

# INSPECTION REPORT

**THE SAINT HUGH'S CATHOLIC PRIMARY  
SCHOOL**

Lincoln

LEA area: Lincolnshire

Unique reference number: 120617

Headteacher: Mr S Flood

Reporting inspector: Mrs R Spencer  
2766

Dates of inspection: 30<sup>th</sup> June – 3<sup>rd</sup> July 2003

Inspection number: 248165

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 aided

Age range of pupils: 4 to 11 years

Gender of pupils: Mixed

School address: Woodfield Avenue  
Doddington Park  
Lincoln

Postcode: LN6 0SH

Telephone number: 01522 501137

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Appropriate authority: The governing body

Name of chair of governors: Fr M O'Donoghue

Date of previous inspection: November 1997

## INFORMATION ABOUT THE INSPECTION TEAM

Team members	Subject responsibilities	Aspect responsibilities
Mrs R Spencer Registered inspector 2766	Geography Foundation Stage	What sort of school is it? How well are pupils taught? How well is the school led and managed? What should the school do to improve further?
Mr E Marshall Lay inspector 14141	Education inclusion, including race equality	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?
Mrs L Field Team inspector 33013	Science History Music	How good are curricular and other opportunities offered to pupils?
Mr D White Team inspector 22671	Mathematics Information and communication technology Physical education Special educational needs English as an additional language	How high are standards? The school's results and pupils' achievements
Ms J Stuart Team inspector 33066	English Art and design Design and technology	

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# REPORT CONTENTS

	Page
<b>PART A: SUMMARY OF THE REPORT</b>	<b>6</b>
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	
<b>PART B: COMMENTARY</b>	
<b>HOW HIGH ARE STANDARDS?</b>	<b>10</b>
The school's results and pupils' achievements	
Pupils' attitudes, values and personal development	
<b>HOW WELL ARE PUPILS TAUGHT?</b>	<b>12</b>
<b>HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?</b>	<b>13</b>
<b>HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?</b>	<b>15</b>
<b>HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?</b>	<b>17</b>
<b>HOW WELL IS THE SCHOOL LED AND MANAGED?</b>	<b>18</b>
<b>WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?</b>	<b>19</b>
<b>PART C: SCHOOL DATA AND INDICATORS</b>	<b>20</b>
<b>PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES</b>	<b>26</b>

## **PART A: SUMMARY OF THE REPORT**

### **INFORMATION ABOUT THE SCHOOL**

This is an average size Roman Catholic aided school with 264 pupils on roll and rising. Thirty-five children are in the reception year. Pupils are drawn from a wide area around the southern half of Lincoln and about 20 per cent of pupils travel by bus from areas further afield. Children's attainment on entry to the current reception year is broadly average. Mobility is a little above average. The social deprivation is high and five per cent of pupils are entitled to free school meals; this is lower than in most schools. However, other indicators suggest a greater degree of social deprivation exists. This banding does not reflect the school population accurately for benchmarking because the percentage of pupils who joined the school at the normal time in last year's Year 6 class was less than 50 per cent. In addition, many pupils live in areas of high unemployment. Seventeen per cent of pupils have been identified as having special educational needs, a figure above average. The percentage of pupils of minority ethnic background is average.

### **HOW GOOD THE SCHOOL IS**

This is a very good school with some outstanding features. The headteacher inspires all members of the school community, parents, governors and the wider community to have high aspirations for, and expectations of, the children. He skilfully and successfully unites all of them to promote a high level of personal care and well-being of the children so that any socio-economic disadvantage is overcome. It is an inclusive school that enables the children to achieve above average academic and social standards. Because of very effective teaching, standards are high in the core subjects of English, mathematics and science and at least satisfactory in the vast majority of other subjects and pupils throughout the school achieve well. A very good start to children's education is made in the reception classes. The school provides good value for money.

#### **What the school does well**

- The headteacher provides very effective leadership.
- Because of good or better teaching, standards are high in English, mathematics and science.
- Children in the reception classes achieve well.
- The school enjoys an unusually high level of support from parents and the wider community.
- Pupils throughout the school are enthusiastic and confident because their personal development has been promoted very well.
- The provision and standards in music are a strength.

#### **What could be improved**

- Further improve the satisfactory teaching to good or better.
- Ensure a better balance of time for all subjects in the curriculum.

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

### **HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION**

The school was last inspected in November 1997 and was judged to provide satisfactory value for money. The school has made very good improvement in English, mathematics and science and in most aspects of its work. The last inspection's key issues have been addressed very well. Standards have risen in the national tests. Pupils in general now achieve better, including the most able and those with special educational needs. Other significant improvements have been in teaching, partnership with parents, and leadership and management. The school has the capacity to achieve excellence.

## STANDARDS

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

Performance in:	Compared with				Key
	all schools			similar schools	
	2000	2001	2002	2002	
English	A	A*	C	B	well above average A above average B average C below average D well below average E
Mathematics	C	B	C	B	
Science	C	A	D	C	

Very effective teaching in the reception classes accelerates children's learning very well and by the time they enter Year 1, most pupils will attain the levels expected of six year olds. Standards for pupils at the end of Year 2 are well above average in writing and mathematics and above average in reading. A larger than average percentage of pupils reached the higher levels in all three subjects in 2002. The work pupils were doing during the inspection confirmed this picture of standards.

Standards for pupils at the end of Year 6 are not truly represented by pupils' performance in the 2002 tests. This group of pupils had more pupils with special needs, and the numbers of pupils entering and leaving the school other than the usual starting and leaving times were high. Despite this, standards in English and mathematics were high enough to be above those in similar schools. The work pupils were doing during the inspection shows standards now to be above the national average in English and science and well above average in mathematics. A greater than average percentage of pupils reached the higher levels in all three subjects in 2002. In other subjects, standards are at least in line with the national average and in music pupils achieve particularly well.

Due to effective support and good teaching, pupils with English as an additional language make very good progress and most pupils who have special needs reach the standards of which they are capable.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils' attitudes are very positive. They are enthusiastic learners.
Behaviour, in and out of classrooms	Behaviour is very good. Pupils show a high level of personal responsibility.
Personal development and relationships	Relationships are excellent. Pupils respond well to the opportunities given to develop their initiative.
Attendance	The attendance is good in comparison with other schools.

## TEACHING AND LEARNING

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

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



The overall quality of teaching is very good. In a few lessons in the infants, teaching does not take sufficient account of the mixed ability and mixed ages. Several excellent lessons were seen during the inspection and no teaching was judged to be unsatisfactory. English and mathematics are taught well and literacy and numeracy are developed thoroughly over a wide range of other contexts. Key strengths in the most effective teaching include secure subject knowledge, very clear exposition, and well-focused and challenging work for the high attainers and pupils with special educational needs. In most lessons, pupils are very well managed and are often given opportunities to explain their thinking. Pupils' good learning is often characterised by their high level of motivation, enthusiasm and very good behaviour. In the reception year, the teaching is very focused, time is used very effectively and children's well-being and care are promoted exceptionally well. Throughout the school the classroom assistants give good support to pupils' learning.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Satisfactory. Activities outside the main curriculum make a significant contribution.
Provision for pupils with special educational needs	Provision is good.
Provision for pupils with English as an additional language	Provision is very good.
Provision for pupils' personal, including spiritual, moral, social and cultural, development	Overall, provision is good and it is excellent in social development.
How well the school cares for its pupils	The quality of care is very good.
Partnership with parents	Very good, both with parents of children in the school and in the wider community. A significant amount of funds is raised for the school.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Leadership is very good. Management is effective and there is a high level of commitment to improving standards and developing a united community.
How well the governors fulfil their responsibilities	The governors give a very effective lead in shaping the direction of the school. They fulfil their responsibilities very well
The school's evaluation of its performance	Monitoring and evaluation are very good. Evaluation of teaching is accurate and evaluative. This process is helping to improve the overall quality of teaching.
The strategic use of resources	Spending is targeted very effectively to meet the school's educational priorities. The governors apply the principles of best value well. The school is fully staffed; accommodation for the reception is inadequate; learning resources are just adequate and in some areas are insufficient. The school caretaker is a very good resource.

## PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"><li>• Children are expected to work hard and are being helped to become mature and responsible citizens.</li><li>• A very open and caring school.</li><li>• The children love coming to school because of good teaching and the range of opportunities the school provides.</li><li>• Information they receive about how well their children are doing.</li></ul>	<ul style="list-style-type: none"><li>• Minor issue concerning homework but there was no consensus.</li></ul>

The inspection team fully endorses the parents' overwhelming positive views. Inspectors confirm that generally homework is set as appropriate.

## **1. PART B: COMMENTARY**

### **HOW HIGH ARE STANDARDS?**

#### **The school's results and pupils' achievements**

1. Inspection evidence confirms that standards in the school are continuing to improve and are now well above average in mathematics and at least above average in English and science. There is no significant difference in the performance of boys and girls when compared with national data and information.
2. Many children start school with standards expected for their age. The very effective teaching they receive in the Foundation Stage ensures that they make very good progress towards the early learning goals. The good groundwork provided for the children's introduction to education ensures their development progresses well. Many children will have achieved the early learning goals by the end of the Foundation Stage and some will exceed them.
3. The results of the national tests in 2002 for Year 2 pupils were above average in reading, and well above average in writing and mathematics. When compared with similar schools, results were above average in reading, well above average in writing and very high in mathematics. The percentage of pupils gaining the higher levels in reading was above average and well above average in writing and mathematics. Trends over the three years 2000-2002 indicate that the school has exceeded the national trend for improvement in all three subjects. The inspection found that standards in reading, writing and mathematics were continuing to be at least above average and were well above average in mathematics.
4. Teacher assessment in science for Year 2 pupils in 2002 showed that standards were well above the national average. Evidence from the inspection indicates that the pupils' knowledge and understanding are well above average and that the pupils' standards would be higher if more attention was given to encouraging them to record their work.
5. In the national tests for Year 6 pupils in 2002, pupils' standards were in line with the national average in English and mathematics and below average in science. When compared with similar schools, performance was above average in English and mathematics and average in science. Overall these standards are below those of the previous year but the cohort of 2002 had a significantly higher proportion of pupils with special needs and a high mobility of pupils in Year 6. Inspection evidence, supported by the provisional results for 2003, indicates that standards achieved by Year 6 pupils are significantly higher and represent an improvement since the previous inspection. The proportion of pupils achieving the higher levels has also improved significantly. Taking into account achievements over the past three years, the trend is one of improvement that exceeds the national trends.
6. Inspection evidence confirms that standards in speaking and listening are above average throughout the school. Pupils make good progress in speaking and listening and when they reach Year 2, they listen attentively and exchange ideas confidently. By the time pupils reach Year 6, they are also good listeners and explain their ideas with assurance. This is particularly evident when they are explaining their operations in, for example, mathematics and design and technology. Teachers take great care to identify and share with pupils the appropriate subject vocabulary to aid this process.
7. In reading, all pupils make good progress. Pupils in Year 2 are keen and interested readers who talk well about the books they read. When pupils reach Year 6, they read a wide range of books well. Inference and deduction are used confidently and when they give their views they support them with their knowledge of the text.

8. Progress in writing is good throughout the school. Year 2 pupils use interesting vocabulary to develop their ideas into a sequence of sentences that are accurately punctuated. Year 6 pupils have developed interesting and well-organised styles across a range of writing. Grammar and punctuation are well taught and executed. Pupils' handwriting skills are less well developed in some classes, as is the presentation of their work.
9. In mathematics, pupils make good progress overall. They develop a good knowledge and understanding of number. The emphasis the school has placed on mental calculations is having a positive effect on pupils' learning throughout the school. Pupils in Years 3 to 6 make good progress in all areas. When pupils reach Year 6, they have a very good understanding of number, including decimals. Their computational skills are good and they are proficient at explaining the processes they have followed in problem solving. High attaining pupils in the school are successfully challenged in the classroom by the high expectations of their teachers and the activities they provide for them.
10. Inspection evidence indicates that standards in science have risen. Pupils use their speaking and listening skills well to explain their thoughts and ideas and show a good understanding of what a fair test is in Year 6. However, the recording of science activities in Year 2 is not focused well enough to enable pupils to achieve higher standards.
11. Standards in information and communication technology (ICT) are in line with those expected nationally. However, the provision of dedicated times for the teaching of skills and the cross-curricular activities in the newly acquired technology suite are having a very positive effect on the pupils' learning and, together with good, well-focused teaching, should improve standards.
12. Pupils with special educational needs make good progress in relation to their prior attainment in developing their skills in reading, writing and mathematics. The school has improved its systems to ensure the early identification of pupils with learning difficulties and plans support for them accordingly. These systems are good and are an improvement since the previous inspection. Some pupils make very good progress and require progressively less support because they are attaining in line with their classmates. Pupils' individual education plans are clear and concise and contain achievable targets for literacy, numeracy and behaviour. Class teachers and their support assistants work together to provide the appropriate activities for the pupils they support. As a result, support within the class and in small withdrawal groups is equally effective in enabling the pupils to make good progress.
13. Pupils with English as an additional language make very good progress because of the very well focused support they receive from the school and outside agencies.
14. In design and technology, standards have improved since the previous inspection and are above the national expectation in Years 2 and 6. Standards in geography remain in line with those expected for the pupils' ages. Standards in history are in line with expectations in Year 2, but have improved to above expectations by Year 6. In music, standards remain above those expected for the pupils' ages and are a strength because of high quality teaching and a range of extra-curricular activities. Physical education standards have improved for the pupils reaching Year 2 to be average and remain above average by the time the pupils reach Year 6.

### **Pupils' attitudes, values and personal development**

15. Pupils of all age groups like to come to this school. They show a keen interest in lessons and other activities, are enthusiastic, concentrate on their work, and try hard to please the staff. In class they are attentive and show mature responsible attitudes. They play and work well together in pairs, groups or teams as required. They will wait turns without showing impatience and share resources sensibly. There are excellent relationships between pupils and between the staff and pupils.

16. There are no recorded exclusions. The school has high expectations of behaviour that are made known to parents and pupils alike. Pupils are well aware of the difference between acceptable and unacceptable behaviour and they respond well. There is no evidence of bullying or any other form of harassment. No pupil was seen as being lonely or isolated during lunch or playtimes. The high level of mutual respect between pupils shows in genuine concern and understanding of the feelings and beliefs of their classmates. The very good attitudes and behaviour shown by pupils are strengths of the school, reflect the school's ethos, and contribute positively to learning.
17. Pupils' personal development is very good. They are polite to visiting adults and are happy to show and discuss their work. They are eloquent and confident speakers who can express their likes and dislikes. A particularly good example of pupils' confident thought and speech was shown in a discussion with members of the school council. Pupils willingly take on these additional responsibilities such as being members of the class councils, school council, house captains and the roles of head boy and head girl. Pupils in each class are assigned a range of monitoring tasks such as looking after the register, milk distribution, book distribution, and care of the library and the school garden.
18. Pupils' attendance is in line with the national average figure for primary schools and is good, unauthorised absence being nil. The current year has been affected by an incidence of widespread but short-term illness. There is some evidence of holidays being taken in term time. Patterns of lateness occur for a very small number of pupils and the school is taking appropriate action. Registration meets statutory requirements and the school day starts and finishes on time.

#### **HOW WELL ARE PUPILS TAUGHT?**

19. The last inspection judged the teaching to be satisfactory overall. The teaching has improved significantly and it is now very good in the reception and the top juniors; it is good in the lower juniors and generally at least satisfactory in the infants. The school's results in the 2003 national tests indicate that teaching has been very effective in English and mathematics. As a result of very effective teaching in the reception classes, children make very good progress by the time they are five and a large percentage of pupils are working within Level 1 of the National Curriculum. Teaching is very well organised and very focused and the teacher relentlessly pursues high standards. The planning is meticulous, based on a very thorough knowledge and understanding of what each child can do and understands. Not a moment is lost and all children, including those with special educational needs, are purposefully and productively engaged and thoroughly enjoying their learning. Similarly, in Years 5 and 6, and particularly in Year 5, some excellent lessons were observed in a range of subjects. Teachers set high expectations and, as a result, pupils make good progress and the quality of learning is very good. This is demonstrated well in Year 5 pupils' books. The quality of handwriting, presentation and the range of work, as well as the amount of the work these pupils do, well exemplify their high potential. Good teaching was observed in many Year 3 and 4 classes.
20. In the lessons in the juniors where lessons are very effective, teachers have very secure subject knowledge, hence teachers' explanations are very clear, they ask well-focused questions and encourage pupils to explain their thinking, for instance in mental sessions in mathematics. Lesson objectives are not only shared but discussed during the session and at the end of the session.
21. Where lessons were satisfactory, mostly in the infant classes, whilst there were strengths, such as teachers' high level of enthusiasm, commitment and very good relationships with the pupils, there were some areas which needed strengthening. Planning for the mixed ages and mixed ability classes, which had the more able and lower attaining pupils, was difficult and, hence, the activities were not well matched to the range of abilities represented in the classes. Also, planning was not based effectively on prior attainment; consequently, in some subjects, pupils were repeating work done before, not necessarily at the highest levels.

22. The teaching of pupils with special educational needs, in classes and in small withdrawal groups, is good. It is effective because the planned activities motivate pupils and help them to learn. It is also effective because teachers, learning support assistants and the co-ordinator work closely together. The individual education plans they draw up for the pupils contain achievable targets that are set in small increments for pupils to succeed, but sufficiently challenging to move pupils forward.
23. Relationships between teachers and pupils are very good. Pupils' behaviour is very good and their motivation to learn is very high. These characteristics provide teachers with more opportunities to do independent investigative and problem-solving work.
24. Phonics, spelling and number manipulation skills are taught well. Pupils can use dictionaries and have a good, wide range of vocabulary. Their handwriting and presentation skills are less well developed.

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

25. The school offers a curriculum that meets all statutory requirements and that is significantly enhanced by the quality and range of the strategies for literacy and numeracy and extra-curricular activities. The contribution of the whole community has a very positive impact on attainment, pupils' attitudes and on the life of the school. Time allocated to non-core subjects is just adequate so, for example, there are few opportunities for extended writing in other areas of the curriculum. Where this does happen, as in history, it has a positive effect on pupils' learning but in geography lack of sufficient time impacts adversely on overall standards.
26. The monitoring of curriculum subjects by both the headteacher and co-ordinators is very good overall. In science, for example, lesson observations comment clearly on strengths and weaknesses and follow progress in areas previously identified for development. In non-core subjects, however, the analysis is not as focused on pupils' achievement and there is no monitoring of how time is used. No link is made between the depth of pupils' knowledge in a subject and the amount of time allocated to teaching. In some subjects, therefore, the output of work is small and pupils are not reaching the levels of which they are capable. The school is aware of this and is planning to review the organisation of the curriculum in the next year. High quality teaching, the effectiveness of co-ordinators and the very good attitudes of pupils impact positively on standards.
27. The school provides a very good range of extra-curricular activities to extend the classroom teaching and to encourage pupils' personal interests and development. There are many school clubs, a good number taking place over the lunchtime break to ensure those pupils who travel by special bus are able to take part. Clubs range from computer and chess, to art and gardening. Seventy per cent of pupils are members of at least one club. The school is a keen participant in inter-school competitive sport and this helps pupils develop both leadership and team skills.
28. Many interesting and relevant off-site visits are provided to enrich the curriculum. The school ensures through its own financial arrangements that every child gets an opportunity to participate in all activities. This secures the school's aim in being an inclusive school. Educational visits such as to the Greyfriars and Eureka Museums are complemented with visits to such venues as the local nature reserve and to other schools for drama and music. Year 5 pupils are provided with a residential visit to Ampleforth. This is a very popular annual event. The infants and junior performances give public performances in the city and are well received.

29. The school makes very good provision for pupils' personal, social and health education. These aspects form an integral part of the curriculum and are promoted through excellent assemblies and in circle time. Staff have recently received training in the effective use of circle time and are introducing the techniques in weekly classroom sessions. Sex education and drugs awareness are dealt with effectively. The school nurse is a regular visitor. The school participates in the 'Healthy Schools Week' initiative. The work of the class and school councils provides good opportunities for pupils to discuss issues of behaviour and seek ways to improve the school. Good examples of this work are the agreement of use of the playing field, the banning of smoking and dogs, and provision of hand dryers in the toilet units.
30. The school enjoys a strong relationship with the church and both work hard to bond the school and the wider community. Links with the Jewish and Muslim communities give opportunity to broaden pupils' knowledge of other faiths. Visits and choral singing in Lincoln Cathedral enrich the knowledge of the Christian faith. Links with local industry and commerce have provided sponsorship for equipment. Visitors from the local fire service, police and park rangers provide pupils with instruction on home and personal safety issues.
31. The school works closely with a number of partner institutions and effectively draws very good benefits from the liaison. Links with other primary schools provide good opportunity for joint working and pooling of teachers, knowledge and expertise. Close working with a special needs school provides valuable information for the headteacher and special needs co-ordinator that helps improve the level of support for pupils with such needs. Well-developed relationships with two further education colleges provide the school with additional classroom help from student teachers and work experience placements.
32. The provision for pupils with special educational needs is good. Clear targets for learning are set by class teachers and monitored by the special needs co-ordinator. Learning support assistants provide good support in class and in small withdrawal groups and have very good relationships with pupils. The system for withdrawing pupils is good. Care is taken to ensure that pupils do not miss the same lesson each time and sufficient opportunity is provided for them to cover the work missed.
33. The school provides pupils with English as an additional language with very effective and targeted action plans to meet their learning needs.
34. A significant number of pupils, over 70 per cent, is actively involved in activities outside the normal timetable and every child takes part in at least one school production every year. This makes a huge contribution to the standards pupils achieve and their spiritual, moral, social and cultural development.
35. The provision for pupils' spiritual development is good. Teachers respond well to opportunities in lessons although these are not clearly identified in planning. In a Year 2 writing lesson exploring the theme of 'Joy', pupils understood that each person finds joy in different ways and listened sensitively to the experiences shared by a teaching assistant. The whole experience of collective worship provides a powerful start to each day. The initial prayer, opportunities for reflection, the participation of staff and pupils and the quality of whole-school singing give pupils a real sense of being part of a community with clearly defined values. This is mirrored around the school in religious education displays and prayer corners. The links with the church permeate all aspects of school life from the governing body to the pastoral support of families. It can be seen in the music curriculum, for example, where the choice of songs the choirs perform frequently reflects the Christian basis of the school. The headteacher leads by example and sets the tone for values and relationships in the school.
36. The provision for moral development is very good. Discussion of key issues, such as remaining loyal, play an integral part in lessons for older classes because teachers encourage pupils to reflect on their own experiences. Children have a clear sense of right and wrong which is reinforced daily in whole-school assembly. Pupils were encouraged, for

example, to offer ideas on who might be the despised and rejected in our society and how we might care for them.

37. The social development of pupils is a strength of the school. Their ability to work co-operatively means that teachers can maintain the pace of lessons and no time is wasted. It also ensures that movement around the school is calm and orderly. Pupils are given a voice in the school through the school council, but with this comes responsibility for keeping communal areas clean and tidy. The weekly report of the head boy and head girl to the whole school keeps everyone up to date and involved in current projects. The community strongly supports the school but there are many activities in which the school serves in return, for example the music concert involving over 150 pupils to raise money for a local charity and the immediate response of pupils to a letter from a parent in Basra asking for help in clothing children. This sense of community is central to the ethos of the school and its Christian values.
38. Teachers provide opportunities for pupils to develop an awareness of their own culture and those of more diverse traditions. This results in good cultural development since the last inspection. The 'Healthy Schools' initiative includes Irish dancing in its fitness programme, and religious education lessons and displays share the richness of other world faiths and that of the Catholic Church, especially through art.

#### **HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?**

39. The school's procedures for child protection and safeguarding pupils' welfare are very good. Risk assessment and premises condition surveys are conducted and the governing body, through its Premises Committee, is involved. Routine checks on fire safety equipment, portable electrical equipment and the large physical education apparatus are systematically carried out. Fire drills are held regularly and evacuation times monitored. First aid provision is very good. In addition to the three qualified first aiders, all staff have received first aid training and a separate medical room is provided. Child protection arrangements, including security screening of Internet material, are properly implemented. Staff are aware of their roles and responsibilities. The school draws very effectively on a good range of outside agencies to provide specialist support for pupils with special educational needs. These pupils are identified at an early stage and are provided with individual educational plans. Individual targets are agreed with parents and parents are involved in the periodic reviews. The quality of special educational needs statements is very good. Pupils whose first language is not English and traveller children are well supported and fully integrated into all activities. The educational and personal support for all pupils is good.
40. Procedures for monitoring and improving attendance are good. The school has made a priority of improving attendance and works closely with the educational welfare officer and the parish visitor to achieve this objective. Class teachers notify the school secretary of any unexplained absence and using personal knowledge of the family concerned, the secretary makes contact to determine the reason. The educational welfare officer and parish visitor arrange home visits to support parents in cases of difficulty. The school has introduced an award certificate for 100 per cent attendance over three terms. Whilst this strategy is very effective, it does impact adversely on individuals who have missed school through illness. Parents are made aware of the school's expectations concerning attendance and punctuality, and family holidays being taken in term time are discouraged.
41. The school has a very good approach to promotion of good behaviour through its ethos and aims. This is done by a consistent recognition of the positive characteristics of each pupil. Staff are good role models. They set down and demand high standards from all pupils. Good work, attitudes, effort and behaviour are all recognised and rewarded by team points, house points and special certificates that are presented by the headteacher in the end-of-week assemblies. Inappropriate behaviour is recorded on 'contextuality sheets' and the comments are regularly discussed by the staff and the headteacher. Pupils concerned are quietly



counselled by their teacher to determine the cause of the behaviour and to agree a solution. The school accepts previously excluded pupils from other schools. The headteacher spends significant amounts of time in getting to know these pupils, gaining their trust and building up their self-esteem. Other pupils help in this process by volunteering to become 'buddies'. Two of the volunteers are selected to offer friendship and support to the newcomer. The outcomes prove the effectiveness of this approach.

42. The monitoring of pupils' academic performance and personal development is good. The school's procedures for assessing pupils' academic performance are good. All pupils have continuous assessment of their work in mathematics, English, science and religious education. Individual targets are set and evaluated. Work in all other subjects is assessed at the end of each topic and a half-yearly overall assessment is carried out. Regular testing using national schemes is programmed and implemented. National testing scheme results are carefully analysed to identify any trends or problems. Teachers' use of the assessment information to help tailor or adapt future lesson plans to match the needs of all pupils is satisfactory. The average and more able pupils are particularly benefiting from the process and more concentration on the needs of the less able pupils is now required.
43. Pupils' personal development is monitored less formally but is effective. Staff in the reception classes use a baseline assessment shortly after entry and then methodically monitor, record and discuss the progress made by each pupil across a wide range of criteria covering personal and social skills. Personal characteristics and any problems displayed by infants and juniors are recorded on the teachers' 'contextuality sheets' and these are regularly discussed. Progress or change is evaluated by the headteacher's comparison of year-by-year sheets. Information on pupils' personal development is given to parents at the consultation meetings and summarised on pupils' annual reports.
44. There has been intensive work since the arrival of the new headteacher on developing a tracking system to record all pupils' progress through the school. It provides good levels of information about attainment in statutory and optional tests, enabling the school to set targets with greater precision and to identify how to help pupils achieve the higher levels of the National Curriculum. This has informed changes to teaching groups, such as setting for numeracy in the junior classes and support for identified pupils in spelling. Teachers and governors together undertake a regular scrutiny of work in all subjects across the school to ensure parity of expectation between year groups and progress and continuity through and across the school. This activity has had a positive impact on governor commitment to raising achievement.
45. Whole-school assessment systems are now in place and used effectively by all teachers to set individual targets for pupils and track their progress. Pupils' targets are displayed in their books or on personal cards. In lessons, most teachers deploy adult support effectively to meet the learning needs of their pupils. However, not all teachers use assessment to plan activities and resources that enable the lower attaining pupils to engage fully with the task. Inspection findings indicate that teachers' marking now needs to be further developed to encourage pupils to use written feedback to address their specific targets and thus improve their work. The headteacher has already identified this as the next step and a training day on marking and target setting is scheduled for the autumn term.
46. The procedures for identifying special educational needs have been improved significantly since the previous inspection where they were a key issue. Identification of pupils with special educational needs is now more accurate and earlier than was previously the case. The assessment procedures enable the school to identify weaknesses in pupils' performance quickly and precisely. The individual education plans are informative and are based on pupils' prior performance, giving them the opportunity to develop their skills in a systematic and achievable manner.

## **HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?**

47. The very high proportion of responses to the parents' questionnaire gives an indication of the level of interest parents have in the education of their children. There is a clear belief that their children like to come to school, are making good progress and that the school expects their children to work hard and achieve their best. The headteacher makes a point of being in the playground each morning and after school to meet any parent wishing to discuss matters concerning their children. Parents have very supportive views of the school. They regard the staff as friendly, caring and willing to listen to parents' concerns with a view to helping wherever possible. The school has very effective links with parents.
48. Parental involvement in the life and work of the school is significant and has a very good influence on the quality of learning provided for the pupils. The parent teacher association has recently reorganised its approach to promoting the school through an annual programme of social and fund-raising events. The chair of the parent teacher association is very active and enthusiastic in her role and is well supported by a committee of 15 other parents and staff. The initial target of raising £10,000 for the new computer suite was comfortably achieved and the current target of £5,000 for books is considered to be well within reach. The events are well supported by parents and the community.
49. The school is successful in attracting parents to attend on a regular basis to provide help in lessons. There are presently 12 regular helpers and three are training to become learning support assistants. Parents help with resource preparation and reading, and those with particular expertise provide additional tuition in art, music, dancing, sewing and cookery. The helpers questioned said they feel very welcome and appreciated.
50. The range and quality of information provided for parents are very good. Homework diaries are now well established and are used for home/school communication. Parents confirm regular homework is set and that home help is expected. The home/school agreement is widely accepted. Newsletters are produced regularly and complemented by a more substantial half-termly newsletter. The prospectus is well presented and informative. The governing body annual report to parents fully complies with statutory requirements. Pupils' annual reports are child-specific and cover all requirements. Teachers' comments inform parents of what their children can do and relevant individual targets are set. Three parent consultation evenings are offered each year and an induction evening for new parents is arranged. The school operates a genuine open door policy with staff, including the headteacher, being available to meet any parent wishing to come into school to discuss concerns.
51. Parents of pupils with special educational needs are appropriately involved with their children in the setting and review of the individual education plans.

## **HOW WELL IS THE SCHOOL LED AND MANAGED?**

52. The school is led very effectively and managed well. The headteacher is highly respected by all members of the school community and the parents. His expectation that every pupil, regardless of their background, should achieve to the best of his/her ability is the driving force. It is this passion which unites the whole community, well supported by the governing body, to have the highest aspirations and expectations of all the pupils. The school is ambitious and keen to learn from best practice elsewhere. Teaching is very good, hence the high attainers are challenged to achieve well. This year's results reflect these high standards. Provision for pupils with learning and language needs is very good and all make at least good progress. The school reviews its progress and monitors analytically but its process of evaluation to measure impact is at the early stages.
53. Operationally, the school is managed well. The school routines and procedures are well established. All staff are clear about their roles, responsibilities and performance targets, which are linked to the improvement plan. The headteacher provides a very good role model

for the staff. He monitors teaching and learning. The process is well embedded and the quality of monitoring by the senior management team is good. It is evaluative and provides constructive feedback. Whilst the school runs smoothly, efficient management of time within lessons and between lessons needs a more robust appraisal. Whilst it was necessary to give priority weighting for the core subjects to raise standards, the current school curriculum plan is under review in order to ensure that pupils receive a curriculum which provides better breadth and balance.

54. The work of the school is closely focused on improving areas of weakness and celebrating its successes; however, the current school improvement plan's objectives are too broad and do not sufficiently robustly identify measurable outcomes. The interim school review has identified the weaknesses and plans are in hand to change and make the document reflect more accurately its strengths and weaknesses. Professional staff development is an integral part of the performance management process.
55. The overall efficiency of the school is very good. The governors' finance committee has established very good standards of financial planning and monitoring. Monitoring by the senior management team ensures effective and efficient spending of specific grants. Financial planning supports educational priorities, established after extensive consultation between staff and governors very well. Educational targets, such as the improved provision for ICT, are carefully costed in terms of staff training and additional resources and funds allocated. Governors have analysed value for money by assessing the extent of improvements in standards such as the increased percentage of pupils attaining higher levels in the national tests. Additional resources and funds allocated for equipment and school building maintenance are only made after competitive tendering has been sought. The principles of best value are well established, especially in the way the governors compare standards with those of other schools.
56. The management of special educational needs is very good and the co-ordinator provides very effective leadership. Teachers, learning support assistants and the co-ordinator meet regularly to discuss the pupils' progress. A very supportive monitoring and evaluation process is in place. The nominated governor takes an active role in the school's provision for special educational needs and the co-ordinator reports regularly to the governing body. Learning support assistants have a significant impact on pupils' progress. They work closely with class teachers and provide effective feedback about the progress of the pupils with whom they have worked.
57. Generally, the teachers are appropriately experienced to meet the demands of the National Curriculum. The induction of newly appointed staff is very well organised and high quality support is provided. The standards achieved in a minority of subjects are not as high as they could be because some staff lack subject expertise in a minority of subjects. The majority of classroom assistants are well qualified and the school has successfully encouraged a number of parents to enrol for further training. Limited accommodation for the reception children impacts adversely on children's standards, particularly in creative and physical aspects. The library is small and used frequently for small group activities. The school is not well resourced in some curriculum areas. The school is aware of these deficiencies and is seeking to improve them.

## WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

58. The headteacher and governors should:

- (1) Improve the satisfactory teaching to good or better in Years 1 and 2 by:
  - eliminating inconsistent teaching in Years 1 and 2;
  - ensuring that more opportunities are given to pupils to record their work;
  - ensuring that the receiving staff build more effectively on pupils' prior learning, and
  - ensuring activities set for lower attaining pupils match their learning needs.
- (2) Ensure a better balance of time for all subjects in the curriculum.

### **Minor issues**

Improve standards of handwriting and presentation of pupils' work.

Ensure that the marking indicates how pupils can improve their work.

## PART C: SCHOOL DATA AND INDICATORS

### Summary of the sources of evidence for the inspection

Number of lessons observed

49

Number of discussions with staff, governors, other adults and pupils

27

### Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	2	11	19	17	0	0	0
Percentage	4	22	39	35	0	0	0

The table gives the number and percentage of lessons observed in each of the seven categories used to make judgements about teaching. Care should be taken when interpreting these percentages as each lesson represents more than two percentage points.

### Information about the school's pupils

#### Pupils on the school's roll

YR – Y6

Number of pupils on the school's roll (FTE for part-time pupils)	264
Number of full-time pupils known to be eligible for free school meals	13

FTE means full-time equivalent.

#### Special educational needs

YR – Y6

Number of pupils with statements of special educational needs	5
Number of pupils on the school's special educational needs register	47

#### English as an additional language

No of pupils

Number of pupils with English as an additional language	15
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#### Pupil mobility in the last school year

No of pupils

Pupils who joined the school other than at the usual time of first admission	17
Pupils who left the school other than at the usual time of leaving	11

### Attendance

#### Authorised absence

	%
School data	5.3
National comparative data	5.4

#### Unauthorised absence

	%
School data	0.0
National comparative data	0.5

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

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

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2002	26	13	39

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	23	25	26
	Girls	12	13	13
	Total	35	38	39
Percentage of pupils at NC level 2 or above	School	90 (86)	97 (92)	100 (92)
	National	84 (84)	86 (86)	90 (91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	23	22	26
	Girls	12	12	13
	Total	35	34	39
Percentage of pupils at NC level 2 or above	School	90 (84)	87 (92)	100 (86)
	National	85 (85)	89 (89)	89 (89)

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

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

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2002	24	15	39

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	20	21	23
	Girls	12	11	13
	Total	32	32	36
Percentage of pupils at NC level 4 or above	School	82 (91)	82 (86)	92 (95)
	National	75 (75)	73 (71)	86 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	21	21	23
	Girls	14	13	13
	Total	35	34	36
Percentage of pupils at NC level 4 or above	School	90 (82)	87 (86)	92 (93)
	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	0	0	0
White – Irish	0	0	0
White – any other White background	0	0	0
Mixed – White and Black Caribbean	0	0	0
Mixed – White and Black African	0	0	0
Mixed – White and Asian	0	0	0
Mixed – any other mixed background	0	0	0
Asian or Asian British - Indian	0	0	0
Asian or Asian British - Pakistani	0	0	0
Asian or Asian British – Bangladeshi	0	0	0
Asian or Asian British – any other Asian background	0	0	0
Black or Black British – Caribbean	0	0	0
Black or Black British – African	0	0	0
Black or Black British – any other Black background	0	0	0
Chinese	0	0	0
Any other ethnic group	0	0	0
No ethnic group recorded	0	0	0

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



### **Teachers and classes**

#### **Qualified teachers and classes: YR – Y6**

Total number of qualified teachers (FTE)	12
Number of pupils per qualified teacher	22
Average class size	29.3

#### **Education support staff: YR – Y6**

Total number of education support staff	8
Total aggregate hours worked per week	136

*FTE means full-time equivalent.*

### **Financial information**

Financial year	2002/03
	£
Total income	530,943
Total expenditure	542,314
Expenditure per pupil	1,110
Balance brought forward from previous year	20,370
Balance carried forward to next year	8,999

### **Recruitment of teachers**

Number of teachers who left the school during the last two years	1
Number of teachers appointed to the school during the last two years	1

Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	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	264
Number of questionnaires returned	223

### Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	70	28	2	0	0
My child is making good progress in school.	64	35	1	0	0
Behaviour in the school is good.	67	31	1	0	1
My child gets the right amount of work to do at home.	42	47	7	2	2
The teaching is good.	72	27	1	0	0
I am kept well informed about how my child is getting on.	59	36	5	0	0
I would feel comfortable about approaching the school with questions or a problem.	80	17	3	0	0
The school expects my child to work hard and achieve his or her best.	78	22	0	0	0
The school works closely with parents.	62	36	2	0	0
The school is well led and managed.	77	21	1	0	1
The school is helping my child become mature and responsible.	72	28	0	0	0
The school provides an interesting range of activities outside lessons.	54	34	7	2	3

\*Figures may not equate to 100% due to 'rounding up'

## **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**

59. Children enter the reception classes at four years of age and attend full time. Two-thirds have attended a nursery or a playgroup. There are 36 reception age children; ten are with Year 1. Children are assessed when they first join their classes and are reassessed at the end of the year. Early assessment shows the children's attainment on entry to be broadly average. At the end of the reception year, when their standards are compared against their initial baseline assessment, most children have achieved well in all areas of learning. Many exceed the early learning goals and are working towards National Curriculum Level 1 in number, writing and reading and in their knowledge and understanding of the world. Their personal, social and emotional development is well above average. Standards have improved in all aspects of early learning and are well above average since the last inspection.
60. The progress of each child is recorded meticulously and specific gaps in their learning are identified. Each child has a target book and knows what he/she has to do. Parents are fully involved from an early stage. Children love showing their targets and are well aware when they have achieved them, as demonstrated by a child who had learnt two extra consonant blends and proudly asked for those two to be 'ticked off' in his book.
61. Through early assessment, children with special educational needs and those who need English as an additional language are identified very early and carefully planned support activities are introduced to help them improve. All information is used to plan the curriculum for children. The older more mature ten children join the mixed-age reception and Year 1 class.
62. Planning is shared by two teachers, the nursery nurse and other assistants. Hence, all are well informed why certain activities have been chosen and thereby provide effective intervention and support. An important reason why these children make significant progress is the way parental support has been harnessed, especially in providing and developing children's reading. These very strong links with, and involvement of, parents help to promote reading at home. Parents agreed very positively at the pre-inspection parents' meeting that they could see that their children were making good progress. A significant number of parental helpers are now training to become qualified classroom assistants, which is a further endorsement of this successful strategy.
63. The curriculum provision is very good. Children are offered an exciting, broad curriculum which is carefully linked between the early learning goals and National Curriculum requirements. There are difficulties in delivering some aspects of the curriculum, such as play with sand and water, and art because of the very tight accommodation. The fact that the reception teacher managed to deliver an effective curriculum for children was much to do with her meticulous planning and preparation. The planning for the small number of reception children who are in the mixed-age reception/Year 1 class is generally focused on the Year 1 pupils but as a result the reception children achieve well. All children participated in an Israeli dance. They held each other's hands, and followed complex footwork of repeating patterns. They behaved amazingly well, taking turns and not pushing or stepping out of the line and thoroughly enjoying a physically demanding activity in a tight space. Very good planning and teaching enabled this to happen.
64. The quality of teaching is very good. Children's learning increases at a rapid pace in order to make progress from average to well above in a year. A portfolio of children's work is kept. This is dated and annotated, hence parents and other staff can track each child's progress.

### **Personal, social and emotional development**

65. From their first day in the reception classes children are encouraged to work and play sensibly with each other. Independence is provided very effectively from the early stage, hence there is no evidence of children lingering around any adults for directions or support. They selected what they wanted, or needed, and shared their resources. They showed a growing sense of maturity. This was exemplified well when, in a drama group, the prince and the ugly sister could not agree who should be the prince. However, by the time they came to do their presentation, they had not only resolved their differences, but the prince paid tribute to the ugly sister by acknowledging how helpful 'she' had been by allowing him to be the princess. The ever vigilant teacher quickly praised the pair! Children are very attentive; they listen to each person in each group to the final presentation; there was hardly any fidgeting or interruption. They asked questions and respond quickly when the teacher asked in number work for responses by reducing or adding a number. They are confident when they speak to the class but do not always articulate as well as they can. All sustain concentration for long periods and rarely give up before completing their task. Children's personal and social development is well above the level of most five year olds.

### **Communication, language and literacy**

66. Teaching of communication and language development is very good. By the end of June the majority of children will have reached the early learning goal and many are working within Level 1 of the National Curriculum and they enjoy reading and writing. Speaking and listening skills are taught well both in informal interactions and also in very well structured sessions where children share and explain what they have done and why. In story time they listen well and, when invited to join the teacher to read with her, they do so with a great deal of enthusiasm and expression. Most are busy talking to each other, often using simple complete sentences and displaying a good understanding and use of a wide range of vocabulary. For instance, a group of children had been to the library to select a book on flowers and returned brimming with enthusiasm. When a children, who had identified a poppy, was asked to describe it she described it as "delicate" and when asked what delicate meant she explained "something that breaks easily". She had retained information from another activity and applied it in a different context accurately. A minority expressed their ideas in few phrases but were willing to expand with encouragement. A number of strategies, such as the use of tape recorders, drama, role-play and working in groups, are employed to ensure children are actively engaged in speaking and listening. Children have a very secure knowledge of phonic sounds and they know sound blends 'br' and 'sp'. Children make very good progress and can read back their written work confidently. Children with well-developed writing skills can write complete sentences unaided, including using full stops and capital letters in the correct places. They have been taught handwriting skills well and most form letters of regular size with regular spaces between words. About one third are still developing their writing skills and need the support of the teacher to scribe for them, and a few less able can write legible letters unaided.

### **Mathematical development**

67. Children achieve well above average in this area of learning because of very good teaching. The teachers ensures that daily routines involve counting and subtracting of numbers; for example one of the activities involved all groups making, drawing, printing objects and pictures adding to ten. Effective teaching techniques ensure that in some tasks children had to add one more or one less. By varying the pace and volume of the counting, the teacher kept children focused as well as making the session fun. Children can apply their good grasp of mathematical vocabulary in different situations so children who were given a more challenging task of dealing in ten adding to over a 100 knew, when asked, which container had most or least. All children knew 130 was more than 60. In a science activity, children had grown beans. They could arrange bean plants in order of height, could talk about tallest or shortest and, with the help of the classroom assistant, could measure in centimetres.

Children are encouraged to seek patterns in shapes and sequences of numbers. They can draw and name accurately the shapes of triangles, rectangles and squares.

### **Knowledge and understanding of the world**

68. Children are developing above average understanding of their knowledge and understanding of the world. Teachers plan activities skilfully so that children are always applying knowledge, understanding and skills in a 'multi-disciplinary' way. For example, the activity involved design and preparing food. They have considered the cost per unit using 1p. Library skills are taught and applied so, when selecting books on flowering plants, children can select books which are arranged in alphabetical order. Simple mapping skills are taught well. Most children can draw a simple route starting with the shape of a house and lines showing the route to school, and more able children show connected roads and label main features seen en route correctly. Children's computer skills are developing appropriate to their age. Most can control the mouse and are beginning to use the keyboard to write simple words and produce 'Happy Mothers Day' cards.
69. They planted seeds and could name the parts of the plant which they have drawn and, when questioned why a plant had roots they explained that "the plant drinks water" through the roots. Overall, children develop a very good understanding of the world around them.

### **Physical development**

70. Children are developing a high level of physical co-ordination because of very good teaching. In physical education lessons in the hall they showed a good awareness of space and balance. They could walk on the bench keeping their balance. They show a growing confidence in all their movements. They take care with equipment and are considerate about other children's needs. Most children hold pencils and crayons correctly and their letter and number formation shows good control. However, some of the children cannot use scissors and struggle to hold them correctly to cut around a shape. Equally, more advanced children can not only cut but also trim and tidy up rough edges. They can use glue and other mediums, such as cellotape, to join limbs of their model giants together and are beginning to see which material is better for joining.
71. There is a good range of resources in school to support the development of children's fine movements but, because of a lack of space, there is not a proper space for outdoor large toys or play. The school is aware that the lack of space within the classroom and outside impacts adversely on children's access to some aspects of the curriculum.
72. By the time children move into Year 1 many are achieving well above the early learning goals expected for children of their age.

### **Creative development**

73. Aspects of children's creative development are promoted and taught well; children's achievement is good, music is a strength. However, their skills in mixing colours and selecting brushes are less well developed. Their attempts to paint are still at an early stage. There are not sufficient opportunities for them to observe and draw. Children are developing a good sense of rhythm and can clap to a tune very accurately. They shake, tap and beat in time to a complex rhythm. They sing well. They are given many opportunities for role-play and prepare short plays for an audience. They can select costumes and dress themselves. They identify with characters enthusiastically and even insist with passion that the fairy in Cinderella must find a way to be high up on the ceiling!

## ENGLISH

74. The pupils in Year 2 attain standards that are above those expected nationally. In 2002 the results of the national tests were well above the average in writing and above average in reading when compared with schools in similar contexts. The pupils made significant progress from their attainment on entry to the school. The eleven year old pupils achieved standards that were broadly in line with the national average and that for similar schools. This was below the standards achieved in the previous year but the cohort for 2002 had a significantly higher proportion of pupils with special educational needs and a high number of pupils entering and leaving the school in Year 6. Overall, pupils' progress is good but lower attaining pupils' progress is inconsistent in some classes, particularly where there are mixed ages and a wide range of ability. Inspection findings, supported by the provisional results in the national tests for 2003, indicate that the standards achieved by both Year 2 and Year 6 are above average, which represents an improvement since the last inspection. The proportion of pupils achieving the higher levels at both Year 2 and Year 6 has improved significantly. Pupils with special educational needs and those who have English as an additional language make at least good progress.
75. Standards in speaking and listening are above average in both the infants and juniors. Pupils make good progress in speaking and listening and, when they reach Year 2, they listen attentively and exchange ideas confidently. By the time pupils reach Year 6, they explain their ideas and express their views with assurance. Teachers across the school model and quietly reinforce good speaking and listening skills; this ensures that pupils listen carefully to each other as well as the teacher. Opportunities to enhance pupils' confidence in speaking, such as role-play and drama, are planned into lessons and assemblies. Teachers take great care to identify and share with pupils the appropriate subject vocabulary that helps them to explain, for instance, operations in mathematics and features of particular writing styles in English. Pupils with special needs make good progress through the targeted support of well-briefed learning support assistants in Years 2 and 3, for example when they orally draft a story in a small group which the learning support assistant scribes.
76. Standards of reading are above average and pupils all make good progress. Pupils in Year 2 read with fluency and enjoyment, and can talk about their favourite authors and find information. When pupils reach Year 6, they use inference and deduction to explain the meaning of texts and can retrieve and collate information from a range of sources in all subject areas.
77. Progress in writing is good throughout the school and standards are above average. Year 2 pupils develop their ideas into a sequence of sentences, using interesting vocabulary and accurate punctuation. Year 6 pupils write confidently in a range of forms, sustaining and developing their ideas in ways that interest the reader. Grammar, spelling and punctuation are well taught and executed. Pupils' handwriting skills are less well developed in some classes as is the presentation of their work.
78. Overall the quality of teaching is very good. The teachers' knowledge of the subject is a significant strength. They plan their lessons well, share the objectives for the lesson with the children and review progress with them at the end. In some lessons the quality of teaching helps raise attainment well above normal expectations. For example, in an excellent lesson, rapid pace and high expectations help pupils gain perceptive insights into meaning beyond the literal. For example, they understand the use of aboriginal myths to explain natural phenomena. They devise their own myth, building on this idea and using imaginative vocabulary. The teacher extends their learning by asking them to identify common links between myths from other cultures they have studied. In other year groups, challenging questions promote thinking well, for example by asking pupils to explain their reasons for putting in paragraphs in a letter of complaint, and their selection of specific connectives used in a report on 'Earth Dogs'. In another lesson, activities and adult support, carefully planned to meet the needs of different groups of pupils, ensure that they all master the use of words and

phrases to signal a time sequence when writing from the viewpoint of the mother of the 'Three Little Pigs'. In a few lessons there are insufficient opportunities for pupils to contribute to their learning through discussion. Additional 'catch-up' lessons concentrate effectively on giving extra support for weaknesses in phonics and spelling and successfully improve standards. The school has also identified what to do to enable pupils to achieve the higher levels of the National Curriculum, for example, improved story structure in the infants and more expressive work targeted at boys in the juniors. This focused support helps the more able pupils to achieve their potential.

79. The impact of these very good standards in teaching is that all pupils are well motivated and very keen to learn. They work very hard and persevere well with tasks. A clear sense of purpose is shared by all teachers and pupils. Pupils make improved progress because standards and teaching are closely monitored, class and individual targets are set, and teachers have high expectations.
80. The co-ordinator provides good leadership. The successful implementation of the National Literacy Strategy across the school has enabled teachers to develop effective strategies for improving reading and writing. Two important improvements since the last inspection are the tracking of pupils' progress and the setting of individual learning targets for all pupils. The strategy for promoting literacy across the curriculum is developing satisfactorily; for example in history, where a Year 2 pupil wrote in a diary of the Great Fire of London, "I live in Pudding Lane and the baker is bit lazy because he never cleans up the mess." Extended writing is evident in Year 4 where a pupil wrote a very detailed report of an interview with a poor Victorian child. In geography, older pupils write well-organised letters of complaint about the problems on Lincoln High Street and detailed lists of equipment for 'Climbing Mount Everest', but there is insufficient evidence of pupils developing and improving their written skills well in Years 1 and 2 in science and geography.

## **MATHEMATICS**

81. Standards achieved in the national tests for seven year old pupils in 2002 were well above average and very high when compared with similar schools. The eleven year old pupils achieved standards that were above the national average and that for similar schools. This was below the standards achieved in the previous year but the cohort for 2002 had a significantly higher proportion of pupils with special needs and a large number of pupils who entered and left in Year 6. Inspection evidence, supported by the provisional results in the national tests for 2003, indicates that the standards achieved by both Year 2 and Year 6 are well above average and represent a significant improvement since the previous inspection. The proportion of pupils achieving the higher levels at both Year 2 and Year 6 has also improved significantly.
82. Pupils in Year 1 make good progress in identifying shapes and knowing that half a square is a rectangle and can be halved into a square or a triangle. In their discussions about halves they recognised the symmetry of their shapes and could reason why some shapes were not symmetrical. The very good progress made by pupils in Year 2 is matched by the quality of teaching. The teacher had analysed pupil performance and had identified problem solving as an area for further development. By the end of the lesson observed all pupils were able to solve problems employing multiplication and the more able were using both multiplication and division to arrive at the correct answer. In both years the quality of the opening mental activity had a beneficial effect on the pupils' achievements. The sessions were both pacy and challenging and, above all, greatly enjoyed.
83. The more able pupils in Year 3 recognise symmetry and can describe the properties of two-dimensional shapes. They can calculate the perimeter of a rectangle and carry out the four operations accurately in efficient calculations to three place values. All pupils can calculate bracketed sums with both addition and subtraction operations. They are all keen participants

in their mental warm-ups, doubling numbers and recalling multiplication facts rapidly. In Year 4 pupils are able to calculate division with remainders and solving problems concerning weight and capacity. Pupils in Year 5 make very good progress because of the attention to prior attainment in planning lessons; as a result the pupils' learning is very much focused on the needs of all pupils. Lessons have pace, challenge and very high expectations to which the pupils respond very positively. The use of targets within the lesson is having a positive effect on the pupils' learning. In Year 6 pupils consolidate the very good progress made previously. Good, challenging mental activities began the lesson before the pupils embarked on the main learning objective for the day – using fractions as an operator to find fractions of numbers. Soon all were working out, for example,  $\frac{3}{4}$  of 100. The challenges for more able pupils were, for example,  $\frac{3}{4}$  of 686 and  $\frac{6}{7}$  of 673. In a small number of classes attention needs to be given to the provision for the less able pupils to ensure that the pace of their work is not too demanding and that their work reflects their prior attainment.

84. Pupils with special educational needs make very good progress because they are well supported by their teachers and the learning support assistants. Good communications are maintained between the adults through the use of effective feedback.
85. The overall quality of teaching is very good and many lessons were successful because of this very good teaching. Teachers plan their lessons well. All teachers share the objectives for the lesson with their pupils and review them thoroughly at its end. Although key vocabulary for the lesson is identified in the planning, teachers do not always ensure that all their pupils have a knowledge and understanding of key words. There has been a significant improvement in Years 3 to 6 in the provision for those pupils who have the capability of achieving the higher levels of the National Curriculum. In the most effective lessons, the teachers check whether pupils have understood their work and whether they need to hear again what has been taught. This approach helps pupils not only to understand their targets but also to see how well they have done in the lesson and what they have to do to improve. Pupils enjoy their opportunities to use their mathematical skills in other subjects, for example, collecting and recording data in science and translating this information into graphs on the computer. Younger pupils also play number games on the computer to reinforce their understanding of number bonds.
86. Pupils in all classes enjoy mathematics and the interesting and challenging activities their teachers plan for them. These experiences are outlined in the teachers' good quality daily plans. The rate of learning has improved largely because of the more thorough monitoring of standards and teaching, improved assessment arrangements, the setting of targets, challenging teaching and the good implementation of the National Numeracy Strategy. The management of the subject is good and is firmly focused on improving the pupils' standards and achievements.

## SCIENCE

87. Standards in science are above average by the end of Year 6. This shows good progress since the last inspection. Accurate assessment is now used to inform planning and to support for pupils with special educational needs. A strong focus on investigative work has improved learning in all areas. Unvalidated 2003 teacher assessments indicate that standards in 2003 will be above the national average. This indicates an improvement since the last inspection. Inspection judgement is that by the end of Year 2, standards are average because discussions with pupils indicate that pupils have a knowledge and understanding of the subject but the scrutiny of the work shows that they have not developed their written skills sufficiently well and as a result the quality, quantity and standards of work do not provide good evidence of pupils' achievement.
88. By the end of Year 2, pupils have a satisfactory scientific vocabulary. They know the conditions needed for plant growth and can explain how shadows are formed. Higher attaining pupils can explain how shadows change during the day. They explain clearly an investigation



into whether a plant needs water to grow and understand how to make it a fair test. This is not reflected in their written work; for example, in an experiment to make cars go faster using a ramp, there is no evidence of predictions or conclusions based on data collected. Recorded work, therefore, does not reflect the learning taking place and whilst higher attainers can retain this information, lower attainers are disadvantaged because they have no written point of reference to revisit. There are inconsistencies between classes in the rate at which pupils are learning. This is because teachers are not building effectively on the prior attainment of pupils. Reception children, for example, can name the different parts of a plant and know that the roots take up water. Year 2 pupils, when questioned, give similar responses but with little further detail. Planning from reception to Year 2 does not provide for pupils to increase their knowledge and understanding so their potential remains higher than what they actually achieve. Some Year 1 pupils make good use of technical vocabulary, such as transparent and reflect, and give a good description of how to make an electrical circuit light up a bulb. There is, however, inconsistency in what is expected of pupils in different classes particularly in the way they are encouraged to explain what they have done and record the results. There is often too much emphasis on worksheets. The school knows there is little evidence of what levels pupils achieve at the end of Year 2 and plans to extend the current assessment programme used in the junior classes.

89. By the end of Year 6, pupils are making good progress and can carry out investigations fairly and accurately. Investigation booklets indicate they can use a basic structure to add more detail and draw on what they have learned previously; for example, one pupil supports his prediction about shadows with an explanation of the sun's movement around the earth. In Year 5 pupils question their own findings to try to discover better results, as in an experiment to discover which materials conduct electricity. This is because the teacher sets challenging questions linking previous knowledge with what pupils have just learned. Both the teacher and the support assistant provide good role models for pupils in developing their thinking skills. All groups of pupils have very good attitudes to learning and co-operate well in group activities. This sometimes masks the fact that lower attaining pupils are struggling to keep up with the pace of the lesson. Planning does not provide adequately for these pupils and they are dependent on the intervention of the teacher or support assistant to reinforce their learning.
90. Teaching is satisfactory overall. There is some very good practice in Years 3 to 6. Where teaching is strong, it is based on an accurate assessment of pupils' progress. This is because the co-ordinator has introduced an assessment grid and investigation sheets for pupils to use at four different levels. This ensures progression in learning between year groups and teachers can now track individual progress and set challenging targets. This process is being trialled in Years 3 to 5 and although at an early stage, staff have worked hard to implement it and there has been a significant impact on standards. Teaching is now more interactive because staff are confident in their objectives for each lesson and use questioning to lead pupils step by step to new skills. In a lesson on the function of leaves, the teacher uses the pupils' precise observational drawings to reinforce technical vocabulary and then asks them to hypothesise on why the position, shape and texture of leaves are as they are. Pupils then generate their own questions about the stem. In year groups where this process is not in place teachers do not plan as well for different ability groups because they are not clear about what pupils are achieving.
91. Marking is a strength of teaching in the junior classes because it relates to what children are expected to learn and in the best examples sets a further challenge. This comment in the book of a Year 4 pupil follows an investigation using mirrors: "Good conclusion but what do you think the curved surface does to the rays of light?" This level of challenge is present in the best lessons and this is why higher attaining pupils are making good progress. It stimulates their interest, raises expectations and encourages their independence in researching answers to problems. Not all teachers, however, have secure subject knowledge and this can restrict the opportunities given to pupils to apply their knowledge.

92. The school has an effective system of monitoring in place and this has enabled the co-ordinator to be precise in identifying assessment and investigative skills as priorities for development. The school improvement plan, however, in spite of its useful format, does not reflect the full impact of the improvements taking place in science. The co-ordinator is responsible for the introduction of some good initiatives and provides a very good model of teaching in junior classes. This successful practice should now be shared throughout the school. The allocation of time and resources is just adequate because of the cross-curricular links in place, for example the 'Healthy Schools' project and the study of materials and forces in visits to the Lincolnshire Life Museum. Displays throughout the school show the range of science taught, set standards and are used as sources of information in lessons, for example, food chains. There are good links with the secondary school which has specialist science status.

## **ART AND DESIGN**

93. Pupils' attainment is at the end of Year 2 and Year 6 and progress is satisfactory. There has been a deterioration in Key Stage 1 since the last inspection when standards and progress in Key Stage 1 were both good. This may be due in part to the school's current focus on raising attainment in the core subjects, which has resulted in less time for the teaching of art and design. Pupils explore and use the ideas of other artists and cultures, such as Joan Miro in Key Stage 1 and aboriginal art in lower Key Stage 2. Good links with ICT help pupils use their ICT skills to good effect in developing artwork in Year 1. Good examples of textile work by the older pupils on the story of Mary and the story of Creation, and paintings of the Stages of the Cross in the hall, show effective links with religious education.
94. Teaching is satisfactory. Some teachers lack subject knowledge and therefore artistic skills are not taught effectively. For instance, despite printing being taught in the reception class, too much time is spent with older pupils practising rather than applying skills and techniques in creative work. Drawing skills are not taught in a systematic way, although resources and sources of inspiration are well chosen. Teachers do not encourage pupils sufficiently to evaluate their own work and suggest ways of improving it. Pupils' work is carefully displayed in classrooms and throughout the school which greatly enhances the learning environment. Pupils' attitude and behaviour in lessons are good.
95. The co-ordinator is keen and enthusiastic but lacks expertise in the subject. When the very good assessment in other subjects is extended to art, teachers will have a clearer idea of how to ensure pupils make maximum progress. The scheme of work by the previous co-ordinator is broad and balanced but some teachers lack the confidence to adapt it to meet the needs of their pupils. Classrooms are well organised for artwork and resources are good, but limited time is available for teaching art and design. There are weaknesses in the management of the subject. In particular, there has been limited opportunity to implement a training programme for staff. The appointment of a teacher who is also a professional artist and a whole-school focus on creativity are planned by the headteacher for the next academic year.

## **DESIGN AND TECHNOLOGY**

96. Standards are above average at the end of Year 2 and Year 6. They are better now than in 1997, when the school was last inspected. Pupils make good progress as they move through the school because the teachers have gained in confidence.
97. In each year group the teacher encourages pupils to design. This was evident when eight year olds evaluated the suitability of a wide range of battery-powered lights for different purposes, prior to designing their own light for a chosen purpose. The pupils, showing good motivation, discussed their plans with a partner and made informed choices about the kind of switch they would use. The teaching did not get the best from all pupils because it failed to

increase the pace for the more able or provide adequate support for writing for those pupils with special needs. In an excellent lesson in Key Stage 2, the teacher challenges the pupils to make a working drive belt system for a fairground ride and then challenges them further to reverse the direction. Pupils tackle the task in a logical manner, evaluating their completed systems and testing alternatives. The teacher constantly monitors their progress and maintains a brisk pace so that the majority of pupils are able to solve the challenge. The teacher supports the pupils' writing by modelling and rehearsing the language and vocabulary to ensure good sentence structure in explanation of the process.

98. In Years 3 and 4 pupils investigate packaging before designing their own, paying attention to function and appearance. Lively graphic designs for labels are produced using ICT.
99. The co-ordinator has a clear understanding of the subject and how to develop it further. For example, computer-aided controls have recently been purchased. The scheme of work, based on Qualifications and Curriculum Authority (QCA) guidelines, is tailored to the school's needs and has given teachers increased confidence. In the words of the co-ordinator, "They have met the challenge!" The local education authority has used photographs of the school's work to spread good practice to other schools.

## **GEOGRAPHY**

100. Only one geography lesson was observed. Scrutiny of pupils' work showed very limited written and recorded work in Years 2 and 6. Discussion with pupils shows that they reach broadly satisfactory standards in a few aspects which they have covered in sufficient depth. There are significant weaknesses in knowledge and understanding of places and in geographical skills and understanding. Pupils in the infant classes do not build effectively on the work done in reception. Additionally, most of the work is oral; hence, pupils' written skills are not as well developed as they should be. As a result, more able pupils can recall accurately but others find it difficult. In the juniors there is evidence of good standards of work on Kenya, which is being studied as a contrasting locality in Years 3 and 4. Overall, there has been insufficient improvement since the last inspection.
101. Year 2 pupils follow Doddy Duck's journey across the world as it travels with pupils and parents. Pupils speak with enthusiasm but lack geographical map skills to locate places; this is further exacerbated because the school has limited, old resources. Pupils can draw simple plans and layouts of the different classes, and draw a simple route from home to school, with the more able labelling key features, but much of this work has been covered by the reception age children.
102. Discussion with Year 6 pupils shows a gap in their knowledge and understanding of the main continents and oceans and other large features. They have studied rivers and in particular the River Nile; whilst they retain some features and recall them accurately, nevertheless they are uncertain of the key vocabulary, such as a "source of the river". On the other hand, pupils spoke eloquently about environmental changes and aspects which would contribute to environmental pollution. They could argue their case, for example as to why a new road should not be built through the village. These pupils show they can discuss and put well-reasoned arguments forward but lack specific knowledge and content of the geography curriculum, which impedes their learning.
103. The quality of teaching is satisfactory in the small number of aspects taught. It is good where teachers demonstrate very secure subject knowledge, for example in work on Kenya, but observed teaching was satisfactory. Teachers' planning showed imagination but a lack of a thorough subject knowledge prevented them enhancing pupils' knowledge and understanding as appropriate to their age and capabilities. Marking in the books is conscientious, but not sufficiently robust in identifying incorrect understanding.

104. The subject co-ordinator is aware that insufficient regular time is allocated to the subject and throughout the review of the current school improvement plan the need to increase the total amount of time which is allocated for all non-core subjects is recognised. Also, immediately after the last inspection, there appeared to be a gap when the responsibility for the subject was not delegated to a specific individual. The new co-ordinator is very enthusiastic and has gradually built up staff confidence; monitoring indicates that the staff have a growing understanding of QCA curriculum requirements.
105. Great effort has been made to involve the parents of pupils in the infant classes in Doddy Duck's journey and in the junior classes' work on 'Passport of the World'. Parents come into the school voluntarily to track Doddy Duck's other travels. Their involvement contributes to pupils' enthusiasm and learning.
106. There are regular end-of-unit assessments and the co-ordinator, who is providing a good lead, is collating a useful portfolio of pupils' work which is dated, annotated and labelled.

## **HISTORY**

107. Standards in history have improved since the last inspection and now are above expected levels by the end of Year 6. Pupils make good progress because the quality of teaching is very good. By the end of Year 2, standards are in line with national expectations and pupils are making satisfactory progress.
108. Pupils in Year 1 can distinguish between old and new toys and know this may relate to the materials used. They use appropriate vocabulary because the teacher gives them opportunities to rehearse key words. They show great respect for the old toys and understand they may have special memories for someone. By the end of Year 2, pupils know about key historical figures such as Florence Nightingale and can make comparisons between the near and distant past. This is because teachers provide opportunities for pupils to gather information from a range of sources. The school nurse brings examples of old medical equipment as part of the study of Florence Nightingale and pupils interview elderly people about the toys they had and their seaside holidays. Although higher attaining pupils talk confidently about what they have learned, there is little evidence of their ability to express their ideas in written tasks. The co-ordinator has created a portfolio of work but at present it does not relate to different levels in the National Curriculum. This would provide a useful tool for teachers in planning work for a range of ability groups.
109. By the end of Year 6, pupils have a good grasp of different periods in history. This is because teachers set challenging questions and tasks that require them to reflect on key issues in comparison with the present day. For example, pupils were asked to identify the main features of the original Olympic Games. The penalties for cheating were then discussed in the context of drugs in sport today. This approach was seen in other lessons and always engaged the whole class. As a result history has real relevance for pupils. The work in pupils' books, however, does not always reflect the standards seen in lessons and group discussions because some tasks are too focused on extracting information from written sources. In some cases, activities promote very good learning, for example, writing from the viewpoint of an evacuee and designing an ancient Egyptian deity using animal characteristics. Pupils are aware of local history and know the key features of Lincoln's Roman past.
110. Teaching is good overall with some very good practice seen in Years 5 and 6. Where teaching is strong it builds on good relationships with pupils and the quality of questioning develops good enquiry skills. The homework set has a real purpose and is used effectively throughout the school to promote learning. Tasks are open-ended and often provide evidence for the following lesson. Pupils are resourceful in their research, visiting the local library or interviewing local people. Marking does not focus on the development of skills in history because teachers are often not clear what levels their pupils are achieving. This means that,

in the most challenging and imaginative lessons, some lower attaining pupils find it difficult to retain key information. In a lesson on Egyptian burial practices, some pupils had not understood the significance of 'weighing the heart' whilst the most able pupils were comparing values then with our justice system.

111. The co-ordinator has good subject knowledge and strongly encourages the use of artefacts and cross-curricular links. This is evident in the good displays throughout the school. Teachers would benefit from a clear procedure for assessment so that they know how to plan for the achievement of different groups.

## **INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)**

112. Pupils' skills are in line with expectations throughout the school but they are making good progress towards higher standards because of good teaching, good quality resources, dedicated time for teaching the subject, the identification of the skills to be taught and the subject's links across the curriculum. This demonstrates the school is making good progress since the last inspection.
113. The school's new computer suite is having a positive effect on the school's drive to raise standards in ICT. Pupils' skills, knowledge and understanding are being improved, aided by teachers who have developed their skills in the subject with centrally funded training. Evidence shows that all the required elements are covered in the curriculum and opportunities are available to expand the use of ICT across all subjects. Evidence of this was seen in art and design, music, geography, history, religious education, design and technology, mathematics and science.
114. The youngest pupils successfully produced a picture using icons to locate shapes and colours. Using the cursor they were able to change the size of their shapes. When their work was completed they were able to order it to be printed and to save it in their file. In their lesson, pupils in Year 2 produced a picture of a dragon and then wrote a sequence of sentences about it on the same page. Many were able to change fonts and all were able to print and save their work.
115. Older pupils are beginning to show a greater confidence in the skills they are acquiring. In Year 5 they are learning to use control technology in conjunction with their project in design and technology to make a working fairground ride. In Year 6 pupils demonstrated the *PowerPoint* presentations they had constructed using graphics and sound, whilst one pupil constructed a presentation of welcome while waiting to demonstrate his *PowerPoint*. The pupils are all users of e-mails and the Internet and are fully aware of its dangers.
116. There is good evidence of rising standards and with a greater level of prior experience pupils will be able to exceed the expectations for their age; this is because the teaching they are enjoying is almost always of a good quality. Teachers' knowledge and understanding are secure, lessons are well planned and executed, and opportunities to use ICT across the curriculum are identified. The level of pace and teacher expectation is high and challenge is a feature of lessons.
117. The co-ordinators have written a clear action plan to support the development of the subject and work well to carry out monitoring and evaluation to support their colleagues. ICT remains a priority in the school improvement plan in which the school recognises what it has to do to raise standards.

## **MUSIC**

118. Music is a strength of the school. The quality and range of activities that take place outside the timetable have a significant impact on standards and contribute to the life of the whole

community. At the end of Years 2 and 6 standards are well above average and pupils make very good progress. The quality of opportunities for younger pupils, however, and the cross-curricular links would suggest that pupils are often achieving higher standards. The school has successfully managed a transition from specialist teaching to a balance of class teaching and specialist tuition for choirs and instrumental work. There has been a good improvement since the last inspection as a result of very good leadership and management of the subject.

119. The quality of teaching is very good. A number of new strategies have been introduced to improve overall standards in music; for example, the introduction of music diaries in the junior classes is at an early stage but they are already raising standards. They support pupils' independent learning and encourage reflective and evaluative skills. In classes where the use of diaries is further developed, there is evidence that pupils can write a profile of a visiting songwriter, analyse an Indian cyclic pattern, write a sound poem on colour and know the symbols used in graphic scores. Pupils are acquiring a broad musical vocabulary and can gather ideas to use in composition. In a drumming workshop pupils could perform to a steady rhythm and were able to take part in simple improvisation. The pace of lessons is good and although lower attaining pupils sometimes struggle to keep up, they remain engaged in the lesson because they have very good attitudes to learning. Teachers need to ensure that planning meets the needs of these groups. Pupils have few opportunities to use ICT in music and the school has identified this as an area for development.
120. The co-ordinator provides very good leadership for the subjects. She has built the confidence of colleagues through provision of training and modelling lessons herself. The monitoring of the subject is effective and shows that teachers' subject knowledge is increasing. Lesson planning is good and the aims of the lesson are clearly identified and shared with pupils. For example, clear criteria are given in a Year 4/5 lesson on composing jingles. This aspect of teaching enables pupils to make very good progress. Pupils know what they have to do to improve and this is reflected throughout the school, not just in lessons but in both choirs and in individual instrumental lessons. In the junior choir, for example, pupils know how to breathe in order to reach the highest notes.
121. The school has a strong choral tradition and continues to do well in the Lincoln Music Festival. Pupils have opportunities to perform outside the school, in the Cathedral for example, and to use their music-making skills in raising money for a local charity, STRUT. Such activities contribute to the spiritual and social development of pupils, raising their self-esteem and enabling them to show responsibility towards the wider community. The high standards of both choirs and the large number of pupils involved contribute to the quality of whole-school singing in assembly. Two-part songs and unaccompanied rounds are part of the normal diet and all pupils join in. Singing is expressive, often joyful, sometimes reflective, as in an arrangement of the Lord's Prayer.
122. The school offers a wide range of instrumental tuition and the strong commitment of staff and pupils is evident. A large number of children are involved despite the severe constraints of accommodation and a few pupils continue even though they have no instrument at home. The school ensures that all pupils have an equal opportunity to take part in music activities. The governors have planned for a music room to be built later this year.

## **PHYSICAL EDUCATION**

123. The standards achieved by pupils in Year 2 are in line with expectations and by Year 6 pupils achieve standards that are above the national expectations. This represents an overall improvement since the previous inspection. The curriculum provided by the school now meets the statutory requirements.
124. Pupils participate in a full range of physical education activities, including swimming in Year 6. Although no swimming was seen, the majority of pupils achieve a high standard in a range of swimming activities, including survival and safety. During the inspection, lessons in dance

and games were seen. In Year 1 the pupils began their dance lesson by warming up energetically. When practising their movement to illustrate the story of the 'Three Little Pigs' their movements were well co-ordinated and controlled, linking them into a sequence.

125. In a Year 3 and 4 class lesson, the objective was to practise bowling for cricket. The teacher had devised a variety of activities to enable the pupils to achieve accuracy and length in their bowling. The pupils applied themselves well to the task and by the end of the practice session many had begun to find accuracy and were beginning to develop a competent bowling action. All pupils took an active part in the games of continuous cricket that brought striking, fielding and throwing actions together.
126. The teacher set the pupils in Year 6 a considerable challenge in their dance lesson – to produce a three-minute dance that reflected the Olympic Games set to the music of Chariots of Fire. The lesson began with a warm-up that concentrated on speed and direction. During this time the pupils monitored their heart rate to ensure that they were being sufficiently energetic. In devising their dance the quality of relationships and the teacher's questions enabled the pupils to share and refine ideas. They practised the elements of the dance with concentration and care to represent the actions of throwers, jumpers and runners. During this time the quality of the teacher's commentary provided the pupils with the confidence to be creative in their interpretations. In the performances of the complete dance the pupils thought carefully about space, body position and the speed and quality of movement as well as responding to the mood of the music, gathering ideas for the next lesson's development of the theme.
127. In the lessons seen teaching was satisfactory overall. The teachers have good subject knowledge and use a range of resources that are appropriate to the content of the lesson. They have trained pupils to be aware of the need for warm-up and cool-down activities at the beginning and end of lessons and the effect of physical activity on their bodies. The management of pupils is good. Sometimes opportunities to demonstrate high-quality movement are missed. Pupil behaviour is good and due attention is given to safety. Both pupils and teachers are appropriately dressed.
128. The school offers the pupils a wide range of sporting activities both during and outside the school day, and athletics, football and netball teams have experienced a high level of success over time.
129. The subject is well co-ordinated. There are good monitoring procedures in place that enable the co-ordinator to make a positive contribution to the teaching of physical education in the school.