topics each year. Although statutory requirements are met, this cycle of topic planning does not readily allow skills to be developed, especially since staff do not use effective assessments to identify pupils' individual level of attainment. This weakness in the history scheme of work has an impact on overall standards attained, which although broadly in line with expectations could be higher.
30. The quality and range of learning opportunities for children in the Reception class is satisfactory overall with some strengths. The provision is suitably organised around the six recognised areas of learning. Structured learning opportunities are well planned and provide children with a good range of interesting experiences. However, some younger children who have not attended any pre-school provision are not yet able to cope with

such a structured approach. Opportunities for them to learn through supported play are not fully developed; as a result many children with low levels of language development progress more slowly.

31. Overall standards of curriculum planning have improved since the last inspection and all subjects have appropriate schemes of work in place. However, weaknesses remain in teachers' medium term planning which in some subjects, such as geography and history, still do not outline what pupils should know understand and do, in relation to the different ages and abilities in each class. As a result of these inconsistencies, subject plans are often insufficient to support focused planning of lessons that meet the needs of all abilities and ages within the class and to ensure that pupils build on skills that they have previously learned. Consequently, work in the school varies in both quality and coverage.
32. A high proportion of curriculum time is given to literacy. Most of this time is spent on reading and writing allowing for at least satisfactory progress to be made by the majority of pupils. However, there are limited opportunities for pupils to write at length and to practice and develop the discrete skills they have learned in lessons. The school has rightly identified this as an area for development. It is currently looking at ways to adapt the literacy hour, to provide time for extended writing lessons. In addition, although teachers plan opportunities for drama activities to support pupils' spoken language, pupils continuing use of a restricted vocabulary has a significant impact upon their ability to express themselves both orally and when writing in English and in other subjects. The potential for other subjects such as history, geography and religious education to provide opportunities for the development of literacy skills is still under exploited. For example, drama is seldom used in history to extend pupils' speaking skills and opportunities to write in a range of styles are underdeveloped in many subjects. As a result, pupils do not transfer the skills they have learned in literacy lessons to other subjects. This is affecting the overall progress pupils make.
33. The satisfactory implementation of the National Numeracy Strategy has had a positive effect on raising standards particularly in Key Stage 1. There is satisfactory use of mathematics across the curriculum overall but this not systematically planned and monitored to ensure that all pupils develop skills appropriate to their needs.
34. The provision made for pupils with special educational needs is good and this has a positive effect on improving pupils' attainment. Teachers ensure that pupils are included in all aspects of the curriculum. When pupils are withdrawn from a lesson it is usually to receive very good quality extra help in the subject being taught. However there are times when some pupils are withdrawn regularly from the same lesson for additional support and they do not receive their full curriculum entitlement in this subject.
35. The provision for extra-curricular activities is good for pupils from Years 3 to 6. Some parents would like more extra-curricular activities which could involve the younger children but the inspection finds that for a small school the provision is good. Pupils have the opportunity to join clubs for football, cricket, netball, recorders, computer and art and craft, and these are well attended and run successfully. A qualified coach provides tennis lessons in school time each week. Pupils take part in a range of sporting tournaments with other schools. They go out on a range of visits to places of educational interest and all pupils are involved in school productions.
36. The school makes good provision for pupils' personal, social and health education. From an early age they are alerted to the dangers of drug misuse and the importance

of keeping themselves healthy. A good programme of sex education is provided for pupils in Year 6 with the assistance of the school nurse. Suitable opportunities are provided within areas of the curriculum and in assemblies for pupils to discuss and reflect on a range of moral and social issues. During lessons and often through a range of stories, pupils consider relationships and their attitude and feelings towards each other.

37. Good links with the community make a strong contribution to pupils' progress and experience. The school is well supported by volunteers who help regularly in the classrooms, and their particular expertise when assisting with special topics enriches the curriculum. For example, as part of a topic 'People who help us in the local community' pupils met a lifeboat man and the police. The weekly Mother and Toddler group held in the school provides a good community link prior to children starting school. The school has close links with the church, and clergy from the Anglican and Methodist churches are regular visitors and often lead assemblies and collective acts of worship. Pupils join with other schools in the area for a range of sports fixtures and visits to local places of interest. They take part in the Spilsby District Music Festival and join with other schools for the Area Schools Carol Service. The school has good links with the secondary schools to which pupils transfer, and this ensures a smooth transition through the sharing of records and information about pupils' individual needs.
38. There has been good improvement in the provision for spiritual, moral, social and cultural development since the previous inspection. The overall provision is now very good.
39. Provision for spiritual development is now good. At the time of the previous inspection it was unsatisfactory. The school gives pupils many opportunities to develop spiritual awareness. The school very successfully promotes a climate in which pupils and staff are respected and valued. In religious education pupils are given opportunities to discuss and write about their beliefs about God. Pupils are encouraged to think about the beauty of nature, for example in acts of collective worship and when they are studying the environment in geography. In all lessons pupils are encouraged to contribute to discussions. Most do so willingly because they know that their answer will be valued even if it is incorrect.
40. The very good provision for moral development reported in the previous inspection has been maintained. There is a great emphasis on developing good manners in the school. Pupils expect everyone in the school to use good manners and this has a very positive effect on the standards of behaviour. Teachers treat pupils with respect and as a result the pupils treat each other and visitors with respect. All pupils understand right from wrong. In Reception there are well-established routines that ensure that pupils who have only been in school for a very short time settle in very quickly. Pupils have the opportunity to contribute to the classroom rules. In religious education pupils study the 'Ten Commandments' and apply the principles to rules for school, the family and society. Pupils are encouraged to respect the moral codes of different groups of people through their studies in religious education and geography. Parents are very pleased by a recent emphasis on the development of good manners.
41. There is very good provision for pupils' social development. In lessons pupils are given lots of opportunities to work in different groups. Higher attaining pupils are given opportunities to help pupils with special educational needs. This was illustrated very well in a Year 5 and 6 music lesson when Year 6 girls ensured that a Year 5 boy with special educational needs was fully involved in a session on developing musical composition skills. Visits from school, for example to Skegness, help to develop social

skills. The annual 'musical picnic' for younger pupils and the music festival give pupils very good opportunities to develop relationships with pupils from other schools. In music, pupils sing and play together. The recorder group and the 'occasional' choir have a positive effect on developing social skills. In games pupils have the opportunity to play together as a team, for example in football and netball. Teachers and support staff are very good role models for the pupils to emulate.

42. The school has made good progress in developing provision for cultural development, which although reported as satisfactory in the previous inspection had major shortcomings. The school is effectively addressing the issue of ensuring that pupils are aware of the multi-cultural and multi-ethnic society that exists in England today. There are very positive images of minority ethnic groups on displays and in books. A very good example of this is the display on 'Faces' seen in the Year 1 and 2 class. There is a planned visit by a new parent who follows the Sikh faith. In music, pupils are given opportunities to listen to music from many parts of the world. There are some instruments from other parts of the world but it is recognised that the range of instruments could be developed. Pupils are given suitable opportunities to study art from a variety of cultures including European and native North American art. The great civilisations from the past are studied in history. Local culture is studied when pupils learn about Victorian history. In geography, pupils have opportunities to learn about the culture of Sri Lanka and compare it with life in Lincolnshire. Religious education gives pupils very good opportunities to study Christian and other faith cultures, for example when they learn about Hinduism.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

43. The school makes good provision for the pastoral care and welfare of pupils in all classes. As at the time of the last inspection this remains a significant strength of the school. Parents speak highly of the care their children receive from staff, and they are pleased and confident in the quality of support provided for pupils with special educational needs. All staff know pupils well and they are consistently alert to their individual, physical and emotional needs within the context of a happy family atmosphere. This makes a strong contribution to pupils' progress and achievements and ensures that pupils of all abilities are included in the full range of learning opportunities. Children at the Foundation Stage are well cared for in the Reception class through good induction arrangements. At the time of their transfer to secondary education pupils in Year 6 receive good support from the staff of both schools through a range of visits and activity days.
44. The school continues to follow good procedures to ensure that Health and Safety issues are well monitored and implemented. Governors are committed to their responsibilities and a suitable risk assessment is conducted each term. Staff are vigilant in recording potential safety hazards, and these are followed up promptly and efficiently. During lessons, and in the playground, staff ensure that pupils are made aware of their own safety and the safety of others. Electrical equipment is checked regularly. Good provision is made for First Aid with a number of qualified staff on site. Accidents are well recorded and parents contacted promptly as appropriate. Regular fire drills are held when the building is evacuated.
45. The Child Protection policy is closely adhered to and good procedures are followed. The headteacher takes overall responsibility as the designated person, and any concerns are well monitored and recorded. All staff, including the lunchtime supervisors, are aware of the procedures. The school ensures that all pupils have

access to outside support agencies. The secretary is efficient in keeping up-to-date computerised personal records for all pupils, and these are used well to support their personal needs. A policy for sex education is in place and the school nurse assists the school well in the planning of sessions for pupils in Year 6.

46. Good procedures are followed to monitor and promote attendance. Registers are completed accurately and consistently. The school has a good system of first day follow up in the case of possible unauthorised absence, but are well supported by parents who are prompt to contact them about absence. The procedures for monitoring and promoting behaviour are good and are followed consistently throughout the school. A good system of positive reward and celebration for academic and personal achievement is used well to raise pupils' self-esteem and confidence. Very good procedures are in place to monitor and eliminate bullying or harassment, and any occasional incidents are dealt with promptly and effectively. The school's procedures for monitoring and supporting pupils' personal development are good and their achievements are well recorded both formally and informally by staff who know pupils very well.
47. The school identifies pupils with special educational needs at an early stage. Teachers complete a concern form and consult the special educational needs co-ordinator and set targets for the pupil. If the action taken is not successful, an individual education plan is put in place. The special educational needs co-ordinator, class teacher and special educational needs auxiliary regularly review the plans to ensure that pupils are making progress towards their targets. The school has appropriate contact with the educational psychologist, learning support and other services.
48. The school prides itself on being fully socially inclusive and the inspection confirms that pupils of all abilities and backgrounds are well integrated. All pupils have the opportunity to play a range of sports and boys and girls take part in football and netball matches. Pupils with special educational needs are well included because of the high quality support provided by the learning support assistant. In classrooms teachers pay good attention to inclusion such as in a Year 1 and 2 literacy lesson when pupils with special educational needs were encouraged to contribute and to share their work. The arrangement for three Year 5 and 6 pupils with special educational needs to be withdrawn from history every Wednesday afternoon is unsatisfactory and denies these pupils their entitlement. Evidence in classrooms shows some lack of challenge for the more able pupils.
49. The school's arrangements for assessing, monitoring and guiding pupils' academic performance are satisfactory overall. However, since the recent appointment of the new headteacher the development of a whole school approach to assessment has been a priority. The school rightly concentrated this development on the main subjects and in these; there has been a good improvement since the last inspection. As a result, assessment procedures in English, mathematics and science are good. There are comprehensive and well thought out procedures in place in these subjects, where pupils are formally assessed in most year groups as well as at the end of Year 2 and Year 6. Additional reading and spelling tests are undertaken regularly and pupils are also assessed against the key lesson objectives.
50. Data is carefully analysed by the school to assess how it is doing when compared to other schools both nationally and locally. It is also now used effectively to track pupils' progress and it is beginning to inform teachers planning. Currently, this is most effective in science but is less secure in the other subjects. The setting of individual and group targets are also at the early stages of development but are beginning to have

a positive impact on standards especially in the oldest year groups where the use of assessment data links to the level of challenge offered most effectively. The school has rightly identified target setting as an area that requires a more consistent approach throughout the school.

51. Assessment in other subjects of the curriculum is informal and currently, although teachers know individual pupils well, this does not ensure that pupils' skills are progressively developed or that tasks are matched to pupils' abilities in that subject. In the Reception class, teachers undertake a general baseline assessment that is used in broad terms to inform planning in this class, and to monitor general progress through the year. However, currently, assessments in this class are not linked to the 'stepping stones' to learning and as a result teachers are not fully aware of individual children's attainment or progress in each area of learning within the Foundation Stage curriculum. As a result, they are not able to plan specific activities that would further support children's learning. However, staff have recently begun to set individual targets for children that are shared with them and reviewed each week. This positive development is beginning to support individual needs effectively. The use of information is also variable in Years 3 and 4 and is not always used to full effect to ensure a good match of task to pupils' abilities.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

52. The school has a very good partnership with parents and this has been well maintained since the last inspection. Most parents are very satisfied with the work of the school and the standards it achieves, and feel that the school works closely with them. Parents are genuinely welcomed, and the school encourages them to become actively involved in their child's education. Parents are almost unanimous in their view that they feel comfortable about approaching the school with questions or to discuss a problem. The headteacher and staff are readily available at the start and end of the day and this regular contact is valuable in ensuring that minor matters are dealt with quickly. Most parents provide quality support for their children's learning at home by listening to reading and helping with homework topics. This additional support has a positive impact on the pupils' progress and the standards they achieve. All parents have supported the school by signing the home/school agreement.
53. A small group of parents and members of the community provide regular valuable help in classrooms with such activities as crafts, listening to reading and preparation of resources. Others help with swimming, extra-curricular activities and with the supervision of pupils when they are taken out on visits. Parents are invited to the celebration assembly each week and, at the time of the inspection, a large group was present. Parents agree that the school is well led and managed and consider that the quality of teaching is good. A small number of parents would like more extra-curricular activities particularly for the youngest children. The inspection findings fully support parents' positive views of the school, but taking into account the size of the school and the relatively small number of teaching staff the school provides a good range of extra-curricular activities. Although there is no official Parent Teacher Association, parents and members of the community are very supportive of the fund raising events such as the annual Harvest Sale and the sponsored walk.
54. Teachers inform parents at an early stage if there are problems with their child's learning and are kept informed about their child's progress. The individual education plans do not include a section which says what parents can do to help their child. Parents are not involved in reviewing individual education plans but they are involved in

discussions once plans have been drawn up. Parents expressed very positive views on the provision for children with special educational needs at the pre-inspection parents' meeting.

55. The quality of information for parents is satisfactory. Most parents feel that they are well informed. The headteacher sends out regular newsletters, which are friendly and helpful, and provide information about forthcoming events and changes to school routines and procedures. However, insufficient information is provided for parents about termly topics to be taught to assist them in helping their children at home. Most parents are satisfied with the amount of homework, and they like the homework books, which make it clear what needs to be done. Prior to induction, new parents feel well supported and they have the opportunity to visit the Reception class and meet with teachers. Parents speak highly of the consultation evenings and the literacy and numeracy curriculum evenings, which they found helpful. They particularly valued the demonstration of the interactive whiteboard. Prior to starting school children receive a very good induction activities booklet, but the guide for parents requires updating. An attractive notice board for parents provides a satisfactory range of information with an encouragement towards parent partnership.
56. The quality of reports to parents is satisfactory overall. All subjects of the National Curriculum and aspects of the Foundation Stage are covered, but the amount of detail and information about progress is limited. Reports contain appropriate targets for improvement, but there are few indications of attainment or progress against national standards. The prospectus and governors' annual report to parents meet the statutory requirements and provide a satisfactory amount of information about organisation and the curriculum.

HOW WELL IS THE SCHOOL LED AND MANAGED?

57. The leadership of the headteacher is good and is providing a firm steer to the educational direction of the school and helping it to move forward. Although having worked in the school for many years when appointed last year, the headteacher carried out an audit of what the school provided. This identified the many pastoral strengths of the school and that parents were very happy with the traditional values that the school upholds. However, it also identified that a greater focus needed to be placed upon raising standards and the good manners of the pupils.
58. All staff, including those in ancillary roles thoroughly support the headteacher in the school's priorities for improvement. The small staff team is a cohesive and united group and has recognised the identified aims as important. The staff team set about the areas identified as in need of further development and there has been good improvement in many areas within the last year. There is a clearly shared commitment to improvement and the capacity to succeed further is good. The work of the school successfully reflects its aims and values, providing a happy and caring environment where pupils are able to develop well.
59. Staff with management responsibilities are supportive of the headteacher although, as leader of a small staff team, the head not unnaturally carries many areas of overall responsibility. However, as a non-class based headteacher she is able to provide time for all staff to begin to further develop their areas of subject responsibility. All staff carry out their roles with commitment to the school. They are flexible in their working practices and keen to develop the specialist teaching of certain subjects across the school in order to raise standards further. School development planning is good. The school has accurately identified the main areas for improvement and how these issues need to be addressed. However, as yet the staff and governors are dependent upon the headteacher to draw up the development plan and monitor its effectiveness.
60. The headteacher is acting as special educational needs co-ordinator on a temporary basis during the absence of the regular special educational needs co-ordinator. She performs the role effectively, meeting most of the recommendations of the recently revised Code of Practice for special educational needs. The school has made good progress in maintaining the provision for pupils with special educational needs and introducing the new Code of Practice.
61. The governing body fulfils its responsibilities well. They are very well led and are fully supportive of the school and its traditional values. The chair of governors has worked well with the governing body to recognise the need to move forward in the development of their role and they are beginning to do this more effectively. The governors now meet more regularly, and have set up a committee to monitor the finances of the school, which it does well. Whilst it is early days for the work of the curriculum committee to have had an effect, the setting up of the group has ensured that governors are now much more informed of the curriculum developments. The chair has now wisely identified that whilst the governing body has made good overall progress in the development of its knowledge of, and involvement in, strategic development and the work of the school, more remains to be done in this area.
62. The governors' role in shaping the direction of the school is satisfactory but in many respects governors have been very dependent upon the headteacher to take an active lead in their work and this places additional pressure upon her. For instance the curriculum group is dependent on staff, or former staff, to carry out such work and governors have not yet sufficiently developed their role as a critical friend in this area.

However, governors have a good understanding of the strengths of the school and are keen and committed to developing their role in identifying and rectifying any areas that are less successful.

63. The monitoring, evaluation and development of teaching is satisfactory overall and is improving well. Since her appointment, and together with the requirements of Performance Management, the headteacher has provided satisfactory opportunities for staff release time in order that all may directly observe and monitor the quality of teaching in the other classes. This is beginning to have a beneficial effect on identifying whether progress is consistent as pupils move through the school. This in turn has led to greater awareness of the need to improve overall curriculum planning in areas such as history and to raise expectations of what the pupils can achieve by raising the quality of teaching and learning. Subject co-ordinators are also beginning to develop their role in monitoring and evaluating the quality of pupils work although more remains to be done to ensure this work is carried out effectively in all curriculum areas.
64. The level of financial planning and strategic use of resources is very good and is clearly focused on providing pupils with good learning opportunities. The budget is linked very well to the priorities in the school development plan. Specific items of expenditure are used very effectively, for example the special educational needs allowance is used to enable very high quality support to be given to pupils in the withdrawal sessions. Part of the 'small schools' allowance is used to provide very good extra secretarial and administrative support. Governors monitor the effectiveness of their spending decisions. The day-to-day management and monitoring of the budget is very effective. The senior school secretary provides very good administrative support, allowing the headteacher and staff to concentrate on educational matters. The most recent local authority audit found only minor matters to be rectified and the school has addressed these. The school had a slight underspend on last year's budget, but this is part of a carefully thought out plan using the school's reserves. The school applies the principles of best value well both in terms of obtaining goods and services, for example in the resurfacing of the playground, and in monitoring and improving performance. Regular consultation by discussion takes place with staff, governors and parents on such matters.
65. The school is adequately staffed with a balance of experienced and more recently qualified teachers to teach the National Curriculum and the Foundation Stage. All teachers have responsibility for a class, as well as acting as subject co-ordinators. Staff attend regular training courses which are matched to their needs and linked to the school development plan. Newly qualified teachers are well supported through a mentor system. The provision of classroom assistants is good with appropriate support provided for each class. The learning support assistant provides good additional support for special educational needs withdrawal groups and pupils make good progress. The commitment and efficiency of the secretary and the quality support of the caretaker and lunchtime supervisors all ensure the effective day to day running of the school.
66. Accommodation is good, well maintained and has improved since the last inspection. The site is in an attractive rural setting with a large field and wide hard surface playground. Throughout the school displays of pupils' work, pictures and artefacts create an interesting learning environment. The school makes good use of all available space. The recent addition of a hall has provided a very good resource for assemblies, physical education and dining. At present there is no library, but plans are well advanced to reorganise a cloakroom to create library facilities. The information and communication technology suite is small and provides facilities for only small groups at

a time but is a recent welcome addition in the previous library area. Classrooms and central areas are of sufficient size to accommodate the number of pupils on roll. Pupils in Years 3 and 4 are located in a mobile classroom which, although it is in good order, provides limited space for the number on roll. Outdoor space is very good with a large field with football nets and marked out hard play areas. The Reception class is equipped with an attractive garden and secure outdoor play space to enable children to develop their physical skills with a range of large wheeled toys. Satisfactory provision is made for physically disabled pupils in the main building, but the mobile classroom has no convenient access.

67. Overall learning resources to support the curriculum are good. The school has recently invested in an extra reading scheme for the infant classes, spelling schemes, reading books for pupils in the juniors and for special educational needs. Resources for English and science are good and those for information and communication technology are excellent for a small school. In all other areas of the curriculum resources are satisfactory. Taking all factors into account the school provides good value for money.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

68. **In order to improve the quality of pupils' learning further, the headteacher, staff and governors should:**

1) Raise standards in English especially in Key Stage 1 and in mathematics in Key Stage 2 by:

- raising teachers' expectations of what pupils can achieve in all classes (*paragraphs 22 - 24*);
- ensuring that there is a planned and cohesive cross school approach to the teaching of English and mathematics (*paragraphs 32, 97, 98, 105, 106*);
- ensuring more opportunities are provided for pupils to use language for a broad range of purposes in speaking and writing in other subjects (*paragraphs 32, 87 - 89, 92 - 95*);
- increasing the opportunities for pupils to develop their mental mathematics skill (*paragraphs 33, 103, 108*).

2) Improve assessment procedures and the use of assessment information by;

- matching work to the needs of individual pupils in order to ensure the highest appropriate level of challenge (*paragraphs 23, 48, 63, 108, 118, 141*);
- extending assessment routines throughout the school in non-core subjects to measure the progress made (*paragraphs 49 - 51*).

Minor issues the governors should also consider when drawing together the school Action Plan

- Completing the review of schemes of work including in history to identify the development of skills and knowledge in mixed age classes (*paragraphs 29, 31, 63*).

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	30
Number of discussions with staff, governors, other adults and pupils	29

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	4	17	9	0	0	0
Percentage	0	13	57	30	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

	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	114
Number of full-time pupils known to be eligible for free school meals	2

FTE means full-time equivalent.

Special educational needs

	YR – Y6
Number of pupils with statements of special educational needs	0
Number of pupils on the school's special educational needs register	25

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	17
Pupils who left the school other than at the usual time of leaving	3

Attendance

Authorised absence

	%
School data	5.0
National comparative data	5.6

Unauthorised absence

	%
School data	0
National comparative data	0.5

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

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

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2001	5	8	13

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys			
	Girls			
	Total	11	12	13
Percentage of pupils at NC level 2 or above	School	85 (92)	92 (83)	100 (100)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys			
	Girls			
	Total	12	13	13
Percentage of pupils at NC level 2 or above	School	92 (92)	100 (100)	100 (100)
	National	85 (84)	89 (88)	89 (88)

Percentages in brackets refer to the year before the latest reporting year. Figures given are total figures only as the number of boys or girls in the cohort is fewer than 10.

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	12	13	25

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	4	5	10
	Girls	11	5	11
	Total	15	10	21
Percentage of pupils at NC level 4 or above	School	60 (82)	40 (73)	84 (55)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	6	5	10
	Girls	11	7	11
	Total	17	12	21
Percentage of pupils at NC level 4 or above	School	68 (91)	48 (82)	84 (91)
	National	72 (70)	74 (72)	82 (79)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	114
Any other minority ethnic group	0

This table refers to pupils of compulsory school age only.

Teachers and classes

Qualified teachers and classes: YR– Y6

Total number of qualified teachers (FTE)	5
Number of pupils per qualified teacher	24
Average class size	30

Education support staff: YR– Y6

Total number of education support staff	5
Total aggregate hours worked per week	109

FTE means full-time equivalent.

Recruitment of teachers

Number of teachers who left the school during the last two years	1.6
Number of teachers appointed to the school during the last two years	2.1
Total number of vacant teaching posts (FTE)	
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.

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	4	0
Other minority ethnic groups	0	0

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

Financial information

Financial year	2001 / 2
	£
Total income	274,150
Total expenditure	258,422
Expenditure per pupil	2,228
Balance brought forward from previous year	23,250

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	114
Number of questionnaires returned	42

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	76	24	0	0	0
My child is making good progress in school.	71	27	0	0	2
Behaviour in the school is good.	65	33	0	2	0
My child gets the right amount of work to do at home.	45	43	10	0	2
The teaching is good.	88	8	0	2	2
I am kept well informed about how my child is getting on.	45	45	8	2	0
I would feel comfortable about approaching the school with questions or a problem.	81	17	0	2	0
The school expects my child to work hard and achieve his or her best.	83	15	0	2	0
The school works closely with parents.	72	19	5	2	2
The school is well led and managed.	79	19	0	0	2
The school is helping my child become mature and responsible.	88	10	0	0	2
The school provides an interesting range of activities outside lessons.	60	26	12	0	2

Summary of parents' and carers' responses

Parents are generally very appreciative of the quality of education and care offered by the school. A small number would like to see the range of activities outside school increased and the use of homework to be more systematic.

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

69. The provision for children in the Foundation Stage has improved since the previous inspection and is now good. The school admits children to the Reception class in the September of the year they are five. As a result, children have a year's full-time education prior to starting school in Year 1. In addition a few places are made available each year to allow younger children to attend full-time in either the spring or summer term in which they are four. The school also now hosts a mother and toddler group once a week. This recent development has allowed school staff to meet with and get to know children and their parents well, before they begin full time education.
70. Children enter the Reception class, which is shared with some Year 1 pupils, with varied abilities and pre-school experiences. Overall, the majority of children, when they start are attaining average standards in all areas of learning. However, some children are attaining below and sometimes well below average standards in communication language and literacy skills, and have limited knowledge and understanding of the world around them. The staff work closely together and have developed a positive and inclusive learning environment. As a result, children enjoy coming to school and try hard in all their activities. This ensures that all children, including those with special educational needs, have a good start to their education. Children make good progress and achieve well in relation to their abilities in many areas of learning. By the time, they leave the Reception class; the majority of children have attained the early learning goals, except in mathematical development where they are attaining above average levels. In communication language and literacy, although children have made good progress from a low starting point, the majority of children still attain below average standards in speaking and writing.
71. Assessment procedures are satisfactory. Baseline assessments, and ongoing monitoring, are appropriately used to track progress and plan activities. Individual learning targets are set in mathematical and communication skills and shared with parents and children regularly. This is a positive approach and is a factor in the good progress children make in these areas of learning. However, staff are considering developing them further to encompass other areas of learning such as personal and social development and linking them to the 'stepping stones' to learning.
72. Teaching has improved since the last inspection. The quality of teaching is good overall and occasionally very good and this leads to good learning. Teachers and support assistants plan an interesting range of structured activities. Individual children's responses to activities are monitored closely and visitors and resources used well to support teaching and learning. Together with the good relationships developed between staff and children, this ensures that children feel increasingly confident and happy and are thus able to benefit from the activities planned. Staff are supportive in their conversations when working with children and have high expectations. However, staff do not fully utilise 'free play' opportunities to interact and so further develop children's language and creative development. In addition, younger children are often not ready for the formal approach to curriculum planning currently in place. Whilst older children and pupils in Year 1 benefit from this formal approach, curriculum planning is being reviewed in order to provide younger children with an appropriate range of activities that better suit their stage of development.

73. A well-qualified member of staff, who does not work in the class, leads this area of the school. However, there is a collegiate approach to management and, as a result, all early years staff are involved in the development of the provision. Links with parents are good and the information booklet for children in particular is a good way of preparing them for their time in the Reception class. The school is rightly revising the parents handbook to give clearer information about the Foundation Stage curriculum.
74. Staff have worked hard to create an interesting learning environment. The outside garden area is a pleasant, safe and secure space and the range of equipment is suitable. However this space is not always fully utilised as a learning environment and planned, supported activities are not regularly provided. Although children have regular access, this is often informal and as a result, opportunities to develop learning are lost. The classroom is small and shared with older pupils. This creates difficulties for staff attempting to support both age groups. They have succeeded in creating a bright room, with small areas for reading and role-play activities. Children also have access to a shared 'wet' play area but this space is not fully utilised to provide experiences with sand, water, paints or junk modelling on a regular basis. As a result, its potential to support and enhance children's learning is not fully developed.

Personal and social development

75. Children start Reception class with average standards of personal and social skills. Because of the good relationships between staff and children, and appropriate teaching and support, children make satisfactory progress and are on line to attain the early learning goals in this area of learning when they start in Year 1. Staff treat children politely and with respect and are good role models. As a result, children begin to follow class routines, and join in activities with enthusiasm. Children, play alongside each other and usually play sensibly. Younger children, who have just started school, have settled into the routines well. However, they still find working quietly more difficult, but because of sensitive support, most are beginning to focus on activities for longer periods.

Communication, language and literacy

76. Most children have below average levels of attainment in communication, language and literacy when they start in the Reception class. Their spoken language in particular is quite restricted. They make good progress however during their time in the class and achieve well in relation to their abilities when they started. The majority will not attain all the early learning goals by the time they start in Year 1. More able and average attaining children however, are on line to attain expected standards in reading. This is because of consistently good teaching, regular homework and a fun approach to learning that develops children's basic reading skills effectively.
77. All children enjoy looking at books and the more able and older children already recognise a few words. They are beginning to use their knowledge of letter sounds to help when they do not recognise the word and, in simple terms, can tell a 'pretend' story. Less able children, recognise letter sounds, turn pages in their books carefully and enjoy listening to stories, but find it more difficult to discuss the pictures. During the inspection, children enjoyed listening to the story of the 'Owl Babies', and because of good teaching that made the story interesting, children eagerly listened and learned about where they could find the title of the book. All children whatever their ability, enjoy learning letter sounds and words, because the teaching approach, which uses all children's senses, effectively helps them remember the sounds letters make in words.

78. Overall children have limited spoken language skills and this impacts on the standards they achieve. Staff are supportive in whole class teaching activities and encourage children to share ideas and so develop their vocabulary. Formal teaching activities are well planned and children have a suitable range of opportunities to practice writing for a range of purposes, some more able children copy words with carefully formed letters. However, opportunities to interact in children's play, in order to develop language skills, are not always fully exploited and children have more limited opportunities to practice their writing and speaking in 'pretend' situations for example. Children would benefit from an improved range of supported play activities in which to develop their language skills. In addition, current assessment procedures do not specifically indicate individual children's attainment in relation to the 'stepping-stones to learning'. As a result, staff cannot be sure that they are planning activities that will support individual language development.

Mathematical development

79. Good, and occasionally, very good teaching supports this area of learning well and children make good progress. More able children are already secure when working with numbers to 20, are beginning to tell the time using the hour and half hour and recognise halves of a given number. One of the strengths of teaching is the way that staff use a variety of practical and fun approaches to learning which children respond to well. During the inspection, children delighted in correcting the mistakes the 'puppet' made when counting to 20. Many opportunities are provided to develop counting skills and less able children confidently count and put in order numbers to 10. Because of careful explanations and focused teaching children are beginning to recognise what number is one more than a given number. Most recognise colours and familiar shapes and use coins in simple shopping activities. As a result of well-planned activities and challenging teaching, the majority of children, who start with above average abilities in this area of learning, are on line to attain the early learning goals. More able and average attaining children are already confidently working at national curriculum levels. Planning in this area of learning is better matched to children's ability levels because staff are more confident when assessing children who are already working at National Curriculum levels.

Knowledge and understanding of the world

80. Good teaching, that involves children learning through a wide range of structured experiences, ensures that all children make good progress and are increasingly interested in the world around them. As a result, children who start with below average attainment in this area are on line to attain the early learning goals by the time they start in Year 1. Visitors support this area of learning well and as a result children have a good awareness of the people who help them in the local area such as the nurse, fire and police service. This is supported when children play in the 'Health centre' although opportunities to develop children's learning, through staff interaction in their play, are not fully developed. As a result, an opportunity to extend children's language skills and interest are lost.
81. Children have a secure awareness of belonging to a faith and can express their joy of belonging to Gods' World, because of teaching that is sensitive to children's own faith. Children are becoming increasingly aware of the Christian festival of harvest when they join Year 1 pupils, preparing for the schools harvest festival.
82. Children also use the computers confidently and using a specialised keyboard move the screen characters along a maze. During the inspection children were beginning to

find out about living things. Good teaching which used resources that were well matched to the children's level of experience ensured that most children began to recognise how animals including humans grow and change, and what activities they are able to do now that they could not when they were babies. In these structured activities, staff use resources, such as 'feely boxes' well, to support and develop children's vocabulary by encouraging them to describe what they feel. However, planning for these activities is not related to the 'stepping-stones to learning' and as a result, staff are not readily aware of individual children's ability levels so that they can more easily match tasks to develop individual skills and monitor their progress.

Physical development

83. When children start, they have average ability in this area of learning. Most make satisfactory progress and the majority are on line to attain the recognised goals when they start in Year 1. Children have timetabled opportunities to use the school hall where a range of good quality equipment is used to support learning. During the year, children also have an opportunity to join older pupils in swimming lessons, and as a result, older children, who have already spent some time in the class, are gaining confidence in the water. The small outside area is used to support this area of learning and children are able to play on large wheeled toys and climbing equipment. Children observed using this area, appeared confident and were able to control the wheeled bikes appropriately. However, a member of staff does not always support these activities; as a result, an opportunity to challenge children and encourage learning is lost. Teaching is satisfactory in this area of learning. Most children can hold pencils correctly and can cut and stick, but because practical activities that encourage the development of these skills are not regularly available, this limits the development of children's hand control.

Creative development

84. Staff work hard to provide an interesting range of structured activities. Children make satisfactory progress and most are on line to attain the early learning goals. Children enjoy making music and are observed listening and identifying a range of instruments that were hidden behind a board. Teaching is supportive and encouraging and children delight in guessing correctly. Children enjoy exploring sand, water and model making, but these activities are restricted by the small classroom space and the shared 'wet area' is not specifically timetabled. During the inspection, for example this area was only used for more formal small group activities.
85. Inside the classroom, a role-play 'health centre' has been established and puppets and puzzles for example, are sometimes made available for children. However, children are not supported in these activities and because of their limited language skills tend to remain playing along side each other and not engaged in purposeful co-operative play. In addition, because children have had limited pre-school experiences, at times they tend to become over excited and noisy. As a result their progress in this area of learning is not as high as it could be if staff interacted and supported children's learning.
86. Children, when they have the opportunity, have good imagination; they paint pictures using bold colours and made good attempts to draw owls from pictures in the storybook. Self-portraits show children use colour well and the features of their faces are generally clear and well defined. In these focused activities, teaching is good; staff are supportive and encourage children to use their imagination. However, activities such as painting, drawing, and model making are not available on a regular enough basis to better support children's creative development.

ENGLISH

87. Inspection findings confirm that standards in reading have improved since the last inspection and are in line with national expectations at the end of Year 2 and Year 6. This is largely because teaching approaches and resources have improved. This reflects the results of the 2001 National Curriculum assessment tests. Standards in writing were reported to be average at the end of Year 2 and Year 6, during the last inspection. In the 2001 national curriculum assessment tests, results indicated that standards had fallen and were below the national average at the end of Year 2, and well below similar schools. At the end of Year 6, standards were also well below the national average and very low in relation to similar schools. The school acted quickly to rectify the situation, established individual targets and put in place additional support. As a result, provisional results for 2002, indicate that more pupils attained expected levels at the end of Year 6. Inspection findings confirm that standards in writing are now average at the end of Year 6. However, despite the schools efforts, writing standards remain below average at the end of Year 2.
88. The main factor that affects the standard of writing is an inability for pupils to write at length, using a variety of words for effect. In addition, spelling strategies are insecure, and these weaknesses prevent more able pupils from attaining the higher levels, consequently, this affects overall standards attained. No pupils for example, have attained the higher levels in writing in the last two years at the end of Year 2. The school, aware of this, has recently introduced a more structured approach to the teaching of spelling but this has yet to impact on overall standards.
89. Pupils make satisfactory progress and achieve average standards in the infant classes in relation to their abilities when they start school. However, progress is more rapid as they move towards the end of school because of the higher expectations of teachers and supportive and constructive marking that informs pupils of what they need to do to improve. Standards at the end of Year 6 could still be higher, but pupils find it difficult to express themselves both when speaking and when writing and are thus unable to sustain their ideas when writing at length. Very good additional support is provided for pupils with special educational needs, in well-planned small group activities. As a result, they make rapid progress in these lessons; however, they do not always transfer these skills when participating in class activities. There is no significant difference in the overall standards achieved by boys and girls.
90. Speaking is a weak aspect of this subject across the school. Pupils start school with below average standards and often continue using a restricted vocabulary as they move through the school. As a result, standards remain below average overall. This has a serious impact on pupils' attainment in writing as many pupils, unable to express themselves clearly when speaking, are consequently unable to write in a convincing or expressive manner. Teachers provide good models on the whole for pupils to copy, but in some lessons, teachers miss opportunities to develop pupils' spoken responses when they are expected to listen for long periods. Teachers sometimes use open-ended questions in lessons, but again this is not consistent and on occasions, teachers tend to answer for the pupils or use closed questions that only require 'yes', 'no', answers. Opportunities for pupils to explore language planned for in drama lessons are not fully exploited in all subjects, as a result, the chance for pupils to develop, improve their vocabulary and confidence to debate, question or create characters are not fully developed. Standards in listening are however generally in line with expectations across the school. Teachers mostly employ a range of suitable

strategies to encourage pupils to listen carefully, using a change of voice for example to maintain attention.

91. Standards in reading have improved since the last inspection and are in line with average standards. This is due to the much improved quality and range of reading materials and more structured teaching strategies. Teachers build systematically on what pupils already know and ensure that they have daily opportunities to practice and develop their skills. Teachers read texts with enthusiasm and expression, which motivates pupils to want to read for themselves. Pupils with special educational needs have regular opportunities to read individually to a member of staff and have access to a good range of books. These are not only interesting but are at a level they can read without support, this ensures that they are interested and make the same progress as the rest of the class.
92. Older, more able pupils, whilst reading most books quite fluently, do not always check when they do not understand a word. This affects their overall understanding of the passage and an opportunity to improve the range of their spoken and written vocabulary is lost. In addition, although able to discuss the characters and plot, in the text they are reading, they find it more difficult to refer to the text to exemplify their opinion or compare their current reading book with others they had read. As a result, those pupils with greater aptitude and ability for reading do not progress as far as they might. Similarly, more able pupils in the lower school are often reading books that they find quite easy to read. They therefore do not make as much progress as they could if they were encouraged to read texts that are more challenging. There is also scope for encouraging these pupils to develop their research skills to a greater extent, by setting them simple open-ended tasks, in English and in other subjects, that would oblige them to read simple non-fiction books to gain information.
93. The school is aware that standards in writing are not as high as they could be across the school. This is the weakest element of the subject. Although standards are judged to be broadly in line with expectations at the end of Year 6, they could be higher. Pupils in Years 1 and 2 make satisfactory progress and more able and average attaining pupils are able to write one or two simple sentences using capital letters and full stops. However, they are unable to write a series of sentences to form a story or a coherent account of personal experiences. Spelling is insecure and few pupils venture to use commas or question marks. More able and average attaining pupils who attain the expected Level 2 in national tests are however not attaining higher levels. This is because they are not always encouraged, given the opportunities or the time, to write at great enough length to demonstrate what they know and understand, in many subjects. In addition, opportunities to support their writing by the provision of lists of relevant subject vocabulary are not always given. As a result, pupils waste time asking for words to be spelt and their writing does not 'flow'. Individual targets for writing, although a relevant and useful strategy, are not known by pupils, so they are not aware in simple terms of what they need to do to improve.
94. In Years 3 to 6, pupils' progress varies but is more rapid as they move through the school. By the end of Year 6, pupils have had an increased range of opportunities to write for a range of reasons. However, there are still too few opportunities for them to apply the skills they have learnt in extended writing or for real practical purposes both in English and in other subjects. There are some good examples of pupils starting work with interesting vocabulary choices but these ideas tend to peter out towards the end. Stories as a result, are not developed or sustained through effective characterisation or plot development. In addition, writing does not show enough awareness of the reader.

95. The marking of pupils' work is variable and tends in many cases to concentrate on spelling or grammar, rather than imaginative content. However, in some cases teachers marking is supportive and not only celebrates pupils' successes but sets simple but relevant personal targets for pupils to concentrate upon when they next write. Pupils respond well to this, and when asked, most older pupils know what they need to do to improve.
96. In general, spelling is weak across the school and pupils, as a result, tend to choose words they are more confident of spelling correctly when they write. Pupils have regular spelling tests and pupils with special educational needs are now taught a more structured approach to spelling. These strategies are beginning to have a beneficial impact on pupils' achievements but pupils do not as a matter of course, use dictionaries or thesauruses when writing. Pupils' restricted spoken vocabulary also limits the choice of words they use when they write. Again, opportunities to develop and extend this aspect of learning through using thesauruses, for example are not implicit in pupils' strategies.
97. Throughout the school, relationships with pupils are good, Teachers know individual pupils well and use this knowledge to manage pupils' behaviour effectively. Overall teaching is satisfactory in Key Stage 1 and good in Key Stage 2. In the best lessons the pace is brisk coupled with high expectations. Work is well matched to the abilities of pupils and as a result, pupils maintain their concentration and make good progress. However, even in these lessons, pupils find it difficult to settle down to writing and although not disruptive, tend to work slowly, unless they are constantly reminded. As a result, most pupils produce little written work in lessons and often, despite the best efforts of teachers and support from classroom assistants, do not complete the tasks set.
98. In some lessons the use of interesting resources motivates pupils and makes learning fun, but sometimes in lessons the brisk pace at the start is not maintained and on occasions pupils are expected to listen for long periods. This impacts on the overall progress pupils make. Most lessons follow the principles of the literacy strategy appropriately, and opportunities for guided reading are well thought out. However, staff are not always successful at adapting the strategy to meet the needs of pupils in the mixed age classes. As a result, less able or younger pupils struggle with work that is too difficult, and teachers do not always use the good assessment information to inform their planning. This was seen in one lesson when less able and younger pupils who attained below average levels in the national assessment tests, were expected to read and work with material that was more suitable for older and more able pupils. Consequently, they struggled with the task and lost interest. Only the good quality support from the classroom assistant enabled them to achieve some success.
99. Overall, the improvement since the last inspection has been satisfactory. Reading has improved but weaknesses remain in several aspects of the subject. The headteacher, as co-ordinator, has made a positive start in the development and improvement of the subject. Her careful analysis has identified all the strengths and weaknesses identified in this report and the strategies put in place are relevant. Assessment procedures are now good, but the results of these are not always used effectively to plan what pupils are to learn next. Consequently, teachers often focus too closely, in their planning on what should be taught, rather than on what pupils need to learn, in relation to their ability. Resources have improved but the pressure on accommodation has resulted in the library no longer being housed in an area conducive to quiet reading or research. Information and communication technology is used well to support learning and makes an invaluable contribution to learning, especially in the class for the oldest pupils.

However, some subjects such as history are not used sufficiently to enable pupils to practice their writing or develop their speaking skills.

MATHEMATICS

100. Inspection evidence shows that standards of attainment are above average at the age of seven and these pupils make good progress. There are particularly good skills in written arithmetic. Pupils are achieving well in mathematics because of the good quality teaching and work set at the correct level to meet their needs. National test results show that pupils are attaining at a higher than the expected level. The pupils with special educational needs make good progress because teachers set work at the right level and give good quality support in group sessions. There has been a steady increase in standards in recent years. The National Numeracy Strategy has helped improve standards by giving teachers a more focused approach.
101. Standards at the end of Year 6 are below national expectations although pupils currently make satisfactory progress. There has been a steady drop in standards in recent years. The most recent national test results show standards being well below average both nationally and when compared to similar schools based on the number of free school meals. The relatively small number of pupils and changes in the cohort over the previous four years make comparisons with similar schools and over time unreliable. Although the present Year 6 are attaining below average standards, there is an improvement on recent years. Because the staff have implemented the National Numeracy Strategy appropriately the present Key Stage 2 pupils are now achieving satisfactorily. The school has, relatively recently, introduced individual educational plans for pupils with special educational needs in mathematics and this ensures they make good progress. This has not yet been extended to provide targets for all pupils to help develop step-by-step development of mathematical skills. The school has looked at the results of compulsory and optional tests and identified areas for development, for example improving mental mathematics skills. The school is now addressing these issues to raise standards. There is no significant difference in the attainment of boys and girls in either key stage.
102. The school has made good progress in addressing key issues raised in the previous inspection report. The subject now meets statutory requirements. The quality of teaching has improved with no unsatisfactory teaching being seen in either key stage. Teaching is now monitored to identify areas of strength and for development. However, more remains to be done to raise standards even further.
103. By the age of seven, pupils have developed a good understanding of the basic skills of arithmetic. Their written skills are better than mental skills, a fact recognised and being addressed by the school. All pupils understand place value to 100, with the higher attaining pupils working confidently with four figure numbers. Pupils round to the nearest 10 and have good understanding of numerical sequences including odd and even numbers. Average attaining pupils double and half numbers up to 50. When working with money pupils add given amounts. 'Real-life' problems are solved using pupils' mathematical knowledge, for example an exercise based on 'burger bar meals'. Pupils show good measuring skills, for example when carrying out exercises based on capacity. Higher attaining pupils have a good understanding of both analogue and digital time. Most pupils recognise and name a wide range of two and three-dimensional shapes. They understand reflective symmetry. Pupils record their work in a variety of ways including the use of Venn diagrams.

104. By the age of 11, pupils have not fully developed their mental mathematics skills because mental mathematics sessions often lack pace. This is an area for development recognised by the school. Written arithmetical skills are at a higher level with the majority of pupils being able to work with numbers above 10,000. A small number of pupils work well below this level and are not confident with numbers above 100. Most pupils multiply and divide by 10 and 100, with higher attaining pupils confidently doing these operations with 1000. Average and higher attaining pupils carry out two and three figure multiplication and divide with remainders. Most pupils have a growing understanding of the relationship between fractions, decimals and percentages. Higher attaining pupils plot and interpret co-ordinates in the first quadrant, they are not all confident in using and interpreting co-ordinates in all four quadrants.
105. In the area of shape, space and measures, pupils recognise and identify the properties of two and three-dimensional shapes. Although most pupils draw and measure angles accurately, a minority find this difficult. Average and higher attaining pupils know that the angles of a triangle add up to 180 degrees. In data handling pupils collect discrete data, this is usually teacher directed and there are insufficient opportunities for pupils to initiate their own investigations and develop independent learning. Pupils record using a wide variety of graphs including bar and line graphs. Higher attaining pupils explain range, mode, mean and median. Average attaining pupils have knowledge of the terms but at times confuse them. Most pupils use the language of probability with the higher attaining pupils showing satisfactory understanding of the probability scales.
106. The school has satisfactorily introduced the National Numeracy Strategy. It is particularly effective in Key Stage 1 and is having a positive effect on raising standards. In Key Stage 2 there has in the past been an over-emphasis on developing written arithmetical skills at the expense of other areas of the curriculum. The school has recognised this and is starting to address it. All teachers are competent in teaching the basic skills of number.
107. The quality of teaching overall is satisfactory. It is good and at times very good in Key Stage 1 and satisfactory in Key Stage 2. During the inspection period there were examples of good quality teaching in Key Stage 2 but over the longer period work has not always been set at the correct level, for example a pupil with special educational needs was expected to work with numbers that were far too difficult.
108. In Key Stage 1, lessons are effectively planned with mental mathematics sessions that challenge the pupils, for example when counting in two's, five's and tens. The teacher stretches the pupils when she asks them to count above 100. The methods used catch the imagination of the pupils and encourage pupils to learn. The deliberate mistakes made by the teacher in a Year 1 and 2 lesson led to pupils working hard to spot the errors and tell the teacher.
109. In Key Stage 2 mental mathematics sessions, although satisfactorily planned, lack vigour and do not challenge pupils sufficiently. There is different work set for the different year groups within the class but at times there is insufficient difference between the work of pupils within the year group. There are some good examples of work set at different levels, for example a pupil with special educational needs works on the computer with a support assistant in a Year 4 lesson, but this use of different levels of work is not applied to other pupils in the year group.
110. The marking of pupils' work is not used to develop learning and analysis of previous work shows that not all work has been marked. Recently in some classes teachers have helped develop learning by getting pupils to record the lesson objectives in their

exercise books. Teachers in all lessons show good classroom management skills and there are high expectations of behaviour. This means that teachers and support assistants can concentrate on giving help where necessary. Careful questioning of all pupils ensures that teachers include all pupils in all aspects of the lessons. Support staff are used particularly effectively in the group sessions. In introductory sessions the support given varies and is inconsistent across the school. Pupils are given many opportunities to develop their moral and social skills because teachers give opportunities to work together in groups and they learn about the rules of number.

111. Pupils show good attitudes to mathematics. In all lessons they listen carefully to the teacher and to each other. They willingly answer questions, confident that even if they are incorrect the teacher will value their answer. Standards of behaviour are good. Presentation of work is variable, with a minority of pupils not taking care to ensure that work is neat and tidy.
112. The use of mathematics in other subjects is satisfactory, with suitable examples in information and communications technology, geography and science. However, there is no monitoring of the use of mathematics and teachers do not use every opportunity to develop mathematical skills fully. There is satisfactory use of information and communications technology, for example by using mathematical programs to develop arithmetic skills and collecting and recording data. There is satisfactory use of literacy when pupils learn technical language and read written number problems.
113. There is good co-ordination of the subject. The co-ordinator is aware of what needs to be done to raise standards in the subject. She has started to monitor teaching and learning to identify areas for development. There are good assessment procedures in place. The school uses the information satisfactorily. Groups within classes have been established and targets have been set for some pupils, for example on individual education plans for pupils with special educational needs. Targets for other pupils are not fully in place and as a result work is not always set at the appropriate level. There are sufficient resources to meet the requirements of the National Curriculum and these are used effectively to develop learning. The school involves parents in helping their children by organising a parents mathematical evening.

SCIENCE

114. The previous inspection identified that standards of attainment for seven-year-olds were in line with national averages. At the end of Year 2 in 2001 teacher assessments indicated that all the pupils achieved the expected Level 2 but none achieved the higher Level 3. In 2002, 91 per cent of pupils achieved the expected Level 2 but again no pupils achieved the higher Level 3. A similar picture was seen in this inspection where standards were seen to be in line with national expectations. The large majority of pupils are on line to achieve Level 2 but relatively few are likely to achieve the higher level. Pupils make mostly good progress and the majority of average and lower attaining pupils achieve appropriately although at times some higher attaining pupils could currently achieve more. There is no significant difference in the attainment of boys and girls.
115. In the previous inspection of the school in 1998 the pupils aged eleven achieved above average standards in science. However, since this time standards have been extremely variable in national tests. The results of the National Curriculum tests for Year 6 in 2001 were disappointing and well below the national average and amongst the lowest five per cent of schools with similar numbers of pupils entitled to free school

meals. However, there was a large number of pupils with special educational needs within the year group. A breakdown of the test results show that whilst 76 per cent of pupils reached the expected Level 4 only eight per cent of pupils attained a higher level. In 2002 standards were very much improved and 92 per cent of pupils achieved at least the expected Level 4 and 50 per cent of these pupils achieved the higher Level 5. This improved standard of work is confirmed by the inspection, which shows that overall standards at the age of eleven are above average. The oldest pupils make good progress and a significant minority of the pupils are achieving very well.

116. The main reason that pupils do particularly well in Key Stage 2 is the very high quality of teaching by the science co-ordinator, who is a teacher identified by the Local Education Authority with particular expertise in the subject, and the pupils have benefited from high levels of specific knowledge and expertise. Pupils' work over a period of time shows a particularly high level of challenge in much of the work organised for the older pupils. Pupils make very good use of scientific vocabulary, which they are confident to use in describing their predictions and observations when recording the findings of investigations. Other groups of pupils have also benefited from the teaching of the co-ordinator. This high quality teaching has resulted in high quality learning for pupils including those with special educational needs so that they are fully included in all activities and make similar progress to their classmates.
117. By the age of seven pupils are able to identify satisfactorily which of a range of items are living, or have never lived, in their work on life processes and living things. Earlier work shows that pupils have reasonably good understanding of how to compile tables of data of physical processes by measuring and recording the distance they travelled when using one push to power a range of scooters across the school playground. Pupils have suitable understanding of what happens to ice when left in warm conditions by measuring the weight of the block of ice at hourly intervals. However, the recording of such findings using exactly the same vocabulary indicates this work was copied from the board rather than in the pupil's own words and this hinders the development of scientific vocabulary and pupils' writing.
118. By the age of eleven pupils have good understanding of materials and their properties through their study of 'matter and states of change' in their work on solids, liquids and gases. Pupils in Years 5 and 6 were observed making good progress in understanding how to compare the relative density of corn oil, methylated spirits and water by observing what happens when these are mixed, shaken and allowed to settle. The sample of recent work shows that higher attaining pupils have made very good progress in their understanding of microbes by observing what happens to four foodstuffs over a period of time and how a range of methods of preserving food affected the growth of microbes.
119. The quality of teaching is good overall although the sample of recent work indicates some variation within each key stage. The good management of pupils is a key feature across the school. Despite the temporary absence of the subject co-ordinator teaching is effective for the oldest and youngest pupils in the school. However, there are some areas for development elsewhere in the school where teaching is currently less challenging and stimulating. Whilst expectations of what the pupils can achieve are good in most classes, they are not always high enough and this particularly impacts upon the quality of learning of higher attaining pupils.
120. Leadership and management of the subject have been of high quality and a pivotal influence upon raising standards across the school. Formal and informal assessment has been used well to track the progress pupils make. During staff absence the quality

of temporary subject leadership is good. The school makes good use of new technology including the digital camera to record pupils' investigative work, such as the measurement of the distance travelled on scooters pushed across the playground. This not only interests the pupils in the recording of their own work but also acts as a useful record of such activities. The science curriculum is generally planned well to encourage the development of scientific enquiry and there are some very effective opportunities to undertake investigative activities particularly in Key Stage 2. However, the school has rightly identified the need to review the rolling programme of activities to ensure no unnecessary duplication of similar work or the possibility of gaps occurring in pupils' understanding.

ART AND DESIGN

121. By the end of Key Stage 1 and 2, pupils' attainment is in line with national expectations. These findings indicate standards are similar to those observed in the previous inspection of the school. In Years 1 and 2, pupils demonstrate satisfactory basic art skills in drawing and painting, although the design element of their work is less developed. Pupils use a satisfactory range of materials and techniques when creating their work. However, at times staff limit the choice available to pupils and this affects the development of originality or an individual style or greater flair and imagination in their work. Boys and girls achieve equally. Over time all pupils, including those with special educational needs make satisfactory progress. However, there are very few pupils reaching the higher levels of attainment because staff do not expect enough of potentially higher attaining pupils.
122. Pupils are provided with some opportunities to explore what effects they can create with paint, crayons and oil pastels although rarely with a wide variety of media. In their current work on 'portraits' pupils in Key Stage 1 are currently making good progress in their awareness of the positioning of facial features. Through effective teaching and specific and continuing reference to tips, including questions such as 'where are you going to put the eyes, nose, mouth' and 'remember your ears are in a line with your eyes', even the youngest pupils know where to then draw or paint these features. Some of this work shows a good level of observational skill. In other activities, continuing their work on portraits, pupils have the opportunity to further develop their understanding of line and tone when using charcoal. Because pupils are anxious to produce neat and tidy work they try hard to master the techniques of using the charcoal carefully.
123. Pupils in Key Stage 1 are also provided with some, although relatively few, opportunities to explore what effects they can create with paint, crayons and oil pastels although rarely with a wide variety of media. This work is, however, extended well when pupils use art programmes on classroom computers to produce other self-portraits. This work enables the pupils to have wider opportunities to develop critical awareness of the range of effects they can create when using the different techniques. However, the opportunity to develop speaking skills to a greater degree in in-depth discussions through comparisons, in the lessons observed, were not fully utilised.
124. In Key Stage 1 there is little recent evidence of colour mixing to create shades of colours and an over-reliance on ready mixed paints that very much restricts the effect pupils can create. However, the sample of recent work whilst relatively limited in quantity shows they have produced satisfactory work in the style of Monet and Kandinsky when using other colour mixing techniques. Pupils are pleased when this work is displayed around the school.

125. Pupils in Key Stage 2 also make satisfactory progress in building up their artistic skills and knowledge as they move through the key stage. In Years 3 and 4 pupils make sound progress in collage work when producing both large scale and individual representations of a rural scene. Older pupils develop simple but carefully produced printing techniques when using dowel rods to make satisfactory mosaic style prints of Roman life. They also decorate artefacts in Celtic style using dried pasta and are pleased with the finished effect when sprayed with copper and gold paint. The older pupils produce some satisfactory work in the style of aboriginal artists and careful work to attractively decorate their model hands with Mehndi style patterns. These activities support pupils' cultural development well.
126. Whilst the quality of teaching and learning is satisfactory overall there is evidence that staff have only limited subject knowledge and understanding of exactly how to teach the pupils to improve their work. There is limited evidence of work of a really high standard. Most recent work has been of quite a narrow range of traditional art techniques and there is limited evidence of work in three dimensions or involving an imaginative range of techniques. Most work is small scale and there is little large, bold, vivid or imaginative work evident, although the school has rightly identified this as a priority in the school development plan.
127. The leadership and management of the subject are satisfactory and the subject leader has a clear commitment to helping the school to improve provision for the subject. Assessment in the subject is largely informal and has not been fully effective in identifying areas for development. There has been limited recent in-service training in the subject; staff confidence is not at a high level. Because of this, the opportunity for pupils to explore and develop their own ideas and evaluate their work are missed, and their knowledge and understanding of the range of art techniques and famous artists is quite narrow. Resources are satisfactory. Whilst there are satisfactory opportunities to develop cultural understanding through the subject staff miss opportunities to develop this even further.

DESIGN AND TECHNOLOGY

128. Standards at the age of seven and eleven are in line with national expectations as they were in the previous inspection of the school. All pupils, including those with special educational needs make satisfactory progress as they move through the school. There is no difference in the attainment of boys and girls and the achievement of the majority of the pupils is satisfactory.
129. By the end of Key Stage 1, the pupils have designed and made a range of simple items including a series of cards to celebrate different festivals and important days. They learn how to work with a basic range of tools, equipment and materials in the making of these cards. They make satisfactory progress in cutting, shaping and joining pieces of card and adding decorative features. When making an Easter Card pupils are successful in making a simple folded mechanism to enable the flowers in the centre of the card to pop out when the card is opened. On other cards, pupils are able to cut, shape and attach curved string or foam pieces to give texture to their design. In lessons, pupils make satisfactory progress in using a simple vice and hacksaw to cut wooden doweling to make supports for a bed when making a model of their own bedroom to fit inside a box.
130. Samples of pupils' recent work show they have begun to plan to make a skateboard or scooter and a musical instrument and have satisfactory understanding of the materials

to use. However, there is only limited evidence of pupils trying several designs before deciding which to subsequently make and little evidence of recording their evaluations of how successful the designs have been. Because there is little recording of ideas for future reference this makes it difficult for pupils to recall which of the range of tasks they have completed, has been particularly successful or which they might avoid in the future.

131. In Key Stage 2 younger pupils make satisfactory progress in measuring, cutting and assembling doweling to make simple picture frames. Most are able to use triangular corners and glue with reasonable neatness to fit the pieces together. However, their decoration and finishing techniques are very basic with simple painting of the frames, and opportunities are lost to develop other techniques to decorate the frames imaginatively. The older pupils have made better progress and achieved more interesting results when making simple teapots. Whilst they all use the basic technique of shaping paper mache around a balloon as the body of the teapot, they then decorate these well with a range of materials and ideas to produce different styles of teapot.
132. The quality of teaching and learning is satisfactory overall. Teachers give good quality support to pupils when using tools such as hacksaws and stress the safety issues involved. Staff in Key Stage 1 offer lots of praise for pupils' efforts so that the youngest pupils enjoy their use of construction kits and try hard to improve their models. However, the sample of recent work indicates that on too many occasions staff have narrowed the range of activities by limiting the design element of tasks and the materials available to use. Whilst this narrow focus can lead to good quality work, such as that related to art and craft activities in shaping modelling materials to make copies of human hands, in other activities this leads to mundane results. The element of the design and technology curriculum where pupils investigate, develop, plan and communicate design ideas is under-developed and barely adequate.
133. The leadership and management of the subject are satisfactory. The subject leader and headteacher recognise that together with art and design the subject has not been developed as well as they would wish. There is clearly identified planning to extend in-service training and the monitoring of pupils' work to raise standards further. As yet pupils are not provided with sufficient opportunities to extend their designing skills when using computers.

GEOGRAPHY

134. Standards of attainment are at the expected level at the ages of seven and eleven. No geography lessons were timetabled during the inspection period. Analysis of previous work and discussions with pupils show that all pupils, including those with special educational needs who receive additional support if necessary, achieve satisfactorily in the subject. The progress pupils make is satisfactory and there is no difference between the attainment levels of boys and girls. The school made satisfactory improvement since the previous inspection by maintaining satisfactory standards and introducing an appropriate scheme of work. The opportunities to develop skills through observation and enquiry have also been effectively developed.
135. By the age of seven, pupils identify the countries of the United Kingdom with reasonable accuracy. They have knowledge of places other than their own area and they compare different locations. When comparing Great Steeping with Skegness, they explain that Skegness is much larger, has shops and is at the seaside. They understand that places have things in common such as houses and churches. Pupils talk about other

countries, particularly those visited by a travelling soft toy. Pupils draw maps and plans of their own rooms and the classroom with average levels of skill. There is particularly good understanding of the weather, with higher attaining pupils referring to compass points when talking about wind direction. Pupils are developing an understanding of environmental issues but higher attaining pupils are not yet able to say how people try to improve and maintain environments. In physical geography, a small number understand that rivers run into the sea.

136. Older pupils build on the skills they have acquired in Key Stage 1 appropriately and by the age of eleven, they draw satisfactory 'birds eye' plans. They carry out observational studies in the local area and show good knowledge of different types of buildings. They recognise that land is used for different purposes. When looking at the local area the pupils show a sound understanding of the difference between human and physical features. They are not yet fully confident in how these features work together to affect the lives and activities of people living in the area.
137. In work comparing the United Kingdom with other parts of the world, pupils show good understanding of the difference in farming methods in the local area and in Sri Lanka. Pupils have satisfactory observational skills when they use photographic evidence in their work on Sri Lanka. Pupils have a sound understanding of climatic geography: they refer to air pressure and in a good link with mathematics, they produce rainfall charts for the British Isles. There is particularly good understanding of the environmental issues facing the world today, shown in work on pollution in the North Sea and the use of illegal fishing methods used in parts of the world, including the use of explosives and poisons.
138. The quality of teaching is good overall. It is good in Key Stage 2 because of the range of opportunities offered to pupils and links with other areas of the curriculum. In Key Stage 1 teaching is satisfactory because teachers do not always take opportunities to develop literacy skills by recording work. In discussions pupils' knowledge is much better than recorded work would indicate. Teachers use a wide range of methods that interest the pupils, for example displaying and discussing the journeys of a travelling teddy bear. Particularly good use is made of the local area to develop geographical skills, for example in the study of Great Steeping. Teachers effectively use visits out from school to develop geographical skills, for example to Skegness.
139. Teachers link geography to other areas of the curriculum. In Key Stage 2 there are particularly strong links with mathematics when pupils draw a variety of graphs. Links with literacy are better developed in Key Stage 2 than in Key Stage 1. The use of information and communications technology is satisfactory overall but it is particularly well used in the work on Sri Lanka when pupils access the Internet to find information. Although no lessons were observed, discussions with pupils show that there are positive attitudes to the subject. Pupils talk eagerly about the work they have done in the past. When talking in groups the pupils show good manners, listening to each other and to adults. Work is presented satisfactorily.
140. Geography makes a good contribution to pupils' spiritual, moral, social and cultural development. There are opportunities to consider the beauty of the world; environmental issues ranging from litter to illegal fishing methods are discussed. Older pupils learn about the culture of people living in Sri Lanka. The co-ordinator of the subject has only been responsible for the subject for a few weeks and as a result has not had time to influence the subject. There are satisfactory informal systems of assessment in place but these are not yet used to ensure that there is step-by-step development of skills as pupils move through the school.

HISTORY

141. Standards of attainment in history are broadly in line with national expectations at the end of Year 2 and Year 6. The school has maintained the standards identified during the previous inspection. Pupils have a satisfactory knowledge of the past and topics covered, and all pupils, including those with special educational needs, make sound progress and achieve satisfactory standards in relation to their ability when they started school. Weaknesses in relation to the scheme of work and the planning for a progression in skills, identified in the last inspection remain. These impact on overall standards attained which could be higher with more carefully thought out planning procedures.
142. At the end of Year 2, pupils have developed a sound appreciation that life in the past was different from that of today. For example, they have learned about homes and lifestyles in the recent past through examining old-fashioned household artefacts such as a toasting fork, carpet beater and oil lamp, comparing them to their modern day equivalents. In this way, pupils become aware that equipment today is more sophisticated and easier to use. However, when asked about work undertaken about famous people such as Florence Nightingale or the seaside in the past, pupils found it difficult to recall this work, indicating that this was not covered in sufficient depth to support or develop learning. Much of the work undertaken in Years 1 and 2 is of a practical nature; as a result, there is little recorded evidence in pupils' books. Work planned is a little prescriptive and does not always provide opportunities for the development of individual research skills that would challenge more able pupils. In addition, because pupils' work is not recorded in any meaningful way, opportunities are consequently missed that would enable them to experience writing in different situations and so reinforce their knowledge and understanding.
143. In Years 3 to 6, pupils continue to make satisfactory progress. However, current curriculum planning results in pupils repeating topics every two years. Assessment procedures are not firmly established and as a result, teachers cannot be sure that they are progressively extending and progressing pupils' skills. At the end of Year 6 pupils have a sound chronological awareness, recognise the difference between primary and secondary sources of evidence and with some prompting can recall facts about the periods they had studied. Many also have a satisfactory understanding that events in history might be portrayed differently depending upon your point of view and that primary sources of evidence are more reliable.
144. Older pupils recall in some detail their work on the Victorians and are able to describe the social conditions of the time and relate this to the Industrial revolution. Some more able pupils, hold quite forthright and mature views about child labour and living conditions of the time. However, although clearly motivated by this topic, pupils' recorded work does not do justice to this level of understanding. During the inspection, all pupils in Years 3 to 6 are beginning a study of the invasion of the Romans to this country. They are aware of how the Romans influenced the Celtic way of life, for example by marrying native women who changed their religious beliefs, building large towns and by creating road networks. Teaching that used video and Internet research, motivated pupils who eagerly prepared presentations of their work. However, because pupils have previously studied this topic, and limited records have been kept, new teachers are not fully aware of what pupils already know and understand and find it difficult to adapt their planning accordingly.

145. The quality of teaching is satisfactory overall and teachers generally have secure subject knowledge and use resources well to support learning. Teachers medium term planning however lacks detail and, as a result, tasks set do not always match the learning needs of pupils, especially those with more aptitude for the subject. Marking is generally not supportive of pupils' learning and some work is not marked at all. In addition, teaching does not always make the most of the potential of this subject as a vehicle to develop pupils' spoken and written skills. Limited opportunities are planned for example for pupils to discuss debate, act in role, or write in a range of situations or styles. However, a strength of teaching is the way that teachers endeavour to bring the subject alive, using artefacts, videos and visits and increasingly includes the use of information and communication technology to make learning interesting. All pupils enjoy the subject and pupils with special educational needs make the same progress as their friends, especially when they work alongside each other undertaking independent research as seen in Years 5 and 6.
146. This is the subject co-ordinator's first management role and he has only held the post for a few weeks. Consequently, he has not had the opportunity to make an impact on the quality of the teaching and learning. As a subject specialist, he is aware that current curriculum planning requires further consideration to ensure that pupils' skills are progressively developed and that lessons are directed toward the learning needs of all pupils in the mixed age classes. There are informal assessment procedures in the subject but these are not sufficient or well developed and as a result are not useful to support teachers' planning or to track pupils' progress.

INFORMATION AND COMMUNICATION TECHNOLOGY

147. Standards in the subject are at the expected level at the age of seven and above average at the age of eleven. These findings show that standards have been maintained since the previous inspection and with the technical advancements in the subject this indicates good improvement since the previous inspection. The school is rightly proud of the technical advances they have made in teaching the subject recently and the standards reached by some older pupils are a strength of the school. Staff have become aware of the strong motivational influence of both the interactive whiteboard and a digital camera on both staff and pupils, almost all of who currently embrace work in the subject with enthusiasm. For instance the school has recently begun to build up a digital photo library on CD-Rom which already has almost a thousand stored images of school activities.
148. Pupils learn how to use computers with confidence and boys and girls achieve equally well. Whilst many pupils have computers at home discussions indicate that all pupils learn new skills in school and make full use of the additional hardware and software available. Pupils make good overall progress and a significant proportion of the oldest pupils are making very good progress especially in their use of an interactive whiteboard. Because of good quality support from classroom assistants pupils with special educational needs, particularly in Years 5 and 6, make similar progress to their classmates. This raises the pupils' confidence and self-esteem considerably. This is something recognised and praised by the parents, many of whom were touched and delighted by the individual presentations by pupils in Year 6 shortly before they left the school last term. These pupils had made very effective use of the computers to draw up their own presentation, using the whiteboard, of their favourite moments in school and their wishes for the future.

149. By the end of Key Stage 1, pupils use an art program, with an average level of skill, to create their self portraits as part of their art and design work. They are able to change the size, shape and colour of the effects they create when using different tools on the computer with little support. They create satisfactory seaside pictures using the spraygun tool to produce water and spray effects. Pupils are able to word process their stories with a reasonable level of skill, and when shown how to, they are able to import an illustration they have chosen from a picture bank to enhance their writing. Some higher attaining pupils are able to use the computers research facility to find things out and print information of 'The Great Fire of London' with a little help. Whilst it was not possible to observe such work, pupils have the opportunities to develop their understanding of control through using programmable toys. Pupils have reasonable understanding of how they can use a digital camera and print off their images, which are seen widely around the school. Pupils increase their social skills and co-operate when sharing computers.
150. By the end of Key Stage 2 most pupils have become confident and enthusiastic users of computers and virtually all make good progress in the different aspects of the subject. Many see computers as an everyday tool for learning and recording their work in other subjects. Older pupils produce 'fliers' for a Christmas production to inform their parents of what is happening. They make individual snowflake designs and use the digital camera to take photographs of local buildings as part of a local study. Pupils make good progress in learning how to use the cut and paste tools to put in order instructions of how to make a cup of tea. Following a recent visit to London, pupils produced good quality individual booklets, with imported pictures, to illustrate their visit. Younger pupils also make good progress when producing a graph and 'pie chart' of their favourite pets and when using the spray can tool to produce symmetrical butterflies. The school also has appropriate Internet access.
151. The quality of teaching and learning is good with some very good features. Through both suitable in-service training, personal study and informal support all staff have developed a good level of competence and confidence in using the available resources. Whilst still relatively new to the school, the interactive whiteboard is used effectively to support learning in a range of other subjects. Teachers use this resource well to illustrate to pupils in both key stages how to import illustrations to their word processing tasks. Teachers' expectations of what the pupils can achieve are high and pupils are keen to live up to this. A particularly effective aspect of teaching is the good use made of some classroom support staff who have particular interest in the subject. An example of this very effective support was seen, when a pupil with special educational needs was assisted to make her white board presentation.
152. Leadership and management of the subject are good. The co-ordinator has ensured that resources and training have been up-dated regularly. All staff have a clear understanding of the importance of an Internet safety policy. The school is making good use of the digital camera for a range of purposes including informal recording and assessment of pupils' work across the subjects. Whilst the computer suite is very small and only allows eight pupils to work on computers at a time, teachers make good use of support staff to extend this work.

MUSIC

153. Standards of attainment are at the expected level at the ages of seven and eleven and progress is satisfactory overall. All pupils, including those with special educational needs, are fully included in lessons and achieve as well as can be expected. In the

lessons seen, all pupils made good progress in developing their composition skills. There is no difference in attainment levels between boys and girls. There has been satisfactory progress since the previous inspection by maintaining standards and using the expertise of the music co-ordinator well to teach older pupils and to monitor the teaching of other colleagues.

154. Only a limited amount of the music curriculum was observed during the inspection period. Analysis of planning and discussion shows that over the year all aspects are covered. Singing was observed in assembly sessions and as part of a mathematics session in Key Stage 1. The younger pupils sing the song 'There were Ten in the Bed' tunefully from memory. In assembly, pupils sing with good rhythmical style, ensuring that long notes at the end of phrases are fully sustained. The vast majority of pupils show a good sense of pitch. By the age of eleven, pupils understand timbre and texture when composing and playing un-tuned percussion instruments. The majority show a good sense of rhythm and are able to evaluate and improve their performance. Pupils work together in groups and realise the importance of co-operation in music. Older pupils are starting to recognise musical notation.
155. The quality of teaching seen during the inspection period was consistently good. Lessons are well planned. Resources, for example un-tuned percussion instruments, are used effectively to develop learning. In a Year 3 and 4 lesson, timbre and texture were effectively taught using a wide variety of instruments. Teachers challenge pupils when they have to develop their own compositions. Teachers have high expectations of behaviour and pupils respond well, allowing teachers to concentrate on giving support where necessary. Pupils with special educational needs are fully included in lessons. Mixed ability groups within classes ensure that pupils benefit from higher attaining role models. In a Year 5 and 6 lesson, a Year 5 pupil with special educational needs benefited from working with a group of Year 6 higher achieving girls, who ensured he was fully involved in the activity. Time is usually used very effectively, but occasionally the end of lessons are a little disjointed and one or two pupils become a little restless. The majority of pupils show good attitudes to music. They are eager to perform both in whole school singing and class performing. When speaking and listening to each other, they do so with respect. Musical instruments are handled with great care.
156. Teachers link music to other areas of the curriculum but this is not done in a systematic and monitored way. Literacy skills are developed satisfactorily as pupils learn words for songs. Mathematical skills are developed as pupils learn to tap and count out different rhythms. There is some use of information and communications technology, but the use of computers is underdeveloped and does not help develop musical skills very well. Teachers use recorded music effectively and the subject makes a very good contribution to spiritual, moral, social and cultural development. Pupils are given opportunities to listen to, and reflect on many different types of music from different cultures. They learn the 'rules' of musical notation. Pupils play and sing together in groups. The curriculum is of good quality, with opportunities for pupils to learn the recorder, take part in productions and mix with pupils from other schools in 'Musical Picnic' and 'Music Festival'.
157. There is good co-ordination in the subject. Music is a current area for development in the school. The co-ordinator uses her expertise very effectively. She teaches older pupils and has monitored colleagues and given demonstration lessons to illustrate good practice. The systems of assessment in place, although satisfactory, are informal and at present they are not used to ensure that there is step-by-step development as pupils move through the school. The resources are just satisfactory: the school has recognised the need for improving the number of tuned percussion instruments.

PHYSICAL EDUCATION

158. Only lessons in gymnastics and dance were observed during the inspection. Discussions with staff and an examination of records indicate that overall standards remain in line with national expectations at the end of Year 2 and 6. This represents satisfactory progress and achievement for all pupils including those with special educational needs. As found at the last inspection, swimming remains a strength of the subject, all pupils in the school benefit from regular lessons and achievement is often high. The provision for gymnastics and dance has improved as a direct consequence of the recently built school hall and standards are now beginning to rise.
159. At the end of Year 2 pupils have satisfactory awareness of space and are beginning to respond to the mood of the music in dance lessons. Pupils, because of additional coaching, are developing their hand eye co-ordination when they practice tennis skills and are growing more confident in their use of the large climbing apparatus in gymnastics. Pupils try hard to move to the music and make good attempts at creating simple sequences, for example twirling and jumping ending in a curled up shape. However many pupils find co-ordinating these movements difficult.
160. As they move through the school, pupils increasingly participate in a range of competitive sports and gain some success in local competitions. More able pupils, representing the school in area athletics events, develop a good level of skill, and activities such as these make a good contribution to pupils' social development. At the end of Year 6 pupils striking and fielding skills are suitably developed through participating in various field sports such as hockey, basketball, football and cricket. All pupils enjoy these activities and most pupils, exhibit a healthy team and competitive spirit and, because of good staff role models, have a keen sense of fair play. More able and talented pupils have developed a good level of skill. Pupils' gymnastic skills are developing, but because of limited past experiences, many older pupils still lack confidence, and find transferring their movements on to the apparatus more difficult. However, they always try hard in lessons, and teachers' reports state that they are determined to improve. Older pupils are increasingly involved in evaluating their performances but tend to focus on things that they like about the performance rather than an evaluation of how it could be improved.
161. The quality of teaching is satisfactory in Key Stage 1 and good in Key Stage 2. Teachers dress suitably and set appropriate standards for pupils. Lessons are clearly structured and specific skills are generally taught well. Warm up sessions are planned for, but are not always as brisk as they could be and often cool down activities are missed. As a result, pupils are not always aware of the effects of exercise on their pulse rate. However, in the best lessons teachers give clear instructions, provide good demonstrations and involve pupils in the evaluation of their work. Teachers also highlight good achievement and, as a result, pupils try hard to improve their own performances.
162. The recently appointed co-ordinator has had little opportunity to monitor or develop teaching in the subject but is aware of strengths and weaknesses and is keen to develop the subject and teachers expertise further. Resources are of good quality and are sufficient to support learning but there are currently no individual mats to support floor work. Large mats, benches, and the range of different sized balls and small equipment are of a good quality but more are required to support learning better. The curriculum is good and supports learning well, and additional coaching, such as regular 'short tennis' lessons form an integral part of the subject curriculum. Pupils' skills are

also enhanced through a range of daily playtime activities using a good range of small equipment.

RELIGIOUS EDUCATION

163. Standards of attainment are at the levels expected in the locally used syllabus of religious education at the ages of seven and eleven. Learning from religions is stronger than learning about religions. Pupils make satisfactory progress and all groups of pupils achieve satisfactorily. Extra support and the use of appropriate questioning ensure that pupils with special educational needs achieve in line with the rest of the class. There is no difference between the attainment levels of boys and girls. The school has made satisfactory progress since the previous inspection by maintaining standards.
164. By the age of seven, pupils have an understanding of special people, such as their parents, grandparents and teachers. They know that there are special times such as their birthdays. Although most recognise Christmas and Easter as special occasions, not all see the religious significance of these festivals. Pupils understand that the Bible is a special book for some people, but they have difficulty in identifying other special writings. Pupils are much more confident when talking about their feelings and explain why they feel they should be kind to other people. Pupils understand that it is necessary for us to help each other and hope that they do this well. In work on the Christian festival of harvest, pupils show good understanding of harvest, particularly its importance in the local area.
165. Pupils in Key Stage 2 build on the skills they have acquired showing a deeper understanding of the faiths studied. By the end of Year 6 pupils know that there are different creation stories. They have particularly good knowledge and understanding of the Jewish/Christian story. Pupils have good knowledge of the 'Ten Commandments'; they use this knowledge to devise rules for the family, school and society. In work on Christianity, pupils have appropriate knowledge and understanding of the concept of the Trinity of God the Father, Son and Holy Spirit. In Hindu studies, pupils show sound understanding of the Hindu belief in one God with many parts. They know the story of Rams and Sita. Pupils express their own thoughts on difficult matters such as whether or not they believe in God and how to define heaven.
166. The quality of teaching is good overall. It is particularly good in Key Stage 2 where pupils are challenged to express and discuss their own beliefs. In Key Stage 1 there are insufficient opportunities for pupils to record their work: as a result literacy skills are not fully developed and pupils find it difficult to recall what they have done earlier. In Key Stage 2 recording improves, for example producing a 'diary of creation week'. This has a positive effect on developing literacy skills. In all the lessons seen, pupils were told the lesson objectives, so they knew what they were going to learn. In a Year 1 lesson on harvest, the teacher linked the topic very well to the pupils' own experiences.
167. Questioning is used very effectively to find out what pupils know and understand. In all lessons, teachers ensure that pupils with special educational needs answer questions. Support assistants are used effectively in group work to ensure that low attaining pupils and those with special educational needs are fully involved in the lesson. All teachers allow pupils to express their opinions, valuing the contribution they make to the lesson. There are high expectations of behaviour and pupils respond to these well. Time is used very well and pupils are kept interested in the subject. All pupils show good attitudes to the subject. They listen carefully to the teacher and to each other. Standards of behaviour are good and this has a positive effect on learning because it

allows the teacher to concentrate on imparting knowledge and giving additional support when necessary.

168. Religious education makes a very good contribution to pupils' spiritual, moral, social and cultural development. Pupils learn about the beliefs of different faith groups. Older pupils are challenged to question and discuss their own beliefs. They learn about special people, times and places. There are many opportunities for pupils to learn about the rites and rules of a wide range of different faith groups. Pupils learn about the cultural aspects of the different faith groups. There is satisfactory development of literacy in religious education but this is not systematic or monitored. Pupils learn stories from religions, and older pupils develop their writing skills. There are limited opportunities for younger pupils to record their work. The use of information and communications technology in religious education is limited. There is some use of word processing and pupils are starting to research using the Internet, but this is not yet having an effect on improving the levels of attainment.
169. There is a temporary co-ordinator who has only just taken responsibility for the subject. She has not yet had time to make an impact on the subject. The assessment procedures although satisfactory are informal and are not yet being used to ensure step-by-step development as pupils move through the school. Visits from Christian clergy and visits to the local church enhance the religious education curriculum. There have been no visits by any other faith leaders recently. The school has recognised this and there is a planned visit later this year by a parent who is a member of the Sikh faith.