

INSPECTION REPORT

LEGSBY PRIMARY SCHOOL

Market Rasen, Lincolnshire

LEA area: Lincolnshire

Unique reference number: 120457

Headteacher: Mrs L Laminman

Reporting inspector: Chris Hemmings
14614

Dates of inspection: 7th October 2002 – 9th October 2002

Inspection number: 248130

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 category: Community

Age range of pupils: 4-11

Gender of pupils: Mixed

School address: Legsby Primary School
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Legsby
Market Rasen
Lincolnshire

Postcode: LN8 3QW

Telephone number: 01673 843268

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Appropriate authority: Governing Body

Name of chair of governors: Mrs. E. Smith

Date of previous inspection: 07/10/97

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
14614	Chris Hemmings	Registered inspector	Mathematics, Science, Information and Communication Technology, Art and Design, Design and Technology, Physical Education, Special Educational Needs, English as an additional language	What sort of school is it? The school's results and pupils' achievements How well are pupils taught? How well is the school led and managed? What should the school do to improve further?
9056	Val Cain	Lay inspector		How well does the school care for its pupils? How well does the school work in partnership with parents?
24658	Fiona Musters	Team inspector	English, Geography, History, Music, Religious Education, Under Fives, Equal Opportunities	Pupils' attitudes, values and personal development How good are the curricular and other opportunities offered to pupils?

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Legsby Primary School provides education for boys and girls from the ages of four to eleven. It occupies the original school building, dating from just before the First World War, which has undergone several extensions and improvements to provide a new classroom, toilets and an office. There is a mobile classroom set within well managed school grounds. The school is situated at the edge of a very small village in Lincolnshire, near Market Rasen. It serves a rural farming community and draws pupils from a wide area. The school's reputation for providing a caring place for children to learn extends well beyond the village boundaries. Pupils come from a variety of backgrounds and socio-economic circumstances. There are currently 45 pupils on roll. Pupils' attainment on entry is slightly above average. A quarter of pupils have special educational needs, which is above average; three have statements. There are no pupils from ethnic minority groups and there are none, currently, who require support for English as an additional language.

HOW GOOD THE SCHOOL IS

Legsby Primary School is a good school with many important strengths. The climate for learning is particularly good. All pupils achieve well and make good progress in their learning. They attain standards that are similar to, or above, those expected for their age in the core subjects of English, mathematics and science. The teaching, overall, is good and that of the older pupils is consistently of a very high quality. The children like coming to school and they are very eager to learn. Behaviour is excellent. The school knows and cares very well for every pupil, including those with special educational needs. The school successfully works in close partnership with parents. The headteacher provides very good leadership and, together with the governing body, manages the school very well. The school provides good value for money.

What the school does well

- Pupils achieve well and make good progress in English, mathematics and science.
- The pupils like coming to school; they are very keen to learn.
- Behaviour is excellent.
- The quality of teaching and learning throughout the school is good; it is underpinned by very good planning.
- Support staff work very well with teachers to help all pupils to learn.
- The quality of care that the school provides for all pupils, including those with special educational needs, is very good.
- Partnership with parents is an important strength. Good Records of Achievement provide parents with a comprehensive picture of how their children are learning.
- The headteacher provides strong leadership and ensures that the school has a very clear educational direction.

What could be improved

- The library has too many outdated books and there are too few contemporary fiction and non-fiction books. The cataloguing system is not good enough to help pupils find books readily.
- In design and technology, pupils are not taught how to use tools and equipment to construct models in a range of resistant materials nor are they taught enough about mechanisms and control technology.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

When the school was last inspected in October 1997 several areas for improvement were identified. Each has been addressed systematically and good progress has been made overall. Strategies to ensure that teaching and learning are evaluated have been established and they are working effectively. Governors are more fully involved now in strategic planning and management. The quality of the curriculum has been enhanced by ensuring that subject co-ordinators take responsibility for their subjects throughout the school. A comprehensive and detailed planning system has been established which clearly sets out how pupils' skills and understanding in art, music and design and technology are to be developed. The school has successfully introduced wider aspects of multi-cultural education and extended pupils' opportunities for creative writing and their knowledge of a greater range of literature.

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				Key
	all schools			similar schools	
	1999	2000	2001	2001	
English	E	A*	C	D	well above A average above B average C below average D well below E average
mathematics	E	A	C	D	
science	A	C	D	E	

Overall the trend indicates that there have been improvements over the past four years. The grades for any one year are statistically unreliable because the numbers of pupils are small and they come from too wide an area for realistic comparison with schools in similar circumstances. Evidence gained during the inspection shows that in Year 2 standards in speaking and listening, reading and mathematics are above average while in writing and science they are average. In Year 6 in speaking and listening, writing, mathematics and science pupils are attaining standards which are above those expected for their age. All pupils, including those with special educational needs, have targets for improvement and they make good progress.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils have very good attitudes to school; they are very keen to learn and show high levels of interest.
Behaviour, in and out of classrooms	Behaviour is excellent in lessons and around the school. Pupils are responsible, polite and considerate.
Personal development and relationships	Relationships between pupils and between pupils and adults throughout the school are very good. Pupils cooperate well and enjoy one another's company. They help and support one another and are sensitive to one another's feelings.
Attendance	Attendance is above the national average.

The school is very successful in creating a climate where all pupils are valued and self-respect and respect for others is strongly promoted. Behaviour is exceptionally good. Older pupils respond very positively to all opportunities to take responsibility.

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.

Eighteen lessons were observed during the inspection and the quality of teaching overall is good. All teaching was satisfactory or better. This is an improvement since the previous inspection. In four out of five lessons teaching was good or better. The teaching of the older pupils was consistently of a very high quality.

Lessons are always very carefully planned and organised. Children are told what they are expected to achieve. Very effective use is made of resources and equipment to stimulate pupils' interest and to involve them. The teaching of English and mathematics is good. Good attention is given to the full range of needs within the class; children with special educational needs are particularly well supported in lessons. Teaching assistants are effectively deployed and they make a strong contribution to pupils' learning.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	There is a strong emphasis on the basic skills of literacy and numeracy. There are also rich and stimulating activities for its pupils to provide depth and breadth.
Provision for pupils with special educational	Very good. Pupils are very well supported both through the detailed individual plans and alertness of teachers and staff to

needs	their needs.
Provision for pupils' personal, including spiritual, moral, social and cultural development	The provision for pupils' personal development is very good. Children are taught to be responsible and caring. They take part in cultural events and learn about the rich and diverse cultures in the world. The school is very successful in promoting children's self-confidence.
How well the school cares for its pupils	This is a strength. All staff know the children well. Procedures for monitoring their personal and academic growth are very good.

There are comprehensive systems for monitoring pupils' performance and how their social skills are developing. Older children know their personal targets for learning which are displayed in the classroom.

The school has close links with specialist agencies and is praised for its detailed and systematic records of pupils with special educational needs.

The school maintains a close working partnership with parents. The quality of information it provides for them is very good. However reports to parents do not provide a written statement about how their children are learning in all the subjects of the national curriculum.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher provides very strong leadership and manages the programme of ongoing improvements very successfully. Subject coordinators provide good leadership and have a good focus upon raising standards.
How well the governors fulfil their responsibilities	Governors are strongly committed to the school and meet their responsibilities well. They are very supportive of the headteacher and involved in the strategic development of the school.
The school's evaluation of its performance	Good procedures have been developed for checking how well the school is doing. Test results and other information about pupils' performance is carefully analysed and used to set challenging targets.
The strategic use of resources	Financial planning is very good. Prudent management and excellent financial administration ensures that educational priorities are very well supported. Very good use is made of the available resources, including computers both for educational and administrative purposes.

The school administrator makes a very positive contribution to day-to-day financial management. Staff, accommodation and resources are well deployed. All resources are used in keeping with the government's principles of Best Value.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • The school expects children to work hard and achieve their best. • The school helps their children to become mature and responsible. • The school is well led and managed. • They feel comfortable about approaching the school with questions or a problem. • Behaviour is good. • The teaching is good. • The school works closely with them. 	<ul style="list-style-type: none"> • The range of activities outside school. • The amount of work to do at home. • The information they receive about how their children are getting on.

Inspection evidence supports the positive comments made by parents. Inspectors consider that, in view of the high proportion of pupils who live beyond the village, the school provides a good range of activities outside lessons, which are accessible to all pupils. The amount of work provided for pupils to do at home is satisfactory. While the information provided to parents about their children's progress is very good in English, mathematics and science the information regarding progress in other subjects needs to formally identify the next steps in learning.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. Judgements about pupils' achievements are based upon evidence gathered through observation and sampling during the inspection period and the school's own data analysis, including the 2002 test results, and detailed information brought together in a pupil tracking system. Because the results of national tests in this small school are of limited statistical usefulness, they have been taken into account mainly to judge trends over time and to gauge the progress of individuals.
2. Currently, standards attained by Year 2 pupils in speaking and listening, reading, and mathematics are above average. Standards attained by Year 6 pupils in speaking and listening, writing, mathematics and science are above the levels expected for pupils of their age. There are no significant differences in the current performance of boys and girls. Challenging targets have been set for the Year 6 pupils which they are making good progress towards achieving.
3. In English, Year 2 pupils use a good range of vocabulary when talking about what they are learning. They read confidently and use their knowledge of phonics successfully to break down unfamiliar words. Standards in writing are average. In Year 6 pupils are articulate and talk interestingly and easily about the books they are reading and what they are learning in lessons. A strength is their very good grasp of vocabulary and the terminology associated with various subjects. Year 6 pupils read accurately, fluently and with good expression. They are enthusiastic readers of a wide range of authors and texts. However, their library skills are under developed. Pupils make good progress to achieve above average standards in writing. They make good use of their writing skills across the full range of subjects, for example, when evaluating food that they have prepared.
4. In mathematics, attainment is above average in Year 2 and Year 6. Pupils currently in Year 2 have a good understanding of addition and subtraction. They know how to halve and double. They can accurately identify and describe the properties of complex three-dimensional shapes. Pupils in Year 6 make good use of their knowledge of mental computation to solve numerical problems successfully. They can calculate the area of complex shapes and handle data accurately. They apply mathematics well in other subjects, such as science.
5. In science standards are at the expected level in Year 2. Pupils in Year 6 attain standards above those expected for their age. Year 2 pupils know how to undertake a simple investigation and they are developing a secure base of scientific knowledge. Pupils in Year 6 have a very good understanding of how to conduct a scientific enquiry. They know the importance of recording their observations accurately and interpreting and presenting their results systematically. Year 6 pupils have a good range of scientific knowledge, which covers the full range of the curriculum.
6. In information and communication technology (ICT) pupils reach the expected standards in Year 2 and Year 6. Older pupils achieve a good standard when using graphic tools to re-present works of art.

7. In religious education, the expectations of the locally agreed syllabus are met fully. Younger pupils learn about the festivals of Christianity and other religions. Year 6 pupils have a good knowledge of religious beliefs and teachings.
8. Pupils achieve above average standards in geography at both key stages. In history, music at Key Stage 1, and art and design pupils meet the expected standards. In music at Key Stage 2 and physical education there was insufficient evidence to make a secure judgement about attainment.
9. Standards in design and technology are average in most aspects of the subject but pupils in Year 6 do not know how to use the right tools to construct models in resistant materials, nor do they understand enough about mechanisms and control.
10. Overall, pupils make good progress in learning in all the core subjects and most of the foundation subjects. More able pupils achieve well; they are appropriately challenged to attain the higher standards. Throughout the school, lower attaining pupils make good progress in lessons. Pupils with special educational needs make good progress throughout the school. This is because all class teachers and teaching assistants take great care to ensure that they are fully and very well supported. The targets for learning identified in individual education plans are specific and sufficiently detailed to measure children's progress over time.

Pupils' attitudes, values and personal development

11. Pupils' attitudes, behaviour and personal development continue to be a strength of the school. The behaviour of the children is exemplary. Children flourish in the family atmosphere where traditional values of courtesy, respect, care and fair play are of high priority.
12. Children are eager to come to school. They concentrate hard in lessons and persevere with those aspects of work that they find hard. They respond well to the stimulating and challenging activities, which they are offered in a high proportion of lessons throughout the school. The oldest pupils are very keen to contribute their ideas and what they know to class discussions. The positive attitudes of pupils are greatly supported by the encouragement they receive from home.
13. The kindness of the teachers and the ways in which they help them in their personal development are highly valued by the pupils. Older pupils appreciate the 'think book' where they can record, in confidence, their problems. They know that their concerns will be taken seriously. Pupils understand the reward systems and work hard to achieve the 'Dipsi' award for initiative and good citizenship.
14. Children work well together; younger pupils share equipment readily and take turns, older pupils work constructively in pairs. Older pupils help the younger ones on occasions. For example, currently the older pupils are helping the younger ones with a traffic survey which records how many times certain pathways are used. At lunchtime, when the weather is fine the older children eat outside and quickly organise themselves into small groups.
15. Resources are well cared for. Older pupils take responsibility for preparing the equipment needed in lessons and all children are quick to tidy up at the end of sessions. The high level of attention given to these small details means that there is a very purposeful and prompt start to lessons and no teaching time is lost.

16. The level of attendance is very good. The school follows up unexplained absences promptly by telephoning parents.
17. No pupil has been permanently excluded and fixed-term exclusion is used only rarely as a sanction.

HOW WELL ARE PUPILS OR STUDENTS TAUGHT?

18. The quality of teaching overall is good. All the teaching seen was satisfactory or better. This is an improvement since the last inspection. In four fifths of the lessons seen the teaching was good or better. The teaching of the older pupils was consistently of a very high quality; all the lessons seen for these pupils were good, very good or excellent.
19. The common features of the good, very good and excellent teaching seen include:
 - detailed lesson plans where teachers identify very clearly what it is they want children to learn. The learning objective is presented very clearly at the start of the lesson using straightforward language and is regularly referred to throughout the lesson;
 - good links with previous learning are made so children are clear about how the work builds upon what they already know and understand;
 - individual targets are effectively used to help children know what they need to do to learn well. These are referred to as the lesson proceeds;
 - a brisk pace to lessons and a good variety of activities which are often set within a specified time limit;
 - challenging tasks in which pupils are encouraged to think for themselves and are actively involved in discussion and practical investigations;
 - questioning which effectively develops pupils' thinking and probes their understanding;
 - the quality of teachers' responses to children's ideas. They are sensitive to the full range of needs within their classes and respect and value individual's contributions;
 - enthusiastic, knowledgeable and humorous teaching which makes good use of children's own ideas and experiences;
 - effective use of the review at the end of the lessons. This causes the pupils to reflect upon their progress. Teachers often use this opportunity to highlight and explain a shared misunderstanding and to celebrate individual achievement.
20. Teachers have successfully introduced the National Literacy and Numeracy Strategies. They have good subject knowledge in English and mathematics so they are able to make suitable adaptations to the work, both when planning and teaching, for the most and least able. Pupils make good progress because of the teachers' very clear explanations, effective use of resources and a strong emphasis on correct vocabulary.
21. In the most successful literacy lessons, the teachers adapt the literacy hour planning to teach spelling and handwriting together. There is a sharp focus upon developing specific skills and high expectations of pupils using particular words and phrases. The headteacher teaches literacy with zest and an enthusiasm rooted in an excellent knowledge of the subject and understanding of how to help all pupils learn well.

22. The single area for improvement is to provide younger pupils with more opportunities to talk about their work and ideas.
23. In mathematics lessons, teachers follow the plans developed by the National Numeracy Strategy. They provide good support and challenge to help all children learn well. In the best teaching seen, with the older pupils, the children are animated and excited when, for instance, exploring the concept of probability or using their knowledge of number rules to frame intelligent questions.
24. The teaching of science is good. A strength is the emphasis given to interesting practical work which stimulates children's curiosity. Pupils in Years 1 and 2, for example, have to think hard about what senses they are using to identify different materials concealed in boxes and pupils in Years 3 and 4 are fascinated by the way some rocks absorb water while others resist it. As a result, pupils make good progress in developing their skills, knowledge and understanding and, very importantly, they are enthusiastic and develop very positive attitudes to learning science.
25. Teaching of ICT is good. Teachers have worked hard to develop their own confidence and capability and they are well supported by other members of staff, including the school administrator. Further training is needed to consolidate the knowledge and skills of the teachers so that the potential of computers can be fully exploited.
26. It was not possible to observe teaching in all subjects during the inspection period. The process of sampling work and discussion with pupils, however, exposed a weakness in teachers' knowledge of some aspects of design and technology.
27. Teaching assistants make strong contributions to teaching and learning throughout the school. They are very well deployed and briefed by teachers and this ensures that all pupils with special educational needs are very well supported and fully included in all aspects of lessons. Teachers and teaching assistants know the targets within the individual education plans and there is good teamwork to enable the children to make progress. A professional footballer visits the school to teach the older pupils football. This strategy to compensate for the teachers' lack of expertise works well.
28. Teachers mark work regularly and carefully. Comments are encouraging and constructive in tone. Marking identifies what the pupils have done well and gives suggestions about how the work can be improved. Pupil's workbooks show that teachers have high expectations of effort and performance.

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

29. The school teaches all the statutory subjects and provides a good range of rich and stimulating activities for its pupils. The curriculum is carefully planned to foster both academic achievement and personal development. This includes sex education and drug awareness, which are taught as part of the programme for personal, social and health education. Provision for pupils' moral education is excellent. Pupils are developing a very strong understanding of right and wrong from the time they join the school. By the time they are in Years 5 and 6 they readily discuss the morality of world events, such as the recent destruction of the World Trade Centre in America.
30. The school provides many opportunities for pupils to express joy and wonder in their discoveries. For example, they delighted in finding out about a pattern of chance in

mathematics and the fine structure of fabrics under a microscope in a science lesson. There are also formal opportunities for pupils to celebrate and reflect in school assemblies and in religious education lessons.

31. Social development is good. Pupils play and work together very harmoniously in pairs and in small and large groups. Older pupils are quick to share and help one another and to take responsibility for completing their work to the best of their abilities.
32. There are much better opportunities for pupils to learn about different cultures in art and music than there were at the last inspection. Recent opportunities have included a number of multicultural events with African and Japanese musicians and an Indian dancer. There is a good programme of educational visits to places of interest, which support the learning in history, geography, science and religious education. The school keeps a very good photographic record of the rich diversity of opportunity that it offers its pupils.
33. The school has strong links with the community. The inter-schools association offers a good range of sporting opportunities and tournaments and cultural events. History lessons have been enlivened by the recollections of those within the community and the wartime memorabilia they have loaned to the school. As a result pupils develop a good understanding of past events and a strong sense of identity with their locality.
34. The school makes successful use of the strategies for teaching literacy and numeracy to promote high standards in English and mathematics. There are good opportunities for the oldest pupils to fully develop their skills of speaking, listening and writing which enables them to achieve well across the curriculum. Older pupils are encouraged, in pairs and small groups, to discuss their ideas, express their opinions and give reasons for the conclusions they reach.
35. Since the last inspection the school has accomplished some detailed planning of the curriculum. Each subject is now very carefully and thoroughly planned by the teachers. Planning clearly outlines the skills and understanding that children are to gain. Careful consideration is given to the links between the subjects. A good example is a topic called 'Ourselves' where the pupils paint self portraits in their art lessons, study the main parts of the bodies in science lessons and discuss healthy eating in personal and social sessions. This is very effective in helping pupils to use the knowledge from one lesson to illuminate another subject.
36. Although long term planning for design and technology sets out a broad and balanced curriculum, termly planning shows that pupils are not offered sufficient opportunities to work with more resistant materials nor to learn about mechanisms and control.
37. Teachers take care to ensure that all pupils have equal access to every part of the curriculum. Provision for pupils with special educational needs is very good. They receive high quality support from teaching assistants in their lessons. The skilled teaching assistants also provide good small group teaching for pupils who need additional help with their reading and spelling. These sessions are popular with children because the high quality of teaching helps them grow in confidence and their basic skills improve.
38. There are clubs for pupils to attend. A lunchtime games club, ICT club and an after school recorder group are available to the older pupils. Additional clubs are formed from time to time. Inspection findings do not support the view expressed by some

parents that the school provides too few opportunities for children to take part in activities beyond the school day.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

39. The quality of care provided is very good and remains a clear strength of the school. All members of staff are caring, committed and know their pupils very well. Parents confirm that their children like school and are helped to become mature and responsible. All pupils are valued and all staff provide good role models. Parents at the meeting confirmed that the school helps pupils, whatever their ability, to learn and make progress. Pupils themselves state that they feel safe and secure and that they are part of the school "family".
40. The school has very well established, rigorous systems to monitor pupils' academic and personal development. Results from annual tests are analysed so that targets can be set and any extra support determined. A comprehensive pupil tracking system is used very effectively to provide teachers with a detailed picture of individual progress. This is used by teachers to plan appropriate activities for individuals and groups of pupils in English, mathematics and science.
41. The school has very good systems for early identification and assessment of pupils with special educational needs. The special educational needs coordinator is highly conscientious and maintains very good individual education plans which are used to good effect within planning and teaching.
42. Attendance levels are very good and remain above the national average. This can only be of benefit to pupils' learning and attainment. Registrations take place twice daily; they are prompt and efficient. There is no unauthorised absence. Punctuality in arriving at school and beginning lessons is good; no time is wasted. Pupils understand the need for good attendance and parents always inform the school promptly of illness. The teachers effectively monitor and promote high standards of attendance each day.
43. The procedures for monitoring and promoting good behaviour are excellent. There is no evidence of bullying or inappropriate behaviour. Rewards for high standards of behaviour are keenly sought. The staff consistently applies the behaviour policy. Teachers talk respectfully to children and they return the respect. Sanctions are available but rarely used; pupils are responsible for their own behaviour and are helped to understand the consequences of their actions. Good standards of behaviour are celebrated in Friday assemblies with rewards prized by the pupils. Detailed Records of Achievement are very well used to build up a complete picture of individual progress.
44. Child Protection procedures are secure. All members of staff have been trained and are vigilant. Good use is made of outside agencies for professional help, when the need arises. The site is very clean and well maintained; proper attention is paid to health and safety. Regular fire drills and electrical equipment checks take place. There are sufficient trained first aiders.
45. Good transition arrangements ensure that pupils are well prepared for their next school.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

46. Parents are very supportive of the school and its values. Regular newsletters inform parents of events and encourage participation; the style is clear, friendly and welcoming. The prospectus and Governor's Annual Report to parents are clear and detailed. Records of Achievement build a comprehensive picture of children's achievements in their learning and personal and social development. However, they do not identify sufficiently clearly the next steps that pupils need to take in the foundation subjects. Parents have the opportunity to attend meetings with teachers to consider their children's progress and to go through the Records of Achievement to identify any areas for improvement.
47. A successful Parent Teacher and Friends' Association hosts a range of social and fundraising events that are well supported. Monies raised are used to subsidise transport for trips and to purchase extra resources, such as a CD player, books, and trikes, which benefit all pupils.
48. All parents have signed the Home/School Agreement and their views are sought through newsletters. The school strives hard to involve parents, many of whom do not live locally. Parents actively support the school at home through hearing children read, and helping with spellings, tables and projects. Several parents help in classes and with trips.

HOW WELL IS THE SCHOOL LED AND MANAGED?

49. The leadership and management of the school are very good. There have been important improvements since the last inspection; the headteacher has ensured that the strengths of the school have been maintained while introducing a systematic approach to evaluating teaching and learning in the classroom. Governors are more fully involved in the strategic planning and management of the school now.
50. The headteacher provides very strong leadership. She has a passionate commitment to providing a high quality of education for all the children within a small school setting. The school's aims reflect her deeply held values. She has successfully established a powerful ethos of inclusion, tolerance and high expectations. Teachers, staff and children respond well to this. There is a shared commitment by all the adults working in the school to provide a caring, secure and stimulating place for children to learn and grow. The headteacher has a precise grasp of the current strengths and areas for further development, together with the longer term strategic picture. She has successfully established good links with other clusters of schools and the local high school in order to expand the range of pupils' learning opportunities and to maintain her own and the staff's professional development.
51. The headteacher manages the school very well. Well designed procedures are used to check how the school is meeting its own targets. National test attainment data is carefully analysed, alongside the school's own teacher assessments and pupil tracking data to evaluate pupils' achievements and the impact of strategies to raise standards. School management planning is systematic and thorough. An annual plan is drafted in consultation with teachers, staff and governors. It provides a coherent structure and programme for moving the school forward. The priorities are well defined with clear targets and success criteria. Time limits are set for the successful implementation of initiatives and the personnel responsible for action are listed. Costs are predicted where necessary and there are clear links to budgetary planning.

52. Day-to-day management is very good. Well established routines and systems result in the smooth working of the school so that teachers can focus upon the pupils' learning. Financial management is very good. All the available funds are prudently used to support the maintenance and development of the school's key aims. The headteacher works in close liaison with the school's administrator who makes excellent use of new computerised systems to monitor and analyse income and expenditure to generate up-to-the-minute information about the school's working balance. The headteacher is able to make very well informed judgements about how to make the most efficient use of the school's funding.
53. The governing body is hard working, committed and very supportive of the headteacher. Since the last inspection governors have taken the necessary steps to become more fully involved in the strategic management of the school. A good example is the way they participated in the important decision to establish two key stage 2 classes. A strength of the governors is their persistence and determination to seek out, press for and secure funding for improvements to the accommodation and resources. Governors know the school well; they have a good overview of the school's performance, the finances and current priorities for improvement. The chair of governors, in particular, meets very regularly with the headteacher and spends time in classrooms. The governors are kept fully informed by the headteacher of progress being made and current issues, both through informal discussions and the detailed and informative headteacher's report. Working parties have been formed to cover various aspects of governors' business. There are good procedures for financial planning and management and governors discuss and confirm all significant expenditure. The school makes good use of earmarked funds, for example the Standards Fund, to support educational priorities. An example is the new room, currently under construction, to provide suitable accommodation for teaching ICT in large groups. Governors apply Best Value principles to contracts.
54. Governors have established effective procedures for the performance management of staff. Review meetings with the headteacher have taken place and targets have been agreed.
55. The governors do not participate sufficiently in the LEA's Moderated School Self Review process. This has been recognised and advice and training for the governors has been arranged. Governors make good use of the principles of Best Value to ensure that the school makes efficient use of all of its resources. The school has a good capacity for further improvement.
56. Since the last inspection the role of subject coordinators has been enhanced. All teachers have been allocated responsibility for leading and managing subjects of the curriculum across the key stages. This is working well in English, mathematics, science and ICT where the coordinators have a good grasp of the strengths and areas for development. They are effective advocates for their subjects and they ensure that colleagues are well supported and resources are well matched to the planned curriculum. For example, the ICT coordinator has worked hard to ensure that ICT development is a high priority within the school management plan. Coordination of the other subjects is satisfactory. A four year rolling programme of review and development is established to ensure that all subjects are given appropriate focus in turn.
57. The SENCO leads the provision for pupils with special educational needs very effectively. Through discussion with colleagues she identifies those pupils whose needs can be met in class and those who need additional support through School Action and School Action Plus. Individual education plans are precisely defined and

well coordinated so that they benefit the pupils. The governor responsible for special educational needs has a good understanding of what is working well.

58. There is a good match of teachers to meet the full range of needs of the children and to teach all the subjects of the national curriculum and religious education. Teaching assistants are effectively deployed and provide a very good level of support for teachers and the curriculum. In addition, the school administrator makes a useful contribution to ICT teaching.
59. Resources are generally sufficient to support teaching and learning. ICT resources have improved since the last inspection but the school has experienced difficulties in getting connected to the Internet. These have now been resolved successfully but there are some shortcomings in software. Equipment and resources for design and technology are inadequate. The library is in need of renewal and development.
60. The school building is attractively presented and well maintained. However, there is no hall and this limits the scope for teaching and learning in physical education, drama, and dance, and for communal activities. The headteacher and governors have carefully managed the budget to be able to construct a new ICT teaching room. This is close to completion and will provide useful, additional space within the school. The school grounds are adequate and well used; there is scope for development in the Foundation stage play area.
61. Legsby Primary School provides good value for money.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

62. The governors and headteacher should seek to improve the quality of education further by:

1. ensuring that pupils at Key Stage 2 are taught how to use appropriate tools and equipment safely to construct models with the resistant materials and taught more about mechanisms and control technology;

(paragraphs 9,26,36,59,103,104,105)

2. bringing the library stock up to date and establishing a new cataloguing system;

(paragraphs 3,59,81)

They should also consider the following minor issue:

- Reports to parents should build further on the current good practice by identifying the next steps in learning to be achieved by the pupils in the foundation subjects

(paragraph 46)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	18
Number of discussions with staff, governors, other adults and pupils	23

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	1	4	10	3	0	0	0
Percentage	6%	22%	56%	17%	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. [When the total number is substantially less than 100, add] Care should be taken when interpreting these percentages as each lesson represents more than one [two, three, etc] percentage point[s]. [Where the total is close to or greater than 100, use only the first sentence.]

Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)		45
Number of full-time pupils known to be eligible for free school meals		0

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs		3
Number of pupils on the school's special educational needs register		9

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	3
Pupils who left the school other than at the usual time of leaving	0

Attendance

Authorised absence

	%
School data	93%

Unauthorised absence

	%
School data	0%

National comparative data	5.6
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National comparative data	0.5
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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 2 (Year 6)

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 2 for the latest reporting year	2001	4	7	11

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys			
	Girls			
	Total	8	8	8
Percentage of pupils at NC level 4 or above	School	73 (100)	73 (100)	73 (100)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys			
	Girls			
	Total	6	8	8
Percentage of pupils at NC level 4 or above	School	55 (100)	73 (100)	73 (100)
	National	72 (70)	74 (72)	82 (79)

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

These results are not reported since the numbers of pupils in the year groups were below 10.

Ethnic background of pupils

Exclusions in the last school year

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	36	1	
White – Irish			
White – any other White background	2		
Mixed – White and Black Caribbean			
Mixed – White and Black African			
Mixed – White and Asian			
Mixed – any other mixed background			
Asian or Asian British - Indian			
Asian or Asian British - Pakistani			
Asian or Asian British – Bangladeshi			
Asian or Asian British – any other Asian background			
Black or Black British – Caribbean			
Black or Black British – African			
Black or Black British – any other Black background			
Chinese			
Any other ethnic group			
No ethnic group recorded			

The table refers to pupils of compulsory school age only. It gives the number of exclusions, which may be different from the number of pupils excluded.

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	2.9
Number of pupils per qualified teacher	15.5
Average class size	15

Education support staff: YR – Y6

Total number of education support staff	5
Total aggregate hours worked per week	87

Qualified teachers and support staff: nursery

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

FTE means full-time equivalent.

Recruitment of teachers

Number of teachers who left the school during the last two years	0.4
Number of teachers appointed to the school during the last two years	0.8

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

FTE means full-time equivalent.

Financial information

Financial year	2001/2002
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	£
Total income	158920
Total expenditure	151671.56
Expenditure per pupil	2973.95
Balance brought forward from previous year	1118.00
Balance carried forward to next year	18428.44

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	46
Number of questionnaires returned	40

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	55	33	3	0	0
My child is making good progress in school.	55	35	5	0	0
Behaviour in the school is good.	65	33	0	0	0
My child gets the right amount of work to do at home.	40	35	15	5	3
The teaching is good.	65	30	3	0	0
I am kept well informed about how my child is getting on.	58	28	8	5	0
I would feel comfortable about approaching the school with questions or a problem.	68	23	5	3	0
The school expects my child to work hard and achieve his or her best.	75	23	0	0	0
The school works closely with parents.	63	25	8	0	0
The school is well led and managed.	68	28	3	0	0
The school is helping my child become mature and responsible.	75	23	0	0	0
The school provides an interesting range of activities outside lessons.	25	23	30	8	8

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

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE

63. Pupils are admitted to the school in September. The school is effective in welcoming parents and their children.
64. For the past three years attainment on entry has been above average but this has not always been the case. The number of children in each age group varies considerably. At the time of the inspection there were only three children in the reception year, one of whom was absent. These children are taught as part of a class, which also contains Year 1 and Year 2. The small number of reception children together with the wide age span presents considerable organisational challenge. This is generally well met. There is separate planning for the children in their reception year, which is carefully linked to the six areas of learning for children within the foundation stage. By the end of the reception year, most children's attainment is likely to go beyond the early learning goals in all areas of the foundation stage curriculum.
65. Children spend some of their time working with the whole class; for example in music and science lessons. At other times they are withdrawn to work with the teacher or the teaching assistant but they mainly work independently from a small range of activities made available to them. Due to the very small number of pupils within this year group and the current class organisation, the children are largely dependent upon one another for company and stimulation. There are some missed opportunities for these children to learn more frequently alongside their classmates. This has occurred because of the very small year group. Adjustments to the otherwise good planning and organisation are needed to help these children to learn more from others and to be more integrated members of the class.
66. The adults who work with the youngest children form a successful team. They know how to develop the children's understanding and, as a consequence, the quality of teaching is generally good. They maintain effective records of what the children know and can do at the start of their schooling and as a result they know the pupils very well.
67. The school has plans to develop the outside area to create an outdoor classroom, which will offer a range of learning opportunities across the curriculum.

Personal, social and emotional development

68. Children are interested and motivated to learn. They maintain concentration for short sessions. They form good relationships with adults and are learning to cooperate with one another by taking turns and sharing equipment. They join in with the daily routines and select activities and resources independently. There are too few opportunities to extend their circle of friends.

Communication, language and literacy

69. Children start school with good communication skills. They enjoy listening to stories. They can recall the main characters and events in stories they have heard and imaginatively incorporate them into their play. They know some letters of the alphabet and, with adult guidance, can copy them in their writing. In their role-play area they are

learning that writing may be used for a number of purposes. They are successfully learning to read.

Mathematical development

70. Children recognise numbers up to ten and place them in the correct order. They can reliably count small numbers and successfully take part in practical activities of addition. They are learning to use everyday words to describe position, such as “across”, “around”, “on” and “in”.

Knowledge and understanding of the world

71. Children investigate a range of materials using their five senses. They confidently use the computer to play educational games and make pictures. Constructional toys, sand and water are all used to broaden children’s experience of the world around them. They experiment and explore colour by making coloured cellophane spectacles.

Physical development

72. Two or three times a week, when the weather is fine; the children have access to the outside. They use wheeled vehicles with confidence and enthusiasm. They are learning to use hoops in a variety of ways. Children have ready access to a range of materials and equipment that develop their dexterity. They can use scissors and are able to trace and copy with good levels of accuracy.

Creative development

73. Children learn songs quickly and can recognise repeated sounds. They can match movements to songs. In the café and shop role-play areas and when playing with dolls and prams, children take on different and imaginary characters. When adults become involved in these activities the play is enriched. Colour and shape and texture are explored through the making of collage pictures, printing and painting. Children show good skills in drawing.

ENGLISH

74. The school has very successfully implemented the literacy strategy in all classes. The expertise and flair of the headteacher, as a leading literacy teacher for Lincolnshire and the school, has led the school to make some useful adaptations to the literacy hour and the teaching of English. For example, handwriting and spelling are taught together. Very effective group reading takes place in another lesson. The quality of teaching is good overall and very good for the oldest pupils because the teachers know their subject well and plan for it in detail.
75. Teachers keep a close watch on children’s developing skills in spelling and reading. They quickly identify any difficulties and immediately offer additional support and guidance. Specialist support in class for the pupils with special educational needs is both sensitive and effective. Adults provide the right balance between support and challenge and readily praise children not only when they are successful but also when they try hard. As a result pupils are well motivated, concentrate well and persevere. Effective use is made of specialist teaching materials for those who need help with spelling. These small group lessons are popular with the children and take place in the library.

76. Since the last inspection the school has planned a useful programme to develop children's creative writing. This improvement ensures that they have a suitable range of writing experiences alongside the expectations of the literacy strategy. The school also arranges visiting authors and poets to work with pupils and to inspire them in their own writing.
77. Because of the small numbers of pupils in each year group, care is necessary in drawing conclusions from the statistics of test results. Judgements of standards have been gathered from looking at samples of pupils past written work and their responses in lessons.
78. Standards of speaking and listening are above average throughout the school. Pupils listen carefully to their teachers and each other. Older children eagerly contribute to lively discussions on a range of issues in many lessons. They are not afraid to give an opinion and frequently give reasons for their thinking. Working in pairs or small groups helps quieter pupils to feel more confident and makes good use of time so that all children take a very active part in lessons. Teachers maintain the flow of conversation by asking challenging questions and helping pupils to clarify their thinking. Pupils in the youngest class do not have the same wide opportunities to talk about their work and their ideas. The final parts of the lessons are sometimes not used as well as they might be because the teacher does not allow the pupils enough time to speak.
79. Standards of reading are above average for seven year olds. Children read with good levels of confidence. They use their knowledge of the alphabet and the sounds that letters make to help them read more difficult and unknown words. They talk about the plot and the characters. Children regularly take home books from a reading scheme to share with parents. The home school reading diaries which accompany the reading book help parents and teachers to record children's progress. Children do not readily discuss stories they have heard or read or the books they have at home.
80. Standards in other year groups are more variable because of a high number of pupils with special educational needs. In years 3 and 4 pupils can effectively use their knowledge of alphabetical order to use an index and a glossary. The teacher matches the work well to the differing abilities of pupils in the class so that they all make confident progress.
81. By the final year in school, eleven year olds reach average standards and make good progress. In group reading lessons, pupils clearly know the ways which will help them to read unfamiliar words. They use dictionaries confidently and frequently deduce meaning through discussion and by applying the knowledge gained in other lessons. They keep a diary of words they have explored and use their notes to share their progress with the teacher. They enthusiastically share their thirst for knowledge and, for example, are developing their understanding of double meanings. Pupils regularly take home reading scheme books. These are selected for them and help them to build up their basic skills of reading systematically. However, because of the limited library facilities, children are not able to browse and develop the skills of selecting interesting and motivating books nor do they know how a library is organised. The school recognises the need to restock the library with non-fiction and fiction books.
82. Writing standards for seven year olds are average. Pupils in Year 6 attain above average standards and they make good progress. Throughout the school, pupils have frequent opportunities to write in lessons across a variety of subjects. Children in Years 1 and 2 have a good grasp of spelling simple and frequently used words. Their handwriting is well formed and they use full stops and capital letters with some success. They are just beginning to structure their story writing by identifying the

setting and describing the characters. They sometimes start their writing slowly because they do not entirely understand the instructions they are given.

83. The handwriting and the presentation of work by pupils in Years 5 and 6 are good. All pupils try hard and take a pride in their work. The very good teaching of speaking and listening helps them to make good progress because they mentally rehearse their writing and reread it as a matter of course. They are given interesting and topical things to write about, such as tributes to those who died in the American twin tower disaster or some recent research on whether rats were responsible for the spread of the plague. In story writing they know that short sentences can increase tension and suspense and they use this skill to good effect. Adjectives and adverbs are used particularly well to create variety and interest to hold the reader's attention, especially in poetry writing. Pupils write complex sentences using a variety of connecting words. They successfully use a journalistic style in writing reports and events in school. Attractively word processed and decorated poems demonstrate the children's ability to present their work well using ICT.
84. The school has identified the need to improve children's spelling. A suitable plan has been formed, which outlines a number of strategies on which all adults will work. Regular spelling assessments help the staff to know whether the pupils are making good progress. The school uses the information well to focus on those children who will most need the support.

MATHEMATICS

85. Lesson observations, work samples and discussions with pupils show that current standards in Year 2 and Year 6 is above average. There are no significant differences between the performance of boys and girls. Pupils with special educational needs are very well supported within lessons and make good progress.
86. Pupils in the current Year 2 class have a secure knowledge of number. They correctly balance sums with coins when calculating change from 10 pence up to £1. They identify and know the names of a good range of three-dimensional shapes including cubes, cuboids, spheres and hexagonal prisms. Pupils make good progress in learning mathematical vocabulary and they use the correct terms when talking about what they have been learning.
87. Older pupils, in the Year 6 class, can use number rules to pose questions to identify a 'hidden' number in a 100 square. They quickly work out calculations in their heads to convert decimals to percentages. They are making good progress in learning to use calculators to confirm large mental calculations, in interpreting information from diagrams and graphs and in calculating areas of complex shapes. They have a good understanding of symmetry and they are confident problem solvers. A strength is their secure grasp of mathematical terminology and their capacity to think like mathematicians.
88. The quality of teaching and learning throughout the school is good. In the work seen in Year 1 and Year 2, teaching is good. In Years 3 to 6 the teaching is good overall. In the best teaching seen, in Year 5 and Year 6 class, teaching was exceptionally well focused on challenging and stimulating the pupils' understanding and capacity to think through problems. Very high expectations of effort and performance results in all pupils making good progress in their learning. Individual targets are effectively used to motivate pupils and to help them know how to improve. A particular strength is the

sense of enjoyment in learning mathematics. When the older pupils explored the rules of probability they were absolutely fascinated. Less able pupils and those with special educational needs are very well supported through work that has been suitably modified. Teaching assistants are well briefed and play an important role by discreetly helping individuals to understand, answer questions and to be successful.

89. Teachers are secure with the National Numeracy Strategy. Planning is very detailed and thorough. Teachers are always careful to tell the pupils what is to be learnt at the start of lessons. Questioning is used successfully to probe thinking and to evaluate pupils' understanding. Reviewing what has been learned at the end of lessons is a slightly weaker aspect in some lessons throughout the school. All teachers have good subject knowledge; they use a good range of mathematical vocabulary and they emphasise this throughout lessons. As a result the pupils use the correct terminology when explaining their thinking or answering a question. A common feature of the teaching is bright oral and mental sessions at the start of lessons. The very great majority of lessons progress at a brisk pace which keeps the pupils alert and interested. There is a good balance between teacher directed learning and pupils working independently. Pupils respond very well to opportunities to gather information about their classmate's preferences in potatoes, for example. They record the information carefully onto graphs.
90. The quality of marking is good. Teachers provide useful feedback to pupils and this enables them to make the necessary improvements. Teachers make good use of class and group records to monitor individual achievement and progress in acquiring specific mathematical skills and knowledge. Additional support is provided to those who need it and teaching assistants play an important role in supporting pupils in developing their grasp of mathematical ideas.
91. Good progress has been made with mathematics since the last inspection. The quality of teaching and learning has improved. The subject coordinator has led this development successfully in conjunction with the headteacher. Resources are well matched to the planned curriculum. The school understands that there is scope for further development of the use of ICT within mathematics.

SCIENCE

92. Lesson observations, work samples and discussions with pupils show that current standards in Year 2 are average and in Year 6 they are above average. There are no significant differences between the performance of boys and girls. Pupils with special educational needs are very well supported within lessons and make good progress.
93. Standards in Year 2 are average. Pupils know, and can name, the five senses. They have a sound knowledge and understanding of how to make simple electrical circuits, the conditions needed for green plants to grow and simple classification. They are making sound progress in learning to undertake an investigation and how to record observations and measurements systematically. Pupils make good progress in Years 3 to 6 and standards in the current Year 6 class are above average. They have a very good understanding of scientific processes and procedures; for example, they can explain why a control is needed to make it a fair test when studying the effects of evaporation and condensation. Displayed work shows that they have a secure understanding of the differences between gases and solids. They make predictions prior to their investigations and draw conclusions from the results. In particular, they are learning to think like scientists. Pupils know a good variety of scientific terminology and they have a well developed vocabulary which enables them to express their ideas with precision. They observe carefully and propose intelligent explanations as to why, for example, air passes through certain fabrics and not others. Analysis of pupils'

work indicates that they are achieving well and making good progress across the full range of the science curriculum.

94. More able pupils are fully challenged in lessons and achieve well. As they progress through the school there is increasing emphasis on pupils undertaking their own experiments and investigating for themselves. Pupils with special educational needs are very well supported by skilled teaching assistants who ensure that all pupils have equal opportunities to learn science and make good progress.
95. Pupils enjoy learning science. They show great fascination and intense concentration when, for example, trying to identify the sounds of hidden objects within a parcel or carefully releasing the same measure of water onto different rocks to see how porous they are. Pupils communicate delight and surprise when finding out about the structure of fabrics using a variety of magnifying lenses.
96. The quality of teaching is good with a number of strengths. Teachers make learning objectives absolutely clear at the start of lessons so that all pupils know what they are expected to learn. Good subject knowledge enables teachers to ask effective questions, and this extends pupils' thinking and understanding. Teaching of the older pupils is a strength. An excellent climate for learning science is created through a consistent focus upon scientific ideas and methods and a strong emphasis upon practical investigation. As a result pupils are highly motivated to learn and make good progress.
97. Information and communication technology is not used fully to develop scientific knowledge, skills and understanding. The coordinator understands this and it is an identified area for further development.
98. Teachers use informal observations and end-of-unit assessments to evaluate pupils' attainment and progress. Workbooks show that marking is used well to identify how pupils are learning and what they need to do to improve. Discussions with pupils indicates that they find this helpful. Individual targets are set, children know what they are and they are referred to in some lessons.
99. The coordinator has a good understanding of standards in science and the quality of teaching and learning throughout the school. She successfully generates enthusiasm for the subject among the staff and pupils and ensures that resources are well matched to the planned curriculum. Displays are well used to celebrate pupils' learning in each classroom.

ART AND DESIGN

100. Due to the organisation of the timetable it was not possible to observe any lessons in art and design during the inspection. Judgements are based upon work samples, displays, documentary evidence, photographs and discussions with pupils. At the time of the last inspection skills and techniques were not taught progressively and this was identified as a key issue for action. Very good progress has been made; skills are clearly defined through a comprehensive scheme of work. As a result pupils make sound progress to attain standards which are similar to those expected for their age in drawing and painting and three-dimensional art and design. Older pupils in Year 5 and Year 6 achieve standards that are above those expected in design work.
101. Folders of work and displays of work in the Year 1 and 2 classroom show that pupils

make sound progress in developing their skills in colour mixing and painting. They use a good range of materials and processes to create expressive images and find out about colour, shape, texture and form. Older pupils in Year 5 and Year 6 make good progress in systematically developing skills and techniques to make careful observational studies of faces, for example, and to create images in the style of famous artists such as Picasso, Turner and Lowry. They know how to use different media and methods to achieve the effect they are seeking; for example, pupils can explain how and why they use particular drawing tools when they create still life pictures and why they would choose to use watercolours rather than opaque paint. They have a good knowledge of different styles of European art, including 'pointillism' and 'cubism'. Pupils have a very good understanding of the design process. Folders of work show that they are skilled at evaluating design work and are able to compare methods and ideas used in others' work. Pupils have positive attitudes to art. They talk enthusiastically about their work and demonstrate a confident disposition when describing the process by which they created a painting, for example.

102. Good progress has been made with ensuring that pupils' cultural horizons are expanded through art and design. A current display relating to a 'Portraits' topic makes very good use of a wide range of images and masks from a variety of ethnic origins. Information and communication technology is well used to develop artwork; for example, younger pupils drew portraits using painting software and older pupils responded to the work of Matisse and Ben Nicholson using a graphics software.

DESIGN AND TECHNOLOGY

103. During the inspection no lessons in design and technology were seen. Judgements are based upon work samples, displays, documentary evidence, photographs and discussions with pupils. At the time of the last inspection, skills and techniques were not taught progressively and this was identified as a key issue for action. Very good progress has been made; skills are clearly defined through the nationally produced scheme of work that the school has adapted. Pupils make sound progress to attain standards which are similar to those expected in designing and making in Years 1 and 2. Older pupils in Years 5 and Year 6 achieve average standards overall. Attainment in design work is above average but there are gaps in the pupils' knowledge about how to use tools when working with resistant materials and their understanding of models that are controlled using mechanisms.
104. Pupils are very enthusiastic about design and technology. They talk eagerly about projects they have undertaken, including designing and building, with their parents' support, wooden bird houses and tables and designing and preparing food, particularly a meal that they ate using chopsticks. The new scheme of work provides a good framework for planning. Currently, pupils work with materials such as food, textiles, card and reclaimed materials and they experience a good variety of types of activity, including problem solving challenges and new product design. However, pupils do not have sufficient opportunities to:
- acquire the skills of cutting, shaping and joining resistant materials;
 - learn about mechanisms and to apply their scientific knowledge in designing models that are controlled.
105. The coordinator has a good understanding of the strengths in the subject and the areas for development. The school recognises that training is needed to develop teachers' knowledge so that they are confident and competent to teach all aspects of the subject well.

GEOGRAPHY AND HISTORY

106. Standards in geography are above average for seven and eleven year olds. Pupils study their locality and places further afield. They experience a suitably varied and well planned geography curriculum, which is enriched with visits to such places as the beach, the Humber Bridge and a power station. Older pupils are given many opportunities to explain their own views about changes to the environment and the impact of world events. Children in Years 1 and 2 are learning about plans and pathways by studying their school. They draw maps of imaginary places and understand the types of buildings, which may be found in a village or town. They are beginning to understand that maps are often drawn from a bird's eye view and some are successful in drawing aerial views.
107. During the time of the inspection, one lesson in Geography for all the older pupils was seen. The work achieved in this and previous lessons was of average standard. By the time they are eleven pupils are able to give good reasons for historical change and development. They know that rationing during the war enabled food to be shared fairly and they can suggest why people might have been healthier in wartime. When comparing diets between now and the past they make links between their lessons in health education and history. Pupils enjoy history lessons, which are enlivened with many artefacts and supported by useful homework activities. They are beginning to use books for information but are not as yet confidently selecting and combining information from a number of sources.
108. Although it was not possible to observe a history lesson for the younger pupils the examples of work in their books and the teacher's planning indicates that standards are as they should be.
109. The quality of teaching is good. Teachers ask stimulating and pertinent questions. They make good arrangements to borrow high quality books from the library service because the school library is inadequate. Their own interest and enthusiasm for the subjects are frequently conveyed to the children. They use the community and the environment very well to enrich the lessons and to give the children a strong sense of belonging to the locality.

INFORMATION AND COMMUNICATION TECHNOLOGY

110. Standards in ICT are similar to those expected nationally. Good progress has been made with addressing the weakness in control technology, which was highlighted in the last inspection report. The school has successfully extended the range of pupils' learning opportunities despite technical complications. Currently, a new room is under construction to provide a specialist teaching area specifically for ICT.
111. Pupils in Year 2 use computers competently. This is the result of teachers ensuring that they are given regular opportunities to practice and develop their capabilities. Pupils show good control of the mouse to manipulate images on screen. They are making sound progress in typing simple texts. More able pupils can enter and save their work. They are able to control a floor robot so that it follows a particular route. Pupils who are currently in Year 6 use a variety of graphic tools well to design images based on the work of famous artists and to construct a well organised plan of their classroom using geometric shapes. Higher attaining pupils are achieving good standards in using the computer to organise and present text and images; they can select from an image bank and paste into a carefully organised page, which includes different fonts and text sizes set within columns. With the help of a voluntary helper

from the village, pupils have learned how to control a model traffic light sequence. They can recall complex procedures and explain how to use e-mail and to access information on the Internet. During a literacy lesson pupils successfully used a search engine to locate a site and seek information. Pupils have very good awareness of their own knowledge and skills. In individual folders pupils maintain a record of the software they have experienced and skills they feel confident with. Younger pupils in Year 3 and Year 4 are making sound progress in learning to construct a data base and label charts as part of their mathematics lesson. With support they can select from a bank of images to create a picture relating to their Second World War history topic.

112. All pupils have equal opportunities to develop their skills and understanding. Teachers take great care when planning lessons to ensure that pupils are well supported. Teaching assistants are confident in using computers and provide sensitive and effective guidance and support. In the Year 5 and Year 6 class more able and experienced pupils willingly support their peers, sometimes returning at lunchtime to complete an activity.
113. A small amount of direct teaching was observed. Planning documents indicate that opportunities for integrating ICT into other subjects are clearly specified. Teachers have been undertaking an extended course of training to raise their own levels of confidence and competence. It is acknowledged that this is an ongoing process. The school administrator makes a strong contribution to this subject and regularly draws upon her expertise to work with groups of pupils in classrooms. She also is at the centre of managing the building of the new ICT room and the acquisition of new resources.
114. The coordinator is enthusiastic and has a good understanding of what needs to be done to raise standards. Information and communication technology resources have improved since the last inspection but the school has experienced difficulties in getting connected to the Internet. These have now been resolved successfully but there are some shortcomings in software. There is a well defined action plan, which sets out the steps by which further improvements will be achieved. This is linked to the school development plan where funds have been identified to support the initiative. There is a clear commitment on the part of the coordinator, headteacher and governors to ongoing developments in ICT.

MUSIC

115. One lesson for the younger pupils was observed during the inspection. Judgements are also based on pupils' singing and playing in assembly. It is not possible to judge the standards reached by older children.
116. Standards for seven year olds are above average. Children sing expressively and in tune; they keep a steady beat and are adept at repeating a short pattern of claps or a sung phrase. They sing in parts and know when it is their turn to join in the song. Pupils listening skills are successfully developed through a range of well-chosen songs and games. Lessons are well planned so that early skills are brought together for a small performance by the end of the session.
117. On the week of the inspection, jazz music composed and recorded by a group of older pupils was played as children entered the room. The tune was inspired by a multi-cultural event earlier in the year. Year 6 pupils tunefully play the recorder as an accompaniment for the hymn singing. They are competent readers of music and play skilfully. Older pupils sing tunefully and join in enthusiastically with choruses, to rousing effect.

PHYSICAL EDUCATION

118. Only one Years 3 to 6 football lesson was seen during the inspection. This was led by a professional footballer with the support of two teaching assistants. No lessons were observed in Years 1 and 2. It is not possible therefore to make a judgement about standards.
119. All pupils in Year 3 and 6 participated enthusiastically in the football lesson. They listened carefully to the expert guidance and tried hard to improve their ball control skills. A strength of physical education is that all pupils are fully included. Pupils with special educational needs are very well supported and they play a full and active part. Behaviour was excellent despite some clumsy tackling.
120. The lack of a hall and the small grounds limit the range of activities that can be provided in school. Planning documents show that the school plans to cover the whole curriculum. Photographs show pupils swimming and engaged in adventurous activities, such as wall climbing. Extra-curricular activities include a lunchtime club where pupils play kick rounders and scatterball. The headteacher makes every effort to ensure that pupils have the chance to play football, rugby and netball matches with local schools and to use the facilities at the high school for athletics, for example.

RELIGIOUS EDUCATION

121. Due to the timetable it was not possible to observe any lessons in religious education. Judgements are based on displays, examples of pupils' work and teachers' planning. Standards are in keeping with the locally agreed syllabus for religious education.
122. Younger children are learning to compare the similarities and differences between some Christian and Hindu festivals. They remember last year when a Hindu lady demonstrated how Diwali, the Indian festival of lights, is celebrated. Older pupils are learning the story of the life of Abraham and his trust in God. They explore the concept of trust through blindfold games and they come to understand the challenges that Abraham faced by acting out some of the key features of his life. In their written work pupils successfully apply what they have learned in lessons to aspects of their own lives. For example they write fluently about times when they themselves have been trusted.
123. Throughout the school adequate opportunities are given for children to visit places used by members of different faiths and for the handling of religious artefacts. Assemblies reinforce aims and values of the school and contribute to children's religious education and spiritual awareness.