

INSPECTION REPORT

LOUTH KIDGATE PRIMARY SCHOOL

Kidgate, Louth

LEA area: Lincolnshire

Unique reference number: 120459

Headteacher: Mrs Jane Salt

Reporting inspector: Mrs M. Hulme
OFSTED INSPECTOR NUMBER: 3609

Dates of inspection: 2nd – 5th December 2002

Inspection number: 248131

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: 7 - 11

Gender of pupils: Mixed

School address: Kidgate
LOUTH
Lincolnshire

Postcode: LN11 9BX

Telephone number: 01507 603636

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Appropriate authority: Governing body

Name of chair of governors: Mrs Eileen Ballard

Date of previous inspection: February 1998

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
3609	Mrs M. Hulme	Registered inspector	art and design Foundation Stage	What sort of school is it? The school's results and pupils' achievements. How well are pupils taught?
13895	Mrs A. Smith	Lay inspector	educational inclusion	Pupils' attitudes, values and personal development. How well does the school care for its pupils? How well does the school work in partnership with parents?
4109	Mr J. Barley	Team inspector	information and communication technology; geography	How well is the school led and managed?
32389	Mr C. Constable	Team inspector	music; physical education	
32282	Mrs L. Holbrook	Team inspector	English; history	
11848	Mr J. Taylor	Team inspector	mathematics; religious education	How good are the curricular and other opportunities offered to pupils?
29995	Mrs M. Walker	Team inspector	science; design and technology; special educational needs	

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Kidgate is a large school with 390 pupils from 4-11 years. Most children come from the town but a few are from surrounding villages. Families are representative of all social backgrounds but only 19 are known to be eligible for free school meals. The school has 14 classes and the children are taught by a total of 18 teachers of whom one is the headteacher and four are part-time. There are 98 children (25%) identified as having special educational needs, which is average and of these nine children have specific statements of need, which is above the national average. There are now 10 children who speak English as an additional language but none are at an early stage of language acquisition. There are now a few from minority ethnic groups. There is good provision for children who are gifted or talented. Children enter the school with a wide range of abilities but overall attainment is broadly average. The school has undergone many changes but the most recent and extensive is the major building and refurbishment, which has taken place over the last two years. This has changed the standard of accommodation from small gloomy classrooms and mobile classrooms to spacious, well-equipped rooms. The school has continued to operate on the site during the building, but there has been considerable impact on some aspects of the curriculum as well as organisational issues. A new playground is still being constructed.

HOW GOOD THE SCHOOL IS

The school does well for its pupils so that by the end of Year 6 they achieve very well in comparison with all other schools. Committed teaching and very good relationships support children's learning well and they make good progress. Children enjoy coming to school and are pleased about what the school offers them. The good and purposeful leadership of the headteacher results in a school that is committed to high standards. Costs are average to low and the value for money provided by the school is very good.

What the school does well

- Children achieve well and reach high standards in National Curriculum tests by the time they leave school.
- The good teaching is supporting children's learning well and driving up standards.
- The good and purposeful leadership of the headteacher provides very clear direction for the work of the school and in this she is well supported by the staff and governors
- Children have very good attitudes to school and their work and behaviour is very good.
- Very good provision is made for the Foundation Stage and children with special educational needs.
- Parents have good views of the school and express satisfaction with the standards achieved and the quality of education provided.

What could be improved

- A greater consistency in the teaching of numeracy related to oral and mental mathematics and in the provision for faster learners and in the use of information and communication technology in other subjects.
- Some aspects of management.
- The range of information for parents.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

Since the school was last inspected in 1998 it has made very good improvement. Dramatic change has occurred with a major building and refurbishment programme that has had a very positive effect on teaching and learning, resources, curriculum and administration. The Foundation Stage has developed a great deal since the last inspection and now has good management, teaching and resources. Following a new headship appointment, further improvements were undertaken which have included curriculum organisation, personal development, staffing, staff development, and community links. The school is commended for continuing its development against a background of turmoil and constant upheaval.

STANDARDS

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

Performance in:	compared with			
	all schools			similar schools
	2000	2001	2002	2002
English	C	D	A	C
mathematics	C	C	A	C
science	C	C	B	C

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

The school is doing well for its children by the time they leave at eleven with high standards in the National Curriculum tests in English, mathematics and science although these were the same when compared with similar schools (schools that have the same percentage of free school meals). Results show an improvement on the previous three years and the good efforts to meet the needs of faster learners is recognised in the proportion of children gaining the higher levels in all three subjects. The school met its statutory targets in English in 2002 satisfactorily and just exceeded them in mathematics. Given the context of the last two years considerable upheaval this is commendable. In the reception classes children have made a good start with most likely to achieve expected standards by the end of the year and more able pupils tackling the National Curriculum. By Year 2, national tests showed that performance had improved, particularly in reading. Trends in test results over time for all three subjects are broadly in line with the national trend.

Since the last inspection, standards have improved in English, science, design and technology in all classes and in information and communication technology in infant classes. Standards have been maintained in most other subjects and in history they are still higher than that expected for age. Particular strengths in the standards of work seen are in all aspects of English, particularly reading and older children's use of grammar that has improved their writing. There is high attainment in mathematics related to probability. Investigative skills are well established in science and children have a very good knowledge of technical vocabulary. Sculpture work has improved in art and design, there are high standards in dance and in religious education children's knowledge of the Christian religion is good. There are some weaknesses in mathematics, particularly at Year 2 in oral and mental skills and insufficient use is made of information and communication technology to support other subjects. In some aspects of physical education such as games children only practice existing skills rather than learning new ones. Overall, children in all groups achieve well and make good progress. However, in some classes the faster learners do not have hard enough work, which hampers progress.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. They are interested in lessons and make good efforts because they want to please the teachers.
Behaviour, in and out of classrooms	Very good. Children benefit from teachers' high expectations and any small instances are handled well so there is never a sign of disruption
Personal development and relationships	Overall, good. Staff give children confidence and they are encouraged to work and think independently. They are responsible and carry out tasks well.
Attendance	Good – above the national average. Lessons began promptly.

Children come willingly to school. They work hard and take pride in what they achieve. They take a full part in school life because they know their work is valued and self-esteem is high. The very good behaviour is a key factor in the sustained work and very good efforts. Parents and pupils agree that there is minimal bullying and any instances are dealt with quickly and effectively. The very good relationships that exist between staff and pupils have formed a good foundation for learning.

TEACHING AND LEARNING

Teaching of pupils in:	Reception	Years 1 – 2	Years 3 – 6
	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.

Overall the quality of teaching is good. Almost half the lessons were good, about a third were very good, four were excellent and ten lessons was satisfactory. There were no unsatisfactory lessons, which is an improvement since the last inspection. The differences in teaching between the two Foundation Stage classes at the last inspection have been remedied and both are now good. The quality of teaching in English and mathematics is good overall and children are taught in a structured and rigorous way. A third of the lessons in English were very good and in mathematics some very good and excellent teaching was seen in the Year 3 to 6 classes. The skills of literacy and numeracy are taught very well at the Foundation Stage resulting in children making rapid progress for their age. In other classes the teaching of literacy is good. Numeracy is generally taught well but there is a weakness in some classes related to the oral and mental part of the lesson.

Particular strengths include teachers good subject knowledge, good teaching of the basic skills, effective lesson planning where objectives are shared with children so they know what to do and what they are expected to achieve by the end of the lesson. Teachers manage their classes very well and have high expectations of how children should behave. Their expectations of what all children can achieve is usually good but in some lessons it was too low for faster learners and consequently work was not hard enough. The establishment of very good relationships between teachers and pupils has been a motivating force for improving learning. Plenary sessions are used particularly well to reinforce learning, make assessments of how well pupils have achieved or to introduce new work ready for the lesson next day. The good teaching is having a positive impact on children's learning. They are making good progress at acquiring new knowledge, skills and understanding, get on with their work quickly, maintain interest and make good efforts. This results in good outcomes and often, high standards. In most lessons the school meets the needs of all pupils well because teachers plan work with tasks that are appropriate for the majority but are modified for slower learners and extended for those who finish quickly. Teachers provide very well for children with special educational needs and those who speak English as an additional language. The teaching of these groups is very effective and the quality of support provided for them by teacher's assistants is just the right blend of help to overcome difficulties.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Curricular opportunities are good. Provision for activities outside lessons is particularly good for juniors but there are none for Year 1 and 2 children.
Provision for pupils with special educational needs	The very good provision ensures appropriate good quality support for those that need it and this helps children make good progress and achieve well.
Provision for pupils with English as an additional language	Very effective. Spoken English has improved and children take a full part in all activities with appropriate support.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Collective worship promotes spiritual development well. Children know the difference between right and wrong and have a growing understanding of the need for social responsibility. Many subjects are used well to make pupils aware of their own culture as well as that of others.
How well the school cares for its pupils	Good. There are many good procedures in place to ensure the right support and guidance is provided for children but those for attendance need improving.

The school values the contributions of parents to their children's learning and is keen that they work in partnership with the school. Most parents have good views of the school and are well satisfied with the standards and quality of education it provides. The statutory curriculum is good because the school enhances it in a wide range of ways and all children benefit according to their needs. The rebuilding programme has contributed significantly to improving the curriculum. Good provision for personal, social and health education. Particularly good relationships with other schools and children use facilities that improve sports, music, drama

and dance. Child protection procedures are very good. The school does not track children's absence and punctuality closely enough and the policy about informing parents if children are absent on the first day without a message is not followed.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher provides good and purposeful leadership and is effectively supported by staff whose management of their subjects and other aspects of the school is having a positive impact on standards.
How well the governors fulfil their responsibilities	This is good. Governors are clear about their roles and responsibilities and use a number of ways to keep themselves informed. They are well organised and use their expertise well.
The school's evaluation of its performance	There is now a good understanding of the school's performance. The improved use of analyses has helped the staff to understand what works well and why. Governors take a keen interest.
The strategic use of resources	Good use is made of resources including grants and other funding provided by parents. All decisions are directed to improving standards.

The number, qualifications and experience of teachers and support staff is good. Many teachers have specialist skills, which are used effectively. Resources have improved since the last inspection. The accommodation is now good and has improved the quality of education offered to children.

The headteacher was appointed to the school when major building and refurbishment were taking place and her main task was to ensure that good morale was maintained through these very difficult circumstances and that the negative impact on pupils learning was kept to an absolute minimum. In this she has been very successful. Despite all the problems, she has established a very clear direction for the future development of the school and for the raising of standards. The headteacher inspires staff to recognise their strengths and make the best use of them. The governors take their responsibilities seriously and try hard to ensure that they carry out all responsibilities but two aspects: daily worship and procedures for monitoring and improving attendance; need some attention. There are some aspects of management that need improving – the role of co-ordinators and clarification of administration responsibilities. Overall, the school applies the principles of best value well but needs to give more attention to consulting parents and seeking children's views.

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 has high expectations of their children • They are comfortable about bringing problems or queries to the school • Their children like school, are helped to become mature and responsible and make good progress; • Teaching is good; • Their children's behaviour is good; • The school is well led and managed; • Children have the right amount of homework • The school works closely with parents 	<ul style="list-style-type: none"> • A few parents disagreed about homework and wanted improvements to the range of activities outside lessons • Some wanted more information about progress; • A small proportion would like to see closer work with parents.

Inspectors agree with parents' positive comments. Inspectors agree that some aspects could be improved although all are satisfactory. The range of activities outside lessons is good for juniors but there are none for infants and the school is now considering this. More information could be provided in reports to parents and about curriculum. The school already works well with parents and is currently seeking to involve them more in decisions about change by extending the consultation process.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. The school's results and pupils' achievements must be seen in the context of the last two years considerable upheavals when teachers and children have worked amongst constant new building and refurbishment, frequently moving classes and often without their familiar resources and equipment that they have relied on in the past. Despite this traumatic time the school is commended for its efforts to maintain standards and even improve them under the leadership of a new headteacher. There has been a real determination not to let standards slide and these are the results.
2. When children entered this school this year, the teachers' assessments showed that their attainment is broadly average which is better than at the last inspection. The teachers build on this knowledge and skill and by the end of the Foundation Stage most children are ready to start their National Curriculum work with a few faster learners having already started it. There is just one area of learning, physical development, where the lack of some outdoor resources resulting from the restrictions imposed by the building improvements restricts how fast children attain the early learning goals. However, the school is doing the best in can given these difficult circumstances. Children have made rapid progress in three areas of learning - communication, language and literacy, mathematics and personal, social and emotional development. In the other three areas of learning progress is good.
3. By Year 2, children's performance in the 2002 National Curriculum tests was well above average for reading and above average for writing. They were mainly typical of that expected for their age for mathematics. This is an improvement on the previous three years. Although there are no tests for science at this stage the teachers' assessments in science show results as generally typical for their age. The results of the higher attaining children compared satisfactorily with those achieved by all other schools in reading and writing and they were close to average in mathematics. All results in the National Curriculum tests were an improvement on the previous year.
4. Over the last three years the performance of boys in reading and writing has been above the national average but in mathematics it was in line with the national average. The performance of girls over the last three years has been similar to that of boys in reading and writing but in mathematics girls have exceeded the national average. The school has been analysing these results to find reasons why girls out perform boys in mathematics at this Year 2 stage.
5. By Year 6 children attained high standards in the 2002 National Curriculum tests in English, mathematics and science. They were well above average in English and mathematics and above average in science. Evidence shows that since their Year 2 results and when compared with schools in similar contexts (schools who have the same percentage of free school meals) these children have made very good progress in English and good progress in mathematics and science. The results in all three subjects are a considerable improvement on the previous three years. The school is particularly pleased that its efforts to meet the needs of faster learners is recognised in the proportion of children gaining the higher levels in all three subjects. In English and science almost half achieved the higher level and over a third did so in mathematics. The disappointment for the school was the comparison of results with schools in similar contexts

because it is in the group, which has less than eight per cent taking free school meals and consequently finds that its results are judged only as average in all three subjects. This is now planned as an area for further analysis and review. The school met its statutory targets in English in 2002 and improved them in mathematics. This is an improvement on the previous year.

6. Apart from the test results inspectors observed lessons in a range of subjects and looked at samples of work, often talking to children about what they had done. At the Foundation Stage children achieve very well in all areas of learning. Overall, the standards of work seen are broadly typical of that expected for age but in some areas of language and literacy and mathematics they have made such good progress that several are already at the point of achieving most of the early learning goals. The standards of work seen in all subjects at Years 1 and 2 are broadly typical of that expected for age and overall progress is satisfactory but at Years 3 to 6 standards are better and progress is good in all classes because children improve consistently as they move from class to class.
7. In English, standards are good and there are particular strengths in speaking and listening, reading and writing. In Year 2, children are confident speakers who express ideas and thoughts articulately in discussion and by Year 6 they have a very good vocabulary, they discuss issues and apply reasoning well. Many children read fluently and with expression by Year 2. They are proud of their new library and enjoy choosing non-fiction books. By Year 6, reading has improved considerably and children enjoy taking on the role of a character in a story and vary tone and expression when reading from a play script. They talk knowledgeably about Shakespeare naming plays and discussing content. The more able readers appreciate humour and irony. Writing is good by year 2 when children organise their work well. Spelling is good with many coping with complex words. The content of their writing is becoming more sophisticated and they are beginning to use more adventurous words. Writing continues to develop well and by Year 6, they are writing very effectively to communicate for a range of purposes. A particular strength is their use of grammatical knowledge to strengthen the impact of their writing. Drafting too is very well developed enabling children to be effective in evaluating and improving their work.
8. In mathematics this year, standards are typical of that expected at Year 2 and Year 6. By Year 2 they have a sound understanding of place value of numbers to 100 but few are confident beyond this. They find the answers to simple sums mentally but not many have quick, mental recall of addition and subtraction facts to 10 or 20. Faster learners use doubling and halving to find answers more quickly. They solve basic money problems and understand the concept of measuring and many understand the properties of three-dimensional shapes. However, at this stage in the year there is little work that is more advanced for faster learners. By Year 6, they have a good understanding of place value of large numbers and most know how to use common decimal fractions and percentages. They have good recall of multiplication tables. They recognise angles in shapes but are not sure about an angle as a measurement of turn. They are not confident in the use of such terms as 'mode' or 'range'. However, attainment is high in work related to probability. Children's performance in National Curriculum tests at Year 6 is unlikely to be as good as last year because a much higher proportion have special educational needs and there are more slower learners. However, the fact that they are attaining satisfactorily is attributable to the high quality teaching... Attainment in mental and oral skills is a weakness in some classes as is handling data.
9. Standards have improved in science since the last inspection. Strengths in the subject relate to investigative skills, which are well established. There is a good use of technical terms when

talking about their work and they have a good understanding of what is meant by a fair test. However, the level of challenge needed to enable the Year 2 faster learners to achieve more is less good than it was. The use of information and communication technology to support learning is not being fully explored.

10. The standards in art and design have been maintained since the last inspection at both Year 2 and Year 6 and are typical of that for age. Children use good art techniques in their work because they have been taught to use a range of media with skill and care. Observational drawing is still producing some good outcomes and this work is well supported in art club. A lack of sculpture work was criticised in the last report but this has been remedied and stimulated by involvement in the sculptures of the Louth Art Trail. Children still have a good awareness of the techniques used by artists from the past but are now improving their knowledge and understanding of the work of such contemporary artists as Chad MacCail.
11. Standards in design and technology have been improved since the previous inspection because children throughout the school successfully develop their skills in both designing and making. Standards are now typical for age. Children are good at using skills from other subjects, such as mathematics, to design and make models and teachers structure pupils' learning so that children refine their skills resulting in the objects they make being more sophisticated. However, children have few opportunities to use information and communication technology in extending designs, developing ideas or using control and sensor programs.
12. Although few lessons were seen in geography, the samples of work and discussion with children show that standards have been maintained and are broadly typical of that for their age. At Years 1 and 2, good use is made of the local environment to help children understand the physical and human features of the area and the positive links with literacy enable children to use story settings to further their knowledge of places beyond their own locality such as comparing an island with their own town and identifying similarities and differences. By Year 6 children are developing their understanding of maps and symbols and are able to use a key to understand the meaning of the symbols.
13. Standards in history have been maintained since the previous inspection and continue to be higher than what is typical for age. By Year 2 children have developed a sense of the passage of time, examined the lives of famous people and talk about the difference between real and fictional characters. Some children show mature reasoning when explaining what may be on a timeline of the future. By Year 6 they are correctly sequencing people, periods and events. They are familiar with a range of sources for their research and show understanding of how events from the past can be reported and interpreted in different ways.
14. Despite the building upheavals, which had restricted the use of such technology as computers, the standards of work seen at Years 1 and 2 in information and communication technology was higher than that which is normally expected for children of that age. This is an improvement on the previous inspection. At Years 3 to 6 standards in those elements seen had been maintained since the last inspection and were typical for age. However, attainment is not as high in some areas of control technology and have not been developed as well as expected because children had only limited access to the use of computers. This is being remedied rapidly.
15. Standards in music have been maintained since the previous inspection and are mainly typical for age. In addition to lessons the school offers older pupils a wide range of music making activities that enhance their learning opportunities. This means that more able pupils who play musical instruments and sing in the choir make very good progress. The extra activities offered

to the older children are particularly good and the school should now consider extending these opportunities to younger pupils.

16. Standards in physical education have been maintained since the previous inspection and in those elements seen were typical for age. Disruption caused by the building work has meant that there have been no suitable outdoor facilities for the delivery of some lessons and even the hall that is used for indoor lessons has been out of action from time to time. The school has done well to maintain the overall standard since the last inspection. Standards in dance are particularly high but in other aspects of the subject such as games, children spend more time practising existing skills rather than learning new ones.
17. Standards in religious education have been maintained since the last inspection and are in line with the expectations of the Lincolnshire Agreed Syllabus. Although standards are typical for age there are a number of children in every age group who do better than this, particularly in aspects of the Christian religion. Their knowledge and understanding of the significance of annual festivals and ceremonies such as baptism and marriage is good. Older children are extending their knowledge of world faiths and have a good understanding of the importance of religion in people's lives.
18. Overall, pupils with special educational needs make good progress in their learning. When working in small groups or individually many children do even better. They are well supported in lessons and throughout the school the high quality well-organised support has a very decisive impact on their achievements. Each of the pupils with English as an additional language is attaining standards in line with those that are expected of children their age. This means that they are making very good progress. There is good provision for gifted and talented children and teachers watch their progress carefully to ensure their needs are met. The school has identified more able children in each year group and usually lessons are planned with extended tasks for them. Progress for them is at least satisfactory but at Years 3 to 6 it is usually good. Occasionally teachers at Years 1 and 2 do not have high enough expectations of this group and consequently progress is hampered.
19. The main reason that standards are as good as they are is a combination of two factors. These are the professional knowledge and expertise of the headteacher who provides firm direction for the teaching of the curriculum, and the effective teaching of the staff, who encourage children to have very good attitudes to their work and consequently this results in the efforts that produce good standards.

Pupils' attitudes, values and personal development

20. Children enjoy coming to school and have very positive attitudes to their work. They are keen to learn, listen carefully to teachers, use their imagination and concentrate well in lessons. There are a small number of pupils who have difficulties with concentration and behaviour, but they rarely disrupt lessons, as teachers generally deal with these pupils quickly and effectively. The last inspection found that pupils' attitudes were very good and this is still the case. Pupils in the reception classes settle happily into the school routine and quickly adopt very positive attitudes to school and learning. The recent improvement to the premises has improved the provision for the Foundation Stage and as a result the children are calmer now and behaviour is better than it was at the last inspection.
21. The majority of pupils behave very well around the school. Teachers are consistent in their high expectations of behaviour and speak to pupils with respect and consideration. Consequently, no

child has needed to be excluded from school in the last year. The school is inclusive as it welcomes pupils from a wide range of backgrounds and plans carefully to ensure that all are included in the activities during lessons. During the inspection, no racist or sexist behaviour was seen, nor was any bullying observed. These circumstances compare favourably with other similar schools.

22. Personal development is good. Pupils respond well to the opportunities to take initiative and responsibility. For example, children in Year 6 take turns as playground ‘wizards’ to organise games for younger ones and encourage cooperative play. Many of the older children take part in extra-curricular activities provided outside lessons, such as the ‘Feel Good Club’, music, dance, and sports. All children are involved in supporting charities. Children are also supportive of those in their school who have learning difficulties. They are quick to make friends with them and to do what they can to help them join in with all activities.
23. Relationships in the school community are generally very good and these make a positive contribution to the very good behaviour. Pupils are friendly, courteous and willing to help and talk to visitors to the school. Year 6 take responsibility for showing new parents around the school and inspectors sampled this on their arrival at the school. Children are given good opportunities to discuss and reflect on the impact of their actions on others during class discussions resulting in them having a good understanding of what is right or wrong behaviour. They show respect for one another’s views, beliefs and culture and are caring towards one another. They frequently help each other and work together sharing ideas. They take turns and discuss their work with each other and are generally supportive of each other’s efforts. By the time they leave the school most pupils are growing into confident and mature young people.
24. Attendance levels have been maintained since the last inspection and remains good because it is consistently above the national average. The number of unauthorised absences is less than the national average for similar schools. Most pupils arrive in time for the beginning of the school day and at the time of the inspection most pupils settled down quickly and ready for lessons to begin promptly. At the beginning of morning and afternoon sessions registration is quickly and efficiently carried out.

HOW WELL ARE CHILDREN TAUGHT?

25. Overall, the quality of teaching is good. Lessons ranged from satisfactory to excellent which is an improvement on the last inspection when a few lessons were unsatisfactory. A quarter of the lessons were very good and four were excellent. Half the lessons were good and 10 lessons were satisfactory.
26. The difference found in the teaching of the two Foundation Stage classes at the last inspection when one was satisfactory and the other was good and sometimes very good is no longer a problem. Both classes now have good teaching, which sometimes is very good. Teaching is better than at the last inspection because teamwork is well established. To make sure that all children are taught the same programme of work and in the same way teachers plan lessons together and organise their classes in the same way. They agree about which activities will be used for each area of learning and consequently there is a consistent approach for the whole year group.
27. Both teachers have a good knowledge of what children need to learn and children are provided with a good foundation for starting the National Curriculum. In both classes the teaching of the

basic skills is very good. For example, in a lesson emphasising mathematical activities the teacher was working with a group using cards made by the children to sort for two separate criteria – the colour of eyes and colour of hair. Learning was rapid when children found those cards that had both criteria and the faster learners used the term '*Venn diagram*' to describe what they had done. In another lesson emphasising literacy activities the teacher used every opportunity to give children a love of books and they are so well used that they are wearing out. The effective use of a story sack, which was a fabric bag containing a storybook and objects relating to the story caused great enthusiasm. The bag looked like a tiger skin and children could barely wait to hear the story of *The Tiger who came to Tea* and talk about the objects. In this lesson most children are learning to read and faster learners have already learnt to build words such as *helicopter* using their letter sound knowledge. At times children just ask how to spell words but the teachers make them use the skills they have been taught and constant use makes them better readers.

28. The Foundation Stage has developed a great deal since the last inspection because teachers are very up to date about what is needed for this stage and have developed very good relationships with the children, which is the foundation for good learning. Although classes are generally well resourced teachers are limited in the opportunities they can provide outdoors and little improvement has happened since the last inspection. However, this is not the fault of the school since the extensive building programme is not yet complete and the area to be developed cannot be tackled until the new hard playing space is finished.
29. At Years 1 and 2 the teaching had almost as many very good lessons as good ones and five that were satisfactory. A teaching strength was the way that teachers managed the children. For example, in one class there were several children that challenged the authority of the teacher but she was sufficiently skilled not to allow this behaviour to distract others and by deploying her assistant well other children continued to make good progress and complete their work.
30. Teachers generally have a good knowledge of the subjects and have high levels of expectation. They know what they want children to learn and plan interesting lessons. For example, in a Year 2 religious education lesson the assembling of an Advent wreath was full of opportunities for children to take part, which increased their knowledge and understanding of an aspect important to Christians. As the lesson progressed effective use was made of the resources such as lighting a candle to provide the background for the story of the journey to Bethlehem. The teacher's ability and skill in telling the story very convincingly retained children's interest and they listened intently as the effective questioning made them feel part of the story. This very good teaching resulted in very good learning with children having a realistic knowledge of the enormity of Mary and Joseph's journey. . Teachers think carefully about what might happen during an activity and in their planning try to ensure that children use their imagination well, try out new ideas and take pride in their achievements. This was well demonstrated in a Year 1 art and design lesson where children had used large stones and pebbles to design a sculpture but since it would have to be cleared away at tidying up time the teacher ensured that creative efforts were captured by the children using a digital camera and then everyone could view and talk about them during the coming together session at the end of the lesson.
31. Although there were many strengths in the teaching at Years 1 and 2, there is a weakness in the teaching of mathematics. In some lessons at Year 2 the teaching of the oral and mental sessions, lacks pace and interest that will generate enthusiasm and improve learning. For example, the teacher expectation was too low for faster learners who had to sit and wait for everyone to find an answer and questioning was not searching enough for these children but targeted average and slower learners. There is a weakness too in teacher's use of information

and communication technology to support other subjects. Although some use it well, others do not, particularly in science and design and technology.

32. At Years 3 to 6 half the lessons were good and a third were very good. There were three excellent lessons and four that were satisfactory. Teachers are particularly good at using knowledge, understanding and skills that children have already gained and building on this successfully. For example, in a Year 6 mathematics lesson on probability the brisk question and answer session reminded children of previous work and showed they already had a basic understanding of this concept. The introduction of semi-circular scales with a wide range of probability vocabulary evoked interesting discussion and enabled children to learn the subtle differences between *unlikely*, *likely* and *most likely*. The teacher's very good skill at involving the whole class and her own enthusiasm and knowledge led to children responding well and there was a smooth transition into scale lines to represent probability. This was then put to good use to revise and consolidate decimals, fractions and percentage equivalents.
33. Teachers usually make very effective use of resources that keeps the class interested and extends their understanding. For example, in the Year 3 art and design classes a contemporary artist could not visit the school so the teachers used a video of him at work to bring the lesson alive. However, occasionally there is less attention given to the need for good resources such as in a literacy lesson where the text on the overhead projector lacked clarity and some children were unable to read it.
34. Sometimes teachers are inspirational and provide real challenge because they have high expectations of the children. This was the case in a Year 3 physical education lesson where children were learning about creating dance that communicates ideas, feelings and moods. The use of such phrases as "put your listening ears on" and the emphasis on working in unison really stirred them to work hard. The teacher used demonstration very well and children had a clear understanding of what skills they needed. The pace and challenge was stimulating and as the lesson progressed the acquisition of skills was evident. New skills were gradually and progressively introduced, building up the complexity. They marched, using legs, then arms, counting beat, carrying bagpipes, introducing turn until they reached the utmost challenge as the teacher said, "I'm going to mix up what you need to do – so follow me". This was an outstanding feature that had an inspirational effect. The children successfully linked skills, applied them accurately and with precision, control and fluency.
35. The teaching of literacy is good but the teaching of numeracy is only satisfactory because there is a significant weakness in some classes related to the oral and mental work. The teaching of numeracy would be better if teachers made the initial oral and mental part of the lesson clearer and brisker as recommended in the National Literacy Strategy.
36. The teaching of children with special educational needs is very effective. The very close liaison between all those who teach these children has a very strong influence on both the quality of support they are given and on their achievements. Whether working in small groups or individually, both within and beyond the classroom, the high standard of teaching support children receive successfully encourages them to develop both confidence in their own abilities and independence in their learning. Very skilled teaching assistants achieve just the right blend of help to overcome difficulties and challenge them to achieve more. This is particularly evident as they reinforce or extend the main points of the teaching by fully involving each pupil and giving opportunities for all to contribute to the discussions. In lessons suitably challenging tasks are planned and teachers use appropriate questioning to extend understanding. Children's individual educational plans have clear and precise targets. However, when the progress towards the

targets is reviewed it is often recorded in general terms and does not always address the specific detail of the original target or show clearly the progress made.

37. Children who speak English as an additional language are taught very well. They are fully involved in all activities and teachers encourage their further involvement in additional learning opportunities outside lessons because it improves their spoken English. Teachers receive advice when an outside agency visits the school to see how well they are doing. This happened during the inspection and it was evident that teachers work closely with these advisers, reinforcing what is suggested. The sensitivities of cultural diversity are handled well by teachers and the children make very good progress.

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

38. The two-year programme of rebuilding and refurbishment of the school has brought many improvements since the last inspection. Learning opportunities within and beyond the school are good. Children have access to a wide range of experiences, which enable them to make good progress in extending their knowledge, skills and understanding and in their personal development. The Foundation Stage curriculum for reception children is well established and the school meets the statutory requirements of the National Curriculum and the Lincoln Agreed Syllabus for religious education. However, the building work is not yet complete and although the school is offering a good curriculum there are some weaknesses. The inadequacy of the outdoor accommodation restricts the teaching of some aspects of physical education such as games and in the Foundation Stage the range of outdoor activities for physical development is reduced. This will be rectified once the new playground, currently under construction, is completed. The extensive building work has also hindered the school's development of information and communication technology (ICT). For example, children have only recently had access to the new computer suite to learn how to use the technology to control models, monitor changes such as those in temperature and to support learning in other subjects but this is now being remedied swiftly.
39. A notable feature is curriculum enrichment days, which are held at regular intervals. These enable teachers to link several subjects together in an interesting and stimulating manner. For example, a Commonwealth Gold Medallist and several professional sports persons visited the school contributing to the school's 'Mega Sports Day'. In addition to the games aspect, children learnt about the importance of competing fairly, produced graphs about their performance and involvement and wrote accounts about various activities. Another enrichment day based on the theme of 'Far Away Places' linked stories, myths legends, art, music, music, history, geography and religious education in a variety of ways. One of its major successes was in improving children's knowledge and awareness of the diversity and richness of cultures in Britain and other countries.
40. The school has good systems in place for teaching literacy and satisfactory ones for teaching numeracy. The essential stages for teaching these lessons are well established and provide a good balance between oral and mental work, direct teaching, children's tasks and consolidation of learning. This was shown in an excellent lesson when older children were learning how to find the area of rectangles. The planning of the lesson and its use in establishing a step-by-step approach results in very good learning. However, strategies for teaching numeracy would be improved in a number of classes if the initial oral and mental part of the lesson more regularly met the 'clear and brisk' criteria, which are identified in the National Numeracy Strategy.
41. Provision for the Foundation Stage is very good. The curriculum is rightly based on areas of learning with literacy and numeracy strategies introduced gradually so that children are ready to tackle their National Curriculum work by Year 1. The curriculum is planned through themes and topics with experiences in all areas of learning. Since the last inspection there have been improvements to the outdoor area which is now securely fenced and safe but it is still awaiting the development it needs to provide wider range of learning experiences related to physical development. The curriculum for this stage is enhanced by older pupils sharing reading, visits to the library, using physical education apparatus in the hall, making visits to places of interest and using the expertise of the local community.

42. Provision for children with special educational needs is very good. All children whatever the nature of their special educational need are fully included in their lessons and are encouraged to take a full and active part in their learning, reflecting the school's stated policy of being committed to an inclusive curriculum that will ensure the best possible progress for all children. Children for whom English is an additional language are fully integrated into classes and take advantage of the extra-curricular activities that are available to them. For example, a Year 6 pupil passed an audition to become a member of the successful school choir and took part in specialist instrument lessons.
43. There is good provision for extra-curricular activities for children from Year 3 to Year 6. Opportunities include a wide range of sports including athletics, rounders, football, kwik cricket and table tennis. There are several choir and recorder groups and time is made for children have instrumental tuition and take part in a drama club. There is no provision for Year 1 or 2 children but the school intends, in the near future, to introduce a number of activities exclusive to the younger children at the school. Learning opportunities outside lessons have included a residential week in Norfolk for older children, a visit to the World War II exhibition at Eden Camp, and participation in a Victorian Day at Normanby Hall. The curriculum is also enhanced by participation in such local events as the Louth Music Festival and the 'Medieval Christmas' concert. The expertise of visitors extends what the school can offer and has included musicians such as an American Folk singer, artists, sculptors and sports persons all of whom enrich children's learning experiences.
44. The school has very good relationships with other local schools. For example, through inter-school games and musical events such as the Radio Lincolnshire Junior Schools Song Competition. It uses the facilities of a secondary school at the Monks Dyke Media Centre to extend the teaching of dance and is currently co-operating with other schools in the production of *'Joseph and his Technicolour Dreamcoat'*. Very good arrangements are in place for the smooth transition of Year 6 children to the secondary phase.
45. The equality of access and opportunity to learning opportunities the school provides is very good. All children benefit according to their needs. Work in most lessons is planned at different levels carefully matched to children's abilities. This gives each of them an equal chance of achieving the lesson's learning aims. Provision for children with special educational needs are particularly commendable. For example, the activities in an indoor games lesson were carefully adapted to make sure that a child with specific physical needs was fully included. Equality is apparent in extra-curricular activities several of which are organised more than once a week to accommodate all the children who wish to participate.
46. The school makes good provision for personal, social and health education. Lessons in science and physical education deal with the importance of hygiene, exercise and a balanced diet. The curriculum includes learning about growing up, sex education and the misuse of drugs such as tobacco and alcohol.
47. Overall, provision for children's personal development is good and planned as part of the curriculum. Provision for social and moral development is very good. Children develop social skills through co-operative and collaborative work, which is a feature of many lessons. They work sensibly together, learn how to accept the views of others and take responsibility. A good example of this is the scheme whereby the oldest children look after the younger ones in the playground. Children adhere to rules about acceptable behaviour, in and out of the classroom, which they help to formulate and are quick to remind others if these rules are not respected. Adults within the school provide powerful role models for children, which enables them to learn

about such qualities as courtesy and respect. The importance of achievement in these areas is recognised and confirmed at the Presentation Assemblies and at a class's Golden Time.

48. Moral development is fostered through the insistence on values such as honesty, fairness and respect for truth and justice. This was evident in a Year 3 lesson about personal development when children discussed the qualities, which made the school a happy place and they began to recognise their own responsibilities in this context. Children clearly distinguish between right and wrong and, for instance when playing games, accept that rules are an essential part of playing fairly.
49. The provision for spiritual and cultural development is good. Spiritual awareness, such as an understanding of people's values and beliefs, is promoted during collective worship. During these times children are given time to reflect upon important issues such as the religious significance of Christmas, and similar festivals of other religions. Spirituality is also promoted in such subjects as religious education. For example, the current Year 5's study of religious journeys included those of St. Paul and Gladys Aylwood and they have formed the basis for children to consider the special defining moments in their own lives. Although most of the acts of worship meet legal requirements, others do not and have become singing sessions.
50. The close links the school has with the local community help children appreciate their own cultural traditions. It is involved with the local Church and Christian traditions and festivals are regular themes of assemblies and lessons. For example, the wedding festival enacted by Year 2 children. A number of staff with personal skills in art, music, drama and dance led successful cultural projects. For example, participation in local music and drama festivals, the Mayor's parade, events at the Riverhead Theatre and their own school productions. Some children have worked with a sculptor whose work features in the Louth Art Trail. Visitors, such as an American Folk Singer and the Pavilion Opera Company enrich children's cultural awareness. Children listen and appreciate the music of great composers such as Mozart and read extracts of Shakespeare's stories.
51. The school is very aware of the need to help all pupils to celebrate and appreciate the diversity of cultures represented both by pupils within school and the wider community. For example, in religious education lessons pupils learn about the beliefs of the major world religions and how this affects the daily lives of the people involved. All children took part in a 'Far Away Places' day when each class studied a different country from around the world. For example, one class chose China and studied aspects of the country's geography, history, art, music and beliefs. The pupils and parents made Chinese food that they ate with chopsticks and made a New Year Dragon. The day culminated in an exciting and stimulating assembly when each class shared information about their country.
52. The school aims to provide a caring and stimulating curriculum conducive to the personal development and educational progress of all children. The range and quality of learning opportunities it has established are a firm foundation upon which to pursue these ambitions.

HOW WELL DOES THE SCHOOL CARE FOR ITS CHILDREN?

53. The care of pupils is good overall. The school has a very caring ethos and provides an ordered environment in which pupils can learn effectively and in which parents are made very welcome. All members of staff are very supportive of both the academic and pastoral needs of children,

including those with learning and other difficulties. Children are offered help and support for personal difficulties and teachers know the pupils well. Members of staff work hard to develop and maintain the very good relationships observed between teachers and pupils throughout the school. The school has good facilities for children with learning difficulties and enables them to take part fully in school life and activities. Very effective care is provided for those children who speak English as an additional language and progress is checked to ensure that they are doing as well as they can.

54. Child protection procedures are very good and the school makes good provision for ensuring children's welfare. The use of learning support assistants contributes effectively to the welfare and progress of children in all classes. The arrangements and provision for dealing with first aid, child sickness, accidents and emergencies are good and well understood by everyone. Risk assessments are undertaken appropriately in areas concerning children's safety. There is a suitable programme for personal, social and health education and an appropriate health and safety policy.
55. The school has very good procedures for keeping track of discipline and promoting good behaviour. Teachers follow a consistent approach to managing classes and have high expectations of good standards in behaviour. The expectation that pupils will behave well is reinforced during lessons, break times and assemblies by the example of all the adults working in the school. The introduction of class golden rules, linked to weekly 'Golden Time', has been effective in encouraging children to act responsibly in school, as this gives them some time in which they are free to follow their own interests. When there is a threat of bullying or poor behaviour teachers take immediate action talking through difficulties with children to prevent more serious problems from developing.
56. Procedures for keeping track of and supporting pupils' personal development are good. Teachers provide many opportunities for children to discuss and share opinions on a range of personal, social moral and health issues, through weekly confidential class discussions and in assemblies. Pupils are also encouraged to take responsibility for others and the playground 'wizard system' is an excellent example of how the school does this. For example, children know what to do if they have no one to play with and the 'wizards' will help to resolve this. Children have targets and these are changed as they meet them. Practice is good and teachers know their children well and are familiar with their personal interests and achievements, gained in school or at home. These are celebrated in class and during a special assembly each week.
57. The school has good procedures in place for checking children's attainments and progress. When children enter school, teachers find out what they know, understand and can do and activities are planned to meet children's needs. In reception classes, constant checking keeps teachers well informed about children's progress and they have a good knowledge of how well children are progressing towards achieving the expected standards. During lessons there is regular checking of progress, which teachers use when deciding what to teach next and whether to change lesson plans so that everyone can make progress in their learning.
58. Procedures for making regular checks on children's progress are good. The school carries out National Curriculum tests, which are analysed in order that weaknesses may be remedied. Apart from this the school has a number of ways it makes regular checks on children's progress. For example, written work is scrutinised termly. Children undertake mathematics and science investigations each term and these are scrutinised by subject co-ordinators once a year. Every term progress is checked in numeracy. There are reading tests and reading records are regularly reviewed. The system of recording children's achievements is updated at least termly.

The headteacher and deputy check progress in the lessons they teach as part of their formal keeping track of observing lessons in order to improve them. Targets are set for year groups but individual targets are left to the discretion of the teacher. The tracking of standards by subject co-ordinators is at an early stage but there are plans to extend this role and implement a system that will provide them with more information.

59. Although attendance is good and registers are marked accurately the procedures for monitoring and promoting attendance are unsatisfactory overall. On the positive side are the visits made by the Education Welfare Officer who works closely with the school and makes home visits to those families who have consistently poor records of attendance. Certificates of good attendance are awarded to those children with 100 per cent attendance. However, the school does not formally track children's absence although there are secure procedures to ensure that reasons for absence are received and recorded. Procedures to account securely for all children during the course of the school day were put in place during inspection. The school has a policy to contact parents if they fail to inform the school on the first morning when pupils are absent from school, but this policy is not presently followed. During inspection lessons observed started on time and the majority of pupils arrive punctually at the beginning of each school day.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

60. Parents and carers have a good view of the school overall. There were 110 parents who returned the parental questionnaires and 17 parents attended the meeting prior to the inspection. The school works well in partnership with parents and the community and has forged good links that make positive contributions to children's learning.
61. The school provides a satisfactory range of information for parents. For example, monthly newsletters celebrate the school's successes and keep parents well informed about events, issues, and forth-coming school trips. The school provides good opportunities for parents to discuss their children's progress and attainment and these are generally very well attended. The parents of new pupils get to know about the school through the school brochure, meetings and visits to the school. However, the information given in the brochure on admissions is not as clear as it might be and there is little information on the Foundation Stage curriculum, which is unsatisfactory but the Foundation Stage Co-ordinator has no role in contributing to this brochure. The annual reports about children's progress meet legal requirements but could be better because they do not give sufficient information about any weaknesses children have and how they can improve. At the parents' meeting, one parent considered that the reports were very comprehensive and individually tailored and further parents then endorsed this comment. Parents want to know more about the teaching of some subjects, particularly in relation to the teaching of mathematics because they could not always help with homework. Of those who responded to the inspection questionnaires there were 78 per cent who thought they were well informed about progress but 20 per cent disagreed.
62. The headteacher and class teachers are very accessible. Responses to the questionnaire indicate that 95 per cent are comfortable about making suggestions or expressing concerns and are able to do so at most times during the school day. Parents feel they are made very welcome in the school. There are good procedures for introducing new children to the school.

63. Parental involvement in pupils' learning both at home and school is good. Parents co-operate with the school and all have signed a Home School Agreement. The school welcomes the help of many parents who give time to work alongside teachers, for example in helping with class activities and listening to children read. Many more are involved in supporting school activities such as sports day, school productions and offering to help on school outings. Many parents support their children through their homework tasks and listen to them read. The school reading diaries help parents keep in touch with teachers about their child's reading. Parents of children in the Foundation Stage are particularly encouraged to involve themselves in their children's work at school as well as at home.
64. Parents, carers, and local community friends offer the school much support. There is a very active Home School Association (HSA) that arranges social and fund raising events for the school with the help of parents, teachers, pupils and friends of the school. They arrange many events such as the Summer Fair, disco and bingo sessions to raise funds. Monies raised by HSA are used to support the pupils and the school. For example, the HSA have recently helped to fund the staging in the hall and also provided the school sports team and the choir with suitable clothing. These links between the school, the parents and the community ensure that overall, parents make a very positive contribution to the work of the school and to what their children achieve.
65. The school has effective links with parents to consolidate and extend children's learning. In the main parents are satisfied with standards achieved and what the school provides. Parents have expressed great satisfaction with the way that staff had coped with the recent major building works. They had been concerned at the severe disruption for children and staff and greatly admired how well teachers had reacted to this period of unsettlement. Although there had been extensive turmoil the children had responded in a positive way and their work had not suffered.

HOW WELL IS THE SCHOOL LED AND MANAGED?

66. The headteacher was appointed to the school two years ago at a time when major building and refurbishment were taking place causing a great deal of disturbance to both children and staff. The major task for the headteacher was to ensure that good morale was maintained through these very difficult circumstances and that the negative impact on pupils learning was kept to an absolute minimum. At the same time there was a clear need for the headteacher to establish a new direction for the school and in this she has been very successful. Despite all the problems, the headteacher, assisted by the deputy and governing body, has established a very clear direction for the future development of the school and for the raising of standards. Many of the initiatives that the headteacher has introduced are only just beginning to come to fruition because they have been hindered by the extensive building work. There are clear aims for the school and a strong sense of values, which permeates the work.
67. Appraisal and performance management are effectively embedded into school life. Although the school has done much to develop the role of subject coordinators by insisting on a common approach to their work, it is recognised in the school development plan that this role needs further development to ensure that all subject coordinators are involved in the monitoring of standards of teaching and learning. At present the headteacher is responsible for the analysis of results but only when this is delegated to coordinators will they be able to have a good idea of the strengths and weaknesses in their subject. At the last inspection there was no Foundation Stage but it is now the first stage in any primary school and needs the same status as the other two not merely to be assimilated with Key Stage 1. Although this stage has a very good co-

ordinator whose skills are used widely throughout Lincolnshire and by a local teacher-training establishment the school is not yet fully capitalising on these skills in the management of the school.

68. Relationships throughout the school are generally very good and communications between teachers and their assistants work very effectively in supporting children, fostering a strong sense of teamwork. The headteacher has many management tasks that necessitate efficient and effective support from those involved in administration. Both administrators work hard and are keen to provide the support needed but changes mean that some tasks will not be the same or organised in the same way that they were under the previous headteacher. Recently some perceived problems of communication have arisen and a full review of responsibilities together with new job descriptions will clarify expectations between the headteacher and administrative staff so that all aspects of management run smoothly.
69. Governors play a very active and supportive role in the life of the school. They have very good knowledge of the strengths and weaknesses, which is informed by their regular visits and reports from the headteacher. They have a range of skills, which are used very effectively. For example, the Chair of the Finance Committee is an accountant, who keeps a very close and careful eye on the school budget to ensure that funds are used effectively to support educational priorities such as making the decision to create the information technology suite after a discussion on the alternatives.
70. The governors are involved in formulating the school development plan at a very early stage. Each year since the new headteacher has been in post governors have spent a day with the staff to consider the priorities for the forthcoming year. This enables them to influence the strategic direction of the school but also enables governors to have a good insight into the many issues facing a school. The governors take their responsibilities very seriously. They are prepared to challenge the headteacher with pertinent questions on all matters of management and as they are so well informed the questions are very relevant. Most statutory responsibilities are met but there are a two matters needing attention. Although most of the acts of worship meet requirements others do not. Although registers are marked carefully the attendance procedures are not as good as they should be and are in need of review and improvement.
71. The governors have a good understanding of the principles of best value. They compare the performance of the school with all other schools and with schools of a similar kind. They consult with staff regularly and although there is some consultation with parents it is recognised that further development is needed. Taking into consideration children's views has been discussed and the headteacher knows how this can be developed but the school is not at that stage yet. Governors consider all options very carefully before decision making to ensure that best value is gained from all funds. This was clearly illustrated in the decision to give the deputy headteacher, who was previously acting head, a bigger management role. They have correctly decided to remove her class teacher role in favour of using her teaching skills with several classes, which then facilitates opportunities for other management tasks by other staff such as monitoring the progress of children with special educational needs. She also has two periods in the week when she undertakes the management tasks delegated by the headteacher – thus making a very effective contribution to the management of the school. This decision also enabled the school to reduce its supply budget.
72. The governors also ensure that the specific funds, such as those for special educational needs or the New Opportunity Funds (NOF) are used for designated purpose, such as providing staff with training in information technology. The school contributes extra funding from its normal

budget to ensure that provision for special educational needs actually meets those needs and ensures children have the support required. It is because the level of support is so good and that these staff are well trained that children make the good progress they do. Now that new computer suite is in place the school is making effective use of new technology. A recently purchased digital camera is proving to be an effective tool for recording events and aspects of children's work.

73. The much- improved accommodation now allows the curriculum to be taught effectively and overcomes many of the issues identified in the previous report. However the development of the exterior of the school is not yet complete and it is still not possible to teach some aspects of physical education or to effectively organise activities for the physical development of the Foundation Stage. These problems should be resolved when the new playground is completed.
74. The number, qualification and experience of teachers and support staff is good. Many teachers have specialist skills, for example, in the Foundation Stage, in music and in art and children benefit from their expertise. The school has implemented a good programme of staff induction and new teachers feel well supported by the rest of the staff. Most subject co-ordinators play a key role in the management of the school. All subject co-ordinators have at least one half day each term for management tasks and they now have a better understanding of their roles and responsibilities and are involved in such monitoring tasks as lesson planning and children's written work but cannot regularly use time to observe teaching and learning first hand and this limits their knowledge of how good standards are in their subjects. Since they are keen to improve several aspects and are committed to high standards, this role needs further development. In particular the role of physical education co-ordinator is underdeveloped and staff lack the guidance they need to teach the subject effectively and consistently.
75. Resources have been improved since the last inspection and are generally adequate to teach the subjects of the curriculum although there is a shortage of mats for physical education, which can sometimes hinder progress.
76. The headteacher is giving a firm steer to the school, supported by the governors and deputy. Now that the building work and refurbishment are coming to an end the headteacher can concentrate on the very important issues of curriculum and staff development, which will ensure that standards in the school continue to rise.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

77. In its own self-assessment the school is aware of what further development is needed and it should now concentrate on the following action:

Improve consistency in some aspects of teaching by:

- Improving the oral and mental work in mathematics;
- Ensuring that faster learners have hard enough work;
- Making better use of information and communication technology in all subjects

Paragraphs: 8, 9, 11, 14, 18, 31, 40, 98, 104, 111, 118, 135, 142, 149, 155,

Improve some aspects of management by:

- Reviewing and extending the subject co-ordinator roles to encompass the monitoring of standards, teaching and learning;
- Clarifying the responsibilities of administration staff;

- Improving procedures for monitoring and promoting attendance;
- Ensuring that there is always a daily act of collective worship.

Paragraphs: 49, 59, 68, 70, 74,88, 113, 115, 122, 165,

Extend the range of information for parents by:

- Improving the annual reports to parents about their children's progress;
- Providing more information about the teaching of curriculum, particularly mathematics;
- Extending ways in which parents are consulted about decisions to make changes.

Paragraphs: 61, 71,

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	72
Number of discussions with staff, governors, other adults and pupils	43

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	4	23	35	10	0	0	0
Percentage	6	32	49	13	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 one percentage point.

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)	N/A	390
Number of full-time pupils known to be eligible for free school meals	N/A	19

FTE means full-time equivalent.

Special educational needs	Nursery	YR- Y6
Number of pupils with statements of special educational needs	N/A	9
Number of pupils on the school's special educational needs register	N/A	98

English as an additional language	No of pupils
Number of pupils with English as an additional language	10

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	22
Pupils who left the school other than at the usual time of leaving	13

Attendance

Authorised absence

	%
School data	4.5
National comparative data	5.4

Unauthorised absence

	%
School data	0.1
National comparative data	0.5

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

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

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2002	35	21	56

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	33	33	34
	Girls	21	21	21
	Total	54	54	55
Percentage of pupils at NC level 2 or above	School	96 (84)	96 (89)	98 (87)
	National	84 (84)	86 (86)	90 (91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	34	35	32
	Girls	21	21	21
	Total	55	56	53
Percentage of pupils at NC level 2 or above	School	98 (87)	100 (84)	95 (89)
	National	85 (85)	89 (89)	89 (89)

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

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

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2002	26	30	56

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	20	22	25
	Girls	28	26	29
	Total	48	48	54
Percentage of pupils at NC level 4 or above	School	86 (69)	86 (64)	96 (89)
	National	75 (75)	73 (71)	86 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	15	19	21
	Girls	23	25	27
	Total	38	44	48
Percentage of pupils at NC level 4 or above	School	68 (71)	79 (71)	86 (84)
	National	73 (72)	74 (74)	82 (82)

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

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	375	0	0
White – Irish	0	0	0
White – any other White background	4	0	0
Mixed – White and Black Caribbean	0	0	0
Mixed – White and Black African	0	0	0
Mixed – White and Asian	0	0	0
Mixed – any other mixed background	0	0	0
Asian or Asian British - Indian	0	0	0
Asian or Asian British - Pakistani	7	0	0
Asian or Asian British – Bangladeshi	1	0	0
Asian or Asian British – any other Asian background	2	0	0
Black or Black British – Caribbean	0	0	0
Black or Black British – African	0	0	0
Black or Black British – any other Black background	0	0	0
Chinese	1	0	0
Any other ethnic group	0	0	0
No ethnic group recorded	0	0	0

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

Teachers and classes

Qualified teachers and classes: YR– Y6

Total number of qualified teachers (FTE)	16.2
Number of pupils per qualified teacher	21
Average class size	27

Education support staff: YR– Y6

Total number of education support staff	11
Total aggregate hours worked per week	237

FTE means full-time equivalent.

Recruitment of teachers

Number of teachers who left the school during the last two years	4.2
Number of teachers appointed to the school during the last two years	5.7

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

FTE means full-time equivalent.

Financial information

Financial year	2001/2002
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	£
Total income	667790
Total expenditure	674423
Expenditure per pupil	1743
Balance brought forward from previous year	58480
Balance carried forward to next year	51847

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	390
Number of questionnaires returned	110

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	58	38	4	0	0
My child is making good progress in school.	51	45	3	0	1
Behaviour in the school is good.	37	55	5	2	1
My child gets the right amount of work to do at home.	32	49	15	1	3
The teaching is good.	46	49	2	0	3
I am kept well informed about how my child is getting on.	35	43	19	1	2
I would feel comfortable about approaching the school with questions or a problem.	61	36	1	0	2
The school expects my child to work hard and achieve his or her best.	55	43	1	0	1
The school works closely with parents.	29	48	16	2	5
The school is well led and managed.	29	53	11	2	5
The school is helping my child become mature and responsible.	41	55	2	0	3
The school provides an interesting range of activities outside lessons.	32	45	10	4	6

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

78. When children enter school and join the reception classes at the age of four years teachers find out what they know, understand and can do and found that this year their attainment was typical of that expected for their age. There were about 10 brighter children who were faster learners and 14 who lacked social skills and who needed to work in slower steps to achieve reading, writing and number skills. This is an improvement since the last inspection. The difference in the attainment of reception children in the two classes no longer exists. At the last inspection children in both classes were generally reaching satisfactory standards for age but one class was well into National Curriculum work and making rapid progress compared to the other one. This is not the situation now.
79. Overall, standards are satisfactory. Both classes have made rapid progress since entering school and although the majority are still working towards the final steps to attain the early learning goals in all six areas of learning which is satisfactory, in literacy, numeracy and personal and social development they are doing better with the more able children close to being ready for National Curriculum work. For example, when using numbers as labels and for counting, in solving problems, learning the order of the alphabet and knowing and using the sounds of the alphabet to read they have made rapid progress. In knowledge and understanding of the world, creative development and physical development standards are satisfactory. However, when a group has good adult involvement, children make faster progress and achieve better standards. Children with special educational needs progress well and achieve standards commensurate with their ability that are in line with the targets in their individual education plans. Children for whom English is an additional language make good progress with practical activities because the spoken language has improved and understanding is better. The support assistant makes sure he understands what he has to do and follows the advice of the outside agency that monitors progress.

Personal, social and emotional development

80. Children have a secure and caring relationship with their teachers. They respect teachers and most try hard to do their best. They behave very well and each class has a code of behaviour, which children obey and are learning to understand the difference between right and wrong. Such sessions as Circle Time, when children gather together in a circle and speak in a familiar group to share thoughts and feelings, are used well to emphasise good looking, talking, concentrating and thinking. In one class the teacher was helping children learn about dispositions and attitudes, emphasising self-confidence, self-esteem, making relationships, behaviour and self-control. They are learning to be sensitive to the views and feelings of others. Personal and social development activities are planned to make children aware of the differing practices and beliefs of those who live in other countries or have religious beliefs. For example when learning about the Jewish celebration of Hanukkah they make the type of food they eat and can talk about the use of the Menorah candlestick. At Divali children make small lamps for this festival of light. Improvements to the premises have made a difference with more space so that they do not bump into each other as they did and the brighter, cleaner, warmer classes are more inviting making children eager to work in them. The shared spaces are an improvement and give more opportunities for children to learn to share and take turns. Children are calmer and better behaved than at the last inspection.

Communication, language and literacy

81. Children are being introduced to the activities of the literacy sessions gradually. They already like learning new words take turns in conversation, readily talk about how they have made something and listen carefully to instructions from the teacher. The majority speak clearly, are readily understood and respond well to questions from adults. They listen in a large group for 20 minutes very well and most ask questions about what they have heard. In a quick mental session at the beginning of one lesson children extended their reading skills by listening carefully and learning how letters and sounds related. Children's response to a story reading showed that they understand that print conveys meaning and the majority had little trouble using the cover of the book for information about the author and story. They have a great love of books and take a new choice home each night. The books are so well used that they are wearing out and some need replacement. Most children are learning to read and faster learners build words using their letter sound knowledge such as *helicopter*. The majority know the sounds of all letters of the alphabet and are now improving their knowledge of alphabetical order. There is good concentration when learning to form letters and although children find this task more difficult and some need much more practice they are now at the stage of writing several words with faster learners working independently at diary writing.

Mathematical development

82. Lots of work has been happening about the use of number labels and counting. The use of purposeful play to teach number skills has helped children make good progress. An oral mental session at the beginning of a lesson has stimulated children to think hard and a finger additions game not only helped children to extend their understanding and skills of adding numbers to 7 but also improved their physical skills. Enthusiasm was evident as all hands were raised when wanting to offer answers. Children were absorbed in the task of selecting shells from water and putting them in dishes labelled 'how many' and talked about why they had put those that looked the same in the same dish and correctly labelled them with the right number. Learning was rapid when the teacher worked with a group as in a sorting activity. Children not only sorted for two separate criteria but found those that had both criteria and the faster learners used the term '*Venn diagram*' to describe what they had done.

Knowledge and understanding of the world

83. Children do many tasks that involve them in exploring and investigating. When investigating objects or materials they are encouraged to use their senses, for example, when exploring vegetables. They are confident in asking questions and talking about how things work such as a grater and potato peeler when making potato latkes. When designing and making they eagerly select materials, and like to use many different objects when building or constructing. They have used items of junk effectively to make and design a power station, created pylons using art straws and tackled the task of designing a house suitable for an electricity supply very well. Earlier this year they looked for signs of spring in the wildlife area and when learning about pond life began to understand that creatures must be treated with respect. A visit to Rand Farm extended their understanding of how to treat and care for animals. Children handle a range of history artefacts and talked about how precious they are and their feelings if something gets damaged. Children clearly have a growing knowledge and understanding of the world around them and the use of purposeful play is helping them to learn quickly.

Physical development

84. Children's ability in fine motor skills is good. They handle tools safely and with increasing dexterity. They need less help now to dress and undress for physical activities. As they gain more control their construction models improve and they are able to work more independently. No outdoor activities were observed but although there is now a safely fenced space it is limited because it is small for the numbers of children lacks a range of safe surfaces and climbing apparatus or outdoor storage for large toys and equipment. The lack of space has resulted from the new hard playing space which is not yet complete and all the children in the school have to share what playground there is at break and lunch times. However, once the main playground is complete there are plans to improve and extend the outdoor space. Improvements to the premises now enable children to use the hall space in addition to the outdoor area. They recognise the changes happening to their bodies as they exercise such as breathing, are developing a good awareness of space, run and change direction safely. In one lesson they were learning to improve control and co-ordination of their movements when handling balls and beginning to understand working and co-operating in a team as they enjoy a competitive game.

Creative development

85. Children take part in a range of activities and explore materials to develop their creative skills. They draw and paint making choices about the colours they will use. They have learned to mix colours and then used that skill when painting their own pictures. They have explored the use of colour when making models of candles using tissue paper and are extending their knowledge of design when selecting from a range of materials to make Christmas gift tags. Children have a great love of singing and using percussion instruments. As they sing they are learning about repetition in a song with chorus such as *The Wheels of the Bus go Round and Round* and they clap sound patterns as part of learning about rhythm. When using instruments they know the names of common ones, know how to hold them to get the best sound and are learning to play quietly and loudly. They use their imagination well in role-play such as shopping experiences, when they use percussion to indicate animals moving or rain and thunder and when modelling, drawing and painting.

Teaching

86. Overall teaching is good. Sometimes it is very good and in one lesson it was excellent. Teaching is better than at the last inspection because both staff work together as a team, plan together and organise their classes in the same way. The same activities are planned for each area of learning so there is a consistent approach for the whole year group. Since the co-ordinator is an early years specialist she is well placed to support the other teacher who has used her training well to extend her knowledge and expertise thus providing good quality teaching for reception age children. A great strength of the teaching is the way that both teachers have established very good relationships with the children, which makes them eager to please, keen to learn and consequently they try hard to do their best. Teachers show they value children's work and children show appreciation of the efforts of others. Both teachers are preparing children well for the next stage of learning by putting appropriate emphasis on them learning the basic skills of literacy and numeracy. The teachers use their knowledge and skills well and children are becoming familiar with what they will have to do in literacy and numeracy sessions when they get to Year 1.
87. Although teachers are provided with assistants in the classroom and deploy them very well at present, neither class has an assistant on the permanent staff, which is desirable for reception

because their curriculum is very different from that provided for children of statutory age. The quality of support in one class is much better because that adult is very experienced, has undertaken extensive training and has a good knowledge of the needs of young children. In the other class there is a student who is eager to help and provides satisfactory support to the teacher but although she works hard she has insufficient experience yet to support children as well as they need.

88. The Foundation Stage is managed very well by the co-ordinator and her leadership style is based on consultation and collaboration. She provides regular opportunities for discussion and all views are considered. The two teachers have formed a good working relationship each has strengths to bring to the partnership. The reception classes have developed a great deal since the last inspection and the co-ordinator is providing clear direction for the work at this stage. Teachers are very up to date about what is needed for this stage and classes are generally well resourced but improvements are still needed to the outdoor area. However, the co-ordinator knows what needs to be done. There is one weakness that remains in that the role of the co-ordinator needs extending. Although this is an important stage in the school, it is encompassed in the stage known as Key Stage 1 and she has no consultative role in the senior management decision-making about this stage. For example, there was no involvement in contributing to the curriculum section of the school prospectus and at present that remains unsatisfactory. Although monitoring of the work of the two classes is good it needs to encompass teaching and learning and budget decisions related to the stage.

ENGLISH

89. At Year 2 and Year 6 standards in English have shown a steady upward trend. Standards are above average and this is reflected in the results of National Curriculum tests for English in 2002. This is an improvement since the previous inspection. The number of children in Year 6 achieving the higher level in the national tests is well above average. All pupils make good progress including those with special educational needs or those who speak English as an additional language. These improvements are due to consistently good teaching, the implementation of the National Literacy Strategy, improved cross-curricular opportunities for writing and an increase in the opportunities for the monitoring and co-ordination of the subject.
90. Standards in speaking and listening are above average. Listening skills are good and the great majority of children listen carefully to their teachers, other adults and one another, both in lessons and assemblies. They also listen attentively to their peers in the classroom and these well-developed listening skills help them to concentrate on instructions in lessons. Children's speaking skills are well developed. They use standard English well in conversations with adults and with one another, often explaining ideas clearly and fluently, as when children in Year 1 confidently talk to and question a visitor to their history lesson. By Year 2, children can express preferences and give sound reasons for their preferences, talking confidently about their choice of a non-fiction text. By Year 6, children have a very good vocabulary. They discuss issues and apply reasoning well when working co-operatively, for example, when deciding characters and planning a performance of a play. During a history lesson, children explained the effects of major events during the reign of Henry VIII and evaluated their impact on society today, accurately using historical terms as part of their discussion.
91. By Year 2 standards in reading are well above national average when compared with all schools taking National Curriculum tests. Children of all abilities use their knowledge of letters and sounds to help them identify new words and most also use clues from illustrations and context.

A significant number read fluently and with expression. Children enjoy their reading, one child talked of reading himself to sleep and another of talked of how he collected all his favourite books about 'Elmer' and why this is a favourite series. They are proud of their newly built library and enjoy choosing non-fiction books. Most explain the difference between fiction and non-fiction and some talk intelligently about their choices, as when one girl searched for books about dance and talked about the way that by reading more about the subject her own performance will benefit. When looking at non-fiction books, most children can identify the contents page and index and use alphabetical order confidently to scan the index.

92. At Year 6, children read fluently and most use a very good degree of expression, as when some children vary tone and expression to enhance characterisation to very good effect when reading from a play script. When reading aloud, one reader confidently uses a regional accent appropriately. Reading is usually accurate and punctuation used well but where errors do occur, most children correct themselves. Children of all abilities are enthusiastic readers. They enjoy talking about their favourite authors such as Jacqueline Wilson or J.K. Rowling and can explain why they like them. They can talk about different genres, including biography and autobiography. Some talk knowledgeably about Shakespeare, naming plays and discussing the content. Children have a good understanding of the texts they read and some more able readers appreciate humour and irony. All recognise books as an important source of information.
93. Since the last inspection the school has maintained standards in writing, which are above average at both Year 2 and Year 6. However, the number of pupils achieving the higher level in the National Curriculum tests at Year 6 was well above average in 2002 and this is an improvement on previous years. In Year 1, children write news or short stories using appropriate vocabulary and most are beginning to write independently and the amount they write is increasing. They are aware of different purposes for writing, as when one class discusses the use of lists and enthusiastically accept their homework, which is to write a list for Father Christmas. By the end of Year 2 most pupils spell simple words accurately and many are able to spell complex words. They understand sentence structure and often use capital letters and full stops consistently. The content of children's writing is increasingly sophisticated and they begin to use more adventurous words such as 'drifting', 'crackling' and 'roaring' when writing about *The Great Fire of London*.
94. Writing continues to develop well and by Year 6 most children use drafting to effectively evaluate and improve their work. They are able to use their grammatical knowledge to strengthen the impact of their writing, for instance, one class works enthusiastically to rewrite a play script and there are many intelligent suggestions for altering passive or active verbs to change the impact of the scene. Children write for a wide range of purposes and for different audiences.
95. The use of writing skills in other subjects has been a focus for development. In geography, children produce brochures about Louth, they report on visits such as a trip to Normanby Hall and prepare and read stories for other year groups. In Year 6, a group of able pupils are challenged as they prepare a story using a slide presentation on computers.
96. The quality of teaching is good overall and sometimes very good, making a positive impact on pupil's learning (during the inspection teaching in 92 per cent of lessons seen was judged to be at least good and a third was very good). The National Literacy Strategy is well embedded and helps teachers to produce clear planning. Lesson objectives are shared with the children at the beginning of lessons so that they know what to do and are then recapped effectively to assess learning during the coming together sessions at the end of lessons. Teacher's management of

classes is very good and children usually settle to work quickly. There are good relationships between staff and children and all staff use praise effectively in order to encourage them, which enhance their self-esteem.

97. Classroom assistants are well deployed in the classrooms. They help with a variety of tasks and, where they support children with special educational needs, are a major factor in the very good progress made by these children. For example, in a Year 1 class, one assistant sensitively encourages a child to use a specially adapted keyboard to help him complete the same written work as his classmates.
98. Where teaching is very good, lessons have a brisk pace and teachers prepare a range of activities, which are well matched to different levels of ability. They use their very good subject knowledge and their enthusiasm for English to encourage learning in a variety of ways. For example, in Year 5, some imaginative reading of plays and written work on stage directions follows one teacher's very good use of drama as a teaching tool. However, teaching is occasionally less effective when it lacks sufficient challenge to extend more able pupils in Year 6.
99. Generally, marking is satisfactory and there are some very good examples of marking being used developmentally for older children. The use of information and communication technology to support learning in English has been limited by the lack of facilities but the school is aware of the need to develop this and the enhanced facilities in the new computer suite will allow much improved opportunities for learning. Assessment is used to inform planning and teachers have clear targets for children but these are not always shared with them.
100. The two co-ordinators manage English well and use their individual expertise effectively which combines to give them a good overview of the subject. They now have some time away from their class which has allowed them to organise the re-location of the library during the building programme and to begin the monitoring of work in English by moderating independent writing, scrutinising work from across the age range and re-evaluating the English policy. They have plans to develop the monitoring of teaching and learning through classroom observations but this is at an early stage. Both co-ordinators now have improved access to attainment data through the school's new pupil tracking system. They are aware of the need to check for differences in attainment between boys and girls and some of the new resources purchased by the school, for example new texts for guided reading, have been specifically targeted to encourage the performance of boys. However, during the inspection, no difference was noted in attainment between boys and girls.

MATHEMATICS

101. In lessons the standards in mathematics in Year 2 are typical for this age group. Almost all children should reach the level appropriate for their age in the National Curriculum tests for Year 2 towards the end of the school year. However, almost 25 per cent of children are currently working at the lowest Level 2 grade and this depresses the school's performance when compared with other schools. Approximately 20 per cent of children are on line to reach the higher level but this is below the number of children who usually attain this nationally. There is no significant difference between the performance of girls and boys.
102. Currently, the standards in Year 6 are typical for children in their last year at primary school. Roughly 80 per cent are on line to attain the level appropriate for their age in the National

Curriculum tests later in the school year. Approximately 25 per cent are likely to attain the higher level, which is less than the previous year. This is because a much higher proportion of the current Year 6, almost a quarter, is on the register for special educational needs and there are more slower learners in this year group. The fact that most of the slower learners are attaining at typical levels for their age is attributable to the high quality of teaching. Although boys' results were better than those of girls' in last year's tests there is no significant difference in the performance of boys and girls this year.

103. Children with special educational needs are well supported and make good progress in mathematics lessons. For example, in a Year 3 lesson a classroom assistant was effective in using a small step by step approach to enable two children to learn the division facts relating to the two times table. During this, every opportunity was taken to revise important words and their meaning such as *more*, *less*, *multiply* and *divide*.
104. Children in Year 2 have a sound understanding of the place value of numbers to 100 but few are confident beyond this level. Although they can find the answers to simple sums mentally, not many have quick mental recall of addition and subtraction facts to 10 or 20. Most know about *odds* and *evens* and the more able understand how to double and halve to find answers more quickly. They understand coin values, can find change and solve basic money problems. Almost all understand the concept of measuring and can explain how to use standard measures such as centimetres to find lengths. For example, when measuring parts of their body in connection with the 'Myself' project. Children draw graphs to represent simple information, such as in the '*How far can we hear*' work in Year 1. They name common two-dimensional and three-dimensional shapes and many understand the basic properties of these such as *sides*, *edges* and *faces*. However, at this stage in the school year, there is little evidence of more advanced work by the more able children such as beginning to use decimal notation in the context of money or mental recall of the 2 times table.
105. Children in Year 6 have a good understanding of the place value of very large numbers. The majority use common, decimal fractions and percentages confidently in the context of numbers, money and metric measures. Most have good mental recall of multiplication tables and the majority confidently using such ways as halving, doubling, rounding numbers up and down to find answers and later explain their methods. Year 6 know the basic properties of shapes and many understand the meaning of *perimeter* and *area*. However, although they recognise angles in shapes, the understanding of an angle as a measurement of turn is not secure. Almost all know how to represent information on graphs of various types, but, at this stage in the school year, they are not confident with definitions of words such as, *mode*, *range* or the importance of equal intervals along graph lines. There is some high attainment in the use of probability. For example, recording the results of 20 throws of a dice on a frequency table, working out the ratio of the likelihood of the 1 to 6 scores occurring, converting these to decimals and plotting them along a 0 to 1 scale line.
106. Following the analysis of results of the last National Curriculum tests, the use and application of mathematics to solve problems at Year 2 and the ability to explain answers and justify reasoning at Year 6 were identified as weaknesses. These weaknesses are now being tackled rigorously. Most lessons with younger children now contain an element of problem solving, for example, two part calculations involving finding the change after buying a certain number of items. There is also more emphasis in lessons with older children on explaining their answers.
107. Overall, the quality of teaching is good. There was some particularly very good and excellent teaching in the Year 3 to Year 6 classes. All teachers have sound knowledge and

understanding for teaching mathematics. They are efficient in making sure children know exactly what they are expected to learn and set tasks to enable these aims to be achieved. For instance, in a lesson when 7 and 8 year olds were taught about division. The interest and enthusiasm generated in the brisk oral and mental session was maintained during the direct teaching, as children were regularly involved in questions, answers and discussion. This generated very good learning in the understanding of division as the inverse of multiplication.

108. Teachers are making good use of numeracy in other subjects. Year 1 children draw graphs on methods of travelling to school and Year 3 use Newton's scientific units to measure friction. Year 5 have studied history through time lines such as the Tudor Year 1490 to 1600 and Year 6 are currently working out methods of measuring the speed of flow of the nearby River Ludd. Curriculum enrichment days also provided opportunities to use and apply mathematics. For instance, drawing pictograms of favourite sports and measuring out the ingredients for recipes.
109. Children are extremely well managed and work diligently and conscientiously at their tasks. In most lessons there is a good level of challenge and expectation. This is particularly evident in the excellent lesson where the inspired teaching enabled children to understand the concept of area, which is high attainment for this age group.
110. A particularly good feature was the quality of the 'coming together' session towards the end of each lesson. Teachers used this very effectively to check children's progress, ascertain particular difficulties, give children a chance to explain what they had done and draw together what had been learned. It was particularly effective in a lesson about probability. It was rich in opportunities for groups of children to explain the investigation, prove the validity of what they had found and consider if a wider investigation would alter their results.
111. There were some weaknesses in the teaching of mathematics. The oral and mental teaching in some lessons, particularly with the younger children, lacks the pace and interest to generate enthusiasm and improve learning. For example, when faster learners have to wait for all the class to find an answer and question are not posed at a high enough level to extend their learning. Occasionally lessons lack a high enough level of expectation for the faster learners. For instance, when Year 2 children were working at problems involving spending and finding change, amounts above £1.00 would have provided more challenge for the more able. The lack of the use of information and communication technology resources to support learning in mathematics is a significant weakness
112. A good feature of all teaching is the use of resources and the additional adult support to improve learning. Classroom assistants are extremely well briefed and show good skills in supporting children. For example, in a Year 6 lesson they regularly referred back to what children already knew, helping children to build up new learning about likely mathematical outcomes when throwing dice.
113. The co-ordinator for mathematics has been in post for just over a year. During this time she has undertaken a detailed audit of resources, reviewed the curriculum planning and written action plans for further development. The latter includes the need to use information and communication technology to support lessons and to enrich the homework programme with more interesting activities for the children to pursue. However, she lacks information about the quality of teaching and although all tests results are available to her and she has undertaken extensive analysis she lacks some knowledge of the attainment of children as they move through the school. This is recognised as an area for further development. There are good assessment procedures in place and the information from these is used efficiently to identify areas that need

further attention.

SCIENCE

114. Overall, standards in science are good with the best standards achieved in Years 3 to 6. There has been a steady improvement in the performance of Year 6 children in the National Curriculum tests over the past three years with the results for 2002 being above the national average. More children reached the higher level than previously. This is an improvement since the last inspection.
115. By Year 2, in 2002, children achieved better standards for their age than those recorded nationally. Analysis of their written work and their achievement in lessons indicates that most children do as well as expected for their age at this time in the school year. However, the level of challenge needed to enable the faster learners to achieve more is less evident in the work they currently undertake.
116. Overall, the quality of teaching is good with very good or better teaching in half the lessons seen. The good learning that takes place reflects the strength of the teaching. Children with special educational needs achieve well, because they are fully included in all science experiences and are very well supported in their learning. In an outstanding lesson, children in Year 3 were particularly well motivated by very talented teaching, responding totally to the teacher's highest expectations and challenges and maintaining complete interest and involvement in their work. Conversely, when the pace of a Year 2 lesson slows as teaching is interrupted, time is lost and learning has to be refocused before the momentum can be regained.
117. Teachers are very secure in their subject knowledge. Very effective teaching of technical vocabulary encourages children to confidently use the correct language when communicating their ideas such as naming the five senses in Year 2, responding with "*reduction of friction*" in Year 5 or discussing measurements in newtons in Year 6.
118. Investigative skills are established well ensuring good progress is made in understanding of how scientists approach their work. Predicting what might happen to their wrapped bread, children in one Year 2 class call on their experiences to suggest possible changes and the senses they can safely use to judge the results days later. Children in Year 1 record their measurements of "*How far we could hear*" on a bar chart. Diagrams, tables and graphs are used appropriately to present children's findings resulting from their many investigations. However, the use of information and communications technology to support learning is not being fully explored, for example, to extend ways children record data, to extend opportunities to analyse and interpret information, as well as considering whether conclusions reflect earlier predictions.
119. Teachers are very good at developing children's understanding to decide if tests or comparisons are fair which allows them to confidently build this into their own investigations. In a class of younger junior children the teacher planned carefully that children would think about how to begin the movement of the roller skate in the same way each time, measuring the time taken whilst only changing the covering of their test slope identifying this as the variable. By Year 6, children understand how to consider constants, recognising what must remain the same when using a Newton meter to give a reliable measurement of the force needed to tear the different samples of paper.

120. A particular strength of the teaching is the planned opportunities that promote and build on the learning of another subject. In a lesson in Year 3, the teacher used the story of ‘*Princess Smartypants*’ to inspire children’s investigations into friction as they thought of ways to solve the problem of slowing down the princess on her roller-skates and speeding up the prince! Their ingenious suggestions range from speed bumps to covering the test track with bubble wrap - very successfully using their understanding of the effects of more or less friction to test the changes of surface on the speed of a roller skate. Year 5 linked history to science as moving huge blocks of stone destined for the pyramids of Ancient Egypt presented them with another level of challenge relating to their knowledge of friction, requiring them to consider all their learning about forces to find a solution to the problem.
121. Children really enjoy the practical experiences of their lessons. In Year 1, they accept the challenge to identify the contents of a box by listening carefully to the sound that is made. Co-operating well in their groups in Year 6, children discuss the best way to test their samples of paper towels for strength when wet - with the ultimate question in mind as to whether money is wasted buying special paper towels. Children’s very good attitudes to their work contribute a great deal to the progress they make - creating keen involvement in discussions and a willingness and confidence to offer and share ideas. Watching first in amazement when the heavier coin and lighter ball of paper unexpectedly land together and then in disbelief as the same thing happens again, children in Year 5 respond enthusiastically to the teacher’s challenging questioning. This not only encourages them to explain what they see but to relate this to their understanding of the different forces at work.
122. The subject is led effectively with teachers of similar age classes planning together and using individual expertise well. Having adopted the national guidance, changes have been agreed to meet the school specific curriculum requirements. The co-ordinator is well aware of the needs of the subject, particularly identifying the improvement of specific resources and the assessment of pupils’ work. Procedures are in place to record children’s achievements as they complete each area of learning. Currently they do not provide sufficiently detailed information about pupils’ progress in science, either to advise future teaching or to fully inform the co-ordinator of standards throughout the school. A recent scrutiny of children’s work has extended the co-ordinator’s role but no opportunities exist to extend these responsibilities to monitoring the quality of teaching and learning.

ART AND DESIGN

123. Standards have been maintained since the last inspection. They are generally typical of what is expected for age and the range of work covers all elements in the National Curriculum. Observational drawing is still producing some good outcomes and this work is well supported in art club. A lack of sculpture work was criticised in the last report but this has been remedied and children at Year 2 talked excitedly about an exhibition of sculpture they had seen at a local secondary school, describing some pieces and at Year 6 pupils had information about the sculptures in Louth which are part of the Art Trail with one of these sculptures featured outside school. Children still have a good awareness of the techniques used by artists from the past but are improving their knowledge and understanding of the work of such contemporary artists as Chad MacCail.
124. When talking about the subject, children had few experiences off visiting an art gallery or of using a kiln as they had seen at another school. Sketchbooks are in use for trying out techniques but there is no consistent approach throughout the school. Some year groups used them little

while others used them frequently. The use by groups of children varied. For example there were more pieces of work in the sketchbooks of slower learners than that of other groups. At Year 6 there was greater enthusiasm for the art activities, which they experienced in clubs rather than lessons although the older pupils had enjoyed that associated with Greek art when the subject was linked to history.

125. The school has a strong interest in developing the arts and has been involved in a number of projects in partnership with other schools and in the community. The subject planning has set out to ensure that it makes a good contribution to children's personal development, particularly cultural. Artists and performers regularly visit the school and some staff have good art skills that they use effectively. Their contributions have led to successful projects such as children working with the sculptor whose work features in the Louth Art Trail.
126. Art and design is a subject where children achieve well, given the constraints of time now available for teaching. Standards are improving, partly due to good support from the art co-ordinator and partly from a reorganisation of the curriculum framework that allows blocks of time for subjects and opportunities to make links with other subjects. Art and design is further developed through additional learning opportunities outside lessons.
127. It was only possible to see the teaching of this subject with some classes but in those observed the teaching was good. It was very good at Year 1 and good at Years 3 and 5. No teaching was seen at Years 2, 4, and 6. Lessons highlighted many teaching strengths. In all classes, teachers made good use of prior learning, which enabled children to build on skills. The very good relationships between teachers and children results in them listening carefully and making good creative efforts. Children understand what they have to do and waste no time
128. Teacher's planning is good showing effective use of knowledge and the objectives for what is to be learnt are clear and appropriate for children's age and stage of learning. Effective use is made of resources that keeps the class interested and extends their understanding. For example, in the Year 3 classes a contemporary artist could not visit the school so the teachers used a video of him at work to bring the lesson alive. In Year 1, children's use of large stones and pebbles to design a sculpture was captured by the use of digital camera before they had to be cleared away.
129. Teachers used group discussion effectively as they moved from group to group, probing understanding, questioning, commenting and suggesting. In a Year 5 class this resulted in better efforts and improved outcomes. Teachers deploy assistants very well and children benefit from their support, skills and expertise. A particularly good example was seen in Year 5 where a volunteer from the community had such a good rapport with the children that they were willing to listen to his suggestions and used constructive criticism well in an activity to create a montage and use a moving image, which they found particularly challenging.
130. The good teaching results in good learning with increased skills and understanding of art techniques. Children take pride in their efforts and show appreciation of that by others. The attention given to the needs of all groups of children with appropriate support enables those with special educational needs to do well in this subject and everyone makes good progress.

DESIGN AND TECHNOLOGY

131. The standards achieved in design and technology are typical of those expected for children at Year 2 and Year 6. Children throughout the school successfully develop their skills in both designing and making a range of products. This is an improvement since the last inspection when children's making skills were better than those for designing and planning what needed to be done. Curriculum enrichment days provide valuable extra opportunities for design activities. All children, including those with special educational needs, achieve satisfactorily in their work.
132. No overall judgement can be made about the quality of teaching and learning in design and technology because the subject is taught in blocks of time and only one lesson was seen. In the Year 5 lesson, children used their understanding of the historical period very well when designing their Tudor buildings, adapting the traditional "*wattle and daub*" for more accessible classroom resources. Their developing structures reflected the teacher's high expectation of the standard of their completed buildings. Well-planned teaching promoted good learning in all aspects of the process of designing and making.
133. Children in Year 1 learn how to safely slice, peel, grate, squeeze, and taste, a range of fruit and vegetables before planning and preparing their own salads and drinks. They considered the colours and textures of their food as well as the flavour when evaluating the success of their dishes. Year 2 children collect different puppets to discover how they work and are made before they begin to think about making their own.
134. Teachers make very successful links between design and technology and other subjects for children to apply skills such as numeracy to their work. In Year 3, designing and making a box to hold a selection of sweets and keep them safe enables children to build on their understanding of the properties of three-dimensional shapes as they accurately construct their packaging. Writing musical jingles and designing posters takes them into the realms of marketing their sweets.
135. Children have very positive attitudes to their work, which helps them learn well. In the Year 5 lesson, they are very involved in covering the timber frames of their houses, concentrating hard on the intricacies of their work. Those with special educational needs are very well supported in their learning giving them confidence to succeed in their tasks. When enthusiastically recalling their previous work, children in Year 2 explain how their sketches and the features they observed outside in Kidgate helped them when constructing their own model houses. Older children in Year 6 confidently discuss the use of tools and the techniques they have learnt through their different design tasks, emphasising the importance of detailed, accurate and labelled drawings to begin their work as well as considering the success of the final product. When using computer skills, they research different types of shelters, considering their shape, structure, materials and covering before using this information to make decisions about their own designs. The use of information and communication technology, particularly in extending design opportunities, developing ideas and using control and sensor programs, is not yet an established part of the teaching.
136. Although the co-ordinator is only one year into her management of the subject, she leads it well. She has good understanding of the demands of the school's work and has identified aspects, such as developing children's experiences of different control mechanisms, for future improvement. There are limited opportunities to assess standards and provide a clear picture of the progress children make or to support teachers as they plan future activities.

GEOGRAPHY

137. Geography is now taught in blocked units of time throughout the year and it was not possible to observe any geography lessons at Years 1 and 2 so judgement about standards is based on a scrutiny of written work and by talking to teachers and children. Standards by Year 2 are typical of that in other schools. Two lessons of geography, were observed, one at Year 4 and one at Year 5. These together with written work and discussions showed standards as typical for age. In Year 6 children were very involved in a geography field trip during the inspection so lessons were not observed but standards in their work was also typical of that for age. Standards have been maintained since the last inspection and all children are making good progress including those with learning difficulties or who speak English as an additional language. Progress is checked to ensure that they are secure in their learning.
138. In the Year 1 and 2 classes good use is made of the local environment to help children understand the physical and human features of the area. They develop their understanding of maps and plans by drawing their routes to school and identifying features that they pass. In developing their awareness of places beyond their own locality, Year 2 have linked the work to literacy and used the *Katy Morag* stories from literature when comparing Katie's island in Scotland with their own town, identifying similarities and differences. By Year 6, most pupils have developed a good understanding of the climates of the world and have a good knowledge of rivers, again using local feature to study the flow of the river and to trace it from source to the sea. They are developing their understanding of maps and symbols and are able to use a key to understand the meaning of the symbols.
139. It was not possible to make an overall judgement on teaching because few lessons were observed. In the junior classes the quality of lessons observed was good. The teachers planned interesting activities, which immediately gained and held the children's interest. Teachers shared the purpose of the lesson with the children so that they knew what was expected of them and made good connections to prior learning to consolidate knowledge and build on understanding and skills. Teachers' skilful questioning probed understanding and ensured that the new knowledge was secure.
140. In the lesson on settlement in Year 4, the teacher used the children's understanding of life today to make comparisons with the past. This gave them a clear understanding of the similarities and differences between life today and in the past.
141. Teachers are particularly good at using links with other subjects. For example, in the Year 4 lesson a link with history was made when the teacher extended children's knowledge and understanding about settlement with the Viking settlement that they would study later. The second part of the lesson concerned map skills and again the teacher used the pupils' deductive skills to read the ordnance survey maps. Children worked well together as they surveyed maps and identified different features by using the key. Although the teacher was not the class teacher she had established a very good relationship with the children, which motivated them to behave well and make good efforts to complete the work. In the Year 5 lesson the teacher made very effective use of resources, particularly the overhead projector, which maintained children's interest. Again in this lesson good links were made with history as children studied the importance of good, clean water
142. There is no geography co-ordinator at present so the headteacher is keeping an overview. She has a clear idea of the subject's future development, which must be related to more links with other subjects, better use of information and communication technology to support the subject and to ensure that the programme of work is relevant to the children.

HISTORY

143. By the end of Years 2 and 6 standards in history are above those expected for age. At the previous inspection history was a strength of the school but the pressure on the curriculum in terms of literacy and numeracy sessions has meant that there has been less time available to develop key skills in history. The subject is now taught in blocked units throughout the year and as a result it was not possible to make a judgement on standards from written work in Years 1 and 2, as this is at an early stage. The school is undertaking a review of the content of the history curriculum, retaining the present good coverage but making a conscious effort to improve learning further through a more practical approach. All children, including those with special educational needs, make good progress as they move through the school.
144. By Year 2, most children have developed a sense of the passage of time and they understand that there is a difference between things that are old and things that are new. Children can use a simple timeline to sequence major events. They have examined the lives of famous people such as Guy Fawkes and Florence Nightingale and can recall the main events of their lives. Children recognise the difference between real and fictional characters and can give examples of both. In one Year 2 class, children show mature reasoning as they tell their teacher why they think it unlikely that present day pop stars will be included on a timeline of the future.
145. Good progress continues in Year 3 when children complete a local study, researching Louth in Anglo Saxon times. Research and enquiry skills develop as pupils discuss replicas of Anglo Saxon clothing modelled by a classmate and use the books provided to label clothing and compare it with modern dress. Their learning comes alive when teachers use maps overlaying the Anglo Saxon settlement with the names of streets today. Children continue to make good progress in acquiring historical knowledge and skills as they continue through the school. By Year 6, most children can use their knowledge of chronology to correctly sequence people, periods and events. In discussion with Year 6, children identified a range of resources for historical research including the Internet, books, diaries and letters. They are beginning to show some understanding of the way in which events from the past can be reported and interpreted in different ways, for example one pupil notes that Henry VIII's divorce would be seen more or less favourably depending on the balance of a person's allegiance to the King or the Pope.
146. Overall, the quality of teaching is good. Teachers share clear objectives with the children and their skilful questioning helped the learning of children of all abilities. Teachers are confident in their knowledge of the subject and this is a major factor in the good learning, which takes place. Lessons are brought to life and interest stimulated through the use of visitors, artefacts and drama. For example, when a Year 1 class are given the opportunity to question a visitor to their class about the differences between their own bedtime routines and her experiences many years ago. The introduction of artefacts from time gone by was used effectively by the teacher because in this case, children were fascinated when they are introduced to stone hot water bottles, lamps and a chamber pot.
147. The range of activities used by teachers helps children's understanding. In a Year 5 lesson, the teacher makes very effective use of characterisation to encourage good recall of the main events of the Tudor period. Children offer perceptive comments on these events, using historical terms from the period such as '*dissolution*' and '*treason*' as part of their explanations.

148. Displays of work promote the study of history and children use a range of methods such as timelines, charts and maps as part of their written work. In work completed by Year 6 during their study of the Ancient Greeks, some pupils show that they can present a balanced argument for and against the opening of the gates at Troy.
149. Very occasionally work is not well matched to the ability of the children or the time allowed for completion of work is not realistic and, as a result, work is not completed in the time available.

INFORMATION AND COMMUNICATION TECHNOLOGY

150. The major upheaval caused by the extensive building and refurbishment programme has caused many problems for the school in respect of teaching information and communication technology to the children. Only recently has the school been able to use the new information communication and technology suite or use computers in the classroom. The consequence of this is that some areas of the subject such as control and monitoring have not been developed as well as might have been expected. Despite this the standards of work seen in Years 1 and 2 was higher than that which is normally expected for children of that age. In a Year 6 class, standards in the work seen were typical for age and this is similar to the findings of the previous inspection report. All children, including those with special educational needs, make good progress as they move through the school.
151. In Years 1 and 2 children are very confident in the use of computers. They are able to log-on, access their work, save their work and to shut down the machines. They are very competent in using the mouse to make things happen on the screen and confidently use drop down menus. Their use of graphics enables them to explore real and imaginary situations. They are familiar with aspects of word processing and readily choose an appropriate font and change its size and colour.
152. By Year 6, most pupils are very confident in the use of all facets of word processing and are able to use hyperlinks to show how they have developed their stories. They use computers well in supporting literacy work and have a good understanding of how to use the Internet to communicate and for research. Children see that the Internet is a good source of information for many subjects and were keen to use it when finding out about a local river in geography. They understand the need to be precise in entering key words into a search engine in order to avoid being deluged with unnecessary information.
153. The teaching of information technology is very good in all classes. The lessons are very well prepared and are chosen so that they will engage the children's interest immediately. In all lessons teachers explain carefully what they are going to do and how they are going to do it. This sets out clear expectations for the children and ensures that teaching time is maximized. The teachers build carefully on previous learning and make sure that all children are secure before moving on. Many teachers incorporate a signal strategy into lessons, which enables them to identify those children who need help without the children having to leave their seats.
154. The teachers constantly emphasise the need for good discipline and concentration and pupils respond accordingly, showing a good capacity for concentration and effort. The teachers are particularly aware of when they need to intervene and talk to the class as a whole. This ensures that all children learn well and are not held back because of a lack of understanding.

Teachers are confident enough in the subject to allow the children to experiment with their work, often going beyond the lesson objective, but reassuring the children that it is safe to try.

155. The coordinator for the subject has a very good understanding of the subject's strengths and weaknesses. She has monitored the teaching and learning in some classes but this is not yet well developed. The school understands that some elements of the subject now need developing and that teachers need to explore greater use of the subject across the curriculum. The action plan carefully sets out the future development of the subject and there is an evident determination to improve the standards further.

MUSIC

156. Overall, standards in music are typical of those expected of children by the end of Year 2 and Year 6. Children enjoy their music lessons, working with enthusiasm. In addition to lessons the school offers older pupils a wide range of music making activities that enhance their learning opportunities. This means that more able pupils who play musical instruments and sing in the choir make very good progress. Standards are similar to the standards when the school was last inspected and the school has done well to maintain these standards during a long period of building disruption and change. All children, including those with special educational needs, make good progress as they move through the school.
157. By Year 2 children recognise and explore how sounds can be made using a variety of percussion instruments. They sing with melody and are able to keep to a steady beat. In a Year 2 class children recognised long and short sounds when listening to music and when asked to select an instrument they performed accurately. While singing the song '*Tinga Layo*' the children sang enthusiastically and clearly demonstrated the ability to keep to the steady chorus beat of '*lay - o*'.
158. By Year 6 children understand that music can be used for a variety of purposes. For example, when studying a 'work' song from Israel they showed that they have a good understanding of why the heavy beat of the song would help manual workers develop a rhythm when they needed to work together as a group. The class sang the song in groups each starting at a different time. The combined effect was performed well and the addition of accompanying instruments created a complex rhythmic effect.
159. In all lessons observed the quality of teaching and learning was good. Teachers, supported very effectively by the co-ordinator, plan structured lessons that enable all pupils to make good progress. Lessons have a good introduction helping pupils to understand what they are going to be taught followed by work that challenges what they know and can do. The use of resources is also good with many opportunities to use musical instruments. This helps them to build up skills and confidence. Children are encouraged to sing and play instruments as individuals and in groups both during lessons and in assembly sessions. They respond very well to this and the subject coordinator's personal skills and confidence inspires children and colleagues alike. In a Year 4 class during a lesson about identifying high and low pitch a pupil, who has just started to play the cello, performed in front of the class playing higher and lower notes. This improved his self-esteem and was a good teaching strategy that helped the other children to learn.
160. The leadership of music is very good. The subject co-ordinator works hard to support her colleagues, helping to plan lessons, suggesting appropriate resources and giving advice about

methods they can use. She has overseen the introduction of a new scheme of work and this has helped to ensure that there is a structured approach to the teaching of music across the school. The co-ordinator has monitored teaching and learning and has a good understanding of what pupils know and can do. In order for the school to improve further there is a need for the co-ordinator to use this information in a way that helps colleagues understand how they can focus on improving their teaching and raise standards. The range and use of resources is good and plans to purchase a digital piano and other modern instruments are an indication of the forward planning of the co-ordinator. The extra activities offered to the older pupils is particularly good, the school choir competed in the Radio Lincolnshire Junior Schools Song Competition for the last two years. The school should now consider extending these opportunities to younger pupils.

PHYSICAL EDUCATION

161. Standards in physical education are in line with those expected of children by the end of Year 2 and Year 6. This is much the same as in the previous inspection. Disruption caused by the building work has meant that there have been no suitable outdoor facilities for the teaching of some lessons and even the hall that is used for indoor lessons has been out of action from time to time. The school has done well to maintain the overall standard since the last inspection. There is no difference in standards between girls and boys. The standards achieved by pupils with special education needs and pupils with English as an additional language are as good as that of others.
162. Year 1 and Year 2 children work with enthusiasm and a willingness to learn. They understand the importance of warming up and join in discussions about why exercise is good for you. A Year 2 dance lesson was fast moving and challenging. It was based on the theme of 'Fire' and was linked to work done in other lessons. The pupils developed skills that they used successfully to create a new part of the dance and they talked well about how to make improvements. However, in other aspects of physical education such as games, children were not sufficiently challenged. This meant that they practised existing skills rather than learned new ones.
163. By the end of Year 6 children show a great enthusiasm for all aspects of physical education. As with Year 1 and Year 2 pupils, progress was best during dance lessons. A Year 6 dance class inspired by poetry and music rose to the challenge of interpreting the words and music to create a complex dance. As the pupils performed the dance they demonstrated controlled and precise physical skills.
164. Overall, the quality of teaching and learning is good. In one lesson it was outstanding and in other lessons it was satisfactory. The better lessons were dance lessons. For example, their teacher inspired a Year 3 class, interpreting marching music. She taught and demonstrated with such skill and sparkle that all the pupils learnt new skills and performed at a level well above that expected for this age. However, in other aspects of physical education such as gymnastics and games there is insufficient guidance for teachers when planning lessons with the result that children tend to practise existing skills rather than develop new ones. This variation in quality is recognised by the school as an area that needs to be improved so that pupils' physical skills and understanding develop equally in all types of physical activity.
165. The recent building work has had a significant impact upon the delivery of physical education and the co-ordinator has only recently taken over responsibility for the subject. Although the

school recognises that much work needs to be done to develop consistent teaching and learning across all areas of physical education the leadership of the subject is underdeveloped. The subject co-ordinator recognises the need to introduce a new scheme of work with detailed guidance for teachers so that they can plan and deliver a balanced programme of lessons. The school also needs to monitor, assess and evaluate teaching and learning so as to improve pupil performance. There are sufficient resources for teaching all aspects of physical education with the exception of floor mats for gymnastics. The range and quality of extra-curricular activities offered to the older pupils is good and the subject co-ordinator has good links with local and regional sports organisations.

RELIGIOUS EDUCATION

166. Children attain standards that are typical for their age and are in line with those described in the Lincolnshire Agreed Syllabus. A number of children in each age group attain higher standards, particularly in aspects of the Christian religion - for example, in work about the significance and meaning of the annual festivals and about such Christian ceremonies as christening and weddings. All children take part in this subject and teachers check written work and understanding carefully to ensure that those with learning difficulties or who speak English as an additional language can make progress in their learning. Overall, progress is good.
167. By Year 2, children have some knowledge of Christian traditions and beliefs. Most are familiar with stories from the Bible such as Noah's Ark and have a good awareness of Christian teaching about such qualities as honesty and kindness. They know some of the details of the life of Jesus and understand why the cross is such an important symbol of the Christian Faith. Many know and understand the importance of vows and promises from their lessons about christening and through the enactment of a Christian wedding ceremony. They understand the importance of Advent and the story of Christmas. They have a growing awareness that there are other important faiths such as Judaism and Islam, which have their own traditions and festivals.
168. By Year 6, most children have a secure understanding of world faiths. Most understand what is meant by having a faith and explain the importance of religion and relate this to religious leaders such as Jesus and Mohammed. They have studied religious festivals in detail, such as Divali and Easter and can readily explain their significance. Most know about the Ten Commandments and their importance to the Christian faith and way we lead our lives, and they are learning about the five pillars of wisdom of the Islamic faith. Through the study of religious journeys such as that of St. Paul and the modern missionary Gladys Aylewood they have begun to understand the meaning of spiritual events which define people's lives.
169. Overall the quality of teaching is good and some lessons were very good. Teachers have good knowledge of the subject, set clear learning aims and plan interesting lessons. For example, in the very good lesson with Year 2 children, the assembling of an Advent wreath was rich in opportunities for children to participate. The outcome resulted in very good learning about the significance of Christmas and other aspects of the Christian faith. Teachers use resources effectively to support learning, for example, children handled Christian artefacts and learned the significance of such objects as the communion cup and rosary beads.
170. Teachers manage children well and there is a high level of expectation. This was evident in the lessons when children were considering the tradition of the Christmas card. Children found out

about their history and distinguished between those with and without Christian connections. The very good learning was the direct result of the high quality questioning and discussion with the teacher. Teachers plan for children to reflect on their own beliefs using such lessons as that about journeys in life. In this the teacher skilfully used children's own experiences to support learning.

171. The provision for children's spiritual, moral, social and cultural development is very strongly supported by lessons in religious education. There is also good attention to literacy skills such as writing, speaking and listening. A good curriculum is in place, which carefully builds new knowledge and understanding on what children already know and can do as they move through the school. Resources are good and the co-ordinator has a good knowledge of the current situation and future developmental needs, for example the implementation of the recently agreed assessment policy.