

INSPECTION REPORT

The St Lawrence Church of England Primary

Skellingthorpe, Lincoln Lincolnshire

LEA area: 925 Lincolnshire

Unique reference number: 120537

Headteacher: Mrs Marion J Watson

Reporting inspector: Mr Dennis Maxwell
8798

Dates of inspection:
16/09/02 – 18/09/02

Inspection number: 248146

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

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INFORMATION ABOUT THE SCHOOL

Type of school: Infant and Junior School
School category: Voluntary Controlled

Age range of pupils: 4 - 11
Gender of pupils: Mixed

School address: Lower Church Road
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Lincolnshire
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Appropriate authority: The Governing Body

Name of chair of governors: Mr David Butler

Date of previous inspection: 06 November 2000

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
8798	D J Maxwell	Registered inspector	Educational inclusion, including race equality. Science. Information and communication technology (ICT). Physical education	What sort of school is it? How high are standards? The school's results and achievements How well are pupils taught? How well is the school led and managed? What should the school do to improve further?
13895	A P Smith	Lay inspector		How high are standards? Pupils' attitudes, values and personal development. How well does the school care for its pupils? How well does the school work in partnership with parents?
14871	B P Buteux	Team inspector	English as an additional language English Art Music	Standards of teaching
30075	M Duggan	Team inspector	Mathematics Geography History Special educational needs Foundation stage	Management and Leadership in the school
22990	C B Furniss	Team inspector	Design and Technology Religious Education	How good are the curricular and other opportunities offered to pupils? Assessment Efficiency

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

St Lawrence is a voluntary controlled, Church of England primary school for pupils aged four to eleven years. It stands on its original site, a Victorian building adjacent to the church, and serves an area of mixed housing, from which it draws around two thirds of the pupils. It is a little smaller than average in comparison with other primary schools, with 184 pupils on roll. At the time of the inspection sixteen children under five were in the reception class. Very few children come from ethnic minority backgrounds. The percentage of pupils known to be entitled to free school meals is below average but this is not considered a true reflection of pupil entitlement. The socio-economic background of the community serving the school is similar to that found nationally. There is a wide range of ability amongst the children and, overall, their attainment on entry to the school is close to the national average. The percentage of pupils identified as having special educational needs is broadly average and one pupil has a statement of special educational needs. The school has previously experienced considerable difficulty in maintaining a stable teaching staff, which is a cause for concern for parents, but the position is now much improved. The school is engaged in a project designed to accelerate pupils' learning, which matches the school's vision for development.

HOW GOOD THE SCHOOL IS

This is a rapidly improving school, following a period of considerable instability. It provides a satisfactory standard of education at this time and has made good progress in resolving the problems of serious weakness identified at the time of the last inspection. Throughout the school teachers work hard to capture pupils' interests so that they work happily together. The quality of teaching is satisfactory overall. All teachers demonstrate good aspects to their teaching, although there are aspects to improve. There is a good focus on personal as well as academic development - for example the painted designs on the recently improved playground encourage play as well as games skills. There are good relationships between all staff and pupils; the atmosphere of care and purpose is giving a focus to all forms of achievement. Most pupils work hard so that they make the expected progress, and standards by Year 6 in mathematics and science are broadly average. Standards in English, however, are below average by Year 6. Teaching and learning have not been consistent; and pupils have some catching up to do in the standards of basic skills generally across the curriculum. School developments are managed very well by the senior staff and governing body working together. The school gives satisfactory value for money.

What the school does well

- The school has a good community spirit and a strong sense of care for the children.
- Children get a good start to school in the reception class, with imaginative and worthwhile activities.
- Children have good attitudes to work. They usually have good behaviour in class and around the school.
- Lesson activities and the subjects are planned carefully and usually include all children very well in the tasks. Provision for children with special educational needs is good.
- Provision for pupils' personal development, particularly their moral and spiritual understanding, is good so that by Year 6 most pupils are responsible and well-adjusted.
- The headteacher provides excellent leadership, combining a clear vision for improvement with support in the processes of change.
- The governing body is effective in providing thoughtful and informed direction.

What could be improved

- Standards in English are below average; and pupils are not secure in a range of basic skills.
- The subject schemes of work, including aspects of literacy and numeracy, are not implemented consistently to ensure progression and challenge; the role of subject leaders is not fully effective.
- The school's assessment procedures for several subjects are under-developed to track pupils.
- Staff professional development, with a particular focus on teaching and learning linked to the school's vision, is required to support the planned programme of change and development.

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

There are several minor issues which the school should take account of in forward planning.

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in November 2000 and it has made good improvements since then. The key issues identified during the last inspection have been addressed thoroughly. The two acting headteachers began to lay a good foundation that has been built upon very effectively by the recently appointed headteacher, building a corporate understanding amongst the staff of the changes required. The school has made good progress on matters identified recently by the headteacher's clear insights and good monitoring procedures. Subject planning has improved and is leading to higher standards, although further work remains to be done. There is a whole school curriculum framework and relevant schemes of work are being established, although the task of implementing them is set to continue. The headteacher and governors have good procedures to monitor and evaluate standards and the work of the school. The school has a good capacity for further improvements.

STANDARDS

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

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

Standards in the work seen in English, including literacy, during the inspection are average at Year 2 but below average by Year 6, where pupils' previous work indicated a lack of range and quality in their writing. Standards are broadly average in mathematics, including numeracy, and science by Years 2 and 6. Work in the other subjects meets nationally expected standards by Years 2 and 6. Standards in religious education exceed the expectations of the locally agreed syllabus. Pupils have experienced some disturbed schooling recently, especially where a class had several temporary teachers, and this has adversely affected standards in many basic learning skills so that several pupils require careful preparation before they are ready to work independently or to apply their skills. Inspection evidence and school assessment data indicate that pupils, including those with special educational needs (SEN), make satisfactory progress overall from entry to the school through to Year 6. The few pupils with English as an additional language make good progress. The higher attaining pupils show good understanding and skill overall, taking on the tasks well. Pupils apply the skills of literacy, numeracy and information and communication technology (ICT) satisfactorily in other subjects. The trend in results from 1997 to 2001 was in line with the nationally improving trend. The school did not meet its targets in English and mathematics for the percentage of pupils in Year 6 expected to gain Level 4 or above in 2002. The percentage was close to the national figures for mathematics and science, but below for English. This is largely explained by the high proportion of pupils with SEN in that year group. The school has agreed challenging targets for pupils in English and mathematics in the summer tests of 2003, which may be over-optimistic.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. Pupils enjoy the tasks and most try hard so that they usually complete their work. Pupils are learning to present their work attractively.

Behaviour, in and out of classrooms Aspect	Good. Pupils are helped to think about their behaviour through assemblies and class discussions, so that most pupils have good personal discipline. Comment
Personal development and relationships	Good overall. The frequent changes of teacher in some classes have left children unsettled as they adjust to new relationships; and an over-emphasis on subject content has allowed less time for their personal development. Pupils' good personal development has a positive impact on their progress and learning.
Attendance	Good. There are satisfactory procedures to support regular attendance.

TEACHING AND LEARNING

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

All the lessons observed were at least satisfactory, indicating a growing strength in teaching across the school. The teachers plan worthwhile tasks thoroughly to promote interest and learning, often using productive links between subjects. The teachers usually, but not quite consistently, establish high expectations, with relevant and well-chosen activities for all groups of pupils. The quality of teaching in the reception class is good and ensures children have a good range of experiences across all areas of learning. Elsewhere in the school teaching is satisfactory overall, with a little over half of the lessons noted as good, so that much good learning takes place. The teaching of English and mathematics is satisfactory and the skills of literacy and numeracy are taught carefully. Most pupils work hard during lessons but many find the task of writing difficult to sustain. Pupils with special educational needs are supported well so that they make steady progress towards their targets. The teaching of basic skills is given appropriate attention, although there is evidence that this has previously been inconsistent and there is some under-development in pupils' skills. Daily assessment in lessons is good, since teachers pick up on children's difficulties. Teachers mark pupils' work regularly and discuss with them how to improve but the quality and use of written comments is inconsistent. There are good procedures to monitor and record pupils' progress in mathematics, which is forming a good model for other subjects.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good. The school has put most effort recently into establishing a good foundation for learning that is now being used to plan a well-structured curriculum with pupils' needs in mind. The planned curriculum meets statutory requirements.
Provision for pupils with special educational needs	Good. The co-ordinator provides effective management and support. All staff have a high level of commitment for the benefit of the children.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good. Thoughtful provision has a significant impact on the ethos of the school and relationships. The school promotes positive images and experience across many aspects of school life, although there is less evidence of experiences to promote pupils' understanding of life in today's multi-cultural society.
How well the school cares for its pupils	The school provides a good level of care and educational support that helps children to gain in self-confidence and to feel secure. Procedures

	for assessing pupils' attainment are developing and beginning to be used for further planning. The headteacher is the named person for child protection.
How well the school works in partnership with parents.	The school has very effective links with parents, who in turn have a good opinion of the school.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher brings excellent personal qualities that combine perceptive insights about people with a practical capacity to get jobs done, such as clearing out a stock cupboard. She provides, with the senior staff, a clear vision for the quality of education and supports staff in a period of considerable evaluation and re-structuring. The many school improvements, such as subject leadership, are tackled rigorously as a whole-staff exercise.
How well the governors fulfil their responsibilities	The governing body has made good progress in addressing its responsibilities since the last inspection, and is very effective in giving direction and monitoring.
The school's evaluation of its performance	The headteacher has a very good understanding of the needs of the school, and is setting up good evaluation procedures with senior staff and governors.
The strategic use of resources	Good. Governors have a good understanding of the need to obtain good value in their decisions. With the school finance officer and headteacher, the governors are prudent in their spending and financial planning.

The overall level of staffing, accommodation and resources is satisfactory for the needs of the pupils and curriculum.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • They think their children like school and make good progress. • They feel that teaching is good and teachers have high expectations of the children. • They think the school is led and managed well; and feel able to mention problems. • They believe school helps the children to mature. 	<ul style="list-style-type: none"> • Several parents do not think there is the right amount of homework. • Several parents do not feel well informed about their child's progress. • Several parents do not think there is a suitable range of activities outside lessons.

The inspection team agrees with the parents' positive views and finds the school to be prepared to listen and resolve difficulties. The inspection team finds satisfactory evidence of homework for much of the time but that it is not always given consistently. The school is responsive to parents when they enquire about their children's progress by being available after school or by making an appointment. The range of clubs outside lessons is less than in most schools, and the school is aware of this, having firm plans to extend the choice.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. In the work seen during the inspection standards are average in English, including literacy, by Year 2 but below average by Year 6. In mathematics and numeracy and in science standards are broadly average by Years 2 and 6. The school identified some weaknesses in English and mathematics and has addressed these well by monitoring and supporting subject planning and teaching. Standards in lessons and in pupils' previous work in these subjects are promoted by increasingly good provision and more confident teaching, which are having a positive impact. The school set very challenging targets in English and mathematics for Year 6 in 2001 and 2002 and, while not reaching them, is using the analysis of assessment data to focus teaching, recognising that further work is required. Overall, standards have been maintained since the last inspection by Year 2 in English, mathematics and science, and writing has improved. By Year 6, standards in mathematics and science have been maintained since the last inspection although standards in English have declined.
2. Pupils make broadly satisfactory progress in Years 1 to 6 in relation to what they have learnt before through the effective teaching and carefully planned activities. The school's good focus on literacy and numeracy is having a positive effect on learning and standards.
3. Standards in the 2002 national tests for seven-year-olds were well above the national average in reading, writing and mathematics. The performance of boys has been rather below that of girls over the past three years taken together. The school's performance in science, from the teachers' assessments, was considered to be well below to the national average. In comparison with schools in similar contexts, standards by Year 2 in reading were above average, and in writing and mathematics were average, showing an improvement over the previous year. The trend in standards has been broadly in line with the national trends for reading, writing and mathematics over the past four years.
4. Standards in the 2002 national tests for eleven-year-olds were below the national average in English and science, and average in mathematics. In comparison with schools in similar contexts standards were well below average in all three subjects. The free school meals category for similar schools is unlikely to be a true reflection of pupils' entitlement. The percentage of pupils gaining higher than the expected level, Level 5, was below average in English and science, and average in mathematics. The trend in standards for all core subjects has been broadly in line with the national trend over the past five years, although there has been variation in each subject. The results in English are below average since pupils had not gained basic learning skills because of several changes of teacher, although they made satisfactory progress to Year 6 from their prior learning at Year 2. The school's monitoring procedures are now sufficiently effective to identify strengths and weaknesses so that teaching and learning are targeted towards needs. This includes additional literacy.
5. Children's attainment on entry to the school is broadly average in language and literacy, in mathematics and in other areas of learning. The reception staff makes good use of early assessment information to plan and match activities to the children's various stages of learning so that their progress is generally good. The progress of children with special educational needs is also good within the reception year. Inspection evidence indicates that, on average, children's attainment is likely to meet the

expectations in most areas of learning by the end of the reception year. Attainment in creative development and knowledge and understanding of the world is above national expectations, an improvement since the last inspection. The school has maintained the standards in language and literacy, and mathematical development since the time of the previous inspection.

6. By the end of Years 2 and 6, standards in art and design, design and technology, geography, history, ICT, music and physical education meet the expectation. Standards in religious education meet the expectation by Year 2 and exceed the expectation by Year 6, in relation to the Locally Agreed Syllabus. The higher attaining pupils usually produce good quality work as a result of tasks providing challenge - an improvement on the last inspection. The pupils spend quite a large proportion of their time on English and mathematics, but the school has developed a curriculum framework which encourages cross-curricular links. This is successful in enabling pupils to develop and apply their skills, for example of literacy and numeracy, in other subjects. There is evidence of some lack of development in basic learning skills by many pupils through previously inconsistent teaching, and the school is aware of the need to focus on the consolidation of these skills. Standards in pupils' writing by Year 6 are below average since there are limited opportunities for pupils to write at length both in English and in other subjects. The school is not specifically targeting gifted or talented pupils.
7. There are no significant variations in attainment among pupils of different ethnic groups or background. Boys have tended to perform below the standards of girls in reading, writing and mathematics at Year 2 over the past three years. By Year 6, boys have tended to perform better than girls in mathematics over the past three years. The school has arranged over many years for parents and other adults to hear children read so that in turn the quality of pupils' writing may improve. Pupils for whom English is an additional language make good progress and take part well in lessons.
8. The provision for pupils with special educational needs is good for identified pupils in the reception class and is good through the school. Learning support assistants (LSAs) work closely with pupils who have a statement of special educational need (SEN) and the well-targeted support helps pupils to make good progress towards the targets on their individual education plans. There are 30 recorded pupils with SEN, 17 of whom are at school action level, 12 at school action plus and one with a statement of special educational needs.
9. In English, pupils develop their skills in speaking and reading through work with well-chosen texts, and discuss their stories enthusiastically. For example, in Class 1, children shivered in delight as they described the 'green, gleaming eyes' and 'wild, waving legs' of the monster in their story books. Pupils are less confident with writing and too few pupils manage to achieve the standard expected for their age by the end of Year 2. In the work seen during the inspection, the lower attaining pupils often produced work where spelling was weak, letters were unevenly formed, spacing was inconsistent and capital letters and full stops were used haphazardly. These varying standards reflect the lack of consistency in teaching due to the many staff changes over the past year. Standards in lessons are well in line for speaking and listening skills but pupils' writing does not meet the standards expected from their oral contributions since pupils do not carry into their writing the good understanding of topics discussed. Pupils use computers with varying degrees of competency but ICT skills are developing appropriately in the literacy lessons. Some attractive cross-curricular work is celebrated in the 'Welcome' display in Year 3 class.

10. In mathematics, pupils are acquiring a satisfactory foundation in mental calculations. They are encouraged to use mathematical skills in other subjects, for example, measuring and cutting angles in design and technology. By the age of eleven higher-attaining pupils have a ready facility with number. Several examples were noted where pupils were challenged to think mathematically, such as using a variety of methods to subtract two and three digit numbers, although this approach is not always evident. Pupils are required routinely to discuss their calculation methods and justify their answers, for example, in explaining how to calculate with simple decimal numbers.
11. Art activities are provided in the reception class to promote children's 'feel' for colour and form. Lively self portraits are displayed in the Year 1 classroom and pupils in Year 2 continue to explore through first hand observation using chalk and charcoal to discover the movement of lines. Pupils' learning is enhanced by their exploration of a range of starting points for their practical work, integrating their history studies of the Tudors with developing skills in ICT to create attractive patterns based on their drawings of a Tudor rose. Pupils develop sensitivity to line and texture through creating some exciting collage landscapes exploring silhouette and skyline through photographs taken with a digital camera on a class walk in the late afternoon.
12. Pupils in the infant years have been designing and making puppets and moving vehicles, for example, showing satisfactory skills. They have also experienced food technology linked with the 'healthy eating' project. The pupils in the junior years have extended their skills through work on plans and design for the new playground and making simple pneumatic systems. In geography, Year 2 pupils understand the difference between physical and human features, such as shops, houses, rivers and hills. They have learnt how people live in Kaptalamwa, a village in Kenya, and how this compares with their own lives. In Year 6 pupils have compared the region of Chembakoli in southern India with Skellingthorpe, demonstrating an understanding of how climatic conditions influence ways of life and types of industry. These pupils are currently plotting and following the route of yachtsman Graham Dalton in the Round the World Yacht Race, and are in communication with him via the internet.
13. In the infant years pupils are developing a sense of chronology through their discussions about famous people. Some higher-attaining pupils recall events in the lives of people such as Florence Nightingale and they know that the Great Fire of London started in Pudding Lane. Visiting theatre groups to the school are effective in allowing pupils the opportunity to dramatise in costume aspects of the Tudor period, including the Battle of Bosworth, which enhances their knowledge and understanding of history. Pupils have good opportunities to use a range of primary and secondary sources, for example, in Year 5 pupils visited the Archives in Lincoln to research the history of Skellingthorpe by looking at old, original documents.
14. In music, pupils are establishing control and using their instruments to establish rhythmic patterns. Pupils in Year 3 joined in singing a song along with the radio, and attempted to create their own musical patterns. In physical education, pupils are gaining the skills to control their bodies and to use simple apparatus. In religious education, pupils look at people of faith, celebrations and main principles of Hinduism, Judaism and Islam as well as in Christianity. They have learnt about varying traditions through worthwhile visits to the local church, a chapel, the cathedral and a mosque. Religious education makes a good contribution to the spiritual, moral, social and cultural development of the pupils.

Pupils' attitudes, values and personal development

15. The school's approach to pupils with special educational needs is inclusive and these form an integral part of the school community. These pupils have a positive attitude to all subjects and work with real commitment. The majority are capable of working both independently and collaboratively.
16. Pupils enjoy coming to school and have positive attitudes to their work. They co-operate well with each other and other adults and are keen to learn. Most tackle the work set for them by teachers with interest, listen attentively and concentrate in lessons. There are a few pupils who have difficulties with concentration and behaviour, but they rarely disrupt lessons as teachers are quick to deal effectively with these pupils' problems. The last inspection found that pupils' attitudes were good and this is still the case. Pupils in the reception class settle happily into the school routine and quickly adopt very positive attitudes to school and learning.
17. The school is an orderly community. The majority of pupils display good standards of behaviour both in lessons and around the school. Pupils are friendly, courteous and willing to talk to visitors to the school. All pupils are given many opportunities to discuss and reflect on the impact of their actions on others. Bullying is very rare and there are no recorded incidents of pupils' exclusion from school.
18. Personal development is good. Pupils respond well to the opportunities to take initiative and responsibility. They show good personal and social skills. For example, many pupils put forward ideas for improvements to their school day through the weekly School Council meeting. Some older pupils help younger pupils, for example, by befriending them and helping them with reading. Older pupils also take part in the extra-curricular activities provided such as after school netball and football. All pupils are involved in supporting both national and local charities such as The Nomad Trust for the Homeless in Lincoln.
19. Relationships are good. Pupils show respect for one another's views, beliefs and culture and are caring towards each other. Many work collaboratively together both in the classroom and in other aspects of school life. They co-operate well, help each other, are supportive of each other's efforts and are willing to share. For example, they work well together in pairs when sharing computers. By the time they leave the school most pupils are confident and mature young people.
20. Attendance is consistently above the national average for similar schools. The number of unauthorised absences is less than the national average for similar schools. Most pupils arrive in time for the beginning of the school day and at the time of the inspection most pupils settled down quickly and ready for lessons to begin promptly. At the beginning of morning and afternoon sessions registration is quickly and efficiently carried out in most classes.

HOW WELL ARE THE PUPILS TAUGHT?

21. The quality of teaching is good in the reception class and satisfactory otherwise through the school. The quality of teaching has a positive impact on pupils' learning, although the full effects of this are still becoming established as the staff enters a period of stability. This indicates steady improvement since the last inspection and is the result of clear direction by the headteacher, supported by monitoring and the subject co-ordinators. The quality of teaching in just over half the lessons was good, and a few were very good. No lessons were observed where teaching was

unsatisfactory, indicating a developing strength in teaching across the school. Elements of teaching which were identified as requiring development included examples of lessons with insufficiently high expectations, the lack of opportunity for pupils to reason, explain and use problem-solving skills, or a suitable focus on consolidation of learning in discussion at the end of a lesson. Overall, the teaching of English, mathematics, science, and most foundation subjects is satisfactory, while in geography teaching was good. The school has identified a focus on the link between pupils' personal development and the quality of their learning and this is encouraging pupils to be responsible.

22. The school has recently given a further focus to the approaches of the National Literacy and Numeracy Strategies to enable teachers to be confident and to follow the approach. This has helped to bring greater consistency to the teaching of English and mathematics, and teaching is satisfactory overall and is having a positive effect on standards. Planning for these subjects is good, with clear objectives related to national guidance. In English, for example, pupils' learning in all year groups is supported by carefully prepared lessons and writing is marked regularly although teachers do not always indicate how pupils can improve their work. However, the planning does not set out so clearly the methods and strategies teachers intend to use. Moreover, few direct links are identified with literacy or numeracy within planning for other subjects. In most lessons, the learning objectives are clear and teachers plan the activities and teaching towards these. The shared planning in paired year groups that supports each teacher is effective in increasing teaching confidence. Pupils listen obediently to teachers, classes are managed efficiently and good relationships are established, but pupils do not always engage in the learning opportunities provided. As a result some tasks are tackled superficially and writing activities are not completed. Most pupils answer well in class, but they are not confident in explaining or giving reasons to support their opinions.
23. The teaching of pupils with SEN is effective overall and progress is generally satisfactory. Teachers and the special needs co-ordinator contribute to writing pupils' individual education plans outlining the adaptation of the curriculum to meet identified needs. Most teachers are skilful at briefing classroom assistants, which makes a significant contribution to pupils' learning.
24. Most teachers provide interesting and carefully explained introductions to lessons that are based on sound background knowledge. Consistent planning in mathematics takes into account the different needs within each class and helps teachers to set clear learning objectives for every lesson. These are frequently shared with pupils at the beginning of lessons although this good practice is not consistent. In a few lessons the introductory session is too long, which keeps the pupils on the carpet or listening for too long, thus limiting the time for the main task. The teachers usually give careful attention to the teaching of basic skills related to the content of the lessons in response to the weaknesses in skills identified through the school's good monitoring procedures. On a few occasions skills are not given sufficient focus and consolidation. For example, in a science lesson pupils were not challenged to explain why changing the number of bulbs in a circuit changes their brightness. A few examples of good teaching combined problem-solving, discussion and explanation, and maintained a good pace, exemplified well in a Year 4 lesson.
25. In several lessons teachers have good knowledge and understanding of the subject matter to be taught. This was seen for example in an ICT lesson where very careful discussion about the use of icons led to good progress. Teachers usually explain tasks clearly and have a good questioning approach that reinforces pupils' understanding.

Teachers establish pupils' interest well and often develop worthwhile discussion times that encourage pupils to share their ideas and bring out their understanding. In religious education, pupils are encouraged to explore ideas and ask questions. The quality of teaching in geography is good overall and as a result pupils have a positive attitude to the subject. Lessons are planned well, which holds pupils' interest, and effective pace is maintained through a range of activities. Teachers often make clear how long pupils have for a task, helping to set clear expectations, although there are times when pupils do not produce sufficient recorded work because the time allotted is not clear. There are good opportunities for pupils to work in differing groups, where children are able to form new working relationships. The plenary sessions are usually carefully structured to pull the ideas together. In a few lessons insufficient time is allowed at the end to consolidate pupils' understanding of what they have learnt from the lesson.

26. There is evidence that children's writing at length has not had sufficient emphasis. The evidence of children's written work across the curriculum is that pupils overall are not producing the expected amount and quality of written work. This relates both to literacy sessions and to opportunities in other subjects, where there has been insufficient emphasis on suitable strategies and approaches to encourage writing. Teachers provide satisfactory opportunities for pupils to apply their literacy and numeracy skills in several lessons. The potential for ICT use is becoming established in subjects such as art and history.
27. The teachers' good management of the pupils and behaviour strategies are usually effective in maintaining concentration with a good work focus. In a history lesson, for example, good class management and relationships led to a calm, purposeful working atmosphere with pupils working together well. Resources are used well in most lessons and they are generally matched to pupils' needs. In religious education, for example, pupils make visits to the local church and they have visited a chapel, the cathedral and a mosque. Visitors have included Christians, Muslims and Jews. Religious education makes a good contribution to the pupils' personal development. Learning support assistants are often deployed well and they are very effective in helping pupils to engage in the tasks. However, on a few occasions the assistants are not sufficiently directed by the class teachers for their time to be used effectively.
28. Within lessons, teachers use a range of assessment strategies to pick up on pupils' understanding. Most teachers are observant and use questioning well to probe pupils' knowledge. Most pupils are keen to take part in lessons, which enhances their learning. They respond well to questions and enjoy making a contribution to the lesson. Teachers mark pupils' work regularly and sometimes include encouraging praise and comments. The comments are satisfactory overall in including a few notes of aspects to work at, to promote further learning, although this varies. Teachers often provide suitable homework for pupils to consolidate their learning although the practice is not consistent, as noted by parents.

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

29. The quality and range of learning opportunities for pupils is satisfactory overall and the appropriate statutory curriculum is in place. Schemes of work for all subjects have been adopted to support continuity of learning, but the process of adapting these for the needs of the pupils in the school is at an early stage. Not all subjects have up-to-date policy documents, but the headteacher and governors have put into a place a manageable cycle of review and development to enable draft policies to be ratified by the governors and be put into place by the end of the academic year. The senior staff

have worked very hard to put the curriculum on a secure footing. The governing body is very active in working with staff to develop and improve the curriculum and raise standards.

30. The implementation of the National Literacy and Numeracy Strategies is satisfactory. Pupils are given suitable opportunities to apply their literacy and numeracy skills across the curriculum in most subjects. Equality of opportunity and access to the curriculum are very good, and there are no significant differences in the provision for boys and girls. Pupils with SEN have equal access to all areas of the curriculum, including extra-curricular activities. Good planning and effective use of resources enable pupils to work successfully towards their identified targets. The school has not identified any gifted and talented pupils as yet and sometimes work set by teachers does not challenge and extend the more able pupils sufficiently. The school is developing the use of ICT across the curriculum, and several good applications were noted.
31. Personal, social and health education is taught across the school and provision is good. It includes provision for sex education, health education, drugs and alcohol misuse and citizenship.
32. The contribution of the community to pupils' learning is good. Pupils have the opportunity of visiting places of interest to extend their subject knowledge and understanding. In religious education, for example, there are very close links with the local church and visits have also been made to the cathedral and a local chapel as well as to a mosque. Visitors have included drama groups and 'Tudor' musicians who have brought to life history and music themes. Younger children have had interesting links with a local builder and older pupils have been involved with other schools in a local technology day. A member of staff has just been appointed as community links co-ordinator and this should cement community relations further and open new ways for the pupils to benefit from the opportunities available in the community.
33. Relationships with nearby schools are satisfactory. There are regular links with secondary schools to help pupils in their transition at the end of Year 6. The science co-ordinator has developed useful links with secondary colleagues, which have enabled the school to borrow equipment and, in Year 6, French is being taught by a colleague from another school.
34. The contribution made by extra-curricular activities to pupils' learning is satisfactory, although several parents feel that this could be improved. Football and netball are both available, the latter benefiting from the expertise of two county standard parents. There is a guitar club and pupils who are able to benefit from flute or violin lessons at the school. The choir is due to re-start and the staff is planning to develop dance, drama and computer activities in the near future. The headteacher is aware too of the lack of opportunities for the younger pupils at present.
35. Overall the provision for spiritual, moral, social and cultural development is good. This is a similar judgement to that made at the time of the last inspection. The school aims to ensure that all pupils receive maximum opportunities for personal development as this is seen as a necessary pre-requisite for effective learning. This ideal is supported by all teaching and support staff. The school's Christian ethos is clearly presented through the caring relationships between adults and pupils and these are helping the school to successfully develop a range of beliefs and values, particularly those of care and respect. Pupils are given a firm understanding of the difference between right and wrong.

36. The provision for spiritual development is good. The school provides many good opportunities for spiritual awareness, for example, through assemblies, religious education lessons, visits and services in the adjacent church. Religious education lessons give pupils good opportunities to reflect on beliefs and practices of several major world faiths. Spirituality is fostered in many lessons, for example, some pupils are inspired to write imaginative poetry in class or to create colourful paintings on a theme of our beautiful world. The school environment and newly refurbished playground encourage pupils to develop an awareness and appreciation of their natural surroundings. Opportunities to appreciate art, literature and music are more limited at present.
37. Daily assemblies, which meet statutory requirements, are used to build up pupils' confidence, self-esteem and understanding of everyday values such as friendship. The Thank You book records the special achievements of pupils during the week and this is read out weekly. During inspection week, the theme of friendship was explored thoughtfully through stories, songs and discussion, with time given for pupils to think and be still during a very busy day. A poem, read in one assembly while music played, offered pupils an uplifting experience.
38. Provision for moral development is very good. The school has many schemes that encourage pupils to understand the importance of helping others and recognising the needs of people less fortunate than themselves. Recently members of the School Council produced a set of rules for 'Handling Playtime', setting out expectations and a code of conduct for playtimes. Moral issues are frequently considered in assemblies and lessons. Pupils are encouraged to think about and talk through their actions and the impact of these on others. Older children are involved in environmental issues through running a re-cycling scheme for waste aluminium food wrappings. Pupils take part in regular fundraising events for charitable causes, such as the recent 'dress an egg' competition in aid of Dr Barnardo's. Within religious education lessons, personal, social and health education lessons and assemblies, moral issues are discussed, for example, in relation to friendship. Rules of good behaviour, for example, 'what makes a happy classroom', have been produced by the pupils and are in evidence around the school. These are referred to, as necessary, to reinforce good behaviour.
39. Provision for social development is good. The school is successful in fostering the social development of its pupils and is working hard to strengthen the sense of community. The governors and staff are very conscious of the need to encourage good behaviour and they strive to promote a caring environment which helps to develop a high degree of trust and sharing between pupils and adults. Pupils are encouraged to relate well to each other in different contexts around the school, for example, older pupils befriend and care for younger ones. There are many good opportunities for older pupils to use their initiative and to take on responsibilities through becoming house captains, monitors, or undertaking responsibilities such as washing out some of the used drinking water bottles and reading stories to younger pupils as part of the junior section of the national Scheme to Help Others by the Under Twenties Award (SHOUT). However, there are fewer opportunities for younger pupils, although the School Council meetings involve pupils across the school.
40. Provision for cultural development is satisfactory. Pupils are made very aware of their British heritage, for example, through their work on the Victorians, in drama, local history and geography. Pupils celebrated May Day, the Jubilee and the England game of the World Cup. They read stories, sing songs and observe displays of artifacts around school from countries within Africa; and through religious education lessons visit the local mosque to promote understanding. However, there is little evidence to show that the school fully celebrates the rich ethnic mix within present-day multi-cultural Britain.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

41. Support for pupils' welfare makes a satisfactory contribution to improving educational standards. The school has a caring ethos and provides a safe and ordered environment in which pupils can learn effectively and in which parents are made very welcome. Teachers are supportive of both the academic and pastoral needs of pupils, including those with learning and other difficulties. There are appropriate arrangements to promote pupils' general well-being. Pupils are offered help and support for personal difficulties and teachers are getting to know the pupils well. Teachers are skilful at meeting the needs of pupils and work hard to maintain and develop the good relationships observed in the school.
42. The school cares well for all pupils. Child protection procedures are satisfactory. The use of learning support assistants contributes to the welfare and progress of many pupils. The arrangements and provision for dealing with first aid, child sickness, accidents and emergencies are good and well understood by pupils and staff. Risk assessments are undertaken appropriately in areas concerning pupils' safety. There is a suitable programme for personal, social and health education and an appropriate health and safety policy.
43. The school has satisfactory procedures for monitoring and promoting discipline and good behaviour. These are currently under review as the school has identified the need to ensure that all teachers follow a consistent approach to behaviour management. The headteacher encourages all teachers to aim at high and clear expectations for standards in behaviour and the expectation that pupils will behave well is reinforced during lessons, break times and assemblies by the example of all the adults working in the school. There is rarely any bullying or poor behaviour during the school day since teachers talk through difficulties with pupils to avoid serious problems.
44. The monitoring of pupils' personal development is satisfactory. Teachers care for pupils very well and the new class teachers are working hard this term to forge good relationships with the pupils in their class. At present there is no formal procedure for monitoring pupils' personal development or recording pupils' past personal interests and achievements, gained either in school or at home. However, good celebration of the pupils' achievements and personal development takes place frequently during assemblies and, beginning this term, they are now recorded in a special 'Thank You' book.
45. The school has effective systems in place to identify, assess, support and monitor pupils with SEN, whether physical, educational or behavioural. Timely and appropriate help is given to all pupils. This includes close liaison between the teacher, special needs co-ordinator and the local educational authority's support service. The school responds well to pupils with a statement of special educational needs and implements the Code of Practice fully. Good regular assessment procedures are in place and pupils' individual education plans include appropriate targets with review dates.
46. Procedures for monitoring and promoting attendance are satisfactory. The school does not yet track pupils' attendance and punctuality closely, although there are satisfactory procedures to ensure that reasons for all absences are received and recorded. Procedures to account for all pupils during the course of the school day were improved during inspection. Registers are maintained and stored in accordance with statutory regulations and during inspection lessons observed started on time. The majority of pupils arrive punctually at the beginning of each school day.

47. The overall quality of assessment of pupils' achievements and the monitoring of pupils' academic progress has improved since the last inspection and is satisfactory. In mathematics assessment procedures are good, with effective tracking and analysis systems well established. In other subjects, systems are partially in place and there are some inconsistencies in the way that assessment is used to help plan effectively and to carefully monitor the progress of pupils. Discussions with the headteacher and the senior management team show that they are well aware of the need for more consistency in assessment practice across the whole curriculum. An assessment coordinator has been appointed and consolidation and further improvement of assessment is a priority.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

48. The school works very well in partnership with parents and the community and has forged good links that make a very positive contribution to pupils' learning. This judgement is more positive than that made at the last inspection. Overall parents and carers have a very good view of the school.
49. Parents feel their children enjoy school and are happy to attend. They feel the school expects pupils to work hard and to do their best. They are pleased with the quality of the teaching their children experience and the progress their children are making. Parents are very comfortable about approaching the school with questions or concerns. However, they noted that they would like to see improvement in the consistency of homework, the quality of information provided about their children's progress and the range of activities provided for their children outside lessons. Inspectors agree with parents that there are inconsistencies in the provision of work for their children to do at home and that the range of activities provided outside lessons is limited. Inspectors also agree that the quality of annual reports could be improved.
50. The quality and quantity of information provided to parents is satisfactory. Monthly newsletters are sent to parents and these keep them well informed about events, issues, forthcoming school trips and celebrate the school's successes. The parents of new pupils are informed appropriately through the School Prospectus, meetings and visits to the school. The school provides several opportunities for parents to discuss their children's progress and attainment, including one consultation that includes the pupils also. All of these are very well attended. The annual pupil reports give parents informed details of their child's progress and include a record of pupils' attendance at school. Inspectors agree that many reports do not give a sufficiently clear picture of what a child is good at and where there is need for improvement to enable everyone to see what a child needs to work at to improve. The home-school diary supplied to all children is also available for parents to use as a means of sending messages between teachers and home.
51. Parental involvement in pupils' learning both at home and school is good. Parents have co-operated with the scheme to ensure they all have a signed Home School Agreement. The school welcomes the help of those parents who give time to work alongside teachers, for example, in listening to pupils read. Many more are involved in supporting school activities such as sports day, school productions, netball coaching and offering to help on school outings. To help parents understand the work done by their children, many have attended curriculum meetings and the recent literacy and numeracy evenings.
52. The school operates an informal 'open door' policy for parents and carers wishing to discuss matters or to make complaints. Teachers are accessible and the headteacher

is available to parents and carers at most times during the school day. Parents feel they are made very welcome in the school and that the school listens to what they have to say. They are very pleased so far with the changes and improvements that the new headteacher has already made. There are good arrangements for pupils with a statement of special educational need to receive appropriate information through annual reviews. Most parents attend reviews and contribute suggestions as to how the needs of their children may be met. Consultation meetings for parents of pupils with SEN are well supported. Parents are involved fully in the initial process of recording their children's special needs. They are informed regularly about their targets, progress made and are invited to review meetings

53. Many parents, carers, friends of the school and the local church and community offer the school much support. There is an active St Lawrence School Association (SLSA) that arranges social and fund raising events for the school with the help of parents, teachers, pupils and friends of the school. They arrange many events, such as the Christmas Fayre and the Summer Fair, Quiz Nights, Disco's and Fashion Shows, to raise funds. Monies raised by the SLSA have recently helped to fund the refurbishment of the playground. They are now raising funds to help provide the school with a new library. These links between the school, the parents and the community ensure that parents make a very positive contribution to the work of the school and to what their children achieve.

HOW WELL IS THE SCHOOL LED AND MANAGED?

54. The headteacher has a clear presence around the school and exerts a positive, astute influence on school improvement. She provides excellent leadership and is giving the school very clear direction through her perceptive understanding of human nature as well as the strengths and weaknesses in the school. She is bringing the staff together with a good, purposeful team spirit. The headteacher and senior management team give very good leadership together. They meet regularly and are putting sensible procedures in place to establish routines for management decisions. There is a very good sense of team-building that provides respect, support and evaluation as they identify and tackle improvements.
55. The senior management team is beginning to take on the wider role of school development and review and is beginning to bring their observations together to consider forward planning. At present the senior management team is guided firmly in the role of school development by the headteacher. The members of staff with management responsibilities take them on willingly and support the promotion of good standards. The headteacher places a good emphasis on regular monitoring of planning, teaching and children's work so that evaluation is becoming part of the climate of the school and is creating a shared sense of purpose. The aims and values of the school are expressed well through personal care for the pupils and a growing emphasis on high expectations. The support staff makes a good contribution to the work of the school as part of an effective team, which contributes to pupils' learning.
56. The school has made good improvements overall since the last inspection. The acting headteachers began the process of creating a climate for improvement, although some identified issues were delayed since the acting headteachers felt a permanent headteacher should make certain decisions. The school's positive response to national initiatives and changes amongst staff have appropriately re-directed some of the school's attention and affected the pace of change. The school has adopted national guidance to provide curriculum structure and progression, but is currently rather dependent on it and the process of adapting it to the needs of the pupils in the school is set to continue. The headteacher has established good formal monitoring

procedures that track pupils' progress and provide useful planning information for most subjects. She has prepared a very clear one-year school development plan that forms the basis for concerted action.

57. The co-ordination of the Foundation Stage is good. The reception class is appropriately resourced apart from the need for further outdoor equipment. The outdoor space has recently been improved, although further work is required for the soft surface area.
58. The provision for pupils with special educational needs is good. The recently appointed headteacher, who is also the SEN co-ordinator, has carried out an extensive audit of pupils' special needs which showed where pupils did not need to be on the register and where further staff development was required. The liaison and relationships between the special needs co-ordinator, teachers and classroom assistants are good. Resources are adequate and good use is made of the local education authority's advisory services.
59. The governing body understands its responsibilities well and is active in fulfilling them. Governors attend training courses regularly and use of them effectively to improve their contribution to school decisions. They have good arrangements to visit the school and form a clear, objective view of the school's needs, strengths and weaknesses. Their strong commitment to the school is having a direct impact on shaping improvements and the direction of the school, for example, in the plans to build a new classroom and library. The governors have a good understanding of the priorities they are planning for. Their arrangements to meet subject co-ordinators to discuss developments are constructive in providing information on progress and needs.
60. The governors have agreed a good policy for performance management that is becoming established as the headteacher sets agreed targets and holds professional discussions. This, together with the good monitoring and evaluation procedures introduced for subject co-ordinators, is having a positive impact on the quality of teaching and hence on standards. There is a satisfactory level of teachers and support staff to meet the needs for pupils' learning. The teachers have been deployed well to ensure that their expertise is used to full effect. They undertake relevant training since staff development is a recognised priority. Teachers manage their classes well and mostly use time purposefully. The administrative assistant is very efficient, and thoughtful in communication with parents. The school caretaker and cleaning staff take a pride in the school and keep the premises clean.
61. The quality of the accommodation is good, although the temporary classroom does not have the required access for disabled pupils and it is too small for classes with a larger roll. The school makes good use of its accommodation and the quality of facilities is satisfactory. Governors are appropriately addressing improvements to the existing accommodation. Resources are broadly satisfactory. Teachers use learning resources well within lessons on most occasions. Resources are managed well and are now conveniently stored, the stock room having been cleared out and reorganised for good access recently. There are many attractive displays around the school which show that teachers value children's work.
62. Financial planning is very good. The headteacher and governors have good procedures to plan and oversee the finances and budget. The governing body agrees the budget allocations annually, and governors monitor expenditure regularly in order to check that actual expenditure is in line with the agreed budget. Good quality financial information is made available to all governors. Governors make appropriate use of resources and link spending decisions to educational priorities. There are well-established procedures to

review and evaluate the effects of financial decisions, and governors have a good understanding of the principles for obtaining good value and apply them appropriately. The decision, for example, to place more computers in classrooms to support learning is being effectively monitored by regular, well-focused visits and by linking information gained from different visits. The school budget is very well managed on a day-to-day basis, and financial control and administration support teachers very effectively.

63. Money obtained through the standards fund is used very effectively, and the financial control is good. The finance committee has clear terms of reference and discharges its responsibilities effectively. The governors ensure that budgets are set that take full account of the school's educational priorities, and expenditures are planned to deliver these. Effective use is made of funding and all spending is directed to raise standards and improve the quality of educational provision in the school. The finance committee monitors expenditure carefully against budget forecasts.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

64. In order to raise standards and improve the quality of learning the governors, headteacher and staff should give attention to the following:

1. Improve standards in English, particularly writing, to ensure there is an appropriate spread and quality. Ensure that teachers give consistent and thorough attention to pupils' learning of spelling, grammar and hand-writing. Ensure that there are sufficient opportunities for pupils' speaking and listening skills as a basis for confident language and extended writing. Make worthwhile links between language across the curriculum as a basis for breadth in writing. Identify and plan for learning of basic skills in all subjects, including skills of investigation, explanation and reasoning, in order to raise standards. Encourage good presentation of pupils' work with consistent high expectations by all staff. Consider carefully the place of Additional Literacy Support (ALS) alongside the usual literacy hour. (Paragraphs 1, 4, 75, 76, 78, 79, 82, 85)
2. Build on the good practice and procedures of assessment in mathematics to establish a consistent approach in all subjects to assess pupils' attainment and progress. Establish manageable procedures that are useful for planning and challenge, for identifying pupils' strengths and weaknesses, and that inform teaching and learning. Use assessment information to inform parents about their children's progress, including the annual reports. Agree a manageable set of targets for pupils to help focus on raising standards. (Paragraphs 47, 76, 82, 94, 102, 112, 118, 124, 129, 139)
3. Plan for a broad, balanced and relevant curriculum by providing carefully for progression of skills and understanding in all subjects year by year, with a good level of challenge. Ensure that school documentation provides direction and guidance. Include provision for pupils' personal development, particularly a balanced approach to multi-cultural understanding. (Paragraphs 6, 29, 40, 81, 91, 97, 100)
4. Match a programme of staff professional development to identified needs, particularly related to the school development plan, the post-inspection action plan and the school's performance management. Include appropriate discussion and training in the use of support staff. (Paragraph 60)

In addition, the headteacher and governors should consider the following minor issues for improvement in their action plan:

- a) review provision for outside play for children in the reception year,
- b) respond appropriately to the parents' views about lack of activities outside lessons,
- c) ensure that home work is given consistently, and followed up in lessons,
- d) improve the quality of annual reports to parents, emphasising the partnership with parents and the need for information about pupils' progress.

(Paragraphs 73,49,50)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	46
Number of discussions with staff, governors, other adults and pupils	21

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	6	22	18	0	0	0
Percentage	0	13	48	39	0	0	0

The table gives the number and percentage of lessons observed in each of the seven categories used to make judgements about teaching. Care should be taken when interpreting these percentages as each lesson represents more than two 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)	na	184
Number of full-time pupils known to be eligible for free school meals	na	4

FTE means full-time equivalent.

Special educational needs	Nursery	YR– Y6
Number of pupils with statements of special educational needs		1
Number of pupils on the school's special educational needs register		16

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	8
Pupils who left the school other than at the usual time of leaving	13

Attendance

Authorised absence

	%
School data	0.7

Unauthorised absence

	%
School data	0.0

National comparative data	5.6
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National comparative data	0.5
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Both tables give the percentage of half days (sessions) missed through absence for the latest complete reporting year.

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

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

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	15	15	16
	Girls	7	7	7
	Total	22	22	23
Percentage of pupils at NC level 2 or above	School	92 (83)	92 (80)	96 (90)
	National	84 (84)	86 (86)	90 (91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	12	10	11
	Girls	6	6	6
	Total	18	16	17
Percentage of pupils at NC level 2 or above	School	75 (90)	67 (93)	79 (90)
	National	85 (85)	89 (89)	89 (89)

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

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

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
		2001	13	18

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	6	11	11
	Girls	15	12	16
	Total	21	23	27
Percentage of pupils at NC level 4 or above	School	71 (90)	74 (71)	87 (94)
	National	75 (75)	73 (71)	86 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	7	11	12
	Girls	15	12	16
	Total	22	23	28
Percentage of pupils at NC level 4 or above	School	71 (94)	74 (81)	90 (84)
	National	73 (72)	74 (74)	82 (82)

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

Ethnic background of pupils

Categories used in the Annual School Census
White – British
White – Irish
White – any other White background
Mixed – White and Black Caribbean
Mixed – White and Black African
Mixed – White and Asian
Mixed – any other mixed background
Asian or Asian British - Indian
Asian or Asian British - Pakistani
Asian or Asian British – Bangladeshi
Asian or Asian British – any other Asian background
Black or Black British – Caribbean
Black or Black British – African
Black or Black British – any other Black background
Chinese
Any other ethnic group
No ethnic group recorded

Exclusions in the last school year

No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
168	0	0
0	0	0
0	0	0
0	0	0
0	0	0
0	0	0
0	0	0
0	0	0
0	0	0
0	0	0
0	0	0
0	0	0
3	0	0
0	0	0
3	0	0
0	0	0

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

Teachers and classes

Qualified teachers and classes: YR– Y6

Total number of qualified teachers (FTE)	7.0
Number of pupils per qualified teacher	23: 1
Average class size	26

Education support staff: YR– Y6

Total number of education support staff	6
Total aggregate hours worked per week	163

Financial information

Financial year	2001/02
	£
Total income	414540
Total expenditure	410540
Expenditure per pupil	2231
Balance brought forward from previous year	-2000
Balance carried forward to next year	2000

Recruitment of teachers

Number of teachers who left the school during the last two years	5.5
Number of teachers appointed to the school during the last two years	5
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.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	184
Number of questionnaires returned	73

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	64	32	3	1	0
My child is making good progress in school.	57	39	3	1	0
Behaviour in the school is good.	57	39	3	0	1
My child gets the right amount of work to do at home.	33	45	18	1	3
The teaching is good.	56	37	5	0	1
I am kept well informed about how my child is getting on.	28	55	15	1	0
I would feel comfortable about approaching the school with questions or a problem.	62	36	3	0	0
The school expects my child to work hard and achieve his or her best.	62	36	1	1	0
The school works closely with parents.	22	65	8	0	4
The school is well led and managed.	43	49	0	1	7
The school is helping my child become mature and responsible.	51	47	0	0	3
The school provides an interesting range of activities outside lessons.	15	42	22	7	14

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

65. Provision for children in the Foundation Stage is good and is an improvement since the last inspection. Children's attainment on entry to the Reception class in the Autumn term following their fourth birthday is in line with national expectations. Due to overall good teaching and time invested wisely by the teacher and classroom assistant, children's learning is good and they achieve well, which is a significant improvement since the previous inspection. Children with special educational needs are identified early and are given effective support to make good progress. By the end of the Reception year indications are that the higher-attaining children will exceed the standards which children of their age are expected to reach in all the areas of learning. However, for most children, language, communication, mathematical, social and physical development is close to the expected levels, with creative development and knowledge and understanding of the world above national expectations when they enter Year 1 and commence the National Curriculum.
66. A common characteristic of good teaching is the way in which the teacher uses opportunities to develop children's speaking and listening skills. She provides clear explanations and uses effective questioning to enable children to express their ideas. She uses a good range of strategies to engage them in learning and help them to co-operate with each other. Such good examples were observed when children role-played 'The Three Billy Goats Gruff' during a free choice outdoor activity. The teacher is enthusiastic and knowledgeable, and forms a good working team with the classroom assistant and other adults. There is an appropriate balance between teacher-directed work and what children themselves choose to learn. All the staff members have high expectations of children's behaviour and attitudes to learning. This was demonstrated clearly in a lesson concentrating on the identification of the 's' sound in familiar words when children's persistent efforts ensured good progress.
67. Adults listen carefully to what children have to say, and through subtle questioning attempt to develop their knowledge and understanding of the world. The teacher includes scientific and technological activities to stimulate curiosity and guide them in the desired direction with her comments. This was seen to good effect in computer program activities where children, using the mouse, learned to click and drag items across the screen to build up a funny face. The staff manages these young children well, making sure that they settle quickly and happily into the daily routines, for example, by involving them in rhymes, songs and actions at the beginning of each session. Provision also includes good activities through which children develop their creative talent. For instance, during group rotation, children excitedly choose to paint pictures of snakes and happy faces.
68. Checks on the quality of learning and standards are undertaken regularly and the information gained is used well to set appropriate and challenging work. The induction arrangements are good. Good links are established with parents who all support the work of the school. Communication with the two feeder play-groups is good and exchange visits ensure that the Reception class teacher is aware of the children's attainment prior to their admission, supported by their formal assessments during the first few weeks of the Autumn term. Parents appreciate these smooth transition arrangements. The energetic Foundation Stage leader manages this group ably and ensures that all areas of learning are covered effectively.

Personal, social and emotional development

69. Children's personal and social development are given high priority and to good effect, with learning and teaching in this area good overall and sometimes very good. They are encouraged to be independent and make choices about their activities, such as role-playing in the 'sound recording studio' or in the outside play area, enacting motorists and police. They know what is expected of them and behave well. Nearly all are interested and enjoy the activities. All adults show good examples to the children of how to form positive relationships and to care about others. Such an example was noted where a shy child was encouraged to use a recording system to comment on his favourite playtimes, thereby boosting self-esteem. During many activities, such as in the sand and play corner, children have opportunities to co-operate and collaborate, thus learning to take turns. Higher-attaining children exceed the expected goals by the end of the Reception year, but the majority just reaches them.

Communication, language and literacy

70. In communication, language and literacy children achieve well in relation to their prior attainment due to well-organised class activities. This is an appreciable improvement since the last inspection, and is a result of the effective dialogue between children and adults during the beginning and end of lessons and group activities. They are provided with a wide range of tasks to promote speaking, listening and an interest in books and the written word. Most children listen attentively and higher-attainers are becoming confident speakers, using appropriate vocabulary and constructing sentences well, exemplified when a group 'chatted' knowledgeably to an inspector about how they used graphics on the computer. Other examples included a shared reading session using the text 'The Big ABC Book'. As it is just the beginning of the year the majority is still at a very early stage of developing reading skills, but is improving well as a result of the purposeful learning atmosphere. Nearly all know that print carries meaning and recognise their own names. During lessons they enjoy listening to stories and sharing and handling books. From an analysis of past work and discussion with the previous year's class it is clear that some of the best readers have reached Level 1 in the National Curriculum. They know letters, sounds and words, which they have learned from letter and word banks. All are aware of the purposes of writing and write their own names and simple words, with higher-attainers composing simple sentences. This was evident from a scrutiny of past work where the children had written a letter of thanks to a local building firm about a visit to a site. By the time they complete the Reception year the majority has reached the expected learning goals with higher-attainers exceeding them.

Mathematical development

71. Attainment overall for these children is close to what is expected nationally by the end of the Reception year. Suitable activities are provided for the development of their mathematical skills. As a result of well-planned lessons and high, but realistic, teacher expectations, the children's learning is good. It is also good for those with special educational needs. The majority of children counts on to five, with higher-attainers comfortable with 10. Such an example was noted in a lesson where the children demonstrated practically how subtraction works while role-playing the rhyme 'Five Little Monkeys and the Tiger'. The majority recognises colours and an analysis of past work indicates that they recognise two and three dimensional shapes, and sort objects into categories using appropriate mathematical vocabulary. Their recorded work includes simple pictorial charts of, for example, favourite tastes. They know the terms 'longer'

and 'shorter', use non-standard units to measure, and are beginning to recognise the value of coins. A good foundation is being laid for future mathematics work through organised play activity and games, with opportunities involving counting, sorting and matching.

Knowledge and understanding of the world

72. Children make good progress in their knowledge and understanding of the world in which they live, and exceed the expected early learning goals by the time they leave the Reception class. Outside areas, including the pond and copse, provide good opportunities for scientific work. For example, children observe the seasons through the changing colours of foliage and weather patterns, and investigate the habitats of mini-beasts and birds. They learn about the beauty of nature by planting flowers and caring for them as they grow, evident in the tasteful array in the outside area. During visits, for example to Rand Farm, they learn how lambs and calves are reared and how sheep produce wool. Water activities arouse curiosity about why objects float and sink, explained ably by a group during such an outdoor session. They begin to understand how a computer works. Many children use the mouse accurately to move pictures around the screen, as observed during an ICT lesson on building up facial expressions. They talk about their route to school and identify some of the main features. They investigate construction materials and make models of cars and spaceships. Many, and especially higher-attainers, realise that tools are used for a purpose, as noted during a lesson on designing a face from a selection of recycled materials when they used scissors and glue spreaders. They begin to learn about life in the past by studying photographs of their parents and grandparents when they were young, and about their own bodies by constructing three-dimensional models from boxes.

Physical development

73. By the end of the Reception year children's physical development is similar to that expected nationally for this age. Through play with tabletop games, modelling materials such as dough, pencils, brushes and crayons they begin to improve their control while manipulating small items. They also develop skills in handling scissors, glue-sticks, collage materials and threading beads. The children, including those with SEN, make good progress in movement and co-ordination skills. In physical education lessons they use small equipment with increasing accuracy to develop co-ordination during throwing and catching activities, as observed during activities when children threw balls through a basketball ring. They have appropriate opportunities to use a satisfactory range of apparatus to help develop whole body control and balance, as well as establishing confidence. Children respond well to instructions and are developing an awareness of space for themselves and others, as they cycle and run around the outdoor play area. Good attention is paid to health and safety aspects as children use the fixed outdoor equipment for jumping, balancing and landing. The provision of large outdoor climbing apparatus is inadequate. The school is aware of this, has drawn up an appropriate action plan and arrangements are in place to address the issue in the immediate future through a range of fund-raising activities.

Creative development

74. Attainment is satisfactory overall in the creative aspects of learning, with higher-attainers reaching good standards. Children, including those with SEN, make good progress and achieve well as a result of a combination of challenging set tasks and opportunities for personal exploration. They explore colour, texture, shape, form and space, as for instance when colour-mixing to paint flowers and portraits of themselves.

Children are provided with interesting creative activities each day, and have regular opportunities to work with different media. For example, during a free choice session children selected crayons and paints to illustrate scenes about snakes from a book which they had shared. They manipulate, press and pull modelling materials, and play imaginatively with other resources and equipment, as was observed in a session of role-playing motorists and traffic wardens. In music they follow instructions well and enjoy singing, which many do in tune, for instance while singing 'Twinkle, Twinkle, Little Frog', which amuses them greatly. In one very good lesson the children responded well to beat and rhythm, ranging in tempo from 'The Grand Old Duke of York' to a quiet lullaby. In the same lesson they used percussion instruments well to establish rhythmic patterns and a repetitive beat. During practical activities they listen frequently to soothing classical music, and many express the feelings which they associate with it.

ENGLISH

75. Standards and provision in English in the work seen are broadly average by Year 2, maintaining the standards seen at the time of the last inspection, although pupils find it difficult to develop their writing skills. Standards by Year 6 are below average in the work seen, including literacy skills, since a high proportion of pupils has SEN and the writing of many older pupils shows little evidence of extended writing, indicating lower standards than at the time of the last inspection. Pupils have not gained the range of writing skills from previous years to demonstrate confidence and good expression in their present writing and impedes the successful outcomes of written work.
76. The standards of children entering school are in line with those expected nationally. The pupils benefit from the good teaching they receive in the reception class and make good progress into Year 1. Pupils develop their skills in speaking and reading through working with stories and simple texts at word, sentence and text level, and discuss their stories enthusiastically. For example, Class 1 shivered in delight as they described the 'green, gleaming eyes' and 'wild, waving legs' of the monster in their story books. They are less confident with writing and pupils find the skills of writing fluently in standard English difficult to achieve by Year 2. Higher attaining pupils write for a range of purposes using punctuation to indicate different characters speaking in the exciting adventures of 'Fizz Kid and his time travelling pogo stick'. The writing of lower attaining pupils is often of poor standard because spelling is weak, letters are unevenly formed, spacing is inconsistent and capital letters and full stops are used haphazardly. These varying standards reflect the lack of consistency in teaching due to the many staff changes over the past year. The same comments were made in the last inspection report and although there has been some improvement, standards are not yet sufficiently high.
77. The trends in reading and in writing at Year 2 are in line with the national trend and pupils are making satisfactory progress overall through the school. In both reading and writing boys did less well than boys nationally in 2001 but girls performed better than expected nationally. In the national tests of 2002, pupils' results were well above the national average in both reading and writing and close to the average in comparison with similar schools.
78. Standards reached by eleven year olds in the national tests rose sharply in 2001 to above the national average but fell to below in 2002 since that year group had a high proportion of pupils with SEN and fewer pupils gained Level 5 than nationally. These results are reflected in the analysis of written work scrutinised in the present inspection. Standards in lessons observed are well in line for speaking and listening, but pupils'

writing does not meet the standards expected from their oral contributions. This suggests that pupils do not carry into their writing the good understanding of topics discussed, grammar learned and vocabulary acquired. For example, in a Year 3 discussion pupils responded imaginatively to the characters suggested, planning a sequence of actions for a lively story. However, the written work that followed was incoherent with many spelling errors, although the words are in pupils' spelling books.

79. Many grammar mistakes and punctuation omissions occur although the rules have been explained recently by the teacher. In a Year 5 lesson, for example, pupils followed a grammar exercise where punctuation had been used correctly with a piece of writing riddled with careless slips and sprinkled with full stops used inappropriately. Despite teachers' best efforts the standards in writing of too many older pupils are low with little evidence of extended writing. The legacy of poor basic learning skills from previous years is having a lowering effect upon the present writing and impedes the successful outcomes of pupils' written work.
80. Standards in reading are satisfactory, but in classrooms a wider range of published material including non fiction texts is needed to provide opportunities for pupils to read a variety of different texts to fuel their own extended writing. The school has recently purchased a good selection of non-fiction texts.
81. Pupils' learning in all year groups is supported by carefully prepared lessons and writing is marked regularly, although teachers do not always indicate how pupils can improve their work. All teaching seen was satisfactory or better and two very good lessons were observed. However, the impact of the improved teaching inspired by the new headteacher is not yet reflected in the standards of learning. Arrangements to share good practice are not yet established for all pupils to benefit from integrated planning across all year groups, to ensure continuity of progress in the four basic skills of speaking, listening, reading and writing.
82. Classes are managed efficiently and pupils listen obediently to teachers. A strong Christian approach provides a good code for pupils' moral behaviour. Pupils have good relationships with their teachers and with each other. However, pupils do not always engage in the learning opportunities provided. As a result, at times tasks are tackled superficially and writing activities are not completed. Most pupils answer well in class but they are not confident to sustain their discussion through to a structured argument supporting their opinions. This limits pupils' written work because they have not had the opportunity to 'try out' their ideas and standards in writing are below what is usually expected. Planning is insufficiently structured to ensure that speaking skills feed into writing skills to raise standards over all areas of English. Also, assessment information is not collected and used to indicate ways to improve pupils' progress in basic learning skills. Effective teaching and learning were noted when teachers set a lively pace asking searching questions that excited curiosity and aroused emotion, keeping pupils well motivated on the tasks set. For example, pupils in Year 4 contributed enthusiastically using lively language to describe the contrasting behaviour of 'monster' and 'mouse'. Less successful learning was noted in a few lessons when the pace was pedestrian and too much time was allowed for too little work.
83. Good provision is made for pupils with special educational needs, particularly the facilities provided for those with physical disabilities. Teachers provide sensitive role models for pupils to share in helping each other to learn well. The joyous response of pupils with special difficulties reflects the ethos of the school in offering equal opportunities for all pupils to progress well in their learning. This is enhanced by the good attainment of pupils for whom English is an additional language.

84. There is a small library and all classrooms have a reading area. Older pupils use reference books and dictionaries confidently to research topics, although there is not a wide enough range of books to meet the learning needs of all pupils and to improve literacy throughout the school. Pupils use computers with varying degrees of competency but ICT skills are developing in the literacy lessons. Some attractive cross-curricular work is celebrated in the 'Welcome' display in Year 3 class.
85. The subject is led by an enthusiastic teacher, who is supported well by the headteacher. However, there is an urgent need for more professional development for staff to ensure that assessment is used effectively to monitor attainment and check on the rate of progress made by all groups of pupils. Further training is also needed to broaden the scope of teaching strategies used so that all pupils have good learning opportunities.

ENGLISH AS AN ADDITIONAL LANGUAGE (EAL)

86. The provision for pupils who speak English as an additional language is satisfactory. They have access to the full curriculum and are welcomed into the school community which follows the Christian ethic of offering equal opportunities to pupils of all races, religions and cultures. Four pupils have EAL though none are at the early stages of English acquisition and none needs support through additional funding. In fact from pupils' results and from observing pupils in their classes it was seen that three of the pupils identified are among the highest attainers and all are making good progress in their learning. Most of the pupils come from families well established in Britain and speak English at home.
87. The ethos of the school is to respect the opinions, creeds and beliefs of others, celebrating their differences through assemblies and acts of worship so that all pupils have equal opportunities to progress in every aspect of school life.

MATHEMATICS

88. Standards in the work seen are in line with the national average by the ages of seven and eleven, which is similar to the previous inspection. The 2002 National Curriculum tests indicate a slight improvement with 96 per cent of pupils reaching the expected Level 2 or above in Year 2, and 29 per cent the higher Level 3. Since 1998 the trend at Year 2 has been slightly upward, and in line with the national trend. For the same period, for pupils in Year 6 the trend has fluctuated and from 1999 to 2001 was downward. Standards in the national tests for 2002 were average, where 74 per cent of pupils in Year 6 gained Level 4 or above, with 22 per cent reaching the higher Level 5. They were, however, well below average in comparison with similar schools but this is partly explained by the high proportion of pupils with SEN in that year group. The school recognises the need to raise standards further in nearly all year groups, and is determined to do so. Since the appointment of the new headteacher a good start has been made and a thorough analysis of strengths and areas for development has resulted in the introduction of a rigorous assessment system, though still in its initial stages. This is an appreciable improvement since the last inspection. Inspection findings suggest an improving picture throughout the school with standards now in line with national expectations in every class.
89. Pupils are acquiring a satisfactory foundation in numeracy and mental calculations. They are encouraged to employ their mathematical knowledge in other subjects, for example, measuring and cutting angles in design and technology, or deciding on

directions, as observed in a Year 1 geography lesson. Occasionally they use computers to construct and produce graphs to represent their findings, for example the length of the world's major rivers. Brisk mental warm-up activities teach pupils to count on and back accurately, to become confident with multiplication and to develop a variety of ways to calculate. Mental introductory and concluding parts to lessons increase in difficulty as pupils get older and are now beginning to play a large part in developing, reinforcing and testing pupils' knowledge, understanding and skills. By Year 6 higher-attaining pupils have a ready facility with number and convert percentages to vulgar fractions and vice versa, by a range of methods.

90. In the infant classes, pupils, including those with SEN, make satisfactory progress over time, due mostly to overall satisfactory teaching, good attitudes and a willingness to learn. There is no significant difference in the achievement of boys and girls. Pupils in Year 1 read two digit numbers and identify odds and evens. Higher-attainers recognise number sequences and all are learning appropriate mathematical vocabulary. They are beginning to weigh and measure using non-standard items such as cubes, string and hand-spans. By Year 2, most understand about halves and quarters, and know the names and properties of common two- and three-dimensional shapes. Many interpret accurately simple graphs and bar-charts, and add and subtract successfully in tens and units. However, many are less confident when filling in missing numbers in sequences.
91. Pupils' learning in the junior classes continues to be satisfactory overall, evident in the lessons seen and in an analysis of pupils' work over time. Most pupils make satisfactory progress, and the higher attaining pupils often make good progress in lessons. This is due mostly to the introduction of a more rigorous assessment system containing frequent and sharper checks to ensure that work is set appropriately to meet pupils' needs. Boys outperform girls significantly. The school is aware of this and, as a result of systematic intensive data analysis, is now beginning to address the issue successfully. Learning is enhanced when pupils are challenged by problems and encouraged to think mathematically, as observed in a Year 5 class using a variety of methods to subtract two and three digit numbers, including counting on. During this session the pupils displayed great perseverance due to the energetic work of the teacher and the demanding work. Tasks lacked challenge in a few lessons and were not always based on pupils' prior knowledge and understanding, as noted with a group of Year 2 pupils working on addition of money problems. Higher-attaining pupils in Year 3 understand place value to thousands, add and subtract tens and units successfully, and know a range of simple fractions. In Year 4 the majority knows the characteristics of two- and three-dimensional shapes, calculates volume by using cubes, and measures perimeters by non-standard methods. Pupils construct and interpret simple bar charts satisfactorily and by age 10 calculate positions using co-ordinates, know and understand the function of multiples and factors, and higher-attainers convert improper fractions to mixed numbers accurately. Pupils in Year 6 calculate the area of rectangles and triangles using formulae, understand about symmetry, and calculate percentage discounts successfully. Although pupils develop a satisfactory range of mental methods and strategies, the opportunity to use them to best effect in some classes is not always taken, as noted in an older year group lesson on the conversion of improper fractions to mixed numbers.

92. Pupils are required routinely to discuss their calculation methods and justify their answers. For example, Year 4 pupils had to explain in detail how they used their knowledge and understanding of place value while converting mixed units to a single unit using the decimal point (eg $10\text{ cm} + 1\text{ mm} = 10.1\text{ cm}$). The vast majority of pupils enjoys lessons, particularly the use of games and the challenge of daily quick-fire mental sessions. For instance, during the introduction to a Year 6 lesson many explained eagerly and precisely how they derived answers to mental problems using the four rules of number. This positive attitude enhances learning, and linked with satisfactory overall teaching enables pupils to develop a flexible array of mental calculation strategies. Pupils are nearly always well-behaved and respond appropriately to the teacher's questions and instructions. This was evident during a Year 1 lesson where pupils were keen to explain how they could use addition and subtraction facts up to 15. During set tasks they persevere and sustain concentration well. They are particularly supportive to each other in group work, as observed in a Year 3 lesson on adding and doubling single digit numbers. Most pupils take pride in their work and present it neatly.
93. The quality of teaching is satisfactory overall, with some good examples observed. Consistent planning takes into account the different needs within each class and helps teachers to set clear learning objectives for every lesson. When these are shared with pupils at the beginning of lessons and their success evaluated during and at the end, then good progress ensues. For example, in a Year 4 mental mathematics session pupils knew that from a given number they had to add or subtract 10 or 100, and at the end were able to discuss how and what they had achieved. Opportunities are provided for pupils to work independently, but also to support each other when required. Teachers frequently assess pupils' responses well and target supplementary questions to expand their thinking, seen to good effect with a group of five-year-olds demonstrating two ways of making a given number, which ensured that learning was accelerated. A lesson in Year 4 exemplified the good practice of combining problem-solving, discussion and explanation, and the maintenance of good pace. In a few lessons, teaching was less effective since the pace was slow and lacked appropriate challenge. Assessment of day-to-day work is satisfactory overall. Marking is consistent and sometimes evaluative, which helps pupils to understand how they can improve. The management of the very small number of 'less interested' pupils is effective, and teachers are unfailingly polite but firm, and do not tolerate behaviour which might impact negatively on the learning of others.
94. The co-ordinator manages the subject well. The regular assessment system, together with the detailed analysis of pupils' test results, still in their initial stages, is helping towards the successful development of the subject. Monitoring includes a review of teachers' plans, an analysis of pupils' work and observation by the co-ordinator of teaching and learning, with colleagues receiving written and oral feedback. The linked curriculum governor is knowledgeable, well-informed and involved in the analysis of test results. Resources are adequate, maintained well and are easily accessible to pupils and teachers.

SCIENCE

95. Standards of work seen by Year 2 are broadly average. This maintains the position of the last report. In the national tests using teachers' assessments of summer 2001 standards were average, although fewer pupils gained the higher level 3. Standards across the various aspects of science, such as experimental and investigative science, were similar. In the national tests for summer 2002, standards indicated by the teachers' assessments are well below average.

96. Standards of work seen by Year 6 are at the national average, although previous work indicates that pupils' skills require reinforcement for them to work independently and confidently. This maintains the position at the last inspection. Standards in the national tests of summer 2002 were below average. A similar proportion of pupils gained level 4 or above as nationally but fewer pupils gained the higher level 5. Compared with similar schools, standards in 2002 were well below the national average, although the percentage of pupils known to be eligible for free school meals may not reflect the true entitlement. From 1997 to 2001, the school's trend was broadly in line with the national trend, though with more variation. All groups of pupils are making appropriate progress.
97. A well-planned lesson in Year 1 enabled pupils to learn how people grow from being babies to adulthood through the use of a skeleton model. The teacher's good knowledge and understanding promoted good discussion with the pupils about the bones. The pupils' good attitudes and behaviour encouraged good participation. Most pupils, including those with special educational needs, named external parts of the body correctly. Within Year 2, knowledge of the body was extended through a well-presented discussion about teeth. The pupils' interest was captured well through the teacher's good preparation, creating a very good sense of anticipation - having brought a set of teeth from a local dentist. Many pupils were keen to answer questions about how to look after our teeth - 'don't eat too many sweets', for example, and nearly all pupils knew to brush their teeth regularly. Overall, by Year 2 pupils have a satisfactory knowledge and understanding of the body and specific parts. At times there is insufficient opportunity for pupils to discuss and explain their own ideas. Previous work indicates satisfactory knowledge overall, with evidence of a selection of practical work.
98. The names and function of teeth were further extended in a carefully presented lesson in Year 3 where pupils considered how the different teeth act in biting and chewing. Pupils were again keen to offer answers having used hand mirrors to examine their teeth, the shapes and numbers. Most pupils completed the task correctly, although there was some lack of challenge to extend the higher attaining pupils. Pupils in Year 4 were given a lively and well-presented introduction to 'healthy' and 'unhealthy' foods. They were invited to classify a wide selection of pictures, and most pupils made satisfactory selections. The teacher's good subject knowledge was shown through her emphasis on fats and proteins which most pupils identified within their pictures. The discussion left open some questions about foods that match several categories and that lifestyle and quantity are also factors. In a carefully presented lesson in Year 6, pupils learnt that there are conventional symbols for the components in an electrical circuit. Most pupils applied these correctly in drawing a circuit with battery and switch, indicating satisfactory knowledge overall, although a few pupils remained uncertain without help.
99. Previous work indicates that in the previous school year, pupils made steady progress in knowledge and understanding across the aspects of science. Most classes presented work that shows a satisfactory practical basis, with accounts of experiments, charts, tables of results and graphs. Standards are broadly satisfactory and tasks cover the science curriculum appropriately. The higher attaining pupils demonstrate good understanding, with well-presented work, leading to standards at the higher levels. Similar tasks are usually provided for all pupils, although the lower-attaining pupils often receive more direct help through prepared worksheets and support.
100. Most pupils demonstrate good attitudes and behaviour which is having a positive impact on learning, taking part well in lessons and co-operating with friends. For

example, in Year 4, pupils worked out together how they would classify and present the foods. Several lessons encouraged pupils' imagination, for example in bringing out a set of false teeth, and many pupils are learning to listen to others respectfully. This is usually encouraged by the class teachers, who have good relationships with the children. Clear objectives were set and pupils were well managed and supported. The quality of teaching and learning is satisfactory overall in both the infant and junior classes, and there are several good features. Some lessons began with a well-prepared introduction that captured pupils' interests and focused attention on the ideas. A few teachers use their subject knowledge well to explain and discuss the work, such as the healthy foods. There is generally a good emphasis on practical work, making circuits or examining teeth, for example, so that pupils use equipment and resources in their learning. On a few occasions pupils, particularly the higher attaining, were not fully challenged and the amount of work to complete was not clear. There was also considerably more scope for class or group discussions to ensure that pupils have expressed, clarified and understood the ideas for themselves. There is also less evidence that teachers give a clear emphasis to the need for good experimental conditions.

101. Teachers give suitable emphasis to literacy and numeracy skills, and ICT is used in a developing way. Pupils are invited to talk to the class about their ideas, helping their speaking and listening skills. A few pupils are very clear and articulate. Numeracy skills were used in lessons for such things as charts and graphs of their investigations. There is good support for pupils with SEN, who are integrated fully into lessons.
102. The subject is managed well by the co-ordinator, who has a good understanding of the role. There is an agreed policy for the subject and national guidance forms the basis for a scheme of work. Resources are satisfactory, although these should be extended as funds allow. Marking of work is usually satisfactory, but ranges from a few ticks to a few good examples where thoughtful comments are used to reinforce pupils' learning or to pose questions. Currently, the assessment procedures are being reviewed to match the curriculum framework so assessment and recording procedures are undeveloped and not sufficiently effective.

ART AND DESIGN

103. Standards are in line with those expected nationally for pupils by Years 2 and 6, maintaining the position at the time of the last inspection. Evidence was gained from observing two lessons, reviewing wall displays, talking to pupils and to their teachers. There is also a very detailed policy with a realistic action plan for developing pupils' skills and evaluating processes.
104. All groups of pupils progress satisfactorily including those with special educational needs. There are no marked differences between the achievements of boys and girls. Pupils for whom English is an additional language make good progress.
105. Art activities start early in the reception class which is a hub of creativity. Lively self portraits are displayed in Year 1 classroom beside the scary model of 'Skelly Skeleton'. Pupils in Year 2 continue to explore through first hand observation using chalk and charcoal to discover the movement of lines. Pupils' spiritual and social development is enhanced through their artwork. For example, abstract patterns inspired by flower shapes form a background to 'daisy' frames in which photographs of the present Year 3 smile out a welcome to visitors. The previous Year 3 prepared 'Welcome' posters for the incoming class with colourful paintings and computer print-outs of the activities they had enjoyed most, crowning their display with a starry pattern proclaiming 'Art is Best'.

106. Pupils' learning is enhanced by their exploration of a range of starting points for their practical work integrating their history studies of the Tudors with developing skills in ICT to create attractive patterns based on their drawings of a Tudor rose. Pupils are encouraged to evaluate their own work and that of others by sharing learning experiences and developing their artistic appreciation.
107. Pupils in Year 5 studied a series of landscapes with increasing interest when they learned that the paintings were by the art co-ordinator in their own school. Art and design were integrated well in the lesson on perspective drawing that followed. By following the procedures for technical drawing pupils learned to create the illusion of distance by changing the front view of a house to a side elevation. Pupils in Year 6 are creating some exciting collage landscapes exploring silhouette and skyline through photographs taken with a digital camera on a class walk in the late afternoon. Pupils develop sensitivity to line and texture through these experiences.
108. The department is led by a very experienced co-ordinator who shares her considerable expertise with non-specialist teachers so that teaching can result in enhanced learning for pupils in all year groups.

DESIGN AND TECHNOLOGY

109. At the last inspection overall levels of attainment were found to be broadly in line with what is expected of pupils by Years 2 and 6. It was not possible to observe any design and technology lessons during this inspection, and evidence is gained from an examination of pupils' work, displays and photographic evidence of pupils' work. Although there are some inconsistencies in the standards being attained they have remained satisfactory overall across each year group and there are examples of good standards of work.
110. Planning and work seen shows that the school is meeting the requirements of the National Curriculum. Pupils are planning and designing, learning and putting into effect a range of skills and carrying out evaluations of their work.
111. A small amount of work on display and a good range of photographic evidence shows that pupils in Years 1 and 2 have been designing and making puppets, moving vehicles, a winding mechanism (such as a model of a well) and food technology linked with the 'healthy eating' project. In Years 3, 4 and 5, work has included a plan and design of the new playground, making moving monsters, torches, simple pneumatic systems and a movable cam; and more food technology.
112. The subject co-ordinator has monitored the subject as well as possible through checking the planning and looking at work through the school. It has not been possible so far for her to monitor the teaching so that those areas where staff confidence is low can be noted and the necessary support given, but this is planned. The need to make assessment procedures more consistent and more exact has also been recognised. An audit of resources has been done very recently and these are adequate for the teaching of design and technology through the school. More time is now being given to the subject and the co-ordinator is keen to take advantage of this and raise standards. An action plan has been prepared and this should help move the subject forward. The co-ordinator recognises the need for some staff development to improve confidence and expertise in some areas.
113. There has been satisfactory improvement since the last inspection.

GEOGRAPHY

114. Pupils' attainment by the ages of seven and eleven is in line with national expectations, which is a similar judgement to that of the previous inspection. Evidence includes lesson observations, discussion with teachers and pupils, and an analysis of past and present work. From this it is clear that pupils, including those with special educational needs, make satisfactory progress as they develop their geographical skills, knowledge and understanding. Overall pupils achieve satisfactorily, due generally to their good attitudes and the appropriate tasks set by teachers.
115. Pupils in the five to seven age range have a satisfactory recall of subject knowledge and skills. In Year 1, pupils know how to carry out simple mapping and can describe their route to school. On a map of the school they identify accurately the main features. In Year 2, pupils understand the difference between physical and human features, such as shops, houses, rivers and hills. They compare the temperatures from different parts of the world, for example the Tropics, and compare the fruits grown there and here. In their comparison with another place they learn how differently people live in Kaptalamwa, a village in Kenya. For example, they recognise that many families live in one room, which is used for sleeping and cooking and therefore conditions are cramped. They identify on a world map the location of both places.
116. In the seven to eleven age range pupils continue to develop their mapping skills and use co-ordinates, with higher-attainers using four grid references. While working on landscapes they distinguish accurately between highlands and lowlands on a physical map. In their study of the local environment, pupils' suggestions in Year 5 included the installation of traffic calmers and mirrors at corners to help reduce the speed of vehicles. In the same year group higher-attainers write knowledgeably about the world's major rivers, their influence on the landscape and why certain areas on them attract settlements. They also know and understand about features such as river sources, tributaries, flood plains and estuaries. In Year 6 pupils compare the region of Chembakoli in southern India with Skellingthorpe which develops their understanding of how climatic conditions influence ways of life and types of industry. To help maintain interest in geographical study these pupils are currently plotting and following the route of yachtsman Graham Dalton in the Round the World Yacht Race, and are in communication with him via the internet.
117. The quality of teaching is good overall and as a result pupils have a positive attitude to the subject. Lessons are planned well, which holds pupils' interest, and effective pace is maintained through a range of activities. For example, in a Year 5 lesson very good use was made of three-dimensional models and an information and communications technology programme to improve the pupils' knowledge and understanding of the choice of certain landscapes for settlements. At the end of the lesson pupils listed shelter, water, food, and defensive features as reasons for choice. In a well-organised Year 2 lesson pupils spoke knowledgeably and enthusiastically about how they planned a route based on the story of 'Rosie's Walk'.

118. The co-ordinator is an enthusiastic advocate of the subject and has worked hard to promote it. She has carried out an analysis of pupils' work with the staff and curriculum governors. She has observed teaching and learning, offering verbal and written feedback to colleagues, which has had a positive impact on practice. A new scheme of topic-based work has been introduced on a two-year rolling programme cycle. The policy is up-to-date but still to be ratified by the governing body. Procedures to assess pupils' knowledge and understanding at the end of topics require further development. Resources are adequate, maintained well and easily accessible to pupils and teachers. The subject is led and managed well.

HISTORY

119. Evidence from lessons and an analysis of pupils' past work, and discussions with them indicate that standards by the ages of seven and eleven are in line with national expectations. This judgement is similar to that of the previous inspection. Taking account of achievement and the work completed over time, pupils' learning, including those with special educational needs, is satisfactory.
120. The pupils begin to build on their sense of chronology from an early stage. In the five to seven age range they demonstrate their understanding of the past and present when they compare photographs of themselves now and when they were one or three in relation to a time-line measuring their growth between birth and the present time. When they talk about 'fireworks night' they associate Guy Fawkes with a man who lived a long time ago. While studying Queen Elizabeth II's Golden Jubilee they learned about the significance of 'duty' and why people who reach an 'old age' have special celebrations. Some higher-attaining pupils recall some events in the lives of famous people such as Florence Nightingale, and they know that the Great Fire of London started in Pudding Lane and that the lack of resources made it more effective. Chronology is further enhanced when they compare early 20th century seaside swimwear with today's, and visits to the Toy Museum in Lincoln bring alive the games and toys with which their grandparents played. By the time they are seven pupils use photographs to compare the dress style, vehicles and buildings of former times with those of the present.
121. By the time they are eleven pupils demonstrate a satisfactory knowledge and understanding of the periods which they have studied, such as the Ancient Greeks, Romans, Viking and Tudors. Pupils in Year 3 have a particularly good recall of life in Victorian times, especially about schooling, after role-playing a school day in the Victorian Museum's classroom in Lincoln. Higher-attainers can link poor health to cramped living conditions. Pupils in this seven to eleven age range learn how the Vikings were skilful seafarers and how, when they had conquered different countries, they introduced a new type of farming and animal husbandry. Being resident in such an idyllic setting they have opportunities to compare these methods to those they know in their everyday experience of farming. Pupils in Year 4 in their study of the Ancient Greeks learn about famous people and how they have influenced our way of life today, for example Hippocrates, the father of medicine, and Pythagoras, the great mathematician. They learn how democracy works, and how the word is derived from Greek, when they study the system of government in Ancient Greece. Visiting theatre groups allow pupils the opportunity to dramatise in costume aspects of the Tudor period, including the Battle of Bosworth and the defeat of the Spanish Armada, all of which enhance their knowledge and understanding of history.

122. Throughout the school pupils use a range of primary and secondary sources. For example, in Year 5 pupils visited the Archives in Lincoln to research the history of Skellingthorpe, by looking at maps and old original documents. They discovered that in 1885 a man named William Booth was headmaster of St Lawrence School. Pupils in Year 6 study the Ancient Egyptian civilisation and record how the social structure worked, from the Pharaoh to slaves and peasants. They recognise from their knowledge of Latin derivations that places such as Chester, Dorchester and Tadcaster were Roman towns originally, and how the Romans installed hypocaust systems in their houses.
123. In the lessons observed the quality of teaching was satisfactory overall with some good practice. Secure class management and good relationships between pupils and teachers lead to a calm, purposeful working atmosphere with pupils appropriately on task and being co-operative and collaborative. This was exemplified well in a Year 4 lesson using portraits of Tudor personalities as a source of information. In this lesson the teacher displayed secure subject knowledge and explained clearly to the pupils what they were going to do and were expected to find out. In a Year 3 lesson effective use of questioning and explanation enabled pupils to formulate their own questions about what they wanted to find out about the Tudor monarchy. In all lessons support staff are used well, especially during group activities to support lower-attaining pupils and those with special educational needs, as observed in a Year 2 class studying portraits of Florence Nightingale. Nearly all pupils enjoy history activities, behave well and show interest, as noted in lessons and discussion with pupils.
124. The subject co-ordinator is energetic and knowledgeable, and works hard to maintain an adequate quantity and range of resources. The scheme of work, which is on a two year rolling programme cycle, follows the programmes of study in the National Curriculum. A detailed policy is in place, but procedures to assess pupils' knowledge and understanding at the end of topics require further development. The co-ordinator has observed teaching, offering written and verbal feedback. Overall the subject is managed well.

INFORMATION AND COMMUNICATION TECHNOLOGY

125. Standards in information and communication technology (ICT) meet the expectation by Years 2 and 6, although this is still a developing subject and pupils' skills are becoming established. This maintains the position at the last inspection. The quality of teaching and learning is also satisfactory, with several good features. A few pupils have good understanding and skills, gained through a combination of home support, interest and increasingly good opportunities in the school. The children's progress is satisfactory overall, and during some tasks pupils are making good progress. Pupils who have special educational needs generally achieve in line with their peers. The school has taken several decisions recently to improve facilities and standards and this is beginning to have the desired effect. For example, the increased number of computers in each class, the use of a screen projector, and the time-tables sessions for groups of pupils to reinforce a lesson are all having a positive impact on learning. Also, the deputy headteacher as subject co-ordinator is providing clear educational direction, and staff training is leading to increased confidence. All classes include a taught session of ICT for at least one session a week, which ensures satisfactory subject coverage, and frequent further group-work takes place on tasks that link to other subjects. A few teachers have good subject knowledge, and this is shared readily amongst the staff.
126. Children in the infant classes are making satisfactory progress and acquiring new skills and understanding through focused teaching on relevant tasks. For example, children

have used simple programs to understand the use of moving or dragging the mouse, and to improve the skill of controlling the mouse. In a well-presented lesson in Year 2 the teacher introduced the children to features of a paint program, including the flood command. Children watched fascinated when the paint enveloped - or flooded - the whole picture; the teacher bringing out very well the need to prevent any breaks in the line. Overall, children showed satisfactory understanding and skills in using the commands, the teacher's good interactive style encouraging the pupils to think and answer. All pupils were included well in the lesson, encouraging pupils to show good interest and behaviour overall. By Year 2, children have satisfactory keyboard and mouse skills. They know several commands for controlling the computer or to enter information and save their work. The children respond well with mostly good attitudes to the interest of their tasks. Regular access to the facilities is beginning to be a natural part of pupils' learning.

127. During a practice session by pupils in Year 3, all pupils demonstrated the skills to log-on to the computers correctly via a password. Most pupils opened up the word processing package they had previously used confidently. All pupils had the skills to enter text, set or change the font size. The high attaining pupils typed a list of instructions independently showing good progress, while other pupils required considerable prompting to complete the task. The session provided suitable opportunities to consolidate the learning of a previous class session, and the teacher gave effective support when needed. Pupils enjoyed the work, had good interest and attitudes, and cooperated well together. Standards demonstrated average understanding as pupils were able to generate and amend their work, and give a series of instructions. Several pupils tend to poke the keys, rather than use a good key-stroke style. In a very well presented lesson in Year 5, the teacher made good links between ICT and English through focusing pupils on text from the story of Grandpa Chatterjii. The pupils were keen to answer, finding examples involving character. The teacher showed good subject knowledge through his very clear exposition so that pupils understood and followed the steps. For example, having explained how to highlight text he discussed the edit mode to move chosen text to another position. A few pupils already knew the edit mode and most pupils learnt quickly how to enter commands to move text, using for example the scroll bar. The session provided good learning conditions for the pupils, with very clear instructions, the interactive approach involving all pupils well. This led to good learning by the pupils, some of whom show they do not yet have a strong skills base for learning and applying new ideas. The high attaining pupils have good knowledge and skills. By the time they reach Year 6, work in lessons and pupils' previous work indicates satisfactory progress and standards, although several pupils do not yet have the confidence and independence to tackle tasks on their own. Pupils' understanding and skills meet the expectation of ICT. The teachers' knowledge and confidence is enabling them to tackle worthwhile tasks and to extend their skills.
128. The school has good classroom facilities that enable teachers to link computer use to other subjects. In this way, children are helped to see a relevance and purpose in the application in other subjects that is promoting good learning. The school is successful in extending the work of higher attaining children in the junior classes. A computer club is planned to meet pupils' wider interests. Children also have some access to use other equipment such as a camera and electronic key-board to support work in other subjects.
129. The subject is led very well by the co-ordinator who, since his recent appointment, is working hard to support colleagues and to improve their confidence and use of ICT facilities. This, and the training, are helping to improve teachers' subject knowledge,

indicating good progress since the last inspection. The school meets statutory requirements for the subject and this is an improvement on the findings of the previous inspection. With strong leadership now established in the school, both in overall management and in the subject, significant improvements in resourcing are being made since the previous inspection, which found that improvement since the inspection prior to that one was unsatisfactory. The school has since tackled the shortcomings identified then by improving resources and managing the teaching and learning for pupils to integrate ICT within the curriculum. The school is aware of the need to improve the assessment procedures for ICT and to include more use of control and the sensing of physical data in planned tasks. Careful financial planning has ensured that the school has made good recent progress, and the subject action plan shows that development is set to continue in order to raise standards further.

MUSIC

130. Standards of pupils in all year groups are in line with levels expected nationally. Judgements are based on the few lessons seen, discussions with pupils and interviews with the recently-appointed co-ordinator and the headteacher, who is herself a qualified music specialist. There are good opportunities for pupils to learn a variety of instruments through individual music lessons although full advantage is not taken of this facility.
131. Pupils' learning develops well during the reception year when children enjoy using a variety of percussion instruments and chime bars. A lively lesson was observed when children were invited to choose an instrument, discuss how to play it, and to name it. The experience of music making enthralled these very young children although it was the end of a very long day. Children responded to the dynamics, varying volume and tempo from the 'Grand Old Duke of York' to a quiet lullaby. The first attempt at playing in unison was chaotic but pupils learned to 'stop' and 'start', establishing control and manipulating their instruments to establish rhythmic patterns and a repetitive beat as in 'Hickory Dickory Dock'. Children participated well in this session sharing their delight in the early beginnings of musical composition.
132. All groups of pupils are making satisfactory progress including those with special needs and pupils for whom English is an additional language. Pupils in Year 3 joined in singing 'Lunchtime Queue' along with the radio. Pupils attempted to create musical patterns by reproducing the sequence of their own lunch time experiences as they tried to devise the appropriate sounds to the complex activities suggested. However, too much was attempted too soon and much more control is needed before ensemble music can be produced successfully. The recording of each group's work was a powerful 'spur' for all pupils and as they became aware of the effects of the sounds they were making they began to create music from the cacophony of sound.
133. Pupils' learning is supported by satisfactory teaching throughout the school. New specialist teachers are given advice and guidance about effective strategies to encourage pupils' development through music. The joyful singing in morning assemblies provides a good example. Older pupils are taught to sing songs in three parts controlling the pitch and recognising that they form three parts of a team not three teams in competition! Pupils in Year 5 practising the 'Coffee Song' began to understand the need to listen more carefully, so that they can combine the musical elements of pitch, dynamics and tempo with the need to take turns in being silent.
134. The new co-ordinator supported by the headteacher has prepared a realistic policy for music which provides a sound working document for all teachers. Extra-curricular

activities are not yet firmly established so early in the school year, but choirs for older and younger pupils are organised. They are planning to follow the pattern of former years by giving concerts for the local community and farther afield in Lincoln.

PHYSICAL EDUCATION

135. Standards in physical education in the lessons observed meet the expectation by both Years 2 and 6. In the infant classes the teachers provide well-thought through warm-up activities, for example, pretending to dip various parts of their bodies into different coloured paints then move to spread the magic paint. Current indoor work involves a visiting dance specialist, who is building sequences of movements, to explore creativity. For example, children in Year 2 woke from a sleep, stretched and moved with good expression. Most pupils explored movement using ideas indicated by the teacher but interpreted in their own way, showing a developing fluency and expressiveness. Mirror dancing in pairs added a good element of control but encouraged pupils to work together. The majority of pupils display a developing awareness of space while exploring different ways of travelling. Most pupils move freely with satisfactory co-ordination but a few lack the skills or confidence in their movements, and are not prepared yet to take on an imaginative role. Most children, however, engaged fully with the ideas and tasks through the teacher's lively and very positive style. The teacher's clear expectations and good evaluation methods encouraged pupils to try hard and improve. The high attaining pupils demonstrated good co-ordination and development. There is no significant gender difference in pupils' learning. Pupils with special educational needs make sound progress in developing skills.
136. Within the junior classes pupils in Years 3 and 4 were observed for outside games. Well-prepared lessons provided a good sequence to activities, with a thorough warm-up session. The careful introduction prepared pupils well for the tasks, for example of controlling their throwing and catching. Team games in Year 3 which developed the skills of passing and receiving were extended well in Year 4 during a simpler version of netball. The pupils began to use space more effectively and improved their accuracy of passing, having tended to all bunch together and follow the ball early on. Their understanding of tactics improved as they anticipated the game. Many pupils were very keen and excited but were well-behaved, playing co-operatively within the teams. Their good attitudes and involvement contributed well to their efforts and learning.
137. Pupils in Year 5 took part in a dance lesson by the class teacher while pupils in Year 6 were also seen to benefit from the expertise of a visiting dance teacher. Pupils in Year 5 followed a theme with good links to history to express their feelings on the children of a family being evacuated. Many pupils expressed the emotions well, of sadness and distress, through their body posture and slow movements, improving with practice. Their good attitudes and behaviour supported their efforts and learning by getting into the mood with well-chosen music to set the atmosphere. Two contrasting themes in Year 6, of going to work at an office and of relaxed life in a rural setting led to the pupils entering well into the styles. By the time the teacher invited groups to perform their sequences, most pupils had refined several good aspects and the contrast between rural and urban lifestyles was clear. The pupils' good attitudes and co-operative behaviour led to good learning, promoted strongly by the teacher. The good emphasis on evaluation encouraged reflection about their performance and the ability to express their views. The teacher's very good encouragement for quality moves led the pupils to create several good sequences, particularly the higher attaining pupils. Overall the pupils demonstrated satisfactory skill in the tasks, with good attitudes that resulted in good gains in skills.

138. The quality of teaching is good throughout the school, taking account of the specialist teaching. Teachers have clear learning intentions, although do not always make these explicit to the children. The good choice of task offers a good level of skills development and challenge. Teachers' good relationships with the pupils encourage them to work hard, and the good practice of inviting pupils to demonstrate and evaluate their work helps to raise standards. The teachers have good subject knowledge and make effective interventions as the pupils are working to give praise and identify aspects to improve. The teachers are very active around the class or activities, taking part fully so that pupils become fully involved. The teachers are suitably aware of health and safety issues. Most pupils of all ages are well motivated and show good levels of concentration. They are learning to control their body in dance and games, and have good opportunities for other physical activities through the pattern of planned work. Most pupils use equipment with care and respect.
139. The school offers a good range of experience in physical education and the subject meets statutory requirements. Resources are satisfactory and the well-appointed hall makes a good contribution to pupils' physical development. The recently appointed co-ordinator has a good interest in supporting the subject and is developing a good understanding of the role through the support of the headteacher. Assessment procedures to track pupils' skills and progress are at an early stage. There are planned opportunities to monitor lessons as part of the ongoing review of subject development, which is good practice.

RELIGIOUS EDUCATION

140. Because of timetabling it was only possible to observe two religious education lessons during the inspection. Judgements have been formed on the basis of these, an analysis of pupils' work through the school during the past year and an examination of teachers' planning.
141. The standards achieved by the end of Year 2 are at the level expected for their age. By the end of Year 6 pupils are deemed to be above the level expected by the Lincolnshire Agreed Syllabus. This indicates good progress through the school and shows good improvement since the last inspection in 2000, when standards were found to be at the expected standard. The time allocated to religious education is sufficient throughout the school and this too is an improvement since the last inspection when it was judged that not enough time was spent on religious education.
142. In the two lessons observed teaching was at least satisfactory and the work reviewed indicates that teaching is satisfactory overall. Marking is consistent and comments helpful. Presentation is good and pupils generally take a pride in their work. As well as Christianity, pupils look at people of faith, celebrations and main principles of Hinduism, Judaism and Islam. They are encouraged to explore ideas and ask questions. As well as visits to the local church pupils have visited a chapel, the cathedral and a mosque and visitors have included Christians, Muslims and Jews. Religious education makes a good contribution to the spiritual, moral, social and cultural development of the pupils.
143. The present subject co-ordinator is knowledgeable and well organised and the subject has benefited from effective monitoring through reviews of planning and work samples and observing and feeding back on lessons. Members of the governing body have also been involved in work sampling and this has also helped to maintain and improve standards. Resources are generally good, with a range of books, posters and videos. There is also a satisfactory range of artefacts, but the co-ordinator agrees that these could be further improved.

