

INSPECTION REPORT

**CLINTON PARK COMMUNITY PRIMARY
SCHOOL**

Tattershall

LEA area: Lincolnshire

Unique reference number: 120493

Headteacher: Mrs R Mayfield

Reporting inspector: David Speakman

RgI's 20086

Dates of inspection: 27 – 30 January 2003

Inspection number: 248134

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and Junior
School category:	Community
Age range of pupils:	4-11
Gender of pupils:	Mixed
School address:	Tattershall Lincoln
Postcode:	LN4 4QZ
Telephone number:	01526 342045
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Appropriate authority:	The governing body
Name of chair of governors:	Mrs T Rowland
Date of previous inspection:	13 October 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
20086	David Speakman	Registered inspector	Mathematics Art & design Design and technology Geography Educational inclusion	What sort of school is it? The school's results and pupils' achievements. How well are pupils taught? How well is the school led and managed? What should the school do to improve further?
19361	Keith Ross	Lay inspector		How well does the school care for its pupils? How well does the school work in partnership with parents?
29688	Mike Brammer	Team inspector	English History Music Religious education Special educational needs English as an additional language	How good are the curricular and other opportunities offered to pupils?
27568	Midge Davidson	Team inspector	Foundation Stage Science ICT Physical education	Pupils' attitudes values and personal development

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

This smaller than average infant and junior school provides education for boys and girls between the ages of four and eleven. Most pupils come from the village of Tattershall, or close by. There are 138 pupils on roll, less than at the time of the previous inspection, including 29 full time in the Reception class. The fall in roll is due to changes in RAF organisation and the resulting local housing circumstances, meaning that many of the local houses are now empty, awaiting renovation and eventual sale. Pupils' social and economic circumstances are below average, although the percentage of pupils claiming a free school meal is well below average. This is due to the local education authority not providing cooked meals and because not all of those entitled, claim. Pupils' attainment on entry to the school is below average. Most pupils are of white United Kingdom origin and four pupils do not have English as a mother tongue. None are supported through additional funding. The percentage of pupils identified as having special educational needs is about average and there is an average proportion of pupils with a statement. Their special needs are mainly in the area of language and literacy, learning difficulties and emotional and behavioural difficulties. A high proportion of pupils join or leave the school at times other than at the beginning of the reception year and at the end of Year 6.

The school has seen a significant amount of change since the previous inspection and it is now a very different school from 1997, when it was last inspected. At that time about 90 percent of the pupils came from RAF families and now that proportion is as low as 40 percent. This means that the backgrounds of pupils has changed significantly, with many families having purchased the ex RAF married quarters housing. The changing profile of the pupils means that the attainment on entry is now below that expected from children of this age. Only two teachers remain from the time of the previous inspection and the headteacher has been in post for four terms. Class rolls have fallen and the school has now found it necessary to re-organise teaching groups into mixed-age classes.

HOW GOOD THE SCHOOL IS

The school provides a sound quality education and enables all pupils to achieve satisfactorily. Starting from a below average baseline, pupils attain standards that overall are in line with those expected for their age by the time they leave the school, with the best progress being seen in Years 1, 2 and 3. The quality of teaching is satisfactory in Years 4, 5 and 6, good for those in Years 1, 2 and 3 but it is unsatisfactory in the Reception class. Pupils are taught to develop good attitudes to their learning and relationships between pupils and with adults are good. Pupils' behaviour is good. Leadership and management of the school are effective. The school has made a satisfactory level of improvement since the previous inspection, but there has been better progress since the new headteacher has been in post. All these factors set against the above average cost of educating each pupil means the school provides satisfactory value for money.

What the school does well

- Good teaching for pupils in Years 1, 2 and 3 enables these pupils to make good progress.
- Good provision for pupils with special educational needs supports their good progress.
- Provision for pupils' moral and social development is good and supports their good attitudes, behaviour and relationships.
- Pupils are managed effectively. This ensures that they try hard and concentrate well.
- The school takes good care of its pupils.
- The quality of information provided for parents is very good and enables parents to form positive opinions about the school.
- The leadership and management of the headteacher and deputy headteacher are good and have led to a good level of improvement in the last year.

What could be improved

- Standards in mathematics, art and design and religious education.
- Provision in the Foundation Stage and the progress that pupils make.
- Use of assessment data to plan challenging work and raise standards.
- Effectiveness of the work of curriculum co-ordinators, including their monitoring role.
- Meeting statutory requirements.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in October 1997 when it was judged that it provided a sound level of education. Since then it has made a satisfactory level of improvement. Progress towards meeting the key issues is satisfactory. Standards have slipped in some subjects, but in many they have been maintained at previous levels. Overall achievement remains satisfactory. However, the attainment on entry to the school is now not as high as it was then. Although still satisfactory overall, the quality of teaching has improved because there is more good teaching and less that is unsatisfactory. Significant is the improvement in many aspects of leadership and management, which is supporting further improvement and development. Much improvement has taken place since the arrival of the current headteacher.

STANDARDS

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

Performance in:	compared with				Key well above average A above average B average C below average D well below average E
	all schools			similar schools	
	2000	2001	2002	2002	
English	C	D	C	C	
mathematics	D	E	E	E	
science	D	E	E	E	

In the 2002 National Curriculum assessment tests for pupils at the end of Year 2, results in reading were average, in writing below average and well below average in mathematics when compared to all schools and to similar schools. Teacher assessments indicate standards in science at the end of Year 2 were well below average in 2002. Results at the end of Years 2 and 6 have kept pace with the national trend of improvement, except in mathematics, where they have fallen behind the national trend. The school achieved its realistic targets for the percentage of Year 6 pupils to reach the nationally expected level in both English and mathematics, but these are set below the national average and are based on pupils' prior attainment.

The inspection findings show that the achievement of children in the Foundation Stage is unsatisfactory. Starting from a below average baseline, they attain nationally expected levels by the time they enter Year 1 in personal, social and emotional development, and in their physical development. In all other areas of learning, including communication, language and literacy and mathematics, they will not meet the early learning goals for children in the Foundation Stage. By the end of Year 2 standards are as expected for pupils of this age in all subjects, except mathematics, art and design, and religious education where they are unsatisfactory. By the end of Year 6, the situation is the same. Pupils' achievement is good in Years 1, 2 and 3, and satisfactory after that. The achievement of pupils with special educational needs matches that of other pupils, as does the progress of those with English as an additional language. The achievement of higher attaining pupils is a weakness in mathematics, where there is sometimes too little difference in the standards attained by these pupils and identified average attaining pupils, due to insufficient use of assessment to provide sufficiently challenging activities.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils' attitudes toward school and their work are good. They enjoy school. In lessons they show good levels of interest. However, when they have to sit and listen for long periods, their levels of interest decrease. Pupils are keen to participate and give answers.
Behaviour, in and out of classrooms	This is good. The majority of pupils behave well in lessons, in assemblies and around the school. Pupils organise themselves with a minimum of fuss.
Personal development and relationships	Pupils' personal development is good. They become responsible and reliable by the end of Year 6. Relationships between pupils and between pupils and adults are good. Pupils co-operate very well with teachers and other adults in the school. They apply themselves to their work well.
Attendance	Attendance is good; it is above the national average.

TEACHING AND LEARNING

Teaching of pupils in:	Reception	Years 1 – 3	Years 4 – 6
Quality of teaching	Unsatisfactory	Good	Satisfactory

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

Teaching is satisfactory overall and promotes pupils' sound level of achievement. It is good in English, science, geography, information and communication technology and music for pupils in Years 1, 2 and 3. It is unsatisfactory in art and design. Teaching is satisfactory in all other subjects. The quality of teaching in the Foundation Stage is unsatisfactory because there is not a good enough balance between child-initiated activity and teacher-focused work. Too often adults are passive rather than guiding learning in activities such as in role-play, when their involvement could direct learning more effectively. Children's work is not used to full effect to create a really stimulating learning environment.

In the best lessons teachers have high expectations of what pupils can do and they set challenging activities that involve a good range of learning activities to stimulate and motivate pupils. Basic skills are taught well to younger pupils and this sets a secure base on which pupils can build in their future learning. This is less successful in mathematics, where standards are not as good. In some lessons, the balance between teacher and pupils activity is poor. Teachers talk for too long and work too hard, whilst pupils are passive learners and are not given enough work to do to effectively consolidate learning. Teachers manage behaviour well, whilst fostering good attitudes and relationships.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The quality and range of opportunities for learning provided by the school are unsatisfactory for children in reception. For pupils in the Infant and junior classes they are satisfactory. However, provision for personal, social and health education is unsatisfactory. It lacks structure and is inconsistent across the school.
Provision for pupils with special educational needs	The provision is good. Clear procedures are in place to support the identification and assessment of pupils' individual needs. Individual education plans are carefully and thoughtfully prepared. The targets identify the main priorities.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Satisfactory. It is good for their, moral and social development. It is satisfactory for pupils' spiritual development but unsatisfactory for their cultural development.
How well the school cares for its pupils	The school shows satisfactory levels of care for its pupils. The arrangements for the welfare, health and safety of all its pupils are satisfactory, as is the day-to-day personal support and guidance for them. Although assessment procedures are satisfactory, they are not used well enough to plan appropriately challenging activities for all groups of pupils.

Parents have good views of the school. They are pleased with what it is doing for their children.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	This is good. The headteacher has been in the school for just over a year and in that time has effected a good level of improvement. This has been achieved with the good support of a hard working deputy head teacher who works closely with the headteacher. They have established a fresh and clear vision regarding school improvement, including raising standards. There are signs that this is having a positive effect. The school's aims are clearly reflected in its work.
How well the governors fulfil their responsibilities	Governors have good levels of involvement in the school. They are conscientious, well organised and now have a clear understanding of the school's strengths and weaknesses. They do not fully meet all their statutory responsibilities.
The school's evaluation of its performance	The monitoring and evaluation of the quality of teaching is satisfactory overall. It is good by the headteacher and deputy head teacher but there is insufficient subject specific monitoring by curriculum co-ordinators. Other aspects of whole-school monitoring are good and enable the school to establish appropriate targets to support effectively the good level of school improvement seen in the last year.
The strategic use of resources	The financial management of the school is good. The school takes care to ensure that spending is targeted well and linked to priorities in the school improvement plan. Close monitoring of spending decisions reflects the careful consideration given to the impact of financial commitments on standards. The school has satisfactory measures to ensure its spending achieves best value.

There is an adequate number of teachers and support staff and their qualifications and experience are appropriately matched to the learning needs of pupils of this age. However, falling roles mean that they have had to re-organise the school into mixed age classes. The accommodation is good, with some classrooms empty and providing good space for special educational needs support work. Resources are satisfactory overall, but weak in information and communication technology.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Children like school. • Pupils are expected to work hard, achieve their best and are making good progress. • The school is well led and managed • Behaviour of pupils in school. • The school is helping their children become mature and responsible. • They feel comfortable about approaching the school with questions or a problem. 	<ul style="list-style-type: none"> • Arrangements for homework. • Provision for extra curricular activities. • Information about how their children are getting on. • How closely the school works with parents.

The inspection team agrees with the positive comments made. They consider parents are kept very well informed about their children's progress, that the school works well with parents, provides a good range of activities outside lessons and that in comparison with schools generally, the work given to children to do at home supports their learning satisfactorily.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. In the National Curriculum tests at the end of Year 2 in 2002, results were average in reading, below average in writing and well below average in mathematics when compared to the national average and to similar schools. Results over the last few years have declined but there has been a sign of positive improvement in results in reading and writing this last year. However, standards in mathematics slipped back. At the end of Year 6, results in English were average. They were well below the national average in mathematics and science. When measured against similar schools, standards in English remained average and in mathematics and science were well below average. Results have generally remained similar to this for the last three years. When the results of these Year 6 pupils are compared with their scores at the end of Year 2 in 1996, they have made satisfactory progress in English but poor progress in mathematics and science. However, this last judgement should be interpreted with some caution. Because of the significant changes in the local housing situation, very few of the pupils currently in Year 6 were also in Year 2 in this school. The school has experienced a large number of pupils leaving or joining the school at other than the usual times. In the year before the inspection almost half of the school roll changed.
2. Children enter the Foundation Stage with standards of attainment that are below those expected for their age. They progress well in their personal, social and emotional development and in their physical development and reach the early learning goals for children in the Foundation Stage by the time they enter Year 1. However, in all other areas of learning, including communication, language and literacy and mathematics, they do not make enough progress and most do not attain the early learning goals. Their achievement is therefore unsatisfactory. This is a decline in standards reported at the time of the previous inspection. It must be noted that the school population is now significantly different and the attainment on entry is now below that expected for children of this age and therefore not as good as it was then.
3. The inspection findings for the current pupils in Years 2 and 6 indicate that attainment in English and science is average. In mathematics standards are below those expected for pupils aged seven and eleven. Attainment is as expected in all other subjects, except in art and design, where it is below national expectations and in religious education where it is below the expectations of the Locally Agreed Syllabus. The overall level of achievement is satisfactory. It is good in Years 1, 2 and 3 and satisfactory in Years 4, 5 and 6. There is no significant variation in the attainment of boys and girls. The progress of pupils with special educational needs is similar to that of other pupils and is satisfactory overall. They make similar progress to their peers and are well supported. The achievement of higher attaining pupils in mathematics is sometimes insufficient for them to attain the standard of which they are capable. This is because of a lack of sufficient challenge.
4. Standards in speaking and listening are as expected nationally by the end of both Years 2 and 6. Pupils listen well and this shows in the accuracy of their answers to questions. They have a satisfactory level of subject specific vocabulary and use this to explain themselves with suitable clarity in lessons such as science.
5. Standards of reading are average and pupils achieve well in Years 1 and 2 and satisfactorily in Years 3 to 6 when building and developing sound reading skills. By the end of Year 6, pupils are generally reading confidently and accurately. Higher attaining pupils use punctuation to help them to read with expression and are able to predict how a story might end. They use reference books in the library and know how to access certain information for research purposes. Pupils express preferences in the type of books they like to read and they can name their favourite authors and poets. The standard of writing is average. The presentation of work is of a good standard and reflects pupils' positive attitudes and pride in their work. Pupils write appropriately in a range of styles and for a range of purposes. They use paragraphs and punctuation properly and generally spell some longer words correctly.

6. In mathematics the general feature in different year groups across the school is that the higher attaining pupils are working at average levels rather than above those nationally expected for their age. Assessment data confirms that less than the expected number of pupils attains the higher levels in National Curriculum assessment tests. Middle and lower attaining pupils are working in class at levels close to this. Throughout the school, pupils have a sound knowledge of the different aspects of mathematics: number, shape, measurement and statistics. However, they have too little opportunity to practise, consolidate and use their learning and their recall after time is a general weakness.
7. In science pupils of all ages show a satisfactory and increasing understanding of all aspects of science. They know that science is about finding things out and they develop sound investigation and observation skills from an early age. Numeracy skills have been used effectively. Younger pupils for example measured and compared the lengths of shadows and represented their findings using block graphs. Most pupils have a satisfactory scientific vocabulary. They understand how to plan a 'fair test', explaining, for example, that some aspects have to be kept constant, while they may change one. By the time they are in Year 6, pupils use a variety of methods to investigate situations. They generate their own questions to investigate and predict the outcomes appropriately.
8. Pupils' attainment throughout the school in information and communication technology is in line with the standard expected for the pupils' ages. Progress over time has generally been satisfactory in the parts of the curriculum studied. They are given opportunity to develop their skills in all areas of the information and communication technology curriculum and reach expected standards. They are able to control operations and monitor sound using electronic sensors to capture data. They have work well with spreadsheets and are able to enter data and put in hidden formulae to make calculations for them. Some Year 6 pupils have prepared a power point presentation for the work done in geography on environmental care. This is as expected for pupils of this age and enriches their work in geography.
9. Attainment in religious education is below expectations. The pupils are given opportunities to explore different aspects of religion, but although work on faiths other than Christianity was undertaken during the previous school year, the pupils recalled knowledge and understanding is extremely limited. Standards in art and design are also below national expectations. Although pupils are given the opportunity to learn a suitable range of skills, they do not develop these to produce work of a high enough standard or that shows originality, flair or creativity. Their paintings lack sparkle because teaching fails to develop this aspect of their work satisfactorily.

Pupils' attitudes, values and personal development

10. Pupils' attitudes to school are good. They are happy to come to school to work and be with friends. From the earliest days they are keen to share their efforts and ideas with adults. In the best lessons pupils respond well to interesting teaching and are enthusiastic about what they are doing. For example, when they experimented to see which substances dissolve, and when they became totally involved in developing the moves for a 'weather dance'. The pupils with special educational needs also have positive attitudes to school. They respond confidently to planned activities that meet their needs.
11. Pupils behave well in lessons and about school. They are polite to adults and respond well to the teachers when directed. The inspection team supports the parents' views that behaviour is good. However, in the year prior to the inspection there were six fixed-period and one permanent exclusion, involving two pupils. The quality of pupils' attitudes and good behaviour has been maintained since the last inspection and relates to the good provision for social and moral development. The good and very good behaviour observed in lessons is a result of good classroom management, which ensures that pupils learn well. Pupils chat quietly with their friends at lunchtime and play happily, choosing construction toys or writing activities during wet playtimes. They respond well to midday supervisory assistants.
12. The variation seen in the quality of pupils' personal development relates directly to the quality of teaching. However, the quality of relationships between pupils and adults, particularly in the

younger classes underpins the whole atmosphere of good lessons. In the best lessons pupils are encouraged to work in pairs and within groups. In these good lessons pupils are given ample opportunities to work independently. Young ones moved sensibly about the room, testing for magnetic materials, for example. Partners discuss graphs and answer questions together about them. Pupils with special educational needs are dealt with particularly sensitively. All pupils are keen to please their teachers. Older pupils take an increasing level of responsibility in the school. Monitors in the library are conscientious about their job and those responsible for the recycling initiative are assiduous in their duties, remembering when to collect the daily waste and sort it before going home. The personal, social and health education policy is only just beginning to become established. As yet there are few opportunities for pupils to discuss the implication of their actions upon others and for them to fully appreciate how their views and actions affect other people.

13. Attendance is good and is above the average in most schools and there is no unauthorised absence. This has a positive impact on pupils' learning and personal development. Nearly all pupils arrive on time and, as a result, lessons start promptly.

HOW WELL ARE PUPILS TAUGHT?

14. Teaching is satisfactory overall. Good teaching in Years 1, 2 and 3 means that these pupils achieve well. Starting from a low base, they attain satisfactory standards by the end of Year 6. Teaching is unsatisfactory for children in the Foundation Stage, good for those in Years 1, 2 and 3, and satisfactory for those in Years 4 to 6. It is satisfactory in all subjects, except in art and design, where it is unsatisfactory. However, teaching is good for pupils in Years 1, 2 and 3 in English, science, geography, information and communication technology and music. Out of the 35 lessons seen one was excellent, seven were very good, eleven good, thirteen satisfactory and the teaching in three was unsatisfactory. All of the very good or excellent teaching was in Years 1, 2 and 3. This is an improvement on the previous inspection because there is a greater proportion of very good and excellent teaching and the proportion of unsatisfactory teaching has decreased.
15. Teaching assistants make a highly valued and significant contribution to the good learning of pupils in Years 1, 2 and 3. They work very well in partnership with the teachers and they are fully involved in planning. Because of this they know what their tasks are and they work very confidently and effectively with groups of pupils. When not directly involved with groups of pupils, such as when the teacher is talking during the introductions to lessons or in the summary at the end, the teaching assistants are fully active in supporting pupils who may find some difficulty in settling or in listening to the teacher. This enables the teachers to teach effectively, without disturbance or disruption.
16. Teaching for children in the reception class is unsatisfactory. There is not a good enough balance between child-initiated activity and teacher-focused groups and some activities are not sufficiently well structured for children to learn effectively. When for example, children were involved in imaginative role-play at the 'travel agents', the learning lacked sufficient structure until the class teacher became involved and directed the activity. At other times adults often act in a supervisory role, rather than becoming directly involved in activities with the children. When they do better learning takes place. This was seen when the direct involvement of the teaching assistant enriched pupils' learning through investigating ice as they were guided effectively in their discussions and observations on how the ice felt and what was happening to it. Children's work is not displayed to full effect to create a really stimulating and organised learning environment.
17. Teachers' knowledge and understanding of all subjects is satisfactory overall. It is good for younger pupils. Teachers have a good understanding of the National Literacy Strategy and this effectively supports the sound progress pupils make in English. Basic skills are taught well in Years 1, 2 and 3 and this is the time when pupils make their best progress in school. Secure basic skills in English are established during this time, and this enables pupils to make sound progress in all aspects of literacy. Observation and investigation skills in science are taught well and

prepare pupils to experiment successfully and make and to test hypotheses, such as when older pupils discussed ways of separating a mixture of different solids. Basic skills are taught satisfactorily in mathematics, but pupils are not always given sufficient opportunity to practise and consolidate them, so their command of basic skills is sometimes insecure. In information and communication technology skills are very well taught and this gives pupils confidence when working at the computers. Their good computer skills enable them to concentrate on new programs, rather than having to concern themselves with routine manipulation techniques. In science planning places a clear focus on practising and improving key skills. Teachers ensure that these build systematically on what the pupils know. Pupils learn how to use cutting tools safely in preparation for their food technology and this supports the work that follows very well.

18. Teachers' planning is good for younger pupils and satisfactory at the top end of the school. Planning in English is good throughout the school and effective implementation of planning leads to improved attainment. There are some good cross-curricular links between English and other subjects. For example in history, pupils write a diary of an Anglo-Saxon day and in religious education they describe a beautiful place they have visited. This helps pupils write in different styles and for different audiences, such as pen friends. A weakness in planning is that sometimes teachers plan too much for their own part of the lesson and this leaves pupils with too little time to consolidate previous learning and makes new learning less secure. In a physical education lesson, which was allocated 20 minutes, far too much was planned and the lesson became rushed with too few opportunities to practise and demonstrate. Similarly in some mathematics lessons, teachers talk for too long and do not give pupils sufficient opportunity to practice what they have learned. However, in the same lesson, time was taken to ask pupils to note in their books how well they thought they had learned during the lesson. This is good practice and helps pupils consider and be aware of their own learning.
19. Teachers' expectations vary. In classes for the younger pupils they are high, and teachers set challenging activities, using a range of methods such as discussion, investigation and observation as in geography or through written activities. In art, teachers' expectations of what pupils can do are not high enough and pupils are not given sufficient opportunity to develop creative elements of their work. All teachers have high expectations of pupils' behaviour. This means that the management of pupils is good. Teachers make their expectations of behaviour quite clear. Through a positive approach to behaviour management, teachers establish and maintain good standards of behaviour in lessons and positive attitudes. Relationships between staff and pupils are good and these also encourage good behaviour.
20. The teaching of pupils with special educational needs in their own classes is satisfactory. Individual education plans are well focused. Teaching assistants, including those with a particular responsibility for the pupils with special educational needs, make a good contribution to their learning.

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

21. The school provides a satisfactory curriculum that is broad and balanced. Teachers have worked hard to develop a long term curriculum plan that meets the needs of a changing school population and addresses the problems created by classes containing more than one age group of pupils. The school has taken external advice and is aware that still more needs to be done to resolve this issue satisfactorily. At the last inspection a key issue was to complete the schemes of work so that there is a clear progression of skills and knowledge in art and design, design and technology and information and communication technology. This has been done but in art and design the effective implementation of these schemes has not yet been ensured. The religious education curriculum does not ensure satisfactory learning about faiths other than Christianity, because the school schemes of work, an interpretation of the Locally Agreed Syllabus for religious education, is not yet complete.
22. The curriculum for children in the Foundation Stage is unsatisfactory. It is planned across the six areas of learning and children are involved in an appropriate range of activities. However,

records of children's experiences and their achievements are not used sufficiently to organise the day for small groups of children and provide the most appropriate learning experiences for them to make the best progress. There is not a good enough balance between child-initiated activity and teacher-focused group work.

23. Both the National Literacy Strategy and the National Numeracy Strategy support learning in English and mathematics satisfactorily. The Literacy Strategy has helped the school to maintain standards during a period of significant change. The school uses a variety of support materials effectively, including national and local guidelines, to enhance learning opportunities.
24. There is a good range of extra-curricular activities. There are netball, football and rounders clubs depending on the season. The school has a choir and two recorder groups. These activities enrich pupils' experiences of working within teams and effectively supports their spiritual development. The pupils also meet for a craft club, a nature club, an information and communication technology club, Morris Dancing and a group for pupils to hear stories. A number of visits enrich the curriculum including a residential stay for pupils in Years 5 and 6 that makes a good contribution to their social development. The school uses Tattershall Castle for historical and local studies and has good links with the local church. These activities satisfactorily support the pupils' cultural and spiritual development.
25. The provision for pupils with special educational needs is good. They have access to the full curriculum including extra-curricular activities. A feature of the good provision is that pupils receive regular individual help to meet the targets on their education plans. Gifted and talented pupils are not formally identified yet.
26. Arrangements for the pupils' personal, social and health education are unsatisfactory. The school is aware that much work is needed to develop this area. Since the school nurse left the school's programme of sex education has not been delivered to the older pupils.
27. The school has satisfactory procedures for ensuring equality of opportunity. All pupils have access to the life and work of the school, but there are some unresolved issues about the curriculum for Year 2 pupils where some pupils work with Year 1 and others with Year 3. The school meets statutory requirements in terms of its racial equality policy and does not tolerate abuse or bullying of any kind.
28. The school has good links with the community and partner institutions to support pupils' learning. There are strong links with the National Trust, which sponsors a partnership between Clinton Park School and a school in Worksop. The school organises curricular workshops for parents such as the one recently held on reading. There is also a good link with the local twinning association, which has a link with Brulon in France. This has resulted in a visiting speaker talking to junior pupils and it is hoped that some families will host children from France, thus broadening pupils' cultural experiences.
29. The provision for spiritual, moral, social and cultural development is satisfactory overall. The provision for spiritual development has been maintained since the previous inspection and is satisfactory. Assemblies are interesting and varied and provide both peaceful and exciting opportunities for pupils to reflect upon their behaviour and values. Young pupils will remember how they played 'The Price is Right', suspending disbelief while their teacher became the noisy presenter, but realising that some things were priceless – a special teddy and a calendar made by a loved one. Thoughtful approaches to hymn singing, where children have learned to sign as well as sing, are the result of sensitive planning for assemblies. Pupils have satisfactory opportunities to reflect upon what has happened to them in prayer time. The personal, social and health education curriculum has yet to become fully operational. In those classes where work is being done, there are some good opportunities to look beyond the everyday experience, through considering safe and dangerous places and in science, thinking of materials as coming from 'the world as a box of treasures'.
30. Provision for social and moral development is good, as at the time of the previous inspection. This is reflected in the quality of pupils' behaviour. Pupils share school rules, which are linked to

the aims of the school and in those few cases where it is necessary, the school behaviour policy is enforced effectively. In those good lessons, where pupils work well together, they are beginning to realise why their actions are important to others. Pupils are encouraged to respect property and this is reflected in the presentation in pupils' own books and by the quality of display of their work. The older ones are particularly aware of their environment and are attentive to their tasks when given the opportunity to collect waste materials for recycling, including waste paper. Good opportunities have been given to these pupils to contribute towards the design of the planned outside learning environment and their suggestions and detailed plans are displayed prominently.

31. Provision for pupils' cultural development is unsatisfactory. Pupils have had the chance to display their skills in Morris Dancing to the local community and are encouraged to participate in charitable projects for UNICEF and to support a village in The Gambia. Posters that indicate the unity of children around the world and introduce the ideas of different languages support the school's values. The history curriculum allows pupils to discover information about their local community and the nearest city, Lincoln. They also have the chance to extend their understanding of the Viking era, by listening to a visiting storyteller. Pupils have sufficient opportunities to support their own local culture. Planning to incorporate the celebration and understanding of other cultures within the wider curriculum is at an early stage of development. Consequently the provision for cultural development is at present unsatisfactory and not as good as at the time of the previous inspection.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

32. All staff are dedicated to the pastoral needs of their pupils. This together with the staff's open, friendly and caring approach ensures a good level of pastoral support and guidance is provided, as at the time of the previous inspection. Parents believe this is a pleasant school in which pupils are happy and inspection findings support this view. Teachers and other staff know pupils well and although informal, the monitoring of their personal development is satisfactory. The support and guidance for pupils who have special educational needs is satisfactory. Teachers and teaching assistants know the pupils well and show real concern for their welfare.
33. Procedures for child protection are satisfactory and suitable systems are in place to deal with any situations that may occur. All staff have been involved in drawing up a suitable policy. This was an issue at the previous inspection, which the school has put right. There is suitable liaison with outside agencies to support pupils' wellbeing and academic progress. This ensures that additional help is available when needed. The caretaker, who reports to the governors premises committee, makes regular checks of the premises. Issues arising are recorded in the meeting minutes and dealt with promptly and effectively.
34. Regular safety checks of equipment are completed and fire drills, which are carried out each term and are carefully documented. However, formal risk assessment (which is a statutory responsibility) is not yet complete. The current documentation does not show a full and accurate awareness of any risks to pupils' safety and the steps taken to prevent and control such situations.
35. First aid procedures are implemented satisfactorily. The school has made arrangements for all staff to have training in the summer term so they can respond appropriately to incidents requiring first aid treatment. The school has a suitable medical room and effective procedures are in place for recording accidents and informing parents. Procedures for monitoring and improving attendance are good. Administrative arrangements are very efficient. The transfer of information in attendance registers to electronic data enables the school to track absence quickly and efficiently.
36. Procedures for monitoring and promoting good behaviour and eliminating oppressive behaviour are good. All staff are firm, fair, consistent, kind and caring. This, together with the school's 'golden rules', ensures the good behaviour seen during the inspection and reflects the effectiveness of the school's approach to behaviour management.

37. The school's procedures for assessing pupils' attainment and progress are satisfactory and the school has a great deal of information about the pupils' progress in the core subjects of English, maths and science. A key issue in the last report was to develop assessment procedures which are used to inform planning so that work is consistently matched to ability and all pupils are appropriately challenged. These procedures are now satisfactory although assessment is not yet fully used to support planning. The last report identified the need to develop effective assessment procedures in art and design, and information and communication technology. More work is still needed in these areas. Assessment of pupils with special educational needs is used effectively to inform parents of pupils' progress and the targets in their individual education plans are modified appropriately.
38. Many assessment tasks are carried out in the Reception class. The adults in the class get to know their children well and the children are happy. The day-to-day observations of personal development are done well and stored to establish a good profile of what children can do. However, this extensive collection of planning documents and assessment material is not yet used effectively to organise the day for small groups of children and provide the most appropriate learning experiences for them to make the best progress.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

39. The school has a good partnership with parents. Overall this is a similar picture to that found at the time of the last inspection. Parents receive very good quality information, including reports on their child's progress, which have targets for pupil's improvement.
40. Parents speak highly of the care and support provided by teaching staff and feel comfortable about approaching the school with questions and any problems. They rightly believe the school is well led and managed.
41. The school takes appropriate steps to consult parents about issues that affect them. For example, parents have been consulted over the aims and values of the school and a draft proposal for homework was sent to them for their comments. This was used to inform the revision of school policy in these two areas. The school reports a variable response to these initiatives but feels that parents are getting used to being consulted and that the response is improving.
42. Parents of pupils who have special educational needs are kept well informed. They are involved in meetings at which the pupils' progress is discussed, although not all attend. The school is beginning to involve pupils in meetings when their progress is reviewed and this helps pupils to understand better how well they are learning.
43. Parents are provided with very good quality information about the school through regular newsletters, general correspondence, the school brochure and the governors' annual report. This gives a clear overview and covers all school activities throughout the year. A particularly good feature of school communications is that each term parents are given an outline of themes to be covered in all subjects, an innovation since the previous inspection. Also children's individual targets are sent home to parents. This information gives parents an opportunity to give practical support to their children's learning at home. Pupils' annual reports are of very good quality and fully meet statutory requirements.
44. The contribution of parents in their children's learning at school and at home is satisfactory overall. A few parents support learning, for example by assisting in classrooms and with other various activities. A small number of parents also record comments in children's reading books, and this helps to inform teachers further of any concerns or strengths. Additionally, the school values the support provided by the parent teacher and friends association. A small but dedicated and very active committee organises a range of social and fund-raising events, which are well supported by the parents. The monies raised make a significant and highly valued contribution to school resources, which are of benefit to the pupils.

HOW WELL IS THE SCHOOL LED AND MANAGED?

45. The leadership and management of the school are good. The leadership shown by the headteacher is a strength of the school. She has moved the school forward significantly since she was appointed a year and a half ago. At that time, with the assistance of the local education authority link advisor, a review of the school was conducted and fundamental weaknesses in important areas of the school were identified. At the time of her appointment, the RAF moved many of its personnel out of the area and out of the married quarters adjacent to the school. This led to falling rolls situation and the need for fewer teaching staff which in turn led to the reorganisation of teaching groups into mixed-age classes and a subsequent leading to a review of the curriculum. Although some curriculum issues still have to be addressed, the school is on the right path to move forward even further and there are already signs in improving standards. In addition to this, the headteacher identified areas for improvement, some in many key areas of school provision. These included the quality of teaching and learning, standards of attainment and the achievement of pupils, the curriculum, assessment, school development planning, team building, the learning environment, resources and grounds. Despite the seemingly mountain of tasks, improvement is now evident. These changes have been managed very well and the school has come through a difficult period because of the headteacher's perceptive viewpoint and secure forward planning. The staff, the governing body and the parents express confidence in her leadership and management of the school.
46. The headteacher works well with the deputy headteacher as a senior management team. Because three staff left the school, areas of responsibility were left vacant and the roles and responsibilities of the staff have therefore been revised and rationalised. The headteacher's leadership style is to delegate and to monitor performance. This encourages professional development for staff in which they are able to develop skills to improve performance and career prospects. Because of the small number of staff, teachers including the headteacher, have to co-ordinate a number of areas. Subject co-ordination is still a developing area and is satisfactory in most subjects. However, there are still significant areas to develop including art and design, religious education and information and communication technology.
47. The provision for the pupils with special educational needs is managed well. The pupils' progress is monitored regularly so that they are provided with appropriate tasks and to ensure that they are making suitable progress. The introduction of a computer program to help to write the pupils' individual education plans has been successful and has improved their quality. The governor with responsibility for special educational needs is supportive.
48. The monitoring and evaluation of the school's performance is satisfactory overall. The headteacher has carefully monitored where the school's strengths lie and where there is a need for improvement. The good quality school development plan contains quite a long list of things to do and it indicates a comprehensive and honest analysis of where the school is and what is needed to be done to move forward. There are secure links into the school's aims and values for all priorities, which guides the ways in which these priorities will be achieved. The format of the plan ensures it is manageable and supports the effective evaluation of its success well. Progress towards achieving the targets is carefully monitored by the headteacher and other staff responsible for different targets. It is a well-constructed plan that reflects what the school is trying to achieve in its development and improvement.
49. The monitoring and development of teaching is satisfactory. The headteacher and deputy head teacher observe lessons and then provide written feedback and action points based on identified strengths and weaknesses. The next stage in the development of this process is to rigorously follow up these action points. There is a timetable for enabling curriculum co-ordinators to monitor teaching in their subjects and recently the information and communication technology curriculum co-ordinator observed teaching whilst the headteacher taught his class. Other useful monitoring procedures include gathering assessment data, looking at pupils' books and monitoring of planning. Although a good start has been made in monitoring the performance of the school, there is still some work to do. The monitoring procedures have not yet been sufficiently effective because there are still inconsistencies in provision, such as teaching, and in outcomes.

50. The work of the governing body is now satisfactory. Following the receipt of the report following the review by the headteacher and the local education authority advisor, the governors reviewed their own performance and they are now developing their role under the present leadership. They continued to work in committees and have taken on some individual responsibilities such as for health and safety and for special educational needs provision. In the past the governing body were unaware of standards that were slipping and this led to less improvement since the last inspection than might have been expected. However, with their current approach, improvement is now evident. They have taken an active and important role in managing the difficulties of the last few terms. They are, in conjunction with the headteacher, planning strategically, which is further linked to finances and financial projections. They now need to establish more rigour in analysing how well the school is doing by establishing value for money and by looking at performance data. They have become more searching and questioning in their demands and now have a much greater knowledge and understanding of the school and a growing awareness of where the school is and what needs to be done. They are also aware of the limitations placed on the school by falling rolls and the subsequent drop in funding. The headteacher works closely with the governing body and informs them of what is happening.
51. The governing body does not fully meet their statutory requirements since sex education is not provided in line with the governors' statement and risk assessments are not yet complete.
52. Financial management is good. Because of the unpredictable situation regarding the future number of pupils on roll, long-term financial planning and the commitment of funds is difficult, with many options having to be explored. However, the governing body and senior management team do their best in difficult circumstances. Through redundancies and achieving a reduction in teaching staff, the governing body brought the school back to a secure basis from which they could move forward. They are appropriately cautious in their projections for the short-term future and are not overly optimistic about growth. All funds available are used appropriately. Because finance is limited, the governing body is aware of the need for prudence and careful spending. They seek the best value before spending decision are made, but they are not yet rigorous enough in assessing value for spending when reviewing cost effectiveness and its impact on provision and outcomes.
53. There is an adequate number of teachers and support staff and their qualifications and experience are appropriately matched to the learning needs of pupils of this age. However, because there are fewer teachers now, the school has had to re-organise into mixed age classes. It is coping satisfactorily with this new arrangement and there are signs of improving standards. Performance management procedures are fully in place and all staff have targets that are related to and effectively support school improvement. The headteacher is the team leader for all staff. Their professional development is closely linked to the school development plan and to school need. The local headteacher's cluster group shares some staff development and sporting events that benefit teacher's professional development. The performance management for the headteacher is up to date and her own targets, set by the governing body, effectively guides her approach to managing school improvement. Induction procedures for newly qualified teachers and teachers new to the school are all in place and are effective, in helping these teachers to settle well into the school and the profession. The current newly qualified teacher has the deputy headteacher as mentor and she receives her full entitlement of induction procedure. The school is an effective provider of training opportunities for work experience.
54. The adequacy of the accommodation is good, both indoors and outdoors. Recent improvements include a new reception area and changes to the offices, thus improving school security and administration arrangements. Extensive work is currently being carried out on the exterior of the building. For example, replacement of all window frames, panelling and outside doors. The caretaker makes a strong contribution to the life of the school through his knowledge of health and safety matters, carrying out maintenance and minor repairs and ensuring that the premises are kept clean and orderly. Outside, there are two hard surface playgrounds marked out for children's games and a large grassed area with sufficient room for both hockey and football pitches. There is also a nature area with a pond, log seat and sundial, which further enhances the learning environment. Although children in the Foundation Stage do have the opportunity to

develop their outdoor physical skills, there is no dedicated space for these activities. The accommodation has a disabled toilet and all entrances are sloped for wheelchair access.

55. Overall resources to support teaching and learning are satisfactory except for information and communication technology where they are unsatisfactory because the school lacks a sufficiently large bank of computers in one place to support effective class teaching. The use of resources in physical education is good.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

56. To improve the standards and the quality of education, the governing body, headteacher and staff should :

(1) Raise standards in mathematics, art and design and religious education.

In mathematics by: *

- Providing more opportunity for pupils to practise and consolidate their learning;
- Extending opportunity for pupils self-evaluation of their work;
- Rigorously using assessment data to focus tasks and make them more challenging;
- Raising teachers' expectations of what all pupils can do.

In art and design by: *

- Raising the profile of art and design in the school;
- Improving curriculum co-ordination;
- Developing and implementing a long-term plan and a whole school scheme of work;
- Teach art and design skills more effectively;
- Seek opportunities in other subjects to practise skills.

In religious education by: *

- Improving curriculum co-ordination;
- Complete the school schemes of work consistent with the locally agreed syllabus for religious education;
- Allocate time for staff training.

and by monitoring the development and the quality of teaching and learning in each of these subjects.

(paragraphs 1, 3, 9, 17, 18, 21, 23, 37, 46, 74 – 82, 89 – 93, 120 – 123)

(2) Improve provision in the Foundation Stage to ensure better progress by developing the teacher's knowledge and understanding of the early years' curriculum in order to:

- Review the structure of the day to provide a better balance between child-initiated and teacher-led activity by tracking children's activity and experiences;
- Review the curriculum and its organisation to ensure that the best learning experiences are provided for the whole age range.

(paragraphs 2, 16, 22, 38, 57 – 66)

(3) Further develop the role of the curriculum co-ordinators to help raise standards by: *

- Ensuring the development and implementation of schemes of work for all subjects;
- Increasing the effectiveness of the monitoring role.

(paragraphs 46, 48, 49, 73, 82, 88, 93, 98, 105, 109, 114, 119, 123)

(4) Ensure that the governing body fully meets statutory requirements with respect to the provision of sex education and risk assessments. *

(paragraphs 26, 34, 51)

The governors should also consider the following minor issues for inclusion in their action plan:

- Ensure that frequent opportunities for pupils' cultural development are planned into the curriculum.

(paragraphs 24, 28, 29, 31)

- Establish and implement a coherent and effective personal, social and health education scheme of work for the whole school. *

(paragraphs 26)

- Providing a secure outdoor learning area for children in the Foundation Stage.

(paragraphs 54)

(The starred issues are recognised by the school and are included in the three-year development plan.)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	35
Number of discussions with staff, governors, other adults and pupils	33

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	1	7	11	13	3	0	0
Percentage	3	20	31	37	9	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 three percentage points.

Information about the school's pupils

Pupils on the school's roll

	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	N/a	138
Number of full-time pupils known to be eligible for free school meals	N/a	10

FTE means full-time equivalent.

Special educational needs

	Nursery	YR – Y6
Number of pupils with statements of special educational needs	N/a	1
Number of pupils on the school's special educational needs register	N/a	24

English as an additional language

	No of pupils
Number of pupils with English as an additional language	4

Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	18
Pupils who left the school other than at the usual time of leaving	46

Attendance

Authorised absence

	%
School data	4.7
National comparative data	5.4

Unauthorised absence

	%
School data	0.0
National comparative data	0.5

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

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

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 1 for the latest reporting year	2002	10	7	17

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	9	9	9
	Girls	6	7	7
	Total	15	16	16
Percentage of pupils at NC level 2 or above	School	88 (69)	94 (66)	94 (90)
	National	84 (84)	86 (86)	90 (91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	9	9	9
	Girls	6	7	4
	Total	15	16	13
Percentage of pupils at NC level 2 or above	School	88 (66)	94 (90)	76 (86)
	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)

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 2 for the latest reporting year	2002	4	12	16

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	1	1	1
	Girls	10	10	10
	Total	11	11	11
Percentage of pupils at NC level 4 or above	School	69 (71)	69 (58)	69 (74)
	National	75 (75)	73 (71)	86 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	1	1	1
	Girls	10	10	10
	Total	11	11	11
Percentage of pupils at NC level 4 or above	School	69 (71)	69 (61)	69 (76)
	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	120	6	1
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	0	0	0
Asian or Asian British – Bangladeshi	0	0	0
Asian or Asian British – any other Asian background	0	0	0
Black or Black British – Caribbean	0	0	0
Black or Black British – African	0	0	0
Black or Black British – any other Black background	0	0	0
Chinese	0	0	0
Any other ethnic group	0	0	0
No ethnic group recorded	0	0	0

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

Teachers and classes**Financial information****Qualified teachers and classes: YR – Y6**

Total number of qualified teachers (FTE)	6
Number of pupils per qualified teacher	21:1
Average class size	25

Education support staff: YR – Y6

Total number of education support staff	4
Total aggregate hours worked per week	84

Qualified teachers and support staff: nursery

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

FTE means full-time equivalent.

Recruitment of teachers

Number of teachers who left the school during the last two years	3.1
Number of teachers appointed to the school during the last two years	1
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	1
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 year	2001/02
	£
Total income	354320
Total expenditure	354585
Expenditure per pupil	2362
Balance brought forward from previous year	27870
Balance carried forward to next year	27605 (8.4%)

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	124
Number of questionnaires returned	50

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	54	36	6	2	2
My child is making good progress in school.	40	52	8	0	0
Behaviour in the school is good.	30	56	6	0	8
My child gets the right amount of work to do at home.	24	42	30	4	0
The teaching is good.	42	48	8	2	0
I am kept well informed about how my child is getting on.	34	46	18	0	1
I would feel comfortable about approaching the school with questions or a problem.	48	48	2	2	0
The school expects my child to work hard and achieve his or her best.	60	34	6	0	0
The school works closely with parents.	28	48	16	4	4
The school is well led and managed.	34	56	4	2	4
The school is helping my child become mature and responsible.	30	60	6	0	4
The school provides an interesting range of activities outside lessons.	34	38	20	2	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

57. In the Foundation Stage there are currently 20 children full time in the Reception class and nine full-time in a pre-reception group who started school in January this year. Children come to school during the year before they attain the age of five. This means that some can spend up to five terms in the early years' class. School records, which contain national and local education authority's assessment data, show that their attainment on entry is below average.
58. The youngest children make sound progress as they mature and experience activities during their initial period in school. They continue to achieve well in the areas of personal, social and emotional development and physical development, and in these aspects of the curriculum most will attain the early learning goals at the end of their stay in the Reception class. However, the progress made in the Reception year is not sufficiently good to enable most children to reach the early learning goals in communication, language and literacy, mathematical development, knowledge and understanding of the world and creative development by the age of five. This means that pupils make unsatisfactory progress overall. This marks a decline in standards attained by the age of five since the last report, although it must be noted that there has been a significant change in the socio-economic circumstances of the school and children's attainment on entry.
59. Although some satisfactory teaching was observed during the inspection, teaching overall is unsatisfactory. There is a lack of well-targeted teaching for small groups because assessment data is not used well to plan daily classroom activities and to target small groups of particular children. The balance between teacher focused and child initiated activity is unsatisfactory because the organisation of the school day and the planning of activities are not sufficiently structured to establish good learning opportunities for all children. As a result they do not always understand what activities they are expected to take part in. Some of the activities are not sufficiently well structured for children to learn effectively. For example, when involved in imaginative role-play at the 'travel agents' children did not have rehearsed roles to play, and the play was haphazard until the class teacher became involved and directed the conversation. Adults often act in a supervisory role, rather than becoming directly involved in activities with the children. When this does happen however, better learning takes place. For example, under the direction of the teaching assistant children were experiencing 'icebergs' in the water tray. They were encouraged to discuss how the ice felt and what was happening to it as it got warmer and different ice patterns and crystals were exposed. Although the room contains a large quantity and variety of work completed by the children, it is not always displayed to its best advantage to provide a really stimulating and organised environment. The termly intake arrangements disrupt the smooth running of the classroom, because of the difficulty found in initially establishing a benchmark from which to progress.
60. The class teacher has daily contact with parents and is always available for discussions at the beginning of the school day. Children take books home to share and comments are usually added by carers at home. This is carefully done and records kept well. Parents and carers settle their children in the mornings in a relaxed atmosphere and help them to get ready for physical education one day each week. Children visit the class before starting school, but at the moment there are no parents meetings before the children start in the Reception class, although regular parent interviews are well attended later in the year. Children with special educational needs are identified as soon as the teacher is certain that developmental issues linked to maturity have been overcome.

Personal, social and emotional development

61. Children make good progress in this area of the curriculum and most will attain the early learning goals by the end of the Reception class. This is a strength of the Foundation Stage provision and appropriate emphasis is placed on the personal, social and emotional development of the children. When children first enter the pre-reception group, staff work hard to help the children to develop

their social skills, their self-esteem and to settle into working and playing with other children. This results in the children making good progress in this aspect of their learning. This continues through the Reception year and as a result of the sound teaching, with some strong aspects such as adult support and care, the children will have met the required goals by the time leave the reception class. This includes those children who have special educational needs. However, there are insufficient opportunities for children to choose their own activities, and therefore to become independent learners. Children are happy to come to school and begin to learn how to play alongside each other. They are friendly and open. They are happy to share their experiences with visitors and teachers alike. The good behaviour and attitudes seen in the main part of the school are reflected in this class. However, occasionally children call out when the teacher is talking to the group, such as when they were being told about making their dragon hats. Children can care for themselves, knowing when to wash hands and wear aprons, and they are beginning to learn how to get themselves ready for physical education. They move sensibly about the school and join in activities with the older children, by attending assemblies for example. They share a working area with the next class so their transition to the main school is smooth.

Communication, language and literacy

62. Children achieve satisfactorily over their time in this class but, because of the low starting point, most will not attain the early learning goals in this area. Teaching is not sufficiently focused upon what children know and can do, so that the next steps in learning can be clearly identified. Usually the Reception group is taught as a whole and this does not provide suitable challenge for all the pupils, because of the size of the group and the wide range of learning needs of these children. However, during the class sessions, good use is made of discussions to extend children's vocabulary that is relevant to the activity. Children communicate orally with each other, but they sometimes lack sufficient support. For example, the quality of their spoken language in the role-play area greatly improved when the teachers joined in and helped children out. Children generally listen well, but they are not always clear about what is expected and at times, they do not listen to what others are saying. This is either due to a lack of clarity in the instructions given or to their lack of understanding. They enjoy listening to stories, freely share their opinions and predict what is going to happen next. Children are beginning to recognise some letters, and the most able are beginning to form these letters correctly in order to make words. There are some opportunities for copy writing and free writing, but these are not always developed through suitably structured play activities or through well-organised group teaching. The most able children can recognise some words and are beginning to read, using pictures to help them. As yet, they are not using their understanding of letter sounds to help them build new words.

Mathematical development

63. Children achieve satisfactorily over their time in the class, but only a few will attain the early learning goals at the end of the year. Children have frequent opportunities to count, as when making their snowman number line and they are becoming proficient at counting as a group and as individuals. They are also given opportunities to match objects, using pairs of snowmen, when running to find a partner in the playground and matching the same boots on their weather display. They were given the opportunity to compare the heights of two children in the class. They compared the heights directly and used the words taller and shorter accurately. The teacher extended the understanding of comparative length by asking the children to guess how many straw lengths would make length of the door. However, children were given insufficient opportunity to consolidate their early skills of comparison and their guesses were inaccurate. Children can reliably recognise simple two-dimensional shapes and make pictures with them. Commercial workbooks are used satisfactorily to record number work and the most able children can only add one and two to a given figure. Teachers have not identified how mathematics can be taught effectively within all the activities that they provide and areas of teaching in mathematics, such as practical consolidation of learning, have weaknesses. This was seen when they were asked to estimate how many straw lengths made the size of the door. This used spatial knowledge outside of their understanding and demonstrated the unsatisfactory teacher's understanding of how children learn.

Knowledge and understanding of the world

64. In this area most children do not attain the early learning goals by the age of five, although they achieve satisfactorily from the start of school. Well-planned and useful activities are provided for children to use their senses to investigate. For example, groups of children were given the opportunity to add salt and food colouring to balls of ice to enable them to study the formation of ice crystals shown by the food dye and to see what happened to the ice when salt was added. However the observations gained from this experience were not developed sufficiently to ensure that all children could articulate what they had seen and to share the remarkable observation of 'crackling ice' made by one of the older children. Children have the chance to use computer and are beginning to use cursor keys and a mouse to select and move objects. They use computers satisfactorily to work on activities to consolidate their number knowledge and understanding in an appropriate mathematics programme. However, the computers are not always ready for use, and one is often switched off. To support their work in design and in science, children are given the opportunity to join objects together, and make musical instruments like shakers.

Physical development

65. Children make good progress here and most will attain the early learning goals at the end of Reception. Although there is no designated secure outside learning area, children do have daily opportunities to run, jump and use wheeled toys, thus developing their physical skills well in this area of learning. They improve their balance and understanding of space well, through sessions in the hall for dance and gymnastics, which they enjoy. They interpret music through movement well with appropriate lead and demonstration by adults, they create movement showing appropriate levels of physical body control. They have suitable opportunities to use scissors, pencils and crayons in the classroom to develop fine motor skills, which they do satisfactorily. However, the majority found great difficulty in cutting out paper circles from a template to make their snowmen. Very few children were able to cut out the circles accurately.

Creative development

66. Pupils achieve satisfactorily in this area but do not make sufficient progress to attain the early learning goals. They are given opportunities to develop their creativity using different materials such as paint, glitter and white paint to make Jack Frost pictures. They also have some chances to make collage and experiment with different textures by making rubbings with wax crayons. However, their skills are not developed in a progressive manner, so that there are few examples of representational pictures seen or evidence of improving skills with brushwork, colour mixing or printing. Their creative response to music is good in dance. Children make better progress with imaginative play in the house or the travel agents, when an adult leads their discussion and conversation, rather than when they work without adult support.

ENGLISH

67. The results of the 2002 end of Key Stage 2 tests show that the pupils' attainment is in line with the national average and is average in comparison with pupils in similar schools. A feature of the results is that the proportion of pupils gaining the higher level is well above average. The inspection findings indicate that the progress of pupils, including those with special educational needs, in Years 1, 2 and 3, is good, and it is satisfactory for all pupils in Years 4 to 6 because of the quality of teaching. The last inspection report said that attainment was in line with national expectations at the end of Years 2 and 6. This is still the case so progress over time is satisfactory and standards have been maintained although the school has undergone a period of considerable change.
68. Standards of speaking and listening are in line with national expectations at the end of both Year 2 and Year 6. In most lessons, pupils of all ages and abilities listen well and this is reflected in their appropriate answers. Occasionally, pupils with behavioural difficulties find listening difficult, but this is very well managed, both by the teachers and the teaching assistants. A good example of the development of speaking skills was seen in a Year 2/3 science lesson, where the

teacher planned for and then pupils described materials using words like 'rigid' and 'stretchy'. They understood 'transparent, opaque and reflective' and the teacher insisted that they express their thoughts in complete sentences. A higher attaining pupil in Year 6 referred to the 'natural sounding dialogue' in the passage under discussion.

69. Standards of reading are in line with expectations at the end of each key stage. The teaching of phonic skills and spelling is good for Key Stage 1 pupils. In Year 1 pupils practise building up words with increasing confidence, while lower attaining Year 2 pupils work on spelling common words. Higher attaining pupils are secure in their reading skills. They use punctuation to help them to read with expression and are able to predict how the story might end. They know how to use reference books in the library competently and the support they receive at home benefits them through the additional practice and the confidence that this brings. Average readers read quite accurately, and are fluent and expressive. Lower attaining pupils know most of the vocabulary in stories, can identify characters and have some sense of punctuation, knowing how to use it to add interest and expression to their reading. However, they make some errors and the level of accuracy in their reading has weaknesses. In Year 6 readers of all abilities know how to retrieve information from reference books and some have used the Internet. They enjoy the stories of J K Rowling and Roald Dahl and a pupil named Michael Rosen as her favourite poet. Above average readers give very good accounts of the story of favourite characters in a challenging text written by Philip Pullman. Reading is supported generally well at home and through membership of a local library. The small library provides a good focal point in the school and it is appropriate that the story club meets there. A meeting has been held to explain the school's reading policy to parents so that they can better help their children.
70. The standard of writing is in line with national expectations. The presentation of the pupils' work is of a good standard and reflects their positive attitudes and their pride in their work. They are taught to join their letters from an early stage and pupils practise this in all subjects. At its best the pupils' writing extends their understanding of writing for a range of purposes. Higher attaining pupils in Year 6 write imaginative stories, which use direct speech confidently and accurately and show a good ear for dialogue. Higher attaining pupils in Year 4 are beginning to use paragraphs and spell some longer words correctly. Above average writers in Year 2 understand the conventions of fairy stories when retelling the story and use more adventurous vocabulary like 'explained' and 'accident' in their writing.
71. The teaching and learning seen ranged from excellent to satisfactory and is satisfactory overall. It is good for pupils in Years 1, 2 and 3 and satisfactory for older pupils. Teachers mark the pupils' work conscientiously and often add encouraging comments. However, the marking is not usually linked to the lesson objectives or to National Curriculum targets so pupils are unaware of what they need to do to progress further. Teachers have a secure knowledge of the National Literacy Strategy but more flexible use of it would enable the pupils to make more progress in improving standards of writing. In an excellent lesson in Year 1 and 2 the pupils were lost in a moment of awe and wonder as the teacher came in with her face covered with the mask of a fish and recited a poem to them. This enhanced their spiritual development. Very good use of her voice helped to focus their learning. This was shown by the way in which they moved to demonstrate the pride of the angelfish. In an otherwise satisfactory lesson, the teacher talked for too long at the start of the lesson and the pupils had insufficient time to write their own responses. Teaching assistants support the teaching of literacy well, both in their partnership with the teachers and through the additional literacy strategy and the further literacy strategy. The subject makes a good contribution to the pupils' cultural development. An example is in Year 4/5 when the pupils had written a book review of 'Kensuke's Kingdom' by Michael Morpugo.
72. Some good cross-curricular links are apparent with religious education, which give pupils good opportunities to write in different styles and to develop the expressive aspects of their writing. A pen friend link encourages better writing of letters. Apart from this there are insufficient other opportunities planned to give pupils the opportunity to practise their writing in a wide range of different contexts, and to give greater depth to their learning in subjects other than English. This also has a negative impact on their cultural awareness.

73. The co-ordinator has a very good background in the subject and a good understanding of what needs to be done to raise standards further. A wide range of data is available to monitor the pupils' progress including the results of reading tests. However, the systematic monitoring of teaching and learning is not yet established in the school so the curriculum co-ordination is satisfactory. Information and communication technology is not planned sufficiently for the pupils to draft, correct and print their own work regularly. Resources are satisfactory. A theatre group has visited the school and taken workshops for the pupils, developing their drama skills well.

MATHEMATICS

74. The standards in mathematics are below average compared with those expected from most seven and eleven year old pupils. This is an improvement from the 2002 national tests and tasks where pupils performed at levels well below those expected nationally. It is, however, a decline in standards from the previous inspection when they were judged to be average. This difference reflects the changing profile of the school, with attainment on entry being below that reported at the time of the previous inspection. All pupils, including those with special educational needs, achieve satisfactorily.
75. There are not enough pupils achieving the higher levels by the ages of seven and eleven. Teachers plan work to meet different needs within their classes, and use assessment information satisfactorily to identify areas of strength and where standards need to be improved. This process however is recent and has not yet had enough time to raise standards to nationally expected levels, but there is indication that standards are improving. Teachers spend a great deal of time in lessons instructing pupils. Consequently, pupils have insufficient time to practice and consolidate what they have learned before moving on to the next stages. This means that they are insecure in their knowledge and understanding and often forget what they have learned.
76. By Year 2, the most able pupils know how to calculate odd and even numbers. They are developing their ability to recognise the relationship between addition and multiplication and they work out the answers to their own simple multiplication sums by repeated addition. There is some evidence that they are beginning to be able to recall easy multiplication bonds, but they are not fully confident in their answers. Year 2 pupils in the Year 1 / Year 2 class are still securing their knowledge and understanding of numbers that are 1 greater than and less than numbers up to 50. Higher attaining pupils manage this, with some support from the teachers or teacher assistants, but their understanding is not secure and some pupils lack confidence in their own calculations. This is work of a standard expected from younger pupils. Year 2 pupils in the Year 2 / Year 3 class are working at higher levels. Higher attaining pupils in this group used a burger bar menu, with prices of different items up to 10p and were finding out what the most expensive and cheapest three course meals consisted of and how much their favourite meal would cost. This smaller group of pupils responded well to the challenge and was working at nationally expected levels for their age. Scrutiny of pupils' workbooks shows that in Year 2, they know about lines of symmetry in simple shapes and they know the names of basic shapes such as circles and squares. They have been introduced to time and higher and average attaining pupils tell the time to a quarter hour, whilst lower attainers tell the time to the hour. Higher attaining pupils measure the lengths of lines using centimetres, but average and lower attaining pupils are still measuring by directly comparing the weight and lengths of two objects, work typical of younger children.
77. By Year 6, the most able pupils work at the nationally expected levels for their age, but not the level expected for their ability. Work samples show that they are getting most of their work correct, with very few mistakes, indicating that these pupils could cope with harder and more challenging work. This was seen in a Year 6 lesson, when they were learning how to divide 3 digit numbers by two digit numbers. At one point the explanation and working being demonstrated by the teacher were becoming lengthy, and one pupil gave the correct answer long before the demonstration was completed. In this lesson Year 6 pupils showed a sound knowledge and understanding of doubling and halving and of subtracting numbers mentally. For example, when dividing 105 by 14, they subtracted 5 'chunks' of 14 (70), then 2 'chunks' of 14 (28) leaving 7 which was half or a 0.5 'chunk' of 14. This gave them the answer of 7.5. Higher

attaining pupils demonstrated sound understanding of multiples and of routine mental subtraction. Average and lower attaining pupils struggled a little more with some decimals used in the process, indicating insecure knowledge and understanding of this aspect of number.

78. Average attaining pupils are working close to the level nationally expected for their age, but with some weaknesses in using and applying their knowledge and understanding. They use a range of different written methods to calculate, but this is often drawing on skills and knowledge that are not securely embedded or consolidated. They are able to connect decimal and vulgar fractions and more able and average attaining pupils can reduce these to their lowest terms. Higher attaining pupils find the areas of simple rectangles and develop this to calculate the areas of irregular shapes made up from rectangles. Average and lower attaining pupils still count squares to find areas and have not successfully moved onto calculating using a formula. Scrutiny of pupils books shows a wide coverage of different areas of mathematics and there is not a lot of difference in the levels that each of the attainment groups are attaining. Pupils knowledge and understanding is under-developed as there is insufficient written practice of what they have learned. Some books show that pupils have written out the learning objective at the beginning of the lesson, but there is little follow-up in marking or future lessons in order to secure their learning.
79. The implementation of the National Numeracy Strategy is satisfactory. It is most effective in classes where there is good use of it to develop mental mathematics and to assess what pupils have learnt. This enables the teachers to plan work based on the secure knowledge of what pupils know and understand.
80. Pupils' attitudes and behaviour in mathematics lessons are good. Pupils often sit for long periods listening to lengthy introductions and teaching sessions with patience. They show interest and respond to the teachers' questions with gusto and show a willingness to contribute. However, in some lessons, when the teacher's delivery is too long, it is evident that they cannot sustain their interest and they become bored. Their good behaviour is maintained however. When they start their work, they do so enthusiastically, showing that they are keen to put into practice what they have learned. They work effectively with each other in small groups and pairs and the relationships between pupils are good.
81. The quality of teaching is satisfactory. Some very good teaching was seen for Year 2 pupils and no unsatisfactory teaching was seen during the inspection. The analysis of work indicates that there is some inconsistency in marking pupils' work. Although it is generally positive, it does not give enough guidance for pupils to improve their work. All teachers plan work carefully to meet pupils' differing needs, although some teachers' expectations of what higher attaining pupils can do are too low. Characteristics of the very good teaching are the challenging and stimulating tasks that effectively encourage pupils' enthusiasm for learning. These lessons have an effective mix of brisk, clear and direct teaching. They also give pupils opportunities to apply their knowledge to solving relevant and interesting problems. However, too often teachers work too hard in lessons and pupils become passive learners. In one lesson, the teacher talked for far too long and left insufficient time for pupils to practise and consolidate their learning, which was consequently restricted. Some good practice was seen in a Year 5/6 lesson when pupils were asked to assess their own progress in the lesson. They were asked to write in their books whether they found the work easy, whether they had coped with it or if they needed some more help. This was good practice, raised pupils' awareness of their own learning and provided valuable ongoing assessment information for the teacher.
82. The curriculum subject leader is aware of the need to raise standards. There is a detailed analysis of tests and the curriculum co-ordinator has accurately identified what the weak areas are. However, because this is a recent development it has not yet impacted upon standards. Assessment information is not used to its full effect in planning for improvement, as indicated by the teachers' expectations of what these pupils can do, which are sometimes not high enough. There have been limited opportunities for the subject leader to monitor teaching and learning throughout the school, but combined with his analysis of National Curriculum assessment tests, he has a satisfactory picture of standards, learning and progress. This knowledge will form the

basis of developing assessment procedures into individual assessments, record keeping and target setting and will overcome the problems created by the same age pupils being in different classes.

SCIENCE

83. Standards by the ages of seven and eleven are average. Pupils make good progress, achieving well during their time in Years 1, 2 and 3 due to good teaching. They continue to achieve satisfactorily to the age of eleven. There has been a rigorous analysis made of pupils' attainment in national testing and this information has been used effectively to identify particular areas for additional teaching.
84. All aspects of the National Curriculum programmes of study are covered during both key stages. By the age of seven, pupils know that science is about 'finding out'. They discover, for example, how to classify materials by checking to see if they are magnetic. They are able to describe the properties of materials in appropriate detail, using words like 'hard, breakable and smooth'. They understand about sources of light and have carried out investigations to find out whether light shines through various materials. Many of the pupils have been able to record the results of an investigation into the change of length of shadows by using a block graph. They produce large-scale pictures describing the growth of bulbs, identifying the parts of the plant.
85. By the age of eleven pupils have developed a good understanding of particular scientific vocabulary. They use words like 'dissolve, particle, soluble, transparent' in context accurately, although some are still having difficulty in explaining what is meant by evaporation. The more able pupils are developing techniques for separating substances, for example peas, sand and salt, from a mixture and solution. They learn about sieving, filtering and later, evaporation techniques. Recorded work shows an appropriate use of measurement displayed in tables and graphs. Pupils are given satisfactory opportunities to investigate in a variety of ways and also to discuss and record predictions for experiments. Suitable emphasis is given to this and opportunities are given to pupils to generate their own questions to investigate.
86. Teaching is good in Years 1, 2 and 3, and generally satisfactory beyond that, and there were examples of very good teaching seen during the inspection. The best lessons are characterised by good classroom management, so that pupils understand exactly what to do and where to be at all times. Materials are usually well prepared and recording sheets are suitably matched to different pupils' abilities. In this way, all pupils learn at an appropriate rate. Behaviour in lessons is generally good, and the atmosphere created by teachers, which builds upon good relationships, ensures that an effective learning environment is created. Pupils usually work very hard in lessons. They remain involved in their activities, because they find them challenging and interesting. They are given suitable tasks, which sustain their concentration and allow them to work successfully either independently or within groups. For example, while investigating the solubility of a variety of substances, the well-paced lesson allowed groups to examine materials, make predictions and then test their hypotheses. They talk to each other about their work, and record their results efficiently. Pupils use computer programmes well to enable them to construct graphs and the older pupils are learning how to use a sensor box to measure sound. Pupils also use the Internet for research about space, for example.
87. Where pupils with special educational needs are supported in a class, this is done very well. It enables the pupils to take a full part in the lesson, including the discussion times. Support assistants know their pupils very well, and make sensitive interventions to enable them to participate and learn at the same rate as the other pupils.
88. Standards at the age of eleven have declined since the last inspection, but there has been a significant change in the population of the school. As yet, targets have not been set for individuals' progress in this subject. There have been significant improvements in the development of the science curriculum and the subject leader has a very clear idea of what needs to be done to develop science in this school. She has an accurate understanding of the outcomes of previous initiatives and action plans. She is well aware of the consolidation, which now needs to take place to ensure an improvement in standards.

ART AND DESIGN

89. Art and design has a low profile in the school due to changes in the curriculum co-ordination and the subsequent lack of continuity in its development. There has been insufficient improvement since the time of the previous inspection. Standards remain below average at the end of both Years 2 and 6 where much of the pupils' work lacks flair and creativity. The staff are currently implementing the school's curriculum framework, based upon national curriculum guidance for art and design. The framework details what should be taught, and in what order. However, only two terms' detailed plans are currently in place and as a result, medium-term planning is unsatisfactory and has not supported the progressive development of skills. Pupils make unsatisfactory progress in developing their art and design skills and applying them to work in other subjects.
90. No art lessons were seen during the inspection so judgements are based on looking at work in pupils' sketch books and art folders, around school on display and teachers' planning. Pupils start using their sketch books early in Year 1, but the samples of work are limited to sketches of trees, plants and leaves using pencil and pastel crayons. Their sketches resemble the original and pupils manage to preserve shape and scale satisfactorily, but there is little originality in their work as much of it is simply copying objects. In Year 3, pupils move onto painting abstract patterns in the style of Paul Klee. They experimented with this style in their sketchbooks and then produced larger scale pictures for display. Their paintings show a sound use of colour and they use paints satisfactorily, but their work still lacks creativity and flair due to a lack of high teacher expectation.
91. In junior classes pupils develop their design skills satisfactorily. They have designed a collage based on a vase of flowers. The process involves sketching and then planning what materials and colours they are planning to use in their finished product. More creative work included the use of satin fabric, wool, transparent coloured paper and glitter. This work of Year 3 pupils was of a standard expected for their age. Their painted portraits showed that they are able to copy accurately, because all the features were in the right places, but this work demonstrated their limited skills to capture expression or character and they used no shading techniques to add depth. By Year 6, pupils are studying details in pictures. They selected a small part of a sketch of an old building in Steep Hill, Lincoln. They chose a section of the drawing and reproduced this accurately, taking careful account of the details of stone work for example. Similarly, following the visit to a local church, they studied the artistic design of the church's windows. Pupils have studied the wallpapers designed by William Morris and have attempted to work in his style, designing their own wallpapers. In this way, pupils develop their analytical and design skills satisfactorily, but their work does not have the creative and original elements expected from pupils of this age. The pupils' skill in observational drawing is as expected for their age. There is no writing to show how they set about their task, or to suggest that they did any kind of evaluation or appreciation of artwork. In discussing the work with pupils, they talked with a very limited vocabulary of technical terms. They had very little knowledge of artists, or of feeling for culture.
92. Because standards and progress are below expectations, the quality of teaching is unsatisfactory. Teachers make sure that pupils have learned the technical skills satisfactorily by the end of Year 6, but they do not encourage pupils to develop their own style, or to produce work that is original, striking or impressive. Pupils' sketchbooks indicate that teachers do not provide a sufficiently wide variety of opportunities for pupils to experience an appropriate range of composition or media. Teachers plan appropriate opportunity for pupils to use computers for some aspects of art through using a suitable computer art package.
93. There is a new co-ordinator who has not yet had the opportunities to raise effectively the profile of art in the school and hence raise standards and quality. The scheme of work is not yet fully in place and there is insufficient clear evaluation of standards through the school or progress made by the pupils. This is a factor in the below average standards seen.

DESIGN AND TECHNOLOGY

94. Standards in design and technology are as nationally expected for pupils at the end of Years 2 and 6. Pupils have experience of a satisfactory range of activities, in which they use an appropriate range of materials, enabling them to develop satisfactory designing and making skills. This is similar to judgements made at the time of the previous inspection when standards were as expected for pupils of this age. All pupils, including those with special educational needs, make satisfactory progress.
95. Pupils in Year 1 begin to develop a satisfactory knowledge and understanding of the use of fabrics when they make puppets. They design a template pattern, which is used to cut out pieces of fabric to the correct shape and size, which they then either glue together or sew. In Years 2 and 3, pupils widen their experiences of using different materials when they make musical instruments that rattle. Whilst doing this, pupils were given the opportunity to plan their instruments, choose the materials, make a design, choose how to finish or decorate their instrument and then evaluate the effectiveness of what they had made. This made up the complete design and making process and helped pupils appreciate how products are made and designed. By the time they reach Year 6, pupils look at how torches are made and design an 'object', which contains a light, such as a torch. This is done satisfactorily and the activity contains each of the statutory elements of the design and technology National Curriculum.
96. Pupils work on food technology units throughout their time in the school. They start in Year 1 by planning and making fruit salad and learning the different skills and the use of tools they need to slice, grate or peel different items of fruit. They make sandwiches in Year 3 in which they make decisions on the type of bread to use, the fillings and how they make the sandwiches look attractive. There are also good cross-curricular links with science through healthy eating and nutrition, and data collection in mathematics when pupils find out others' preferences.
97. Few lessons were seen during the inspection, but standards and planning suggest that the quality of teaching and learning are satisfactory. Teachers plan activities that enable pupils to develop satisfactory skills in both the designing and making elements of the design and technology curriculum. They also ensure that pupils have the necessary practical skills to be successful in what they do. Interesting activities stimulate pupils and they respond well showing good levels of interest and enthusiasm. This supports the satisfactory quality of learning.
98. Leadership and management of design and technology are satisfactory. The curriculum co-ordinator copes with this responsibility well, bearing in mind the heavy load of other responsibilities. There has been good development in design and technology since the last inspection and all aspects of the key issue relating to this subject have been fully met. The curriculum co-ordinator has led the implementation of new curriculum guidance, but as yet there are no effective assessment procedures to enable teachers to know how well their pupils are doing and what the strengths and weaknesses are in the school's provision.

GEOGRAPHY

99. There was a limited variety of pupils' work available for scrutiny due to curriculum arrangements for history to be taught last term. However it was possible to see lessons being taught at all stages of the school. Standards of attainment are in line with those expected for pupils of this age and starting from a low baseline, pupils in Years 1, 2 and 3 make good progress and satisfactory progress thereafter. Pupils with special educational needs make similar progress to other pupils of their age. This is not as good as at the time of the previous inspection, when standards were judged to be above national expectations. Again, the lower attainment on entry to the school than at the time of the last inspection means that pupils have to work harder to attain satisfactory standards. They do this and their level of achievement is good.
100. Curriculum arrangements mean that the whole school takes a theme and they work on this at different levels and learning different skills, which are developed progressively. This overcomes to some extent the planning difficulties created by the mixed age classes. During the inspection,

pupils were investigating aspects of their environment and how they could care for it. Pupils in Years 1 and 2 develop satisfactory skills in comparing different localities with their own immediate vicinity. They effectively compared the local playground with the school grounds and looked at different features, such as how different areas were constructed, and the different facilities that were available for them to use in both locations. They were quick to point out that the school environment is cared for much more than the public area. They had paid a visit to both areas beforehand and in the lesson they used photographs to remind them of their visit and help them to compare and contrast areas. This developed geographical skills well and good learning took place. In Years 4, 5 and 6 they were using the same topic to identify environmental issues such as the unpleasant and dangerous aspects of leaving litter. They showed a good understanding so that pupils in Years 4 and 5 designed posters to dissuade people from carelessly depositing litter and Year 6 investigated different ways of disposing of environmental waste. Pupils showed good levels of understanding in these aspects of geography. In discussion pupils showed limited knowledge of different and contrasting locations. Most of their knowledge was based on physical aspects of geography, such as volcanoes, rivers and the water cycle. Although they have a satisfactory knowledge of these aspects, they needed encouragement to recall some of the facts over a long period of time. They do not study geography each term and this breaks into the continuity of skills development and the acquisition of knowledge.

101. The quality of teaching is satisfactory with some good teaching seen. In the lessons observed, learning objectives were well set in the context of previous work and carefully shared with the pupils at the start. Work is planned to motivate and interest pupils and the practical approaches used during the study of environmental issues generated enthusiasm for the subject. Teachers plan well and provide a wide range of resource materials. For instance, in Year 6, pupils had designed their own power point presentation for the rest of the class. This was very good use of information and communication technology to support work in geography. Curriculum co-ordination is satisfactory and the curriculum co-ordinator has clear views about how the subject should develop in the school's situation.

HISTORY

102. By the end of Years 2 and 6 most pupils attain standards that are in line with those expected of pupils at these ages. Pupils, including those with special educational needs, make satisfactory progress. This reflects the position at the last inspection and progress over time is satisfactory. No lessons were seen during the inspection so the judgement is made after detailed analysis of the pupils' work and discussion with pupils.
103. Pupils in the Year 1/2 class study transport and the lives of famous people. They consider key questions when they compare transport now with what it was like in Victorian times. When learning about the life of Florence Nightingale they think about why people become famous. Junior age pupils learn about Anglo Saxons and Vikings as part of a topic on Invaders and Settlers. Older pupils increase their skills by looking at different sources of information. They concentrate on appropriate vocabulary, such as what is meant by invasion, settlement and emigration. This helps to deepen their understanding of this work. Younger pupils use maps appropriately to show where the invaders came from, compare their own lives to those of the Vikings and see what they can learn from looking at photographs of Viking artefacts.
104. Teaching and learning are satisfactory with some good features in Key Stage 2, where good links are made to other subjects to extend learning. The pupils in Year 2/3 draw pictures of a Viking journey in the style of Paul Klee, which enhances their understanding of Viking life. There is some three-dimensional work based on the treasure found at Sutton Hoo. Writing the diary of an Anglo Saxon and a visiting storyteller help to bring Anglo Saxon history to life and contribute well to the development of pupils' literacy skills. The subject makes a good contribution to the pupils' cultural development. There is equality of access for all pupils, with pupils at all levels of attainment having access to the full range of activities. The pupils have good attitudes to the subject and talk warmly about visits to the Viking Museum in Lincoln and to Tattershall Castle. Their work, especially at Key Stage 2, is well presented.

105. The subject leadership is satisfactory. No monitoring and development of teaching and learning has yet taken place and the co-ordinator carries a heavy workload within the school. The co-ordinator has carried out a careful analysis of the subject and is aware of what is needed to raise standards further. The use of information and communication technology for reference and recording of pupils' work is insufficiently developed. The school is aware that, under current planning, some Year 2 pupils follow the Key Stage 1 programme of study whilst the remainder work with Key Stage 2.

INFORMATION AND COMMUNICATION TECHNOLOGY

106. By the ages of seven and eleven, pupils attain the standards expected for their age. They achieve well in the infants and make satisfactory progress in the junior years. There has been some improvement in standards since the last inspection, due to the introduction of a skills-based curriculum.
107. Careful planning and good teaching ensure pupils in Years 1, 2 and 3 study work at an appropriate level. For example, younger pupils are learning how to use the buttons on a tape recorder to record their group singing. They were pleased that they had recorded their voices and most were able to remember the sequence of operations. Older pupils in the same class were learning how to programme a floor turtle. By the end of this successful lesson, they could make the robot move forward and turn. Particularly effective deployment of special needs assistants ensured that all children participated and learned well. Older pupils are learning how to construct a database. They have collected facts about sea creatures, and in a particularly effective lesson, learned how they could extract specific information from this paper exercise so that later they could carry out the task more easily using a PC data base with lists.
108. Older pupils extend their knowledge and understanding in this area by composing more complex pieces of information. They use spreadsheets with formulae, and the oldest pupils have been able to make multimedia presentations about their environmental waste project. Satisfactory teaching for this junior age group has ensured pupils have sufficient experience of different aspects of the information and communication technology curriculum. They have also had experience of using sensors in science and all pupils use a range of supportive programmes in mathematics. The use of the Internet is secure and monitored by the local education authority's computer link system.
109. The development of the curriculum using government guidance is beginning to ensure that pupils acquire skills in a successive manner. Assessments are made at the end of each teaching unit, in some classes, but this is not consistent throughout the school and completed work is not stored in a consistent way. This makes assessment of pupils' progress through the school more difficult than it might otherwise be. The subject leader has not yet had significant opportunities to monitor the teaching in this subject. At present, there is just a sufficient number of computers of a suitable quality to ensure that all pupils have access to appropriate machines. The lack of large screens or a sufficiently large bank of computers in one place makes effective class teaching difficult. There is a continuing plan for development, and decisions have been made to prioritise the upgrading of current equipment. A community initiative is being investigated to further develop the computer suite but at present the designated space is not utilised effectively, because there are as yet no computers in there.

MUSIC

110. By the end of Years 2 and 6 most pupils attain standards that are in line with those expected of pupils at these ages. All pupils, including those with special educational needs, make satisfactory progress. At the last inspection music was judged to be in line with expectations at the end of Year 2 and above expectations at the end of Year 6. Improvement since the last inspection is therefore unsatisfactory in Key Stage 2.
111. Pupils in the Year 1/2 class take part confidently when they sing and, with the teacher, use hand signs to show whether they are singing high, medium or low notes. Their singing is acceptably

tuneful both in lessons and in acts of collective worship. In the Year 2/3 class the pupils recall listening to the 'Carnival of the Animals' by Saint-Saens. They continue from this by working well in pairs to represent an animal and create a suitable sequence for movement using untuned percussion instruments. They note carefully the performance of others with one pupil commenting 'she moves on the beat'. In Years 5 and 6 the pupils listen to a recording of their singing and are critical of both their pitch and their diction. With concentration they improve the standard considerably. Year 6 pupils talk about compositions they have done in the past when symbols were used to represent the weather.

112. Teaching and learning are good for pupils in Years 1,2 and 3 and satisfactory for older pupils. In a lesson for younger pupils the teacher uses her voice well to sing at different pitches when she refers to high, middle and low sounds. This helps to focus the pupils' attention and so increases their learning. In both the Year 2/3 and Year 5/6 classes the teachers' invitation to the pupils to evaluate their performance helps to raise standards. Music is played before and after some assemblies and this contributes to raising the pupils' cultural awareness. Some good links are made to other subjects as when musical instruments are made and evaluated as part of design and technology.
113. In all lessons, pupils' attitudes and behaviour are good. They persevere well and maintain their concentration. This leads in the Year 2/3 lesson to thoughtful responses and some good movement sequences.
114. The subject leadership is satisfactory. The monitoring and evaluation of teaching and learning does not yet take place as the co-ordinator carries a heavy work load within the school. A detailed scheme of work is being compiled. Extra-curricular activities which include choir and recorder groups enhance the pupils' social and cultural development. They take part in concerts with the local secondary and other primary schools, perform at Christmas both in school and in the village and visit the club for the blind in Horncastle. Resources are satisfactory. Links to information and communication technology are not used to support the subject, for example, to record the pupils' compositions. Some parents pay the tuition costs of lessons for woodwind and brass instruments and the keyboard and this gives pupils an extra dimension to their learning in music.

PHYSICAL EDUCATION

115. Standards attained by pupils at the ages of seven and eleven are in line with those expected nationally. Satisfactory teaching throughout the school ensures that all pupils make sufficient progress. There has been a decline in standards in attainment at the age of eleven since the last report.
116. All areas of the curriculum are planned through the school year. Most of the older pupils have good opportunities to participate in outdoor and adventurous activities, like quad biking, walking a woodland trail and fencing, during a residential visit.
117. Pupils are able to develop racquet and ball skills in the juniors as part of their short tennis lessons. They learn to balance, sharing weight and link sequences of movement together in gymnastics sessions. All the junior pupils attend a series of swimming lessons each year at the local pool. However, as yet records of performance are not kept and assessment and record keeping are therefore under developed in this aspect of physical education.
118. Dance is the strongest element of physical education. Pupils enjoy these lessons and learn, through graded sessions, how to put together the movements and motifs to make a complete dance routine. Teachers show sensitivity with these programmes to ensure appropriate content for the age of the pupils. For example, while pupils aged six and seven composed a dance about the weather, older pupils were using more upbeat music to rehearse and compose dance movements about 'getting outside'. A group of pupils have also been involved with Morris Dancing, and have demonstrated their skills in the community. In all lessons, adequate time is given for pupils to demonstrate their skills and for their peers to make constructive comments for

improvement. Pupils with special educational needs are particularly well supported during lessons. Support assistants know their children well and make sensitive decisions about the levels of intervention needed to ensure that pupils can take a full part in all activities.

119. There are ample sports opportunities in extra-curricular clubs, which include netball and football for both boys and girls. Many pupils also have the opportunity to participate in sessions of coaching by experts, to improve their sports skills. At present, the subject leader is involved in checking planning but no teaching has been observed. The co-ordination of the subject is at an early stage of development.

RELIGIOUS EDUCATION

120. At the end of Years 2 and 6 most pupils attain standards that are below those expected by the Locally Agreed Syllabus for religious education. Pupils, including those with special needs, make unsatisfactory progress. Only one lesson was seen during the inspection so the judgement is based on analysis of the pupils' work and from discussion with pupils. At the last inspection, standards were judged to be in line with expectations so progress since then is unsatisfactory.
121. In a lesson in the Year 2/3 class, the pupils recalled creation stories they had heard including an Australian aboriginal myth and a South American Indian story. They listened to a retelling of the story of Creation from the Bible. They had little prior knowledge to bring to it but learned well during the lesson. This is part of a unit of work entitled 'Beautiful World, Wonderful God?' that is being followed throughout the junior years. The pupils talked enthusiastically about what they had seen during a visit to the local woods. Year 4/5 pupils looked at the story of Papa Panov as well as completing worksheets on the Ten Commandments as a basis of rules and law. Year 5/6 has considered the theme of forgiveness so that they can see how religious beliefs are applied in everyday life. Although the pupils' books show that work on faiths other than Christianity was undertaken during the previous school year, the pupils recall is extremely limited and therefore their learning is unsatisfactory. Work is well presented.
122. In the light of all available evidence, teaching and learning are unsatisfactory. However, the quality of teaching in the lesson seen was good. The teacher read expressively and helped to focus the pupils' minds and therefore their learning. Planning was suitably differentiated to meet the needs of all pupils and questions target each group appropriately. At the end of the lesson, pupils were asked to reflect on what they had learned. Overall teaching and learning are unsatisfactory because pupils have little recall or understanding of the work completed in the current school year, especially from younger pupils. Planning shows an insufficiently wide range of knowledge and understanding and pupils are not enabled to consolidate securely what they have learned. Discussion with pupils shows that their attitude to the subject is satisfactory.
123. Subject leadership is unsatisfactory. The co-ordinator has not been trained and has no background in the subject. Teaching and learning have not yet been monitored and the co-ordinator has no view about standards in the subject. Resources are satisfactory. Links to information and communication technology are under-developed. The scheme of work needs to be completed and monitored to see that it is consistent with the Agreed Syllabus about which faiths other than Christianity are to be taught. The subject makes a satisfactory contribution to the pupils' cultural development.