

INSPECTION REPORT

THE SAINT THOMAS CE PRIMARY SCHOOL

Boston

LEA area: Lincolnshire

Unique reference number: 120546

Acting Headteacher: Mr Mike Capper

Reporting inspector: Mr Alan Fullwood
21184

Dates of inspection: 16th – 19th June 2003

Inspection number: 248148

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and junior
School category:	Voluntary controlled
Age range of pupils:	4 – 11 years
Gender of pupils:	Mixed
School address:	Wyberton Low Road Boston Lincolnshire
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Appropriate authority:	Governing body
Name of chair of governors:	Mr Jeffrey Standen
Date of previous inspection:	February 1998

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
21184	Mr Alan Fullwood	Registered inspector	Information and communication technology Physical education	What sort of school is it? The school's results and pupils' achievements How well are pupils taught?
13450	Mrs Jenny Madden	Lay inspector		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?
32206	Mrs Kaye Case	Team inspector	Foundation Stage Art Design and technology	
32606	Mrs Verna Derwas	Team inspector	Religious education History Geography	
1769	Mr Michael Holohan	Team inspector	Hearing impaired unit Special educational needs	
20380	Mr Neville Pinkney	Team inspector	English Science Equal opportunities	How good are the curricular and other opportunities offered to pupils?
30705	Mr Graham Stephens	Team inspector	Mathematics Music	How well is the school led and managed?

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REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	7
Information about the school	
How good the school is	
What the school does well	
What could be improved	
How the school has improved since its last inspection	
Standards	
Pupils' attitudes and values	
Teaching and learning	
Other aspects of the school	
How well the school is led and managed	
Parents' and carers' views of the school	
PART B: COMMENTARY	
HOW HIGH ARE STANDARDS?	12
The school's results and pupils' achievements	
Pupils' attitudes, values and personal development	
HOW WELL ARE PUPILS TAUGHT?	15
HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?	17
HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?	18
HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?	20
HOW WELL IS THE SCHOOL LED AND MANAGED?	21
WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?	24
THE WORK OF THE HEARING IMPAIRED UNIT	24
PART C: SCHOOL DATA AND INDICATORS	26
PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES	31

PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Saint Thomas is larger than most primary schools and is situated on the edge of the town of Boston. There are currently 379 boys and girls on roll, taught in 14 single aged classes. The school has grown considerably since the last inspection. There is also a Hearing Impairment Unit which currently caters for seven pupils. There are at present 55 Foundation Stage children in the reception classes. Currently, there are more girls, 199, than boys, 179. The school serves the surrounding area but 30 per cent of pupils come from outside of the catchment area because of its good reputation. The percentage of pupils identified as having special educational needs is below the national average but the number of pupils with statements of special need is high. The percentage of pupils eligible for free school meals is well below the national average. However, socio-economic indicators for the area are generally in line with national averages. There are eight pupils from Traveller families but they were not present in the school during the course of the inspection. There is some movement of pupils to and from the school throughout any one year, approximately ten per cent. The attainment of children on entry to the school, although wide ranging, is generally average. Over the last few years there has been a significant number of staff changes and at present the school has an acting headteacher.

HOW GOOD THE SCHOOL IS

Saint Thomas' is an improving school that is led and managed very well by the acting headteacher. Pupils achieve well in the Foundation Stage and satisfactorily In Years 1 to 6. The school provides a satisfactory education for its pupils and successfully encourages them to develop good attitudes to learning and to behave well. The school provides satisfactory value for money.

What the school does well

- The very good quality of teaching and provision made for children in the Foundation Stage.
- It provides well for pupils with special educational needs.
- It provides well for pupils' spiritual, moral and social development.
- It is led and managed very well by the acting headteacher.

What could be improved

- Pupils' standards of attainment in design and technology by the end of Year 6.
- The consistency with which more-able pupils are provided with challenging work, particularly in Years 3 to 6.
- The roles of senior managers and subject co-ordinators in monitoring the work of the school.
- The management of the Hearing Impaired Unit.
- The provision made for pupils' cultural development.
- Governor's involvement in the school's financial planning.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has made satisfactory improvement since it was last inspected in February 1998. Unsatisfactory progress was made in addressing the key issues of the last inspection until 2001 when the school was reviewed by the local education authority. Rapid progress has been made over the last year, particularly since the appointment of the acting headteacher. Close monitoring of teaching and learning by the acting headteacher has improved its quality

and effectiveness and assessment and tracking procedures of pupils' attainment are ensuring that pupils' achieve as well as they should. As a result, standards in English, mathematics and science have been maintained since the last inspection. There has been an improvement in pupils' standards in art across the school but standards in design and technology in Year 6 remain below national expectations. Subject co-ordinators have made a good start to managing the provision made for their subjects and nationally recommended guidelines adopted to ensure that the National Curriculum is covered in depth. Together with senior managers and governors, all staff now feel empowered to carry out their management responsibilities in the school. There is still much to do but under the very good leadership and management of the acting headteacher systems for monitoring the work of the school are improving quickly and the school is well placed to improve still further.

STANDARDS

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

Performance in:	compared with			
	all schools			similar schools
	2000	2001	2002	2002
English	C	C	D	E
Mathematics	C	C	E	E
Science	B	C	E*	E*

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

The above table shows that in the 2002 National Curriculum tests at the end of Year 6, pupils' standards of attainment in English were below national averages for all schools and similar schools. Standards in maths were well below national averages and also when compared to similar schools. Pupils' attainment in science was in the lowest five percent of schools nationally.

Inspection evidence indicates that the attainment of the current group of pupils in Year 6 in English and science are in line with national expectations and that pupils are making satisfactory progress and achieving appropriately in relation to their attainment at the end of Year 2. There has been a downward trend in standards over the last few years. Pupils' current attainment in mathematics is above national expectations and they make satisfactory progress in relation to their prior attainment. However, pupils' rate of progress has improved over the last six months because of the better quality teaching they receive. Standards in other National Curriculum subjects are also in line with national expectations and pupils make satisfactory progress and achieve as well as they should. The only exception is in design and technology at the end of Year 6 where standards are below expectations and pupils' progress unsatisfactory overall. Standards have been maintained since the time of the last inspection except in art and mathematics where they have improved.

National Curriculum test results at the end of Year 2 in 2002 showed standards of attainment in reading and writing to be above the national average for all schools. In reading, standards were average compared to similar schools. In writing standards were below average compared to similar schools. Standards in mathematics were well above average compared to all schools and above average compared to similar schools. Generally, there has been an upward trend in standards since 2000. Teacher assessments in science showed pupils'

attainment to be above average. Evidence from the inspection indicates that the attainment of the current group of Year 2 pupils is in line with national expectations in English and science and above expectations in mathematics. In English and science pupils make satisfactory progress and achieve appropriately in relation to their capabilities and their lower attainment on entry to the school than the pupils who took the tests in 2002. Standards in other National Curriculum subjects are in line with national expectations and pupils make satisfactory progress and achieve as well as they should. Standards have been maintained since the time of the last inspection except in art and design and technology where they have improved.

Children make good, and sometimes very good, progress in the reception classes. Most children are on track to achieve the Early Learning Goals in all areas of learning by the end of the Foundation Stage. A significant number of pupils have exceeded these goals and are already working at Level 1 of the National Curriculum.

Pupils in the Hearing Impaired Unit make satisfactory progress and achieve appropriately, particularly in the development of language.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. Pupils generally show positive attitudes and are keen to learn. They show interest and enthusiasm and respond well to the expectations of their teachers.
Behaviour, in and out of classrooms	Good. In lessons pupils generally respond well to teachers' praise and encouragement. At morning and lunchtime breaks pupils play well together. In discussions, pupils were happy that incidents of bullying were rare now that the acting headteacher had excluded a small number of pupils. There were two exclusions during the last reporting year.
Personal development and relationships	Good. Pupils are successfully encouraged to show respect for others and to develop good relationships with their peers. Staff provide good role models and are courteous in their dealings with pupils. The use of praise by the staff encourages pupils to work hard and do their best.
Attendance	Satisfactory and broadly in line with the national average. Pupils arrive on time and are punctual for lessons. Unauthorised absence is slightly higher than the national average and is mainly the result of a small number of families failing to inform the school when they go away.

TEACHING AND LEARNING

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

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

The quality of teaching is satisfactory overall, and varies from excellent to unsatisfactory. Recent changes introduced by the acting headteacher have improved the quality of teachers'

planning and the assessments made of pupils' attainment and progress. However, this information is not consistently used to adapt work for the different ability groups within classes; for example, in the teaching of history and geography. Teaching and learning in English, mathematics and science is good and satisfactory in other National Curriculum subjects and religious education. Pupils' literacy skills are promoted well in other subjects of the curriculum and satisfactory use is made of pupils' numeracy and information and communication technology skills.

The quality of teaching is very good in the reception classes. Staff work well as a team. Teachers have a good understanding of how the youngest children learn and their planning is detailed and good use is made of assessment to match work to individual needs. Teachers have very high expectations and lessons are brisk and exciting.

There are examples of good teaching in most year groups. However, the pace and challenge of the work provided for pupils varies greatly and in a few instances of unsatisfactory teaching does not move pupils' learning forward. Teachers' expectations of what pupils can achieve, particularly the more able, are not always high enough. Learning objectives and outcomes are not always clear. Objectives sometimes describe the activity rather than set goals that can be evaluated at the end of the lesson.

The quality of teaching for pupils with special educational needs is good and matched to their needs and the targets in their individual education plans. The teaching of hearing-impaired pupils is satisfactory. Pupils are sometimes over supported so that they do not interact with other members of the class and in the unit long 1:1 sessions expect a lot of the concentration of younger pupils. Assessment of pupils' progress varies in quality being good in oral language but unsatisfactory in reading.

Satisfactory use is made of homework to support pupils' learning at home. Teachers' marking varies in quality. The best examples tell pupils what they done well and how they could improve their work. Most marking gives only supportive comments such as 'Well done' or 'Good'.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	In the Foundation Stage the curriculum is good. Across the remainder of the school it is satisfactory. A broad and relevant range of learning opportunities for pupils is provided. The National Strategies for literacy and numeracy have been implemented effectively and additional strategies for supporting groups of pupils with difficulties are firmly established which have a positive impact on pupils' standards and achievement. Extra-curricular activities are good.
Provision for pupils with special educational needs	Good. Pupils make good progress due to the overall good support they receive from teachers and teaching assistants. However, when not supported by teaching assistants or when on a small number of occasions work is not sufficiently adapted to meet their needs, pupils' concentration and behaviour can deteriorate.
Provision for pupils' personal, including	Provision for pupils' spiritual, moral and social development is good but provision for pupils' cultural development is

spiritual, moral, social and cultural development	unsatisfactory. Whilst there are some good examples of pupils' experience of their own and other cultures, this provision is uneven across the school.
How well the school cares for its pupils	Satisfactory. There are good procedures for promoting good attendance, behaviour and pupils' personal development. The school has satisfactory procedures for assessing pupils' attainment but the use of this information is inconsistent and unsatisfactory overall. There are effective procedures in place for Child Protection.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Satisfactory. The school is led and managed well by the acting headteacher but the roles of senior managers and subject co-ordinators in the main school and Hearing Impaired Unit are underdeveloped.
How well the governors fulfil their responsibilities	Satisfactory. The governing body is developing a more strategic role in the school's development. It now has a clearer understanding of the strengths and weaknesses of the school. However, their role in financial matters is limited.
The school's evaluation of its performance	Satisfactory. Procedures for evaluating the impact of the school's work on pupils' standards and achievement have been introduced. However, their impact on learning will take time to accurately assess. The acting headteacher has begun to develop the role of subject co-ordinators in monitoring curriculum provision and standards but at present this aspect of the management of the school is unsatisfactory.
The strategic use of resources	Satisfactory. Financial planning is sound but governors have had limited involvement in it. The principles of best value are yet to be applied to major spending decisions.

There is an adequate number of staff to meet the demands of the curriculum and the accommodation and learning resources are satisfactory overall. However, the number of musical instruments for class teaching is inadequate and in geography many atlases are out of date. The library is not well used and fiction books are variable in quality and suitability.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Their children enjoy coming to school. • Staff are approachable. • The school expects their children to work hard. 	<ul style="list-style-type: none"> • The information they receive on how well their children are getting on. • How closely the school works with them. • How well the school is led and managed

Inspectors agree with parents' positive views of the school. Evidence from the inspection indicates that the school provides good information about pupils' attainment and progress and parents' attendance at consultation evenings is good. There has been a lack of

leadership in the past due to the absence of the headteacher, but evidence from the inspection indicates that the acting headteacher is providing very good leadership to the school and a clear educational direction to its work. The partnership the school enjoys with parents is satisfactory.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. Overall, children make good progress during the Foundation Stage and achieve well in relation to their abilities and attainment on entry to the school. Pupils' attainment on entry to the school is average. Most pupils are on track to achieve the Early Learning Goals in all areas of learning by the end of the Foundation Stage. A significant number of pupils have made very good progress and have exceeded expectations and are working at the early stages of the National Curriculum.
2. In the year 2002 National Curriculum tests at the end of Year 2, pupils' attainment in reading and writing was above the national average for all schools. In comparison with similar schools, based on free school meals, results were below average in writing and average in reading. Inspection evidence indicates that the attainment of the current group of pupils in Year 2 is average in all aspects of English and that pupils are making satisfactory progress in relation to their attainment on entry to Year 1. Most pupils listen carefully and welcome opportunities to speak in class. With the encouragement of their teachers, they communicate their ideas clearly. Most pupils read simple, known texts confidently using a range of different strategies. Higher attaining pupils read a wide variety of storybooks but many pupils have limited experiences of reading outside the reading scheme. Pupils' library skills are below the expected level for their age. Standards have been maintained since the last inspection.
3. In mathematics, pupils' results in the year 2002 National Curriculum tests at the end of Year 2 were well above the national average for all schools and above average in comparison with similar schools. Evidence from the inspection indicates that the attainment of the current group of Year 2 pupils is above national expectations. Standards have been maintained since the last inspection. Pupils, including those with special educational needs, make good progress. This is due to the good teaching they receive. Most pupils enjoy mental arithmetic sessions and add and subtract numbers to 20. Pupils have a good knowledge of shape, space and measures.
4. Teacher assessments in science at the end of Year 2 in 2002 show the percentage of pupils reaching the expected Level 2 to be above the national average and well above average in the percentage attaining the higher Level 3. The attainment of the current group of Year 2 pupils is in line with national expectation and pupils are making satisfactory progress. Pupils have a satisfactory knowledge and understanding of all aspects of science in the National Curriculum. Pupils make use of scientific vocabulary when describing their work and are aware of the need to make their tests fair. Higher attaining pupils are aware of other factors, such as friction, when talking about forces. A recently introduced new and comprehensive scheme of work for the whole school, and the resulting improvement in teaching, has had a considerable impact on pupils' learning in recent times.
5. By the end of Year 2, pupils' standards in information and communication technology are in line with national expectations and pupils make satisfactory progress and achieve appropriately in relation to their capabilities. Most pupils are able to use simple word-processing programs to compose short pieces of writing and change the size and type of the font. They show confidence in producing simple graphs and

charts and can use art programs to produce pictures and designs. No evidence of controlling a programmable toy was seen during the inspection but this is mentioned in teachers' planning. Standards have been maintained since the previous inspection.

6. By the end of Year 2, pupils' standards of attainment in art and design, design and technology, geography, history, music and physical education are in line with national expectations. Standards in religious education are in line with the expectations of the locally agreed syllabus. All pupils, including those with special educational needs, make satisfactory progress. Standards have been maintained except in design and technology where they have improved.
7. The results of the 2002 National Curriculum tests in English at the end of Year 6 showed pupils' attainment to be below the national average for all schools and well below average in comparison with similar schools. Evidence from the inspection indicates that pupils are now making satisfactory progress in all aspects of the subject and attain standards in line with national expectations. Standards have been maintained since the last inspection. Recent changes to teaching as a result of monitoring by the acting headteacher and local education authority advisors are having a significant, positive impact on pupils' attainment and progress. By the end of Year 6, most pupils confidently put forward their own ideas. However, they have a limited vocabulary and find difficulty in fully explaining their ideas. Higher attaining pupils have good speaking skills. Reading skills are average although the vast majority of pupils read independently. However, their reading for pleasure remains restricted in its range. Pupils' library skills are below expected levels. Pupils' standards in writing are average. By the end of Year 6, pupils write for a wide variety of purposes. Their work is well presented and punctuated correctly. Higher attaining pupils write very expressively. Good use is made of redrafting skills to improve pupils' work. Pupils achieve satisfactorily through Years 3 to 6 in relation to their prior attainment.
8. In the year 2002 National tests in mathematics at the end of Year 6, pupils' attainment was well below average in relation to all schools and similar schools. Evidence from the inspection indicates that pupils' standards of attainment are now above national expectations and that most pupils make satisfactory progress in relation to their attainment at the end of Year 2 and achieve appropriately in relation to their capabilities. By the age of 11 pupils have a good understanding of number and understand the relationship between fractions, percentages and decimals. They apply this knowledge in problem solving situations and make appropriate use of graphs and charts when recording their findings. Pupils have good recall of number facts. Standards have improved since the time of the last inspection.
9. In science the results of the year 2002 National Curriculum tests at the end of Year 6 showed pupils' attainment to be in the lowest five percent of schools nationally. The attainment of the current group of Year 6 pupils is now in line with national expectations. Recent improvements to teaching since the appointment of the acting headteacher have ensured that pupils have developed a better approach to scientific investigations and have many opportunities for planning and carrying out their own investigations. However, many pupils have difficulty in identifying a clear focus for their investigations. Higher attaining pupils make sensible predictions based on their previous knowledge. Pupils acquire a satisfactory knowledge and understanding of the different aspects of the National Curriculum. Lower attaining pupils and those with special educational needs are given good support in their work and also achieve satisfactorily.

10. Pupils' attainment in information and communication technology is in line with the national expectations at the end of Year 6 and pupils make satisfactory progress. Pupils regularly use computers to organise and present information, numerical data and to compose pictures using art programs. They are confident in using the internet to communicate with others and to access information. Pupils make satisfactory use of computers in other curriculum subjects, such as science. However, pupils' progress is slowed by the use of the computer suite and having three pupils trying to use one computer. Standards have been maintained since the last inspection.
11. By the end of Year 6, pupils' standards of attainment in art and design, design and technology, geography, history, music and physical education are in line with national expectations. Pupils make satisfactory progress. Standards have been maintained except in art where they have improved.
12. Pupils with special educational needs achieve well against the targets set for them in their individual education plans. Carefully targeted support in English, mathematics and science ensure that pupils with special educational needs have full access to the curriculum. By Year 6, pupils are making satisfactory progress which is in line with their fellow pupils.

Pupils' attitudes, values and personal development

13. Pupils' attitudes, values and personal development are good and standards have been maintained since the last inspection. They arrive happily and punctually at school in the morning and settle quickly to the school day, as was shown in a Year 1 first session of the day when pupils enjoyed the work, maintaining concentration through the brisk pace and range of activities. During the majority of lessons pupils show positive attitudes and are keen to learn and to be involved in whole class discussions. Pupils with special needs are well supported and as a result are able to take full part in the life of the school.
14. Behaviour overall is good. In the classroom, except for small pockets of silliness, pupils respond well to teachers' calm and confident control which is allied to the use of positive reinforcement through praise and encouragement. This ensures that in the majority of lessons there is minimal disruption and pupils concentrate on the task in hand. During morning and lunchtime breaks pupils have large areas in which to play especially in fine weather when full use can be made of the grassed areas. As a result pupils play well together and are able to release any pent up energy constructively. Pupils interviewed during the inspection said that bullying was under control now that a number of pupils had been excluded, much to their relief.
15. Personal development and relationships are good. The school is keen to promote respect, good relationships, and a positive work ethic, all of which are consistently modelled by the staff. As a result these qualities flourish amongst the pupils. Pupils relate well to one another and the most repeated phrase in the interviews with children during the inspection and the survey carried out by the school concerns the friendliness of all the pupils and that the best thing about the school are the other pupils and the teachers. The use of praise by the staff encourages pupils to work hard and do their best, which is also reflected within groups. This was demonstrated well in a Year 2 literacy session where the use of praise encouraged pupils to concentrate and make progress in the summary of the text "Not now Bernard".
16. Pupils with special educational needs behave well in lessons and form strong and supportive relationships with their support assistant. They demonstrate a willingness

to work hard and concentrate well. However, there are some occasions when their concentration and behaviour deteriorate. This tends to occur when there is no support assistant available or insufficient thought has been given to matching the work to their abilities. Generally, good use is made of pupils' individual education plans to match work to pupils' individual needs, particularly in English and mathematics.

17. Attendance is satisfactory and broadly in line with the national average. There is very little lateness with pupils arriving on time for a positive start to the school day. Unauthorised absence is slightly higher than the national average and is mainly as a result of families failing to inform the school when they go away.

HOW WELL ARE PUPILS OR STUDENTS TAUGHT?

18. Overall the quality of teaching and learning is satisfactory. Teaching in the Foundation Stage is very good and a strength of the school. Teaching in Years 1 and 2 is good and satisfactory in Years 3 to 6. Over one third of lessons are good or better and approximately two out of ten lessons were very good. There is some teaching that is unsatisfactory. The teaching of English, mathematics and science is good while teaching in other subjects is satisfactory except in music in Years 1 and 2 where teaching is good. These findings confirm parents own views of teaching quality. The overall profile of teaching at the time of the last inspection has been maintained.
19. Good improvements have recently come about because teaching is now closely monitored by the acting headteacher. This was a weakness at the last inspection. There is also a particular focus on developing the teaching of English and mathematics and science and teaching and learning in these subjects is good. The National Literacy and Numeracy Strategies are used well to plan suitable work for different ability groups. However, hearing impaired pupils are not always encouraged to take part in class discussions and over-reliance is placed on the role of support staff.
20. The quality of teaching is very good in all areas of learning in the Foundation Stage and varies from very good to satisfactory. Teachers have a very good understanding of the curriculum and plan activities which match the learning needs of the children. The planning for all areas of the Foundation Stage is detailed and comprehensive ensuring that children develop the skills and acquire the knowledge necessary to attain the Early Learning Goals. Learning objectives are shared with the children at the start of each lesson and reviewed at the close so that all the staff can assess how well the children's understanding has progressed. Teachers have very high expectations of the children with regard to behaviour and standards of work which results in all children showing a very good attitude towards their learning. The children experience elements of the numeracy and literacy strategies daily, preparing them well for their transition into Year 1. Teachers use a range of good strategies to assess children's performance which results in the provision of either further challenge or greater support where necessary. Teaching assistants, NVQ students and assistants who support the hearing impaired children all make a very positive contribution to the children's learning. All the staff work together as a team and provide very good role models for the children. All staff manage the children very well, sharing the same high expectations, ensuring that all sessions in and out of the classroom are consistently productive and purposeful. The class teachers work at a very brisk pace ensuring that children gain the maximum benefit from each working session during the day. This is illustrated by the early morning routine where children

complete puzzles, draw pictures, calculate children present, fill in charts about their method of travel to school, pay their swimming money and write in their busy books all by 9.30 am! Teachers also ensure that they take advantage of every possible learning opportunity such as during a review session when three children told the class how they had built a castle for the king and queen, out of sand and covered it with letters from the alphabet. The children were then asked to sing the alphabet to the class which they did perfectly.

21. In Years 1 to 6, teachers mainly plan lessons around clear objectives but sometimes they describe the activity pupils are to carry out rather than the learning target for the lesson. Lessons are generally structured well and teachers use a variety of resources to support pupils learning. Teachers' question pupils well and target pupils of all abilities, such as in mathematics when more difficult questions were asked of Year 2 pupils to double, halve and quarter three digit numbers. Where teaching is good previous assessments of pupils' work are used well to identify what pupils now need to learn. The pace of lessons is brisk and activities successfully challenge pupils and motivate them to give of their best. Where teaching is less successful work is not always well matched to the needs of all ability groups in the class, particularly the more able. Generally, teachers have high expectations. However, not all teachers communicate their expectations clearly to the pupils and this results in a slower pace to the lesson and pupils' productivity. In the unsatisfactory teaching seen, the pace of the lesson was slow, pupils work was not matched well to their abilities and little progress was made as a result.
22. The teaching of pupils with special educational needs is generally well matched to their needs, particularly in English and mathematics. However, this is not always the case in other subjects of the curriculum. Explanations of the work to be covered in lessons is careful and detailed with teachers' taking care to ensure it is understood. Groups who may require further assistance and support are identified and planned for within the lesson. An example of this effective planning was evident in a computer lesson when pupils with special needs were partnered with other pupils who provided help and support. However, this effective provision is not reflected in the marking of pupils' work. The marking lacks detailed comment and does not provide sufficient guidance to help pupils improve.
23. The teaching of hearing impaired pupils is satisfactory. Good support is given to pupils in classrooms, although there are occasions when the support is not always used to best effect; for example, when pupils are not encouraged to interact sufficiently with other pupils in the class. Work is closely matched to pupils individual needs but sometimes one to one sessions in the unit are too long and the expectations of pupils' concentration levels, particularly the younger pupils, is too high. Assessment of pupils' progress in oral language is good but reading records lack sufficient information to provide guidelines for progress or future work. Insufficient information is passed on to class teachers about pupils' language abilities.
24. Homework is set in many lessons, For example, pupils in Year 6 were encouraged to follow up work on Victorian children by accessing the internet on their own computers. Pupils regularly take home books to read. Teachers' marking varies in quality. The best tells pupils what they have achieved and how they could improve their work. Some marking is mainly ticking with praise but little evaluative comment.

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

25. The school offers a satisfactory curriculum to its pupils in Years 1 to 6. Since the previous inspection much has been achieved to address the issues and concerns identified at that time, although much of the improvement has only occurred in very recent times, and as an initiative of the local education authority. The curriculum is now broad and balanced, comprising all the subjects of the National Curriculum and religious education. Schemes of work are in place in all subject areas, mostly based on national guidelines. These generally demonstrate balanced coverage of the prescribed programmes of study for the subject. Planning of the curriculum now operates under a common format with clear guidelines and is shared by all staff. The needs of lower attaining pupils and those with special educational needs are well addressed in planning, but those for higher attaining pupils are not fully met, particularly in Years 3 to 6. All subject areas have designated co-ordinators with clearly defined roles. Monitoring of teachers' curriculum planning is regular and effective, but the monitoring of teaching across subjects is not yet satisfactorily developed. Subjects are allocated adequate timetable time. Strategies for the teaching of literacy and numeracy skills are good throughout the school and ensure that pupils are adequately prepared for the next phase of their education.
26. All pupils have satisfactory access to all areas of the curriculum. Pupils in the Hearing Impaired Unit receive dedicated support sessions within the unit but also attend lessons in all subjects in the main school. They are generally well-integrated into lessons, although teachers often do not positively engage the hearing-impaired pupils into the lesson until their dedicated support staff are present. There are good arrangements to help pupils requiring further support in literacy in Years 2, 4 and 5. These arrangements are planned in such a way as to ensure that the pupils involved continue to receive their full curriculum entitlement. The curriculum is enriched by visits, such as the visit by Year 6 pupils to Freiston Shore that generated some very good art and poetry work. Visits to museums, Gainsborough Old Hall, the local church and a vintage car centre are all well used to extend pupils' learning. A visit by an author/illustrator of children's books gave all pupils insight into his work and stimulated much valuable follow-up literacy work. A very successful Science Week provided a range of stimuli for pupils. Including seeing a small planetarium to learn more about stars and the solar system. Pupils in Years 4, 5 and 6 go on a residential visit to Norfolk, but this currently takes place at the very end of the school year and so does not at present generate follow-up work. A new pattern for residential visits is planned that will provide greater scope and variety for curriculum enrichment.
27. Pupils with special educational needs have access to the full curriculum. The work in English and mathematics is effectively modified to ensure that pupils are undertaking tasks that meet their needs and enable them to achieve well against the targets established in their individual education plans. However, despite the strong support provided by the classroom assistants, less thought is given to ensuring that appropriate work is provided in other subjects.
28. The school provides a good range of extra-curricular activities for pupils. A good range of clubs and sporting activities are available for pupils from Year 1, but some activities are charged to parents, such as football coaching. Sporting activities include football, cricket, netball and fishing, and all are equally open to both boys and girls. There are a number of clubs, including origami, computers and French. The school choir is strong and participates in many outside functions, such as school services at the local church, entertaining in old people's homes and participating in

- competitions.
29. Overall provision for pupils' spiritual, moral and social development is good and in line with findings at the last inspection. There is good provision for pupils' spiritual development. There are informal opportunities for prayer and quiet reflection in the Christian assemblies. Assembly themes are designed to inspire pupils and to make them think deeply about aspects of daily life. These are successful and especially so when allied to humour as shown in the use of A. A. Milne's poem "*I am Sir Brian*" to illustrate the qualities needed by a great leader. In religious education pupils exploring religions are encouraged to express their feelings and to speculate on issues raised during discussion. This was clearly demonstrated in a Year 4 consideration of why Jesus has enemies. Pupils are encouraged to think about and respect each other and this was given clear voice by a Reception pupil able to say that empathy is trying to think about how others felt. In line with the school's motto "Where everyone counts" the acting head teacher has a clear agenda for the development of respect, a clear work ethic and ensuring that all pupils feel valued.
30. Provision for moral development is similarly good. The school provides a clear moral code, which is reflected in the good behaviour and lack of oppressive behaviour in the school. Relationships are positive and supportive within the classroom, as demonstrated in a reception class, where pupils were anxious to ensure their peers were not embarrassed by not being able to say the name of each letter of the alphabet. The good use of praise and other procedures in the school ensure that pupils are aware of the standards expected by the school in all areas of school life. This includes displays, which emphasise for example, the moral values expected of a best friend and "Bullying is not Cool".
31. Provision for pupils' social development is good. Pupils are encouraged to work co-operatively in the classroom. They co-operate well in regular drama productions and when working together as a choir. Social differences are similarly recognised; for example, pupils have considered the Muslim ban on the portrayal of humans and animals. The choir in particular has the opportunity to be included in a wide social mix including visits to local nursing homes, Lincoln Cathedral and the Middlecot Trust. In addition, the wide range of extra-curricular activities and visits gives pupils the opportunities to develop their self-confidence and views on the wider world. There is as yet no school council so the opportunities for debate and contribution to the wider social life of the school itself is presently limited.
32. The school's provision for the cultural awareness of pupils is limited and unsatisfactory overall. Whilst a range of art and music was seen during the inspection there was minimal evidence of the study of major artists in either the major western or wider traditions. Similarly there was no major celebration in display or evidence of the rich local culture and history of the area. The wide cultural diversity of present day British society has been virtually ignored in the books available to pupils and the artefacts used to demonstrate subject themes in pupils' everyday learning are not always expressive of the different cultures that exist in society as a whole.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

33. Overall, the school cares well for its pupils. All pupils are well known to their class teachers and more generally across the school. Pupils with special needs are well supported throughout the school and this begins in Reception where learning assistants know exactly how to support pupils so that they have full access to the curriculum. This was well demonstrated in a numeracy session where the learning

assistant knew exactly the learning resources to give the children to enable the swift pace of the lesson to be maintained.

34. There are adequate procedures for Child Protection but the school does not have its own written policy. All staff received training in the autumn term. A recent health and safety survey by the local education authority found a number of small items for improvement and the school has already begun to address these issues. Pupils' health and safety is taken care of well on a daily basis by the staff, including an emphasis on safety in lessons.
35. Pupils with special educational needs are provided with effective targets in their individual education plans that closely match their learning needs. These targets are well integrated into the teachers' planning for English and mathematics but not always so in other subjects. Good use is made of them by the support staff who use their knowledge of the pupils to contribute to their regular updating. Annual reviews of pupils' progress are well planned and derive information from all staff, visiting professionals and parents. Targets are appropriately modified.
36. The promotion and monitoring of attendance is now very good. Registers are called quickly and efficiently at the beginning of each session and are monitored on a weekly basis and kept up to date and accurate. The school is now careful in its authorisation of absence and scrupulous in its adherence to correct reporting procedures. The parents of any pupils who fail to attend without the school being notified are contacted as soon as possible after the start of the school day to ensure their safety. There has been a drop in attendance during the last school year due to the long-term illness of some pupils. In addition, parents of Traveller children do not always inform school when moving to another site. The increased number of parents taking children out of school for cheaper family holidays also has an impact on attendance. However, the school has managed this year to stem the number of pupils taking holiday during the national tests weeks.
37. The school has good procedures in place to manage pupils' behaviour both in the classroom and around the school, based on a sensible and clearly laid out policy. The House points system and the reward assembly contribute to the atmosphere of value and respect. In the majority of classes pupils' behaviour is well managed so that pupils have little time or inclination to misbehave. This was clearly demonstrated when pupils in Year2 were investigating different habitats around the school, looking for a variety of creatures and plants on the site, when pupils fulfilled the high expectations of their teacher. In the playground pupils are well supervised and as a result of the newly introduced play equipment, fully occupied and ready to learn when they return to the classroom. There are few accidents or incidents but these are fully recorded and dealt with effectively. There is very little bullying in the school a fact acknowledged in discussion with pupils who are clearly aware of the action they should take if they feel bullied. Pupils are also aware of the improved situation following a number of exclusions.
38. Pupils' personal development procedures are good. Their self-confidence is boosted by the praise and good rapport that exists between pupils and teachers. Whilst their understanding of the world is deepened by visits and visitors as was shown by Year 4 pupils visit to Gainsborough Old Hall in relation to their study of the Tudors. Co-operation is encouraged in the classroom through group and pair working whilst Year 6 pupils help younger pupils through a paired reading scheme. When questioned by the school, pupils said they enjoyed the clubs and the fact that the school was friendly and fun. There is as yet no school council but pupils are beginning to be consulted

and the school plans to act on the findings and repeat the exercise in the next term. Pupils do take responsibility for the day to day running of the classroom by acting as monitors for Reception onwards but are given insufficient opportunities to extend their own learning, especially in Key Stage 2.

39. The school has detailed and useful policies for both marking and assessment procedures but they are not implemented consistently throughout the school. The acting headteacher has begun to address this as a matter of urgency and has recently introduced procedures to monitor pupils' academic progress. He has assumed responsibility initially as he recognises this as a priority for the school. The school had already collected much data on individual pupils but it was not organised in a way that was helpful to individual teachers, indeed some felt that there was so much data that it was confusing. It did not give a clear overview of how well a cohort had responded to interim tests and assessments and neither did it analyse areas of strength and weakness in pupils' learning. The tracking sheets that have now been produced are clear, easy to understand and useful. So far this information is restricted to mathematics and English but plans are in hand to extend it to science and other subjects. Indeed some systems have already been created for some of the foundation subjects such as music, and plans are in hand to present these to staff for further consultation before they are implemented next term.
40. Data from the tracking sheets is beginning to be analysed to inform teachers about the academic progress of both cohorts and individuals but this is at a very early stage and needs to become embedded in the school's procedures. Currently the use of ongoing assessment to inform curriculum planning is unsatisfactory. All books are marked but comments do not inform pupils' learning and there is little evidence to indicate that pupils respond to teachers' marking in any way. Targets for learning are placed in pupils' books for English and mathematics which is a very positive attempt to support pupils' academic progress. However this needs to be developed further to ensure that targets focus more clearly on the needs of the individual and that marking refers to progress made against them.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

41. The school has established a satisfactory partnership with parents. The vast majority of parents said they were comfortable approaching the school and that their children like the school, behaviour is good and they are being helped to make good progress as they grow in maturity. They are also pleased with the extra curricular activities and the amounts of homework set. A significant minority did not feel that the school kept them well informed about how well their children were progressing or that the school worked closely with them. They were also concerned about the leadership and management of the school, given the protracted absence of the headteacher. All parents spoken to during the inspection felt that the acting headteacher was doing his best to resolve the problems the school has experienced in the recent past and were pleased with the improvements he had made.
42. The school provides overall satisfactory links with parents, and this begins when parents are given the opportunity to attend a pre-school evening in the Summer term and are given a very informative induction booklet to help prepare their children for school. The school keeps parents regularly informed by newsletters which are informative and now of a higher quality than in the past. They contain termly curriculum information for each class. However, the school prospectus is not parent friendly and is lacking some of the necessary statutory information. The school is

- very aware of this and a new document is in preparation for the coming academic year.
43. The staff responsible for pupils with special educational needs have produced a range of courses for parents to help explain areas such as reading programmes and how to develop pupils' language. Useful though these are, attendance can be low. Although an "Open Door" policy is operated, the provision of written guidance to parents is under developed.
 44. Information about pupils' progress is good. The school holds regular parents' evenings, which are well attended, and through well-written annual reports, provides parents with the information needed to help them improve their children's work. Parents of pupils in the reception classes are very welcome in the classroom but there is less informal contact between parents and teachers as children get older. Parents of pupils with special needs are fully involved in their reviews and learning, and this is especially apparent in the Hearing Impaired Unit. The parents of traveller children are involved in their children's learning by the work of the tutor responsible, who makes home visits when necessary.
 45. The involvement of parents and their impact on school life is good. Parents of pupils in reception and Years 1 and 2 provide a great deal of support to pupils by hearing them read on a regular basis in the comfortable area set aside for this purpose. The small and committed Parent Teacher Association is now raising considerable amounts of money for the school and encouraging social interaction amongst parents. The school has clear expectations about the amounts of homework given at different ages, and parents are mostly supportive.
 46. The Hearing Impaired Unit maintains useful and informal links with parents. Home-to-school notebooks keep parents informed about what has happened in the school day and speech and language programmes are communicated to parents. However, parents are not informed about the methods they could use to assist their children's progress.

HOW WELL IS THE SCHOOL LED AND MANAGED?

47. The acting headteacher was appointed in January 2003 and he has worked hard, exercising very good leadership, to continue addressing the key issues for improvement detailed at the time of the last inspection and to set appropriate priorities for the future. He has been very well supported in this task by the local authority and chair of governors and his very good leadership skills have ensured that staff have responded positively to the initiatives recently begun. There is a very clear commitment to further improvement and a great capacity to succeed as staff are further empowered, through delegation, to ensure that standards both in their own classes and in those subjects for which they have an overall responsibility, improve still further. As a result very good progress has been made over a short period of time. Discussions with the acting headteacher, chairman of governors and representatives of the local authority confirm that plans are in hand to ensure that teaching, learning and the further raising of standards continue to be at the heart of school development in both the short and long term. The acting headteacher is also anxious to improve communication links with parents and has used a publishing program well to create an informative and illustrated newsletter sent to all parents in the weeks before the inspection.
48. The acting headteacher manages the school well. He recognises that this aspect of

his role will improve further if the membership, roles and responsibilities of the senior management team are reviewed in order to focus more clearly on improving teaching and learning throughout the school. At present this aspect of the management of the school is unsatisfactory. He has, with support from the local authority, already begun to have a positive impact on the role the core subject co-ordinators who have been trained in their monitoring role, both of teaching and also the scrutiny of books and planning. This process is at an early stage but already they have gained a more detailed view of standards and what needs to be done to raise them further. The co-ordinators of the foundation subjects have not yet had similar opportunities to develop their management roles although plans are in hand to do this. At present the monitoring, evaluation and development of teaching by all staff is underdeveloped.

49. Procedures relating to the government's initiative on performance management are securely in place. All staff have been observed teaching by the acting headteacher and targets and action plans to be drawn up in the autumn term will not only reflect the overall needs of the school but also teachers' roles and responsibilities and the impact that they have in raising standards still further.
50. The management of the provision for pupils with special educational needs is satisfactory overall with strengths in the quality of the support staff but with weaknesses in strategic management. Pupils benefit from a committed group of support staff who attend a wide range of training courses. It is noteworthy that the school's commitment to training is reflected in their sponsorship of staff to undertake Open University courses. However, the management of special needs lacks formal structures to identify training needs for staff and fails to provide formal methods through which support staff can discuss issues with management. There is a need to formalise the staff's strong commitment to improvement in this part of the curriculum into the school development plan so that formal monitoring of the provision by both management and governors can take place.
51. The management of the Hearing Impairment Unit is satisfactory but there are a number of issues that need improvement. Although committed to providing staff training the teacher of the deaf has no formal systems for identifying these needs. The teaching commitments of staff are not well organised. Too much time is spent on administration rather than teaching. There is no effective development plan in place to ensure that the Unit's resources are well deployed or that pupils receive their full curriculum entitlement.
52. The Foundation Stage is well managed. Routines are well established and consistently adhered to which results in everyone feeling secure. Support staff are encouraged to use their skills for the benefit of the children. One teaching assistant is responsible for creating many of the Powerpoint presentations that the children use in the classroom. One of the reception classrooms has been extended to enable both classes to have sufficient space for sand and water provision. However as yet there is inadequate provision for outdoor play. The school is well aware of what it needs to do to improve this and is working through its priorities such as the provision of secure fencing around the currently safe but unfenced area outside one classroom. Classrooms are well resourced and well organised.
53. The absence of the headteacher, has led to the governing body being more aware of the extent of its responsibilities and to take a more active interest in the work of the school. It is beginning to take a more strategic role in the development of the school and to act as a critical friend in holding the acting headteacher and staff to account for the standards achieved. Governors now have a clearer understanding of the

strengths and weaknesses of the school and have worked closely with the local authority to ensure that the efforts of not only the acting headteacher but of all staff are clearly focussed on raising standards. The chair of governors has responded very positively to recent initiatives and is determined that the governing body will act as a true critical friend to the school. To this end he has reflected on the roles and responsibilities of individual governors and is beginning to review the committee structure that is in place. He hopes to ensure that responsibilities are clearly defined, schemes of delegation are reviewed and thoroughly understood and that the focus in future is clearly set on supporting the school to raise standards still further.

54. The governors are well informed on financial and budget setting issues. The acting headteacher found no systematic financial plan when he was appointed and set the current budget with little involvement of the governing body. However, it was discussed with them and adopted with minimal discussion. It appears that little progress had been made in the key issue of the governing body being more involved in financial matters. However, the governors are kept well informed by the acting headteacher of spending by regular reports and commentaries on them. The school improvement plan, which is currently being discussed, has not yet been costed. Procedures have been established to measure the cost-effectiveness of the impact of staff training on raising standards but these are at too early a stage to gauge their success. Day-to-day financial arrangements are good and the school secretary is busy overseeing the introduction of a new computer finance system in the school. Specific grants are used for their intended purposes but procedures to measure best value have not yet been introduced.
55. The school is well staffed with suitably qualified teachers to meet the demands of the National Curriculum and as far as possible qualifications match their responsibilities. The Hearing Impaired Unit is also well staffed. During the last inspection staff training was found to be an issue and the role of the co-ordinator to be under developed. There are now satisfactory arrangements in place for the professional development of all staff except those in the Hearing Impaired Unit. Opportunities are available for attendance at courses to support individual professional needs. Priority is given to whole school needs and the acting headteacher and the deputy headteacher ensure that training opportunities are equitably spread amongst the staff and that staff training effects identifiable change within the school. There are good arrangements in place for the induction of newly qualified teachers which involves lesson observation, and support with the planning of lessons.
56. The school is also well staffed with learning support assistants, giving each class some complementary support for the work of the teachers and making a significant contribution to pupils' learning and achievement. Like the teaching staff, teaching assistants are committed to improving their knowledge and skills and many are currently receiving training, sometimes attending courses with the teaching staff. A range of suitably qualified, specialist staff visit the school regularly and are effective in supporting teaching and learning.
57. The administrative and clerical support staff, manage the day to day business of the school smoothly and efficiently. The working environment is kept in very good order by the caretaker and the school meals support assistants make a positive contribution to the social ethos of the school.
58. The accommodation overall is satisfactory. At present use of the library is restricted by its use as a computer suite. The acting headteacher wishes to reinstate the library area and to move the computers to classrooms and purchase sufficient laptops,

linked by wireless, to enable the information and communication technology curriculum to be delivered effectively. This change will enable pupils to carry out the necessary research to fulfil National Curriculum requirements. The area used by the reception classes for outdoor play needs development to ensure a completely safe environment. Classrooms are generally well planned and corridor walls are brightened by displays of pupils' work. The site is securely fenced around the outside and has ample play space for all the pupils. The school has the benefit of the use of the on site sports hall which is shared with the community.

59. Learning resources are generally adequate in most subject areas, apart from music where there is a need for new, pitched instruments and geography where up to date atlases are required. The library is not well used and the quality and suitability of books in the fiction library is variable.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

60. The acting headteacher, staff and governors should:
- (1) improve pupils' standards in design and technology by the end of Year 6. (Paragraph 104)
 - (2) make more consistent use of assessment procedures to more consistently provide suitable work for more able pupils, particularly in Years 3 to 6. (Paragraphs 39, 40)
 - (3) improve the role of senior managers and subject co-ordinators in monitoring the work of the school and the impact this has on teaching and learning and pupils' achievement. (Paragraph 48)
 - (4) Improve the management of the Hearing Impaired Unit by ensuring that there is an effective plan in place to ensure that pupils are fully integrated into the school, have full access to the National Curriculum and that resources, especially the use made of the teacher of the deaf, are fully utilised in providing for these pupils. (Paragraph 51)
 - (5) Improve the provision made for pupils' knowledge and understanding of their own culture and the range of other cultures in Britain today. (Paragraph 32)
 - (6) Improve the governor's involvement in the school's financial planning. (Paragraph 54)

THE WORK OF THE HEARING IMPAIRED UNIT

61. The provision for hearing impaired pupils is satisfactory overall and this is reflected in the progress made by pupils in their development of language. The significant amount of taught time that the pupils spend in the unit, the well structured language programme provided by the speech therapist and the commitment shown to the pupils by the teaching and support staff are strengths of the provision. However, there are weaknesses in the management of the unit which have a negative impact upon the overall provision.

62. Within school lessons pupils show satisfactory progress in their understanding and involvement in a range of subjects. Language development work in the Unit focuses heavily on the programmes provided by the speech therapist. The youngest pupils are making satisfactory progress in their development of social language and, by Year 6, pupils can enter into limited conversation.
63. The teaching of hearing impaired pupils is satisfactory. Strong support is provided in the classroom which enables pupils to access the curriculum. However, there are occasions when the pupils can be “over supported” resulting in their conversation being directed solely to their support worker rather than working with their fellow pupils. Although work in the unit is closely matched to the pupils’ needs long sessions of 1:1 teaching can make it difficult for the younger pupils to maintain their concentration for such periods. Good use is made of audiology equipment but opportunities for pupils to take responsibility for their own hearing aids are not effectively developed. Assessment of pupils’ progress is varied in quality. Their progress in language is well recorded and used as a basis for future work but reading records lack sufficient information to provide guidelines for progress or future work.
64. There are strong and trusting relationships between staff and pupils which play a significant role in ensuring pupils’ commitment and concentration. The staff in the school make determined efforts to ensure that hearing impaired pupils are incorporated into all school activities, such as trips and assemblies. However, there is a lack of information provided to the classroom teachers as to the level of ability of the hearing impaired pupils and their stage of language development.
65. A weakness of the unit’s work is the low profile it has in the school. Insufficient attention is given to informing other pupils of the problems of deafness, the work of the unit or the provision of hearing impaired role models, either historical or present day, which would be of interest to deaf and hearing pupils alike.
66. The “Open Door” policy of the Unit provides useful and informal links with parents. Similarly, Home-School notebooks provide a useful commentary on events in the school day. Giving copies of the pupils’ speech and language programmes to their parents is a useful process. However, this initiative is not adequately supported by providing parents with information on the methods they could use to assist the Unit’s work.
67. The management of the unit is satisfactory overall but with a range of issues that have a negative impact upon its day-to-day running. There is a strong commitment to staff training but there are no formal systems for identifying these needs. The teaching commitments of staff are not well organised. A disproportionate amount of time is spent on administration rather than teaching. This can result in pupils spending too much time with support staff rather than a teacher of the hearing impaired.
68. The future role of the unit is not addressed through effective development planning. Insufficient attention has been given to the impact of future numbers of pupils, balancing the time pupils spend in the unit with the lessons they miss as a consequence or how resources, including staff, are to be deployed.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	97
Number of discussions with staff, governors, other adults and pupils	45

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	1	16	38	39	3	0	0
Percentage	1	17	39	40	3	0	0

The table gives the number and percentage of lessons observed in each of the seven categories used to make judgements about teaching.

Information about the school's pupils

Pupils on the school's roll	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	379
Number of full-time pupils known to be eligible for free school meals	11
Special educational needs	YR – Y6
Number of pupils with statements of special educational needs	18
Number of pupils on the school's special educational needs register	49
English as an additional language	No of pupils
Number of pupils with English as an additional language	0
Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	31
Pupils who left the school other than at the usual time of leaving	15

Attendance

Authorised absence

	%
School data	4.9
National comparative data	5.4

Unauthorised absence

	%
School data	0.6
National comparative data	0.5

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

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

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
		2002	19	25

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	16	19	19
	Girls	24	24	24
	Total	40	43	43
Percentage of pupils at NC level 2 or above	School	91 (92)	98 (92)	98 (96)
	National	84 (84)	86 (86)	90 (91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	19	18	19
	Girls	23	24	24
	Total	42	42	43
Percentage of pupils at NC level 2 or above	School	95 (92)	95 (96)	98 (96)
	National	85 (85)	89 (89)	89 (89)

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

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

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
		2002	26	31

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	16	14	17
	Girls	22	19	16
	Total	38	33	33
Percentage of pupils at NC level 4 or above	School	67 (76)	58 (72)	58 (88)
	National	75 (75)	73 (71)	86 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	14	18	18
	Girls	22	22	26
	Total	36	40	44
Percentage of pupils at NC level 4 or above	School	63 (78)	70 (80)	77 (90)
	National	73 (72)	74 (74)	82 (82)

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

Ethnic background of pupils**Exclusions in the last school year**

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	358	2	0
White – Irish	0	0	0
White – any other White background	7	0	0
Mixed – White and Black Caribbean	1	0	0
Mixed – White and Black African	0	0	0
Mixed – White and Asian	1	0	0
Mixed – any other mixed background	2	0	0
Asian or Asian British - Indian	2	0	0
Asian or Asian British - Pakistani	0	0	0
Asian or Asian British – Bangladeshi	0	0	0
Asian or Asian British – any other Asian background	0	0	0
Black or Black British – Caribbean	0	0	0
Black or Black British – African	0	0	0
Black or Black British – any other Black background	0	0	0
Chinese	0	0	0
Any other ethnic group	8	0	0
No ethnic group recorded	0	0	0

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

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	16.6
Number of pupils per qualified teacher	22.8
Average class size	27

Education support staff: YR – Y6

Total number of education support staff	16
Total aggregate hours worked per week	355

FTE means full-time equivalent.

Financial information

Financial year	2002 – 2003
	£
Total income	850950
Total expenditure	838149
Expenditure per pupil	2211
Balance brought forward from previous year	30650
Balance carried forward to next year	43450

Recruitment of teachers

Number of teachers who left the school during the last two years	5
Number of teachers appointed to the school during the last two years	6
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	379
Number of questionnaires returned	128

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	54	36	9	1	0
My child is making good progress in school.	47	37	11	3	2
Behaviour in the school is good.	34	55	7	2	2
My child gets the right amount of work to do at home.	29	52	13	4	4
The teaching is good.	36	53	7	2	2
I am kept well informed about how my child is getting on.	29	46	20	4	1
I would feel comfortable about approaching the school with questions or a problem.	45	45	7	3	0
The school expects my child to work hard and achieve his or her best.	44	45	5	2	5
The school works closely with parents.	24	44	22	5	5
The school is well led and managed.	23	38	18	8	13
The school is helping my child become mature and responsible.	32	53	9	1	5
The school provides an interesting range of activities outside lessons.	34	55	4	2	5

Other issues raised by parents

The work of the hearing impaired unit was praised. There was general concern about the high level of staff turnover and what were the underlying reasons for this. Parents were appreciative of the number of school clubs and felt that teachers worked hard and were committed. Parents who attended the pre-inspection meeting felt that few parents took an interest in the school and in their children's education.

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

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE

69. All children enter the reception class in the September following their fourth birthday. There are currently 55 children on roll and one of the two classes is joined by 3 children from the Hearing Impaired Unit for all lessons except Literacy, on a daily basis. Children enter the school with average standards of attainment overall and all, including those with special educational needs and high attaining children, make good progress in each area of learning, prior to their transfer to Year 1.

Personal, social and emotional development

70. Children demonstrate very good personal and social development due to the very good teaching they receive. Activities in the reception class encourage children to co-operate, negotiate and talk considerately and purposefully to each other and to adults. Children are seen taking turns, as when waiting for their turn to travel along the PE bench in the hall or when waiting to smell the 'nice and nasty' cups in their science lesson. Children are very caring and supportive towards each other as seen in the same PE lesson where a child who was struggling to balance on a bar was spontaneously helped along by another child without any adult presence in the group to suggest this action. Constant questioning by the staff ensure that children learn new vocabulary and are given the opportunity to practice relevant words as seen in the 'Opticians' during outdoor play where children were explaining that you would either need medicine or glasses before you left! By the end of their time in the reception class children behave very well, show an understanding of the needs of others and work very hard. They concentrate well for extended periods of time, show that they can select their own activities and can clear away their own equipment. They are eager to learn, shoot their hands up when asked questions and are learning to be independent thinkers, as seen when watching a video about making the right choices with friendships, when they expressed the view that it is much better to be kind to each other than upset anyone. Progress in this area is very good and most children reach or exceed the expected levels.

Communication, language and literacy

71. Children entering the reception class show average attainment in literacy skills. Staff work very hard to raise performance in this area. By the time the children leave and move into Year 1, most have reached the expected goals and many exceed them due to very good teaching in this area. Expectations are high. Children are constantly engaged in conversation about every activity or event taking place and adults place themselves strategically with each group of children to ensure maximum opportunity to converse. The majority of children are keen to respond using simple sentences although some construct more complex replies. Most children speak confidently and clearly particularly when talking about their completed work or their weekend trip to the pub to eat sausages and chips. Staff provide opportunities for imaginative role-play and as a result spoken language is developed and vocabulary increased. When observed in the home corner children all agree to be the 'mummy' in the scenario as it is 'alright to have three mummies so long as they all have blonde hair.' Children in both classes listen very well to their teacher and to each other, showing respect for the speaker. When a child took a little while to explain about his daddy fishing in the sea and being away from home the rest of the class listened in silence without being at all restless. Children listen very well to stories and are able to focus on text and

then write their own version as in what the 'monster' might eat, 'My monster ate a plum and it turned blue.' Children can write in sentences, some demarcated by full stops. All children are capable of using capital letters at the start of their writing and most letters are formed correctly. The spelling of key words is good and when encouraged some children can spell more complex words such as 'brother' and 'doctor.' Most children can read their writing back to an adult confidently and all children know that they are expected to work hard and complete the task. The teaching of the sound to symbol relationship is good and all children can link letters with initial sounds. Children handle books confidently and can explain about covers and titles and authors. They read to adults showing an understanding of the text being very well supported from home with the development of reading skills. Most children reach the expected level in this area and some significantly exceed the goals.

Mathematical development

72. Children make good progress in mathematics and by the end of their reception year. Most children achieve the expected levels and many exceed them, due to very good teaching. Higher attaining children work with numbers up to 30 with the majority working with numbers to 20. Teachers use a variety of strategies to motivate and interest the children. For example, they sing a song to the tune of 'sing a song of sixpence' adapting it to encourage children to work out the cost of items at the newsagent's shop. For registration each day the children are involved in the counting and numerical display of numbers present, which enables the class teacher to assess the children's understanding of place value. Children learn about number in a variety of practical activities and in their final term in reception are able to calculate and record the answers to quiz questions such as what number is double 3, what number comes before 10 and what is half of 10. Children can understand the term subtraction and can use other terms for this same process, for example, take away, less than, minus and fewer. Their written recording of their calculations show that they have a good understanding of the concept as their work is mainly accurate. Work with the analogue clock face shows that children are beginning to tell the time. Teachers constantly challenge children to use the correct mathematical vocabulary and where there are any misconceptions they are quickly spotted through the assessment process and dealt with in the next planned lesson.

Knowledge and understanding of the world

73. Teaching is good in this area and the children's understanding of work covered is good, however, overall attainment is not as high as it is in other areas although the vast majority of children achieve the Early Learning Goals in this area. However, few children exceed expectations. The school is aware of this and is working hard to ensure that it provides stimulating activities to capture the imagination of the children. Children are enthusiastic about their tasks and can sustain concentration as with the determined little boy who followed a plan, by himself and persevered until half an hour later he was able to share his Duplo digger with the class. During the same lesson children show that they can select appropriate materials to make the eyes, ears and a nose for 'smelly Sam' which transforms a sock into a puppet. In this activity materials are successfully joined and children show that they are able to use scissors correctly and safely. Children can use their sense of smell to identify nice and nasty smells and can describe how smells are invisible and float on air. When asked for suggestions about conditions when we may not be able to smell things one child offers the suggestion 'when we are under water' showing that they are capable of applying intelligence and prior knowledge to questions. The scrutiny of work during the inspection showed that children know and can identify the different parts of a

plant, know which vegetables grow above and below the ground and can recognise those creatures which can hop and those which cannot. Children were observed confidently using computers and failed to see why anyone should wish to see them operating a 'mouse' when it was clearly so easy that the observer should do it for themselves! Children clearly enjoy cooking with a parent helper and can explain that the ingredients can change into something else when mixed and heated. Through good use of video material and appropriate questioning teachers can assess children's knowledge of which objects use electricity and how events like bath time have changed since Edwardian times. Children are knowledgeable and are highly motivated to ask and answer questions about the past. Teachers keep records of children's achievements in as many areas as they can so that further progress towards the goals in this area can be made with all the children.

Physical development

74. Teaching is good and sometimes very good in this area and fully supports children's learning. Most children reach the expected goals by the end of the reception year in spite of the difficulties experienced with outdoor play, which can only take place in reasonable weather. One classroom has a secure area outside, although it is visible and approachable from the driveway, whilst the other classroom is waiting for delivery of secure fencing. Outdoor play is planned for daily and takes place whenever possible but could be greatly improved if the area were expanded and covered with safety surfaces. The school is keen to address this issue. Through daily opportunities to use pencils, pens, paint brushes, playdough, scissors and small construction equipment, children's fine motor skills develop well and they make good progress as seen when they are writing and holding pencils correctly. Outside, through the use of wheeled vehicles, large construction equipment, huge games like snakes and ladders, damp sand and water trays, children learn to run, control vehicles, construct, share equipment and co-operate well with each other. Shade is an issue for the school here as it can get very hot on the concrete surface. Children in the reception class also have regular timetabled sessions in the hall to take part in physical education. During these sessions they behave in an exemplary way showing awareness of safety and support for each other. The children show appropriate skills for their age when using both large and small equipment.

Creative development

75. All children make good progress in this area of learning due to good teaching and the provision of stimulating activities. There are close links made with other areas of the curriculum such as the lovely display of children's work linking science with art where the life cycle of the butterfly is shown. A colourful display of animals marching into the Noah's Ark two by two links art with religious education. In both these pieces of work children show that they can use colour, texture and shape in two and three dimensional forms. Children enjoy music and use songs and rhymes frequently. Teachers sing in planned activities but also spontaneously such as when greeting children in the morning at register time. Children also recognise how sound can be created as they proudly show off their impressive display of shakers and scrapers which they have made from recycled materials. Music is played as children enter the hall for assembly where they listen in silence for some minutes. During PE sessions they show that they can move confidently to music and are used to matching movements to sound as when they shaped their bodies into stars or squiggles. Painting and work with other mediums are frequent activities and children are confident when mixing colour and one little girl showed great concentration during the afternoon when she painted a picture just like her Granddad does. This earned a

hearty clap from all her classmates. Good use is made of role play to allow children to express themselves and develop their imaginative play which they frequently base on the actions of familiar adults, either at home or at school. By the end of the reception year the planned activities enable most children to reach the expected levels.

ENGLISH

76. Standards attained by pupils at the end of Year 2 and Year 6 are in line with the expected standards. Pupils achieve satisfactorily in relation to their attainment on entry to the school or at the end of Year 2. This does not reflect the overall good quality of teaching throughout the school in recent times and the significant impact this is having on pupils' learning. There is no significant difference in the attainment of boys and girls. Standards have been maintained since the last inspection.
77. Standards of speaking and listening by seven and eleven year-olds are average for their ages. The vast majority of pupils in Years 1 and 2 are attentive to the teachers, listen to each other's comments and respond readily to questions. They welcome opportunities for speaking and presenting their own ideas. For example, Year 1 pupils recalled many key points in the Big Book story "Lucy's Quarrel" and put forward clearly their views on the various characters and incidents. Pupils in Year 2 spoke the dialogue parts of the story "Not Now Bernard" enthusiastically and with expression. Teachers encourage pupils to develop their vocabulary in exercises such as writing their diaries, and assist them to put as much detail and description into this exercise as possible.
78. Pupils in Year 6 are generally quite articulate and take every opportunity to present their own ideas. However, many have not fully developed a sufficient range of vocabulary and fluency to express themselves concisely. For example, some Year 6 pupils found it difficult to explain words such as "revenge" when discussing the plot of "Hamlet" without a lengthy discourse using very simple words. Teachers use questions well to stimulate and challenge pupils to think and talk about texts. Pupils in Year 5 presented various ideas about the reactions and emotions of characters in the story "Journey to Jo'burg". However, their answers were generally brief and they needed much encouragement to develop their thinking verbally. Pupils do not benefit from the regular involvement in drama and role play exercises to develop their fluency and language skills. Higher attaining pupils have good speaking skills and display flexibility in their use of language, for instance when discussing the plot of their current or favourite reading books.
79. Standards in reading are broadly average by the end of Year 2 and Year 6. Pupils in Years 1 and 2 develop their reading skills satisfactorily through the use of well-planned reading schemes. Pupils read regularly in class and records of their progress are carefully maintained. Parents contribute significantly to the development of reading by listening to pupils read at home, and recording the amount read. However, the record cards sent home do not encourage parents to make comments on the quality of the child's reading, merely the quantity. The vast majority of pupils become competent readers by the end of Year 2. They recognise many common words, use various strategies such as phonics, context and picture clues to build up unfamiliar words. Whilst the higher attaining pupils read a wide variety of story books, the majority of pupils have rather limited experiences of reading outside the reading scheme. The lack of a well resourced library with a range of books appealing to this

- age-range, do not assist pupils widening their reading horizons. As a result pupils' library skills are below the expected level for their age.
80. By the end of Year 6 the vast majority of pupils are secure and independent readers, but their reading for pleasure remains very restricted in its range. Non-fiction, poetry and biographies are not widely included in their reading. Higher attaining pupils are very competent readers who read with expression and understanding. For example, a Year 6 pupil was able to explain in great detail the context and characters in a section of "Lord of the Rings". Most pupils read for interest, but their choice is rather restricted to favourite authors or themes. They understand their reading and talk enthusiastically about it. Library resources are very limited in the school and do not offer pupils the necessary opportunities and resources to become independent learners through efficiency in seeking information, or to broaden their horizons in their choice of fiction. Lower attaining pupils whose reading skills develop more slowly are given good support and are guided through an appropriate reading scheme to become effective readers, adequately equipped for the next phase of their education.
81. Pupils' standards in writing are average at the end of Year 2 and Year 6. Handwriting is well taught and the vast majority of pupils in Years 1 and 2 quickly develop sound skills in forming and spacing letters, although maintaining the position of words on a line is often more difficult for many. Writing is generally clearly legible and pupils in Year 2 spell many familiar words accurately. They develop their own word books and use them well when performing written tasks. They begin to write simple sentences, know when to use capital letters and full stops. Higher attaining pupils use phonics well to attempt spellings of new and difficult words. For example a Year 2 pupil made a very good attempt to spell "juiciest" when writing when composing a diary entry. Most pupils sequence events well, and this results from regular work on writing their diaries reporting events and trips over week-ends. Pupils in Year 2 produced simple summaries of a Big Book story by accurately sequencing key points in the story.
82. Pupils progress satisfactorily in developing their writing skills in Years 3 and 4. Handwriting generally becomes quite secure and the vast majority of pupils write in joined script that is easily legible. Sentences become more complex, varied and generally accurate in structure, although many pupils do not use punctuation well and tend to write as they speak. Higher attaining pupils develop their story writing well. For example, a Year 3 pupil wrote a short, convincing version of the "Good Samaritan" story from the viewpoint of the innkeeper. Pupils in Year 4 write simple play scripts with key stage instructions. Word-processing of work is practised and good use is made of importing graphics into the work to add interest and colour.
83. By the end of Year 6 pupils have acquired sound skills in writing for a wide variety of purposes. They report short news items, write alternative endings for familiar stories and compare different books on the same subject for content, impact, etc., for example two books on life in medieval times. Their work is generally well presented, accurate in its structure and grammar and punctuation are effectively used. Many pupils write direct speech accurately although lower attaining pupils find this a difficult skill to incorporate into sustained story writing. Higher attaining pupils write very expressively, for example in 'acrostic' poems about Easter and poems linked to the visit to Freiston Shore where the language used reflected well the beauty and loneliness of the area. The writing of stories is generally good. Pupils use drafting and re-drafting well to ensure correct sequencing of events and grammatical structure. Stories are imaginative, use good descriptive language and generally well structured, although the use of paragraphs varies considerably in its effectiveness. Pupils achieve satisfactorily through Years 3 to 6 in relation to their prior attainment.

84. The quality of teaching overall is good. Teaching was good in half the lessons observed and very good in one quarter of lessons. Teachers' subject knowledge is good and they use the National Literacy Strategy well in their lesson planning. Clear learning objectives are identified and shared with pupils. Teachers plan a good variety of activities and involve pupils well in the development of lessons through well-structured questions and answer sessions. This effectively generates good learning in lessons. For example, pupils in Year 5 analysed passages from different cultures, examining the stories from the perspective of different characters and discussing their reactions and emotions. The teacher then set suitably challenging and very well modified tasks to meet the needs of the full range of abilities in the classes. Expectations were high and the teacher and classroom assistant gave pupils good encouragement and support in their work. Lessons generally proceed at good pace and engage all pupils. However, hearing-impaired pupils are not always positively encouraged to contribute answers or ideas in lessons, and over-reliance is placed on the role of support staff. Homework is set regularly and teachers' marking of pupils' work is always supportive and evaluative, although guidance on how to improve is not regularly given in written comments.
85. The subject is well led. The co-ordinator has only been in the post for two terms but has a clear vision of what is needed to improve standards, and issues from the previous inspection are being effectively addressed. The curriculum is now well planned with a cohesive scheme of work covering the whole school. Teachers' medium and short term planning is monitored well, and pupils' work is regularly sampled. A collection of assessed work has been developed to guide teachers' assessments. Pupils are well aware of their standards, which are closely monitored through the use of target sheets, and their progress through the various targets is recorded and dated in their books. Little monitoring of teaching has been possible by the co-ordinator so far but the acting headteacher and local education authority advisors have observed all teachers. Pupils who are identified as experiencing problems with their work are given very good support through planned programmes, such as 'Early Literacy Support' for Year 2 pupils, 'Additional Literacy Support' for Year 4 and 'Further Literacy Support' in Year 5. These schemes effectively target support where and when it is needed and ensures that these pupils achieve as well as they can. The curriculum was considerably enriched by the visit of an author/illustrator who worked with each year group through the day and initiated much interesting follow-up work. Resources for teaching are generally satisfactory but the absence of a well-stocked library/information centre in the school hinders progress in many areas of the curriculum.
86. There are no pupils in the school for whom English is an additional language. The small number of pupils from ethnic minority backgrounds all have English as their first language and have full access to all areas of the curriculum

MATHEMATICS

87. Inspection evidence indicates that the current group of Year 2 pupils entered Year 1 with standards in line with national expectations. Teaching is good, pupils have achieved well and now attain standards that are above average. The current group of Year 6 pupils also attain standards that are above average, teaching is satisfactory and consequently pupils' achievement is satisfactory. This is an improvement since the last inspection when standards for pupils at the age of 11 were in line.

88. The acting headteacher, teachers and advisors from the local authority have made the improvement of teaching and the raising of standards in mathematics, especially in the junior classes, a priority in recent months. Intensive support has been given, including the modelling of teaching, a review of lesson planning, the setting up of tracking procedures to monitor pupils' progress, the implementation of 'catch up' programmes of work for small groups of pupils needing extra practice and a review of the co-ordinator's role. This has all impacted positively on teaching and learning and scrutiny of books indicates that standards of work have begun to improve, especially in the junior classes.
89. By the age of 7 pupils have developed very positive attitudes to mathematics. They enjoy the lessons and are keen to answer questions. The majority can add and subtract numbers to 20 and beyond, quickly and accurately and many relish the challenge of working with three digit numbers. One exclaims 'Oh great,' when asked to find a half of 150. He quickly gives the correct answer and demonstrates very good understanding when he explains his thinking, 'I halved 100, then 50 and added the two answers together.' They can identify regular two and three-dimensional shapes, understand the concept of symmetry, tell the time using digital and analogue clocks, solve simple equations and use standard units such as grams, kilograms, centimetres and metres when weighing and measuring length. They collect data and use the computer to draw pictograms to show their results.
90. By the age of 11 pupils have a good grasp of the number system and most have maintained very positive attitudes toward the subject. They understand the relationship between fractions, percentages and decimals and apply this knowledge when working out discounts at imaginary sales. They can construct and interpret different kinds of graphs and charts including pie charts and can demonstrate their understanding in other subjects across the curriculum as observed in science, when the computer was used to convert data into pie charts and graphs. Regular practice ensures the rapid recall of number facts including the addition and subtraction of numbers to two places of decimals.
91. Teaching is good overall and varies from unsatisfactory to excellent. In the excellent lesson observed in Year 2 the teacher's confidence and enthusiasm is infectious and reflected in the enthusiasm of the pupils. They are keen to learn and relish the challenge of 'difficult questions.' These are pitched well to target all pupils irrespective of ability, consequently all attempt to give answers, receive praise and have their self-esteem and confidence boosted as a result. Pupils feel secure to 'have a go' encouraged when the teacher says 'it doesn't matter if you make a mistake – that's how you learn and anyway I'm here to help you.' The lesson proceeds at a good pace and the planning ensures that all pupils' needs are met including the most able and those with special educational needs. The teaching assistant offers very good support, recording observations of pupils' responses during the initial session, ensuring that pupils have the resources they need for the planned task and supporting a group with pupils with learning difficulties very well. In less successful lessons, including the unsatisfactory lesson observed in Year 6, learning objectives focus too much on activities rather than the learning that should take place as a result of completing the tasks. Pace is slow, pupils are not challenged sufficiently and insufficient time is left to reflect on the lesson and confirm the learning that has taken place. Management of pupils in mathematics lessons throughout the school is good and consequently pupils behave well. They work well together often offering mutual

support and teachers and teaching assistants act as good role models in this regard. Planning has improved recently since the nationally produced unit plans have been adopted and adapted for the different groups. However in only one class did comments on planning indicate that assessments from the previous days teaching had impacted on what was to be taught the following day. Unfortunately these plans were not used in the unsatisfactory lesson observed.

92. Scrutiny of work shows that all work is dated and presentation throughout the school is good. Whilst much work is marked with the pupils, especially in Years 1 and 2, it rarely informs learning which is the stated aim in the schools' marking policy. When the policy is applied then comments are written such as 'Excellent work. Did you turn the shape clockwise or anticlockwise?' This causes the pupil to pause and reflect and yet even where comments like this do invite responses from the pupils, there is little evidence to suggest this occurs very often.
93. The role of the co-ordinator has begun to develop and an overview of standards and the quality of teaching is beginning to be formed. The raising of standards further is still a priority and the co-ordinator acknowledges that the on-going monitoring of teaching, the sharing of good practice, the use of assessment to inform planning, relevant in-service training and raising expectations throughout the school will all impact positively on the learning opportunities in mathematics that the school offers its pupils.

SCIENCE

94. Standards achieved by pupils at the end of Year 2 and Year 6 are broadly average. All pupils in Year 2 achieve satisfactorily in relation to their attainment on entry to the school and those in Year 6 to that at the end of Year 2. A very recently introduced new and comprehensive scheme of work for the whole school, and the resulting improved quality of teaching, has had a considerable impact on pupils' learning since the previous inspection. This has been particularly marked in the improved standards of attainment in Years 3 to 6.
95. Pupils at the end of Year 2 have sound knowledge and understanding of the topics covered in the first two years. They have basic understanding of how electricity is used in domestic appliances and to operate toys, etc. and they are aware of the potential dangers of mains electricity and of its misuse. They recognise a force as a push or a pull and the higher attaining pupils are able to give examples of forces in several everyday instances, such as the push of bicycle pedals and the pulling action of bicycle brakes. They recognise a range of different materials and develop good vocabulary to describe the simple properties of these materials. Pupils are particularly interested in exploring and finding out about the natural world. Pupils in Year 2 experienced the awe and wonder of nature on many occasions whilst exploring various habitats around the school. The variety of plants and mini beasts in hedges, a shed and the playing field were carefully linked to the differing habitats. The diversity of life in and around the school's pond sparked off much productive discussion about life cycles of frogs and fish, the scent of flowers and plants and about the relationships between plants, insects and animals. Pupils make a good start to devising simple investigations and testing ideas. For example, pupils in Year 2 carried out a careful investigation to find out how the slope of a ramp affected the distance a toy car travelled after leaving the ramp. This was followed up by investigating how different surfaces, such as sandpaper, corrugated cardboard, etc. affected the distance travelled. Higher attaining pupils began to recognise the

influence of friction on these results. Pupils appreciated the need to make the tests fair and to make measurements of their observations in order to draw conclusions. They are starting to represent their results in simple graphical forms, such as pictograms of favourite foods.

96. Pupils by the end of Year 6 have developed a more mature approach to their investigations. The good range of opportunities for planning and carrying out investigations in Years 3 to 6 are well designed to develop pupils' skills and learning. They understand how to set up a fair test, take appropriate measurements, present their data in suitable forms and draw clear conclusions. However, many pupils have difficulty in how to precisely identify the clear focus for the investigation. For example, some Year 5 pupils investigating the conditions for seed germination introduced too many imprecise variables into the design, such as different types of soil. Higher attaining pupils are able to link their predictions about investigations to background knowledge. For example, some pupils in Year 6 likened voltage to a "push" and current to a "flow" when predicting how the length or thickness of a wire might influence the brightness of a bulb in a circuit. Pupils use their numeracy skills to good effect in their investigations. They understand that to improve accuracy it is often necessary to take repeat measurements and calculate averages, for instance when seeing how far simulated seeds travel when dropped from different heights. Results are presented using block graphs and line graphs when appropriate, and these graphs are generally well constructed. Pupils acquire sound general knowledge of science at their level in Years 3 to 6, reflecting good learning in lessons. They have sound knowledge of how their body works and of the need for healthy eating. They are able to discuss electrical circuits and how simple components work, and how light travels and forms shadows that change in length and direction during the course of a day. Lower attaining pupils and those with special educational needs are given good support in their work and achieve satisfactorily in Years 3 to 6.
97. The quality of teaching overall is good. It was good or very good in half the lessons observed. Teachers have sound subject knowledge and are well equipped to challenge pupils with searching questions and to answer pupils' questions about the work. Teachers generally plan lessons well with clear learning objectives and good progression. Questions are well used to assess recall and understanding of previous work and teacher expectations are usually high. For example, pupils in Year 1 were presented with a series of tasks to test and find the most appropriate materials for making an umbrella, a slide for a teddy bear, etc. The tests were very carefully carried out, produced much valuable discussion and clear conclusions were drawn. The higher attainers then matched materials with possible uses in a spinner game. Teachers use science lessons very well to develop literacy skills. Key words are identified for each topic and are quite quickly incorporated into pupils' language in their discussions. For example, pupils in Year 3 had to use as many words as possible to describe objects in a "feely bag" to class members to help them try to identify the objects before revealing them. Pupils then offered additional words to describe the properties of the materials.
98. The subject is well led. The co-ordinator has only been in the post for two terms but has received good training and support from the local education authority and has a clear view of what is needed to further improve standards. Much has recently been achieved to meet the concerns expressed at the time of the last inspection. A scheme of work, based on the proposals of the Qualifications and Curriculum Authority, is now in place, fully meets the requirements of the National Curriculum programmes of study and demonstrates good continuity and progression. Curriculum planning is good with a balance of work in each year, but the use of information and communication skills is not yet fully embedded into the scheme. A

valuable whole staff in-service activity very effectively raised understanding of investigative work in science and has resulted in this area of work rapidly becoming an area of strength in the curriculum. Procedures for assessing and monitoring pupils' progress are in place but still at an early stage of development. Monitoring of the subject is satisfactory, including that of teaching. A well-planned science week proved very successful, initiated much valuable writing about aspects of science and of famous scientists. The range and quality of resources for teaching have been considerably improved and are now adequate to meet the curriculum needs.

ART AND DESIGN

99. Pupils' standards of attainment are in line with national expectations at the end of Year 2 and Year 6. This is an improvement on the findings of the previous inspection where standards were found to be unsatisfactory.
100. From the evidence available it is apparent that pupils enjoy using watercolours throughout the school. They begin in Year 1 with portraits of people who help them, such as parents and nurses where pupils are painting in some detail showing fingers and different facial expressions. By Year 2 pupils are able to compose very attractive watercolour paintings of bluebells set against a pale blue background which shows good use of shades of colour. By the time pupils reach Year 6 they show that they are able to study the work of Lowry and produce very good watercolour paintings emulating his style. These paintings show a developing sense of perspective. Following a visit to a local conservation area, Year 6 pupils create some landscapes in which they show that they can combine the techniques of applying watercolours first and then returning to their work to add further detail in a secondary medium such as pastel. In one lesson observed, pupils in Year 6 are introduced to the idea that painting landscapes is a lengthy process and that many stages have to be gone through to produce a result of quality. They use the school grounds to select an area to sketch, and using a view finder, many of them learn the features of attractive composition, such as including the overhanging branches of a tree at the top of their landscape.
101. Year 2 pupils are able to contribute to a collaborative piece of work depicting the stained glass window at a local church following a class visit. During the inspection these pupils were seen enthusiastically modelling with clay showing their ability to manipulate a range of tools. Year 3 pupils show that they can begin to develop their drawing skills as seen in a lesson on learning how to draw a chair. Pupils are given a cube to work with first and after a couple of attempts can produce a recognisable drawing of the cube which then enables them to attempt a 3D view of a chair by developing the cuboid shape. These pupils are challenged to review their work to see whether they have been able to gain a sense of perspective, which most have. Some Year 5 pupils show that they have further developed the skills of drawing, showing perspective and shading in their range of work about different containers. Sketchbooks are used throughout the school with vary degrees of success. Some year groups appear to have rather immature sketching skills whilst others show maturity. Pupils use illustrative skills to support their work in other curriculum areas. Year 4 show that they have a good range of computer skills which they use to produce repeating patterns by cutting and pasting. They produce work in the style of the artist Seurat and use the symmetry tool and copying and reusing techniques to produce an attractive and skilful display.
102. The teaching seen during the inspection was satisfactory overall with some being

very good. Teachers' planning and the scrutiny of work show that pupils are developing satisfactory skills and techniques using a variety of media. Lessons do have clear learning objectives and do present pupils with a range of opportunities to make choices and evaluate their own and others work.

103. Progress in the subject is the result of improved management by the co-ordinator. There is a policy and a scheme of work in place which ensures that there is coverage of the National Curriculum programmes of study. However, the role of the co-ordinator in ensuring that there is consistency in the quality of teaching and provision for the pupils is not in place. Resources are adequate.

DESIGN AND TECHNOLOGY

104. Standards in design and technology are average at the end of Year 2, which is an improvement on the findings of the previous inspection where standards were found to be below national expectations. During the previous inspection standards at Year 6 were also found to be below national expectations and despite recent improvements, pupils at the end of Year 6 have not acquired the necessary knowledge, understanding and skills to fulfil all the nationally expected requirements for the end of the key stage. Therefore, standards for these pupils remain unsatisfactory. The issues raised in the previous report of ensuring that there is greater coverage of the subject in order to meet National Curriculum requirements and the production of a scheme of work, to ensure progression and challenge particularly for high attaining pupils have begun to be addressed but there is still some way to go.
105. It was not possible to observe any teaching in Years 1 and 2 during the inspection but from discussions with teachers and pupils, an analysis of displays and teachers' planning and a scrutiny of pupil's work there is evidence of satisfactory progression in pupils' skills. It is clear that pupils are developing an understanding of the purpose and procedure of designing. Year 1 pupils can successfully consider the process of weaving and the suitability of appropriate materials and can work independently on attractive woven wall hangings. They also show that they have gained an understanding of how simple mechanisms related to moving vehicles work through making a vehicle which matches their design intention. Pupils can evaluate their work and suggest improvements to their design; for example, 'I would put a string under the front because I could make it go faster.' Year 2 pupils effectively develop their knowledge and understanding of how to join materials successfully when they make their 'Tatty Bogle' working puppets. Whilst constructing a room in a shoebox, Year 2 pupils demonstrate that they understand how to make their structure strong and stable whilst recognising the main features of a particular room. These models are very detailed and represent some very careful work. In Years 3 to 6 there is evidence that the teaching does promote and encourage pupils to design. However the co-ordinator still has problems reminding the staff to go through the whole design process. Where the design process is fully addressed some good progress has been made, as seen in Year 4 where pupils have successfully designed and made models of monsters which incorporate two moving parts controlled by pneumatic systems. Whilst designing a toy, showing their understanding of the movement made by a cam, pupils in Year 5, demonstrate that they can produce sketches and generate ideas which can be taken to a successful conclusion. Throughout the Years 3 to 6 pupils use an increasing range of tools, materials and components including textiles and wood. When working with wood they cut join and assemble with increasing precision as seen in the construction of the Year 6 shelters, where pupils cut and joined small sections of wood to form a stable base. The big gap in the pupils'

experience is in systems and control where lack of experience on the part of teachers has led to weaknesses in knowledge and understanding.

106. Pupils enjoy the subject, work sensibly and safely together and can work collaboratively as part of a team. Teachers subject knowledge and confidence is improving and the co-ordinator has worked to address the weaknesses in the subject and has been influential in improving the standards thus far. There is now a scheme of work which covers all the programmes of study and clear and concise assessments of pupils progress will be made in the future. The co-ordinator's decision to focus on the implementation of the assessments sheets as a priority ensures that all pupils will have their learning needs met in the future. Links with information and communication technology have also been usefully identified as a priority for the future. Resources for the subject are adequate, neatly kept and easily accessible to staff.

GEOGRAPHY

107. By the end of Years 2 and 6, standards are in line with the national Curriculum expectations and pupils, including those with special educational needs, have made satisfactory progress in knowledge and understanding across both key stages. This is similar to the standards found in the last inspection.
108. By the end of Year 2, many pupils have demonstrated an awareness of localities beyond their own, for example, by studying Struay (the Isle of Coll), seaside towns, and Egypt. Higher attaining pupils are developing awareness that different places have different characteristics.
109. By the end of Year 6, most pupils can recognise human and physical processes, such as settlements developing along the River Severn, and they can explain the meanings of specific vocabulary like estuary and meander but are less secure in explaining why settlements develop at particular points on a river. Most pupils are aware of the need for a map to have a key, a scale and that maps have co-ordinates to help locate features on the map. However, they are uncertain when asked to explain grid references on Ordnance Survey maps. Pupils spoke enthusiastically about their recent field study visit to the Frieston centre where they had studied the coastal defences.
110. Pupils' attitudes in the lessons observed were at least satisfactory and often very good. When instructions were clear and the tasks and resources were well matched to the pupils' interests and abilities, they remained interested and involved in the learning, as in a well-planned Year 5 lesson aimed at comparing Llandudno and Boston using atlases. Through this comparison task higher attaining pupils were beginning to understand that the location of settlements affects the physical and human features of the settlement. In another Year 5 lesson, however, pupils found it difficult to plan the route between the two localities without an appropriate wall map to refer to and because the atlases used did not give a useful overview of the direction. An effective lesson in Year 3 was characterised by the teachers' confidence and enthusiasm, the use of good questioning to reinforce learning and tasks designed to successfully involve pupils in learning about maps
111. The scheme of work has been recently updated with local education authority assistance and is now based on national guidance. The scheme and the new curriculum plan, introduced in January 2003, ensure that statutory requirements are

met. However, planning does not take account of all ability levels to ensure appropriate progression and development of skills throughout the school. Teachers' comments in pupils' books are often brief and therefore do not give pupils appropriate guidance for improving skills or to help set targets. Opportunities to develop literacy skills are limited to specific vocabulary, whilst overuse of worksheets in some lessons limits pupils' ability to investigate issues in depth or to write extensively. There are relatively few opportunities to develop the pupils' awareness of local culture by studying the local area, but the field trips such as the visit by Year 6 pupils to Frieston Field Centre to study the impact of the breached seawall enrich the curriculum.

112. The recently appointed subject co-ordinator provides satisfactory leadership for her colleagues. She is enthusiastic about developing the subject but her role in monitoring, and evaluating the quality of the curriculum and teaching and learning is underdeveloped. The co-ordinator is aware of the need to develop a more comprehensive approach to assessing and recording pupils' progress. There are adequate resources for the subject except for the quality of atlases, many of which are out of date. Resources are well organised and easily accessible.

HISTORY

113. Standards at the end of Year 2 and year 6 are in line with national expectations. Pupils, including those with special educational needs, make satisfactory progress in their knowledge and understanding. Standards have been maintained since the last inspection.
114. By the age of seven, pupils are developing their knowledge and understanding of events in the past, for example, pupils' work in Year 2 show that most pupils have a factual knowledge of events like the Gunpowder Plot. Higher attaining pupils are beginning to understand that such events have a cause and consequence for example, by explaining Guy Fawkes' opposition to James I. In a Year 1 lesson about famous people from the past, pupils demonstrated their knowledge and understanding by re-telling stories about Florence Nightingale. Most pupils are able to sequence pictures of the main events of Florence Nightingale's life and higher attaining pupils were beginning to show an increasing sense of chronology by linking these pictures to sentence cards and laying them on a timeline. The strengths of the teaching were in the clear learning objectives and explanations, the good use of differentiated materials and question and answer sessions that actively involved the pupils in learning.
115. Overall, progress in between Years 3 to 6 is satisfactory though higher attaining pupils in Years 3 and 4 are making good progress. Most Year 4 pupils can place events on a timeline accurately. Progress is better when planning adapts work sufficiently to challenge all ability groups within classes, particularly the more able. In a Year 4 lesson, the teacher missed opportunities to develop pupils' own ideas about the personality of Henry VIII when several agreed that Henry liked signing death warrants because he had signed so many! As a result, pupils were not able to develop their ideas about the power of a Tudor king; and to develop an understanding of cause and consequence by not explaining why he needed to divorce Catherine at that time. In a Year 6 lesson about Victorian children's working conditions, the teacher spent too long reinforcing knowledge previously acquired, however pupils demonstrated through their responses to questions that they understood the characteristics of the conditions of working children in Victorian society.

116. The recently updated scheme of work and the new curriculum plan, introduced in January 2003 ensure that statutory requirements are met. However, planning does not take account of suitable differentiation for all ability levels to ensure appropriate progression and development of skills throughout the school. In some instances appropriate skills development are unsupported because different year groups have used the same tasks and resources. For example, pupils in year 4 were using the same resources to examine the reasons for Henry VIII's divorce from Catherine of Aragon as those used by Year 6 pupils earlier in the year. Teachers' comments about pupils' work are often brief and do not give pupils appropriate guidance for improving skills or to help set targets. Field trips such as the visit by Year 4 pupils to Gainsborough Old Hall enrich the curriculum. Pupils spoke enthusiastically about taking part in role-play of a medieval feast. Other visits include Year 2 pupils visiting the Lincoln Life Museum, Year 3 studying Romans visit The Lawns in Lincoln, and a vintage car brought into school to demonstrate change over time. Good use is made of books and artefacts borrowed from the county library service. Opportunities to develop literacy skills are limited to specific vocabulary, whilst overuse of worksheets in some lessons limits pupils' ability to investigate issues in depth or to write extensively.
117. The co-ordinator, appointed recently after two changes in post within the last year, has good subject knowledge, and provides satisfactory leadership for her colleagues. She receives end of unit assessments from each teacher but has not yet been able to use this information to evaluate pupil progress. She recognises the need to monitor and evaluate standards as well as the quality of teaching and learning in more detail, but currently this role is underdeveloped. She is keen to further develop the use of information and communication technology in history throughout the school to enhance learning.

INFORMATION AND COMMUNICATION TECHNOLOGY

118. Standards by the end of Year 2 and 6 are in line with national expectations. Standards have been maintained since the time of the last inspection. Pupils make satisfactory progress.
119. By the end of Year 2, pupils are able to use simple word-processing programs to write short pieces of work. Most pupils can change the size and type of the font and show an awareness of audience when making their choices. They produce Easter cards that combine text and clip art graphics using different print types and bold highlighting. In religious education, some pupils have imported pictures of artefacts seen at the local church and written about what they are used for. Pupils have had experience of using simple data-handling programs to produce tally charts, bar charts and pictograms of data they have collected about class birthdays, vehicle surveys and the weather. No control technology work, such as programming a floor robot to follow a given route was seen, but this is detailed in teachers' planning. Year 1 pupils use a word-processing program to write simple captions and sentences, such as "I like playing with Bethany." They use art programs to design vehicles linked to their work in design and technology.
120. By the end of Year 6, pupils are confident in using computers in a range of situations. In Year 4 they have experience of using branching databases to identify minibeads. They will shortly create their own programs and showed understanding of the need to ask questions which have a yes or no answer. Year 5 pupils have experience of using spreadsheets to work out holiday budget money and those interested in football

has produced a spreadsheet showing the most recent transfers that have taken place in various divisions of the football league. They show confidence in operating programs independently and dexterity when using the 'mouse' to click on icons or drag text. This was seen when they used a 'Logo' program, which was new to them, to draw different shapes on the screen. Pupils in Year 6 use their information and communication technology skills appropriately in English, such as making use of persuasive language when word-processing arguments for and against school uniforms, or recounting the story of 'The Silver Sword'. They also compose play scripts and news reports making use of clipart to introduce pictures into their work. Year 6 pupils were observed accessing the internet to research relevant information about Victorian children's working conditions and the long hours they had to work.

121. The quality of teaching and learning is satisfactory. No lessons were observed in Years 1 and 2, although teaching assistants were seen effectively encouraging small groups of pupils to improve their number skills through the use of games programs. A scrutiny of pupils' work and teachers' planning shows that teachers plan for all areas of the subject. Software programs to allow pupils in Years 3 to 6 to move a screen turtle to draw simple shapes had only just arrived at the school. However, Year 5 staff were seen trying them out and provided successful lessons for pupils later in the week. This demonstrates teachers' confidence in using computers and successfully promoting pupils' skills. Some teachers make better use of the limited number of computers in the suite than others by either taking smaller groups of pupils at one time or providing other technological activities for those who cannot access a computer. Where whole class lessons were observed it was only pupils' good attitudes and behaviour which prevented them from becoming bored as they waited for their turn to use the computer. Teachers are confident, knowing the sorts of problems that pupils are likely to encounter and reminding them of basic commands that they are likely to forget. Pupils are very keen to learn and enjoy the opportunities they receive for operating the computer themselves.
122. The subject is satisfactorily managed. Since the appointment of the acting headteacher, good progress has been made in improving the provision made for the subject by timetabling all classes to use the computer suite during the week. The limitations of the suite are clear to him and plans are in hand to remove the computers from the suite to classrooms so that the library area they occupy can be returned to its original purpose. Provision would then be enhanced by the buying of a number of laptops for use in classrooms. The school follows nationally recommended guidelines for the curriculum and regular assessments are made of pupils' work. Resources are satisfactory.

MUSIC

123. At the age of seven and eleven standards are in line with those expected nationally, a similar outcome to the last inspection. However, the co-ordinator with another member of staff, leads and trains a very good choir that has won competitions locally and is held in high esteem by parents and the local community, as the many letters of appreciation testify. She has also introduced a scheme of work and lessons observed show that this supports the teaching of music by non-specialists very well. This is an improvement since the last inspection. Specialist music teachers also visit the school and although these were not observed, pupils are given the opportunity to learn the cello, keyboard, guitars and various wind instruments. Two recorder clubs are held that are well attended.

124. Teaching in the infant classes is good and it is satisfactory in the junior classes. In a very successful lesson in Year 2 pupils demonstrated a good understanding of the terms tempo, rhythm and dynamics and responded very well to the 'conductor,' understanding very well the need to watch and respond to the baton. The pupils listened to the sounds of whales and then read a poem entitled 'The Sounds of the Sea.' They went on to use a variety of pitched and untuned instruments very well to create their own sounds to accompany the poem. A particular strength of the lesson was the way all pupils were included by the teacher's skilful questioning and the opportunities given to pupils to listen to and then evaluate each others work, one saying, 'I love the way they used the instruments and the sounds they make. They make you think of movements like crabs scurrying.' In another lesson in Year 1 very good cross-curricular links are made when the teacher points to pictograms of the pupils' favourite colours and highlights descriptive words that they might use before introducing a song for the pupils to learn about favourite colours. In a Year 5 class the teacher uses the adopted scheme very well to encourage pupils to use their voices to focus on rhythm and beat and ending with one group tapping the rhythm contrasting to the beat clapped by the other. By the end of the lesson pupils began to understand the concept of musical phrasing and the role and function of bar lines. No lessons were observed in Year 6. Overall, lessons in Years 3 to 5 provide appropriate activities to develop pupils' musical skills. However, they lack the pace and challenge of lessons seen in Years 1 and 2.
125. The co-ordinator has not had the opportunity to observe and support teachers but is anxious to do so. She has also prepared but not yet implemented a system of assessment. Resource provision is unsatisfactory. The school has relied upon contributions from the Parent Teacher Association in recent years to purchase instruments but the variety and range of instruments is inadequate to meet the demands of the National Curriculum.

PHYSICAL EDUCATION

126. Pupils' standards in physical education at the end of Year 2 and Year 6 are in line with national expectations. Pupils make satisfactory progress. Standards have been maintained since the time of the last inspection.
127. Year 2 pupils demonstrate satisfactory co-ordination and appropriate control when carrying out a variety of movements following instructions of the tape 'Mrs Armitage on wheels' as they twist and turn. Good use is made of pupil demonstrations to improve the quality of pupils' work and to provide opportunities for them to evaluate their own work. In gymnastics, Year 1 pupils travel in a variety of ways over the floor and apparatus and work hard to improve their performance. They are able to compose short sequences of movements and link them well. Year 3 pupils show appropriate control and co-ordination as they balance on different parts of their bodies. They are beginning to link these movements but are finding this difficult. Year 4 pupils show appropriate control and co-ordination when throwing and catching balls of various sizes. They are given good opportunities to evaluate their own performance and the factors, such as the strength of the wind or the type of throw attempted, which affect the quality of their work. However, too much time is spent being still and listening rather than being active for pupils to make good progress. Pupils in Year 6 move confidently and with control in games and dance lessons. They apply themselves well when active but are not so good at listening to instructions or following them and this slows the pace of work as teachers have to repeat what it is they are expected to do. Pupils in dance work together well and, by

the end of the lesson, are beginning to perform sequences of well thought out movements. However, the quality of their work is not high and they are very self-conscious and too aware of other pupils to be free-flowing in their work. In games work, pupils show suitable progress in the development of their jumping and running skills.

128. The quality of teaching and learning is satisfactory and varies from good to satisfactory. Teachers' knowledge and understanding of the curriculum is variable. Although suitable activities were provided in all the lessons observed, teachers were not always able to clearly identify simple coaching points that would have accelerated pupils' learning. Teachers generally manage pupils well and always ensure that safety implications are always followed. Pupils generally respond well to the work provided for them and enjoy improving their performance through repetition. Unfortunately, during the inspection week building work was taking place and pupils and teachers had to put up with a great deal of noise from the builders during lessons in the sports hall. The vast majority of pupils did not find this difficult but some chose this as an opportunity to be silly and this slowed the progress of a few lessons.
129. The leadership of the subject is good and management satisfactory. The co-ordinator monitors teachers' planning and has observed her colleagues teaching in the past. However, there have been many staff changes and she has had no opportunity to observe lessons in recent times. The co-ordinator ensures that sufficient time and emphasis is given to the subject and oversees the provision of a wide range of sports clubs and inter-school competitions. She provides informal advice and assistance to staff. All pupils also have the opportunity to attend football, gymnastic and tennis coaching sessions held after school. These are provided by an outside coach and parents are happy to pay for them. Resources for sport are good. The accommodation is very good. There is a school hall and sports hall and plenty of grassed and hard surfaced play areas and these are used well to promote pupils' physical skills. Good provision is made for the teaching of swimming.

RELIGIOUS EDUCATION

130. By the end of Years 2 and 6, standards are in line with the expectations of the locally agreed syllabus. Pupils, including those with special educational needs, make satisfactory progress. Standards have been maintained since the last inspection.
131. In Years 1 and 2, pupils learn about some religious festivals and some of the important religious stories. They recognise certain features of religious buildings. For example, Year 2 pupils had visited a local church and could suggest meanings for some religious symbols and other artefacts seen during a local church visit. They are becoming aware of the way in which symbolism is used. They know that the Christian cross symbolises the death of Christ. In a Year 2 lesson about stories with a religious tradition, most pupils could retell Jonah's story and begin to suggest meanings for the events, such as why he went in the opposite direction to the one indicated by God. In a well-planned Year 1 lesson, the teacher provided appropriate tasks and levels of support that enabled all pupils to identify rules for living after discussing the Torah. Pupils, including those who lack confidence, were encouraged through the teacher's use of praise to contribute to class discussions.
132. Pupils in Years 3 to 6 make satisfactory progress in learning about the major religions found in Britain today. They learn some of the key stories of Islam, Hinduism and Christianity and why religious books and art are important expressions of faith for

believers. Most pupils in Year 4 realise that some questions, like what Jesus looked like are difficult to answer. One pupil wrote on her picture of Jesus 'no one really knows what he looked like then'. Pupils in Year 5 know that the Qu'ran is the Muslim's holy book and have learned to show respect in the way they handle it. They made leaflets about the Five Pillars of Islam that demonstrated their understanding of the importance of these to Muslims. In a good lesson in Year 5 where pupils learnt about art connected to Islam, some pupils began to recognise Arabic words in pictures and extended their task by using the Arabic alphabet to write in Arabic on their own designs. A lower attaining pupil reflecting the atmosphere created by the teacher said he had felt like an artist. Pupils in Year 6 can describe the key beliefs and teachings of Christianity and Islam and can compare similarities between these and Judaism.

133. Pupils have positive attitudes to the subject, especially when lessons involve them in discussions and opportunities to investigate artefacts. They generally behave well and concentrate on the tasks they are given. When they work in pairs or small groups, they collaborate well and make good progress in understanding the key points of the lesson. However, opportunities for pupils' cultural and spiritual development by studying other faiths are still limited, as was highlighted in the last report. Some teachers do plan to address multi-cultural issues; for example, in Year 5 pupils were able to explain about the respect needed for artefacts used by members of the Muslim faith.
134. Teachers' subject knowledge and understanding and the effectiveness of lesson plans are the key strengths of teaching. Where pupils were motivated and involved by the generally well-chosen tasks they were able to make at least satisfactory and often good progress in lessons. In an unsatisfactory lesson, poor planning combined with difficult reading material and a slow pace meant that pupils were not engaged in the activities. However, the pupils generally behaved well and were co-operative. Teachers made good use of displays.
135. The school fully meets the requirements of the new locally agreed syllabus through the recently revised scheme of work. Strengths of the teaching are the enthusiasm and subject knowledge of most of the teachers and the good standards of displays, which combine a mixture of pupils' work, demonstrating pupils' knowledge and understanding combined with good quality posters and other sources and good key questions to provoke pupils' ideas and thinking. The subject makes a satisfactory contribution to pupils' personal development. Higher attaining pupils in Year 6 are beginning to suggest answers to moral questions like the exploitation of the Philippines Islands.
136. The co-ordinator has recently taken over the responsibility for collective worship in the school. She has good subject knowledge and provides satisfactory leadership for her colleagues. She recognises the need to monitor and evaluate standards and the quality of teaching and learning in more detail, but currently this role is underdeveloped. She receives end of unit assessments from each teacher and she wants to develop her role by leading whole school moderation of pupils' work to enhance staff expectations of standards. She is keen to further develop the use of information and communication technology throughout the school to enhance learning.