

INSPECTION REPORT

SPALDING PRIMARY SCHOOL

Woolram Wygate, Spalding

LEA area: Lincolnshire

Unique reference number: 120678

Headteacher: Mr M C Capper

Reporting inspector: Gill Peet
18842

Dates of inspection: 11-14 November 2002

Inspection number: 248169

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: Foundation

Age range of pupils: 4 - 11

Gender of pupils: Mixed

School address: Woolram Wygate
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Lincolnshire

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Appropriate authority: Lincolnshire

Name of chair of governors: Mr A Taylor

Date of previous inspection: 12 May 2000

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19374	Wendy Sheehan	Lay inspector		Pupils' attitudes and personal development How well does the school care for its pupils? How well does the school work in partnership with parents?
21420	Paula Allison	Team inspector	Mathematics Design and technology Religious education	How well is the school led and managed?
2200	Jim Stirrup	Team inspector	Art and design Music Physical education	
12658	Margaret Beardsley	Team inspector	Special Educational Needs English English as an additional language	How well are pupils taught?
27591	Madeline Campbell	Team inspector	Foundation Stage Geography History	How good are the curricular and other opportunities offered to pupils?

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REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	7
Information about the school	
How good the school is	
What the school does well	
What could be improved	
How the school has improved since its last inspection	
Standards	
Pupils' attitudes and values	
Teaching and learning	
Other aspects of the school	
How well the school is led and managed	
Parents' and carers' views of the school	
PART B: COMMENTARY	
HOW HIGH ARE STANDARDS?	11
The school's results and pupils' achievements	
Pupils' attitudes, values and personal development	
HOW WELL ARE PUPILS TAUGHT?	13
HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?	15
HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?	17
HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?	18
HOW WELL IS THE SCHOOL LED AND MANAGED?	18
WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?	20
PART C: SCHOOL DATA AND INDICATORS	21
PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES	26

PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

This larger than average primary school has 320 pupils (170 girls and 150 boys) aged between four and 11, including 60 children in two reception classes. It is situated on the edge of the town of Spalding and serves a diverse area, which includes both the centre of the town and the surrounding villages. Although the school does not have its own nursery it has a partnership with a nursery situated within the school building. Most of the pupils from this class will come into the school. Attainment on entry is above what is expected for this age. Seven of the pupils in the school have English as an additional language; four of these at an early stage of language acquisition. The number of pupils with identified special educational needs, at 31 is below average. Most of these pupils have moderate learning difficulties. Five pupils have statements of special educational need, which is about average. The number of pupils claiming free school meals is very low and well below the national average. Since the last inspection there have been a significant number of staff changes with three new teachers appointed at the start of this term.

HOW GOOD THE SCHOOL IS

The effectiveness of the school is good. Staff work together well to raise standards and create a positive ethos for learning. The school has many good features. The headteacher gives strong leadership and a clear educational direction for the school. There are, however, weaknesses in management. The pupils achieve good standards in English and mathematics. The quality of teaching and learning is overall good. Pupils' behaviour and their attitudes to their work are good. The school makes satisfactory provision to prepare its pupils for living in a culturally diverse society. The school provides good value for money.

What the school does well

- Pupils achieve well in English and mathematics.
- Teaching is good.
- The leadership of the headteacher is good.
- The good provision for pupils' spiritual, moral and social development leads to pupils having good attitudes towards their work and good relationships with each other.
- The monitoring of the pupils' progress is very good.
- There is very good provision for extra curricular activities.

What could be improved

- Standards in information and communication technology.
- The management of the school, particularly the delegation of management responsibilities.
- The breadth of the curriculum.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

At the last inspection in May 2000, the school was judged to be underachieving. The level of improvement since that inspection has been very good. Standards in English have improved throughout the school. The improvement in standards in mathematics has been very good. Standards in music which were good at the time of the last inspection are now satisfactory. However, standards in all other subjects have been maintained. Standards in information and communication technology remain below expectations at the end of Year 6. However, the school has recently installed a new computer suite and systems have been put in place to support teachers in the raising of standards. The other key issues of the last inspection have all been addressed well. There is a shared commitment to improvement and the school has good capacity to succeed.

STANDARDS

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

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

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

The results of the tests in 2002 at the end of Year 6 indicate above average attainment in mathematics and well above in English and science. These results show a rise in standards in all three subjects. When compared to similar schools attainment was in line with the average in English and mathematics but well above in science. Similar schools are those that have a similar number of pupils entitled to free school meals. Because hot school meals are not provided in Lincolnshire schools, many parents entitled to claim them do not do so. This makes comparisons with similar schools less than reliable. The inspection judgement is that this year's Year 6 is attaining standards in all three subjects that are in line with those expected and are not as high as last year. This is because there are more pupils with special educational needs. However, in Years 3, 4 and 5 standards in English and mathematics are above expectations. Although the level of pupils' knowledge and understanding in science is high, their attainment in scientific skills is unsatisfactory. They have too few opportunities to plan and carry out their own investigations

In the end of Year 2 tests in 2002 pupils' attainment was above the national average in reading and writing but below in mathematics. When compared to similar schools the attainment was in line in reading and writing but well below in mathematics. There was a big difference in results between the two Year 2 classes last year. Difficulties in recruiting a teacher for one of the classes had a detrimental effect on overall standards. The problem has now been resolved and the pupils affected by this have already made good progress in reaching the standards expected. A weakness at the end of Year 2 was that although the percentage of pupils attaining the expected level in writing was well above average, no pupils attained the higher Level 3. Standards in writing are better this year in Year 2, but there is still a weakness in the older classes. The targets set for last year at the end of Year 6 were exceeded in both English and mathematics. Standards have improved significantly since the last inspection and the school's records show that pupils have achieved well. Standards in art and design and history are good in both Year 2 and Year 6 and in geography at Year 6. In all other subjects standards are satisfactory.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	These are good. Pupils have positive attitudes to school and learning. The pupils' high level of interest and enthusiasm for all aspects of school life reflects in the good progress that they make.
Behaviour, in and out of classrooms	Pupils' behaviour in lessons and around school is good and during the inspection there was no evidence of bullying or harassment.
Personal development and relationships	Pupils' personal development is good. Relationships between pupils and adults and between pupils themselves are good.
Attendance	Attendance is very good and is well above the national average.

TEACHING AND LEARNING

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

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

Teaching is good overall in all subjects apart from physical education, music and geography in Years 1 and 2 where it is satisfactory. Examples of excellent teaching were found in art, English, mathematics, physical education and science. The impact made by good teaching is seen in the good levels of achievement among pupils. Basic skills of literacy and numeracy are well taught. Teachers place a strong emphasis on language development and exploit every opportunity to make teaching points about language, to question, talk and listen to pupils, and develop the use of technical vocabulary. A weakness lies in the lack of sufficient opportunities for pupils to practise writing skills by producing extended pieces of work. The good teaching of numeracy is having a positive effect upon raising standards in mathematics. Teaching and learning of science is overall good and two examples of excellent teaching were seen in the Years 3 and 4 classes. Teachers have a very secure knowledge and understanding of science. They are less clear about which skills they want pupils to develop or how to develop them. In the reception classes, teaching and learning are good and these teachers have a good understanding of how young children learn. A feature of the best teaching in all subjects is the way in which teachers enthuse and inspire their pupils, making learning fun. Teachers are skilled at making sure that all pupils are working at an appropriately high level. Most teachers plan work at different levels to meet the needs of pupils of different attainment, which means that pupils are challenged and supported appropriately. This is accompanied by very good assessment and monitoring procedures which teachers use well to plan the next stage of learning, and to set individual targets for pupils. There is a very good whole school commitment to the inclusion and integration of all pupils with special educational needs and pupils who have English as an additional language. Teachers create good learning conditions of trust and encouragement, in a context of appropriately high expectations.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Overall, the school provides satisfactory learning opportunities in all subjects of the National Curriculum and meets statutory requirements, including the daily act of worship. However, during the inspection period some subjects were found to have an imbalance in the different aspects of the subject.
Provision for pupils with special educational needs	This is good. The school has established effective and caring provision for pupils with special educational needs throughout the school.
Provision for pupils with English as an additional language	The provision for pupils with English as an additional language is good. A visiting specialist gives pupils extra help and also works with teachers to provide support in planning appropriate activities in the classroom.
Provision for pupils' personal, including spiritual, moral, social and cultural development	The provision for pupils' personal development including moral and social development is good overall. Provision for spiritual development is very good and for cultural development satisfactory.
How well the school cares for its pupils	This is satisfactory. While there are areas for development, for example, first aid training, there are many strengths in other aspects. For example, teachers and support staff take great care of pupils in their classes and are sensitive to their academic, personal and social development.

The school has continued to maintain the good relationships with parents reported at the last inspection.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher leads the school well and provides clear educational direction for its work. However, there are still some weaknesses in the management of the school that are having an impact on the effectiveness of further development. Delegation is weak. Key staff do not have the opportunity to play a strong enough role in the overall management of the school.
How well the governors fulfil their responsibilities	This is satisfactory. Governors are committed to the school and they bring a range of expertise and experience. However, not all governors have a clear idea of the school's strengths and weaknesses and they do not yet play a large enough part in helping to shape the direction of the school.
The school's evaluation of its performance	This is good. Strategies such as close analysis of data, tracking systems and target setting have ensured that all teachers can monitor the progress their pupils are making and can plan work accordingly. This has been successful in raising achievement and improving standards.
The strategic use of resources	This is satisfactory. Specific grants are used appropriately and resources are generally used well. However, the school is not making the most of the skills, expertise and enthusiasm of the subject coordinators nor is it yet using the new computer suite fully.

Although staffing levels are adequate there are some weaknesses. Despite the school's best efforts they are still without a permanent special educational needs coordinator and some subjects are without a coordinator. The reception classes do not each have a full time teaching assistant. The accommodation and learning resources are good overall. Governors monitor the budget and are beginning to apply best value principles, for example in comparing their costs to those of other schools.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> The school expects their children to work hard and achieve their best. Their children likes school They feel comfortable about approaching the school with questions or a problem. The teaching is good. 	<ul style="list-style-type: none"> The information about how their children are getting on. The school working more closely with parents. The amount of work their children are asked to do at home.

The inspection team agrees with the parents' positive views of the school. They disagree with the negative comments. Parents are kept well informed of their child's progress through regular termly meetings as well as less formal meetings when required. The quality of documentation provided for parents is good, although, the school does not currently send out curriculum information to help parents to support further their children's learning. The school has sent questionnaires to seek out the views of parents and this helps to encourage parents to be involved. The inspection found that teachers make very good use of homework to reinforce or extend pupils' learning.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

- 1 The inspection finds standards at the end of Year 6 to be in line with national expectations in English, mathematics and science. This is lower than those recorded in the most recent national tests. However, the present Year 6 has a greater number of pupils with identified special educational needs than last year's. Standards at the end of Year 2 are good in English (including reading and writing) and mathematics and above the expected levels; they are in line with expectations in science. Overall improvement in standards in Years 3 to 6 is good in English and very good in mathematics. Pupils achieve well in these subjects. They also achieve well overall in science although there are weaknesses in pupils' scientific skills, such as investigating.
- 2 For pupils in Year 6 last year, national test results in 2002 showed attainment in English to be well above the national average with well above average numbers of pupils attaining the higher levels. There was no difference between the performance of the boys and the girls, with the boys performing significantly better than boys nationally. Attainment in mathematics was above the national average and in science well above national average. Boys performed significantly better than girls in mathematics and in science performed slightly better. This does not reflect a regular pattern over the years and no significant differences in the performance between boys and girls were observed during the inspection. Standards in science have risen more significantly than either English or mathematics. While standards in English and mathematics were in line with those of similar schools, standards in science were well above.
- 3 In the end of Year 2 tests in 2002, pupils' attainment in reading and writing was above the national average and in line with that found in similar schools. Attainment in writing was however weaker than that in reading because although the percentage of pupils attaining the expected Level 2 in writing was well above average, the percentage attaining the higher Level 3 was below average. The school has made writing a priority area for improvement and the inspection judges that standards in writing are improving. In mathematics, pupils' attainment was below that found nationally and well below that of similar schools. There was a big difference in results between the two Year 2 classes last year. Difficulties in recruiting a teacher for one of the classes had a detrimental effect on overall standards. The problem has now been resolved and the pupils affected by this have already made good progress in reaching the standards expected. The boys did particularly well, with results above the national average in all tests.
- 4 When children enter the reception classes their attainment is assessed and is this year above national expectations in literacy and numeracy. The children achieve satisfactorily and they are in line to attain above the expected standards in communication, language and literacy, mathematics and physical development by the end of the reception year. They are on course to attain the expected levels in personal and social development, knowledge and understanding of the world and creative development.
- 5 Standards in speaking and listening are good throughout the school. Most pupils are articulate, speak clearly and in good English. Pupils have good opportunities to use their speaking and listening skills in a range of situations such as in personal and social education when they discuss issues such as stereotyping. In all subjects there is a focus by teachers on developing the good use of technical vocabulary and this is helping to develop pupils good speaking and listening skills. Pupils with English as an additional language make good progress in developing their understanding of English and quickly become able to take a full part in school life.
- 6 Standards in reading are good throughout the school and pupils display enthusiasm for their reading. Although standards in reading in Year 6 are average, in Years 3 to 5 standards are above average. Pupils read a wide range of books independently and with obvious enjoyment. Pupils of all levels of attainment are developing good research skills.

- 7 Standards in writing are improving in Years 1 and 2 but are taking longer to improve in Years 3 to 6 classes. This is because the range of writing activities carried out seems mainly to be limited to work on vocabulary and grammar, and comprehension exercises and there is little evidence that they have sufficient opportunities to use what they have learnt in extended writing in other subjects.
- 8 Although in the tests at the end of Year 6 the percentage of pupils attaining the expected level in mathematics was in line with the national average, the percentage of pupils attaining the higher Level 5 was well above the national average. The results in mathematics at the end of Year 2 last year were more affected by the disruptions to teaching than other subjects. This is because of the special need to build on previous learning in this subject. There was evidence during the inspection that the pupils most affected by this situation are catching up fast with other pupils.
- 9 Since the last inspection standards in the end of Year 6 tests in science have risen more significantly than any other subject and in 2002 were well above those attained nationally and well above those of similar schools. The weakness in the development of pupils' scientific skills arises because teachers provide limited opportunities for pupils to raise their own questions or investigate their own ideas and this is affecting the progress pupils make in the investigative aspect of science. This is not tested in the end of year tests. The inspection recognises that pupils' knowledge of science is above expectations.
- 10 Standards in information and communication technology remain below expectations at the end of Year 6. This is because the school has only this term opened their new 'Cyber Centre' and pupils have not yet had a sufficient range of experiences to attain the standards expected. The school is making good progress in improving standards. The subject development plan is detailed and ambitious and is ensuring that teachers have the training they require and the support they need to teach the subject effectively. There were insufficient opportunities to see pupils in Year 2 using information and communication technology to make a judgement on standards at this age.
- 11 Standards in music are satisfactory but the focus the school has needed to put on improving standards in English and mathematics has meant that the school has been unable to maintain the high profile previously given to this subject. In all other subjects including religious education, standards have been maintained since the last inspection and are satisfactory. Standards in art and design and history were above expectations at the time of the last inspection and remain so.
- 12 Pupils with special educational needs make good progress in relation to their abilities and prior attainment. They achieve the standards agreed as targets of their individual educational plans, and in some instances achieve in line with all pupils in other subjects of the National Curriculum. Pupils with English as an additional language make good progress in developing their use of English. They are well supported in class lessons and teachers ensure that they are fully included. As a result they achieve well in all subjects.
- 13 The targets set for last year were exceeded in both English and mathematics and are in line to be exceeded by the end of this year.

Pupils' attitudes, values and personal development

- 14 Pupils' have positive attitudes to school and learning. This is consistent with the findings of the last inspection. Pupils' behaviour in lessons and around school continues to be good and during the inspection there was no evidence of bullying or harassment. Relationships between pupils and adults and between pupils themselves are good. The pupils' high level of interest and enthusiasm for all aspects of school life reflects in the good progress that they make.
- 15 In lessons, pupils are usually attentive and keen to learn. In many lessons they display high levels of concentration and show a sense of pride in their completed work. In a Year 2 design and technology lesson, pupils worked with interest and concentration. They helped each other with tools and ideas and they enjoyed the making and took pride in the finished product. Generally, pupils enjoy the wide variety of activities set and settle down to work quickly and quietly. However,

on occasions where lessons are of insufficient pace or challenge, pupils become restless and are prone to chat and fidget.

- 16 Pupils show good attitudes of helpfulness and support towards pupils with English as an additional language. They show good understanding of why some pupils with special educational needs sometimes display behaviour that is not up to the school's good standard. These good relationships within the school are effective in ensuring that the pupils with special educational needs are happy and secure in their learning environment. They are confident to tackle new situations and show good levels of perseverance. They participate in all school activities, their behaviour is good and they have positive attitudes to their learning.
- 17 Children in the reception class are settling well into the routines. They show good attitudes to learning. When behaviour management is good children are developing their self-discipline, however, on some occasions when lessons are not as well structured some children become restless.
- 18 The majority of parents feel that behaviour in the school is good and that the pupils are helped to become mature and responsible. Inspection findings confirm the parents' views. This promotes a positive climate for learning. At lunchtimes and break-times pupils are generally well behaved and orderly. Pupils feel that bullying is dealt with well, "Teachers listen to both sides of the story". There have been no exclusions from school during the last academic year.
- 19 Pupils have good relationships with each other and adults. Pupils work cooperatively in pairs or groups and this contributes to improving their personal development. They have well developed social skills through the wide range of extracurricular activities available to them. Their good moral development and strong understanding of caring for those less fortunate comes through, for example, in their charity fund-raising.
- 20 Pupils' personal development is good and has been maintained since the last inspection. Those pupils given responsibilities for example, preparing the hall for assembly or as librarians, take their role seriously. Opportunities, especially in some of the excellent lessons observed, ensure pupils develop a wonder about the world around them, improve their self-esteem and develop inquisitive minds. For example, in a Year 5 and 6 lower ability literacy lesson, the skilful teaching and very good mutual relationships resulted in pupils' confidence and self-esteem growing measurably throughout the lesson. These pupils were positively bursting with enthusiasm and self-belief. Pupils have a satisfactory understanding of cultural differences and in discussion say "we are all the same it doesn't matter what our skin colour is". In all classes, pupils have individual targets for improvement in literacy and numeracy and these are well known to the pupils. These targets give pupils an appropriate sense of responsibility for their own learning, "we know what we have to do to get to the next level".
- 21 Attendance is very good and is well above the national average. The attendance statistics for the year 2001/02 support the continuing trend of good attendance. The majority of pupils arrive on time and this ensures an efficient start to the day. Registration is punctual. It is effectively combined with curriculum activities and leads to a purposeful working atmosphere from the beginning of the school day.

HOW WELL ARE PUPILS TAUGHT?

- 22 At the time of the last inspection, there were some areas of weaknesses in teaching. All of these concerns have been addressed, and teaching is now good, and a strength of the school. Teaching has improved to such an extent that three out of every five lessons are good or better, with six lessons being excellent. There were no unsatisfactory lessons. Teaching is good overall in all subjects apart from physical education, music and geography in Years 1 and 2 where it is satisfactory. Examples of excellent teaching were found in art, English, mathematics, physical education and science. Although there have been considerable changes in staffing since the last inspection, these lessons were given by both new and established members of staff which

indicates that the quality of the teaching team now in the school is good. The impact made by good teaching is seen in the good levels of achievement among pupils.

- 23 In the Foundation Stage classes, teaching and learning are generally good. Teachers have a good understanding of how children learn. They use much praise to build up pupils' self-esteem and confidence. They enlist the aid of a toy bear, or other toys to make specific teaching points, taking every opportunity to develop language skills. This not only keeps pupils interested, but also makes them very receptive to learning. Teachers plan their lessons very well. They provide a good balance of whole class, group and independent activities planned at appropriate levels to meet the needs of pupils with different abilities. For instance, in a numeracy lesson, the teacher hid a given number of toys under a blanket, and pupils had to add one, two or three more toys, counting in their heads. With another group, the toys were on top of the blanket, so pupils could see them all when counting. In the best lessons, teachers and support staff monitor closely the learning of pupils as they move from activity to activity; but this is not always the case, and occasionally pupils drift between activities without settling at any task for a suitable length of time.
- 24 Basic skills of literacy and numeracy are well taught. In literacy, pupils are given a good grounding in knowing the sounds that letters or groups of letters make. This helps them to become independent readers and writers quite quickly. Teachers place a strong emphasis on language development and exploit every opportunity to make teaching points about language, to question, talk and listen to pupils, and develop the use of technical vocabulary. In physical education, for instance, pupils are encouraged to discuss the differences in their performances and make suggestions for improvement, thus developing their critical thinking and their oral skills. There are, however, insufficient opportunities provided in Years 3 to 6 for pupils to practise their writing skills in other subjects.
- 25 The good teaching of numeracy is having a positive effect upon raising standards in mathematics, as witnessed in the improved National Curriculum test results. At the start of lessons, teachers use a variety of games and activities to encourage pupils to think quickly, and develop mental arithmetic skills. Pupils respond well to these, and are then receptive to the rest of the lesson. Teachers use support assistants particularly well to help those pupils who are experiencing difficulty and need a more practical approach and this contributes significantly to the good progress they make.
- 26 Teaching and learning of science is overall good and two examples of excellent teaching were seen in the Years 3 and 4 classes. In the excellent lessons the teachers were interested and enthusiastic about the lessons. This enthusiasm was transferred to the pupils who became interested to learn more. These teachers planned learning thoroughly to match the needs of all pupils and used demonstrations very well to help them understand the difficult concept of forces. In all the lessons observed teachers had a very secure knowledge and understanding of science and had very clear knowledge learning objectives for their lessons. However, teachers in the Years 3 to 6 classes are less clear about which skills they want pupils to develop or how to develop them. They tend to over direct activities and give pupils few opportunities to develop independent scientific skills. As result achievement in this aspect of science is unsatisfactory.
- 27 A feature of the best teaching in all subjects is the way in which teachers enthuse and inspire their pupils, making learning fun. They have a lively teaching style, conduct their lessons at a brisk pace and add touches of humour, which keep pupils focused and wanting to learn. For instance, in an excellent art lesson, younger pupils could hardly contain their excitement as they gasped in awe as the teacher gradually uncovered interesting and unexpected patterns and colours inside different fruit. In a geography lesson on climate, the teacher dressed in various clothing according to where holiday destinations were, thus making learning exciting, relevant and real.
- 28 A further strength in teaching is the very good subject knowledge that teachers have, which shows most clearly in the demonstrations they give and the activities they choose for pupils. For instance, in science lessons on forces, teachers are able to give a variety of demonstrations of different forces, and the activities that ensue provoke much excitement and discussion, thus

developing pupils' understanding of how forces relate to everyday life. An exception to this is teachers' understanding of the purpose of developing scientific skills.

- 29 Teachers are skilled at making sure that all pupils are working at an appropriately high level. Through skilful questioning, they continually check that pupils have understood, or can remember what they have learned previously. Even though pupils are set into classes that reflect their previous attainment for English and mathematics, most teachers plan work at different levels to meet the needs of different pupils. This is accompanied by very good assessment and monitoring procedures which teachers use well to plan the next stage of learning, and to set individual targets for pupils. This allows pupils to have a very good idea of their own learning, and what they have to do to improve. However, there is the occasional lesson where all pupils work at the same activity regardless of age or ability, which does not give the opportunity for higher attaining pupils to extend their learning. For example, when pupils in a religious education lesson in Years 5 and 6 spent time cutting and sticking, and when pupils in a Year 2 geography lesson all worked with atlases at the same activity identifying places in the British Isles.
- 30 There is a very good whole school commitment to the inclusion and integration of all pupils with special educational needs and pupils who have English as an additional language. Teachers create good learning conditions of trust and encouragement, in a context of appropriately high expectations. Teachers work well with learning support assistants to consider pupils' needs and together, provide a good level of support often of a high quality. Planning generally includes specific consideration of this special group of pupils; consequently, they make good progress towards the targets on their individual education plans. Pupils who have English as an additional language are sympathetically and well supported as they settle into the school and classroom routines.
- 31 Teachers manage their pupils very well. They create an orderly atmosphere that is conducive to good learning, and pupils find it easy to learn. Their relationships with pupils are very good and this creates an ethos where pupils feel comfortable in expressing their ideas, can share gentle humour, and generally enjoy learning. They are keen to ask and answer questions because they know their contributions will be valued.
- 32 Despite the concerns expressed by some parents, the inspection found that teachers make very good use of homework to reinforce or extend pupils' learning. It is often different and for pupils with special educational needs, often directed towards targets on their individual education plans. Teachers mark pupils' work regularly, praising and encouraging pupils. Sometimes their comments show pupils how they can improve their work, but this is not a consistent practice.

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

- 33 Overall, the school provides satisfactory learning opportunities in all subjects of the National Curriculum and meets statutory requirements, including the daily act of worship. Subjects are planned in line with national guidance, although the school does use other commercial materials to supplement the curriculum. English and mathematics are taught in line with the National Literacy and National Numeracy Strategies. The inspection found that not all subjects were given the same emphasis and as a result the curriculum is not always sufficiently balanced. For example, there is no policy for the teaching of English across the curriculum and the opportunities for extended writing are limited. There were also inconsistencies in the provision of art across the school and pupils were not given experiences of the same quality. Although science subject knowledge is secure throughout the school, the development of scientific skills is lacking. These inconsistencies arise because coordinators have very limited time in which to carry out their tasks. As a result they do not contribute to the monitoring and evaluation of teaching and learning in their subjects sufficiently. Since the last inspection, the computer suite has been established and this is now providing the opportunity to develop pupils' skills and their application in other subjects. Pupils in the school have access to specialist music provision. Parent helpers support the use of the library and help pupils choose books as well as cataloguing new texts.

- 34 Children in the reception classes work towards the nationally expected standards for children of this age. The learning opportunities provided for these classes are interesting, stimulating and well linked to the planned topic work. They are of good quality so that children, are motivated to learn well. As yet, the reception classes do not have easy access to a secure outdoor play area. However, they do have access to a well resourced outdoor play area which belongs to the adjacent nursery and children have planned opportunities to use this area. All children in the reception classes have a sound experience in every aspect of development that provides a solid basis for their learning, including the use of information and communication technology. However, when there is no additional adult support, the quality of the children's learning experience suffers as there are too many pupils in each reception class for the teacher to manage the class efficiently.
- 35 There is effective long, medium and short term planning throughout the school. The reception and infant classes adopt a topic approach. Throughout the juniors, pupils are taught literacy and numeracy in classes that are set according to pupils' prior attainment. This works well and enables teaching to ensure that the curriculum content matches pupils' needs, challenges higher attaining pupils and supports those with special educational needs. The time allocation for all subjects is appropriate to the demands of the subject although the time spent on the different aspects within the subject are now always well balanced, for example, investigating in science.
- 36 The provision for pupils with special educational needs is good throughout the school. Since the last inspection, more support has been provided to support these pupils in the whole class setting and the school is developing its procedures to meet the new Code of Practice. Individual needs are assessed soon after entry to the reception classes so that individual education plans can be written. The targets in these are clear and specific.
- 37 The provision for pupils with English as an additional language is also good. A visiting specialist gives pupils extra help and also works with teachers to provide support in planning appropriate activities in the classroom. Teachers are sensitive to the needs of these pupils and take steps to include them as fully as possible in all lessons.
- 38 The school provides a very good range of extra-curricular activities, which include sports, music, computers, art and dancing. These meet at lunchtime or after school. There is opportunity for pupils to take specialist musical instrument tuition and this is well supported. Pupils have good opportunities for visits. At the beginning of the new school year, older pupils participate in an activity week, which provides pupils with a range of exciting activities including problem solving and team building challenges, these include archery, drama, trust games and quad biking. These opportunities broaden their experience and enrich the statutory curriculum. There are good links with the local community including visiting local old peoples' homes, inviting local playgroups to school productions and the school is used as a venue for a variety of community groups. Volunteers come into school to support teachers and pupils and the school benefits from linked relationships with other primary schools in the locality.
- 39 Provision for personal, social and health education is good and issues are dealt with throughout the school. The governors have a satisfactory policy in place for sex education and parents are involved in this programme and have the opportunity to review curriculum materials. Drugs education issues are covered across the curriculum, in particular in science such as 'Looking after ourselves' in the infants. The school has a strong understanding of the need for all pupils to have access to the entire curriculum including pupils with a disability and those who have English as an additional language.
- 40 The school provides very good opportunities for pupils' spiritual development through assemblies, lessons and day to day life of the school. Worship begins with a candle being lit and pupils are given time to reflect on prayers and readings. For example, in a whole school assembly, pupils reflected on the notion of forgiveness, whilst in a junior assembly, pupils thought about feelings such as the panic you feel when you can't do something. In a dance lesson pupils displayed a spiritual dimension to some of their movement. The whole climate of the school promotes personal growth and respect for themselves and one another very well.

- 41 Provision for moral development is good. This is an improvement since the last inspection where provision for moral development was judged to be satisfactory. The school's code of conduct emphasises the care and respect that pupils are expected to show one another. All staff expect good behaviour from their pupils and the school has a positive behaviour policy. The teaching approaches in the reception classes quickly establish high standards of behaviour and this helps to create a positive learning culture. Teachers provide planned opportunities to discuss moral issues such as stereotyping. Pupils know right from wrong and are set good examples by all staff. The expectation that pupils and staff will respect the views of others pervades the school.
- 42 Pupils' social development is good. Social values are promoted well by adults throughout the school and pupils are encouraged to care and take responsibility for others. Pupils often work in pairs or in small groups in class and one class celebrates pupils who work cooperatively by awarding them a 'superstar.' Pupils willingly accept responsibilities, such as preparing the hall for assemblies, tidying the physical education equipment or Year 6 pupils reading to nursery children. Friday assembly celebrates pupils' achievements and this helps to raise their self-esteem when the school shows how much it values their efforts. Activities that take place during lunch times and after school encourage pupils to work and play together. A particularly good feature is the activity days at the beginning of the autumn term for Year 5 and 6 pupils. This opportunity for pupils to work together on sporting and team challenges resulted in pupils saying, "it made us better team mates", "it brought the whole class together" and "we got to know each other better".
- 43 The inclusion of pupils with special educational needs and English as an additional language in all activities supports the pupils' social development and promotes positive attitudes towards all those pupils.
- 44 The school's provision for cultural development is satisfactory. This is not as good as the previous inspection. The school policy promotes teaching that provides opportunities to encounter and understand the traditions and values from different cultures in music, geography and history. Cultural development is supported by visits from an opera group and musicians. In religious education, pupils learn about other faiths such as Islam. However, the emphasis is on western cultures and pupils have few opportunities to explore the contribution of peoples of non-western societies. Pupils learn something of the cultural and ethnic diversity of British society through daily contact with the very small number of such pupils within the school but the school could do much more to raise the profile of this aspect of the curriculum.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

- 45 The overall care of pupils is good but there are some weaknesses. Teachers and support staff take great care of pupils in their classes and are sensitive to their academic, personal and social development. Policies to support all aspects of care are in place, although they have not recently been updated.
- 46 The monitoring of pupils' attendance is very good. The school secretary is efficient in following up any unexplained absences and very good procedures are in place. For example, letters are sent out weekly to follow up any absences and appropriate forms are in place to monitor holidays during term time.
- 47 The monitoring and promotion of positive behaviour is good overall. The system for rewarding good behaviour is suitable and pupils are proud to achieve house points and individual stickers to celebrate their achievements. The school has an anti bullying policy and the headteacher has monitored its effectiveness by carrying out his own research amongst pupils. In discussion with pupils they feel that "teachers listen carefully to concerns, always listen to both sides and everyone is treated fairly".
- 48 Procedures for health and safety are satisfactory. The health and safety policy has been approved and on-going monitoring is in place. The governing body is regularly involved in reviewing the site

and the caretaker is diligent in ensuring any faults are fixed as soon as possible. However, the school currently has no member of staff with up to date first aid training.

- 49 The school ensures pupils are aware of their own health and safety and this is effectively promoted through science and personal social and health education lessons. Child protection procedures are good overall. The headteacher has received suitable training and all staff, including new staff, are aware of the procedures.
- 50 Monitoring of pupils' personal development is good and based on the good knowledge that all staff have of their pupils. Pupils' achievements both academic and personal are consistently acknowledged through celebrations in assemblies and rewards in classes.
- 51 Procedures for monitoring pupils' progress are overall good. In English and mathematics it is very good. Detailed records are kept and in these subjects assessment is very good. Formal assessments are made of children when they begin in the reception class. Reception teachers keep careful and detailed records of children's personal and academic achievements. Further assessment takes place each year as pupils move through the rest of the school and the progress of individual pupils is well tracked. These assessments give useful information about pupils' progress and identify areas of underachievement. In the older classes teachers use this well to put pupils into ability sets for English and mathematics. Teachers' day to day assessment is good. In the Foundation Stage teachers makes notes daily on pupils' progress in recognising letter sounds and numbers. Assessment of other subjects is still underdeveloped and teachers are not able to plan work that meets the needs of individual pupils, for example, in the development of science skills.
- 52 Parents feel that the school's efforts to welcome new children and parents is good and this helps to settle children into school.
- 53 Pupils with special educational needs are well cared for. The coordinator works with the class teachers and the Local Education Support Service teacher to produce very good individual education programmes with manageable targets. These are reviewed half-termly, and parents are kept fully informed and involved.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

- 54 The school has continued to maintain the good relationships with parents reported at the last inspection. The school secretary, often the first point of contact for many parents, provides a caring, efficient and helpful service.
- 55 Parents have positive views about the school and the majority of parents feel their children like school. Most parents who replied to the questionnaire agree that their child is expected to work hard and achieve his or her best. They feel that teaching and behaviour are good and this is supported by the inspection findings.
- 56 Parents are kept well informed of their child's progress through regular termly meetings as well as less formal meetings when required. The "home school association" is very enthusiastic and promotes very good social links between parents and the school. Parents willingly support organised events and funds raised are used appropriately to enrich pupils learning resources, for example, the purchase of computer software for the newly completed 'Cyber Centre'.
- 57 The quality of documentation provided for parents is good. Pupils' annual reports to parents are very good and are written in a clear readable style. They explain in detail what pupils know, understand and can do especially in English, mathematics and science and are consistent on reporting targets for improvements. Pupils also complete a section on what they have enjoyed most and where they feel they need to improve and this provides a useful annex to the main report. The school seeks the views of parents regularly, for example, as part of the school's continuing strive to improve communication, reception parents are asked about their views on the induction

process. The regular newsletters are detailed and provide good information about the activities happening in school. However, the school does not send out curriculum information to help parents to further support their children's learning. The prospectus is attractive and professionally developed. The governors' annual report is well written and provides a useful insight into the working of the governing body and the school over the last year. However, it does not meet statutory requirements with regards to the inclusion of certain information on school security, arrangements for the admission and the accessibility plan of disabled pupils.

HOW WELL IS THE SCHOOL LED AND MANAGED

- 58 The headteacher leads the school well and provides clear educational direction for its work. He has successfully transformed the school from being an underachieving school to a school in which pupils achieve well in the core subjects of English and mathematics. The school has clear aims focused on providing a secure environment for learning and opportunities for everyone to achieve. These are reflected in all that the school does and are promoted well by the headteacher and the staff at the school.
- 59 In response to the last inspection report, the headteacher has created a team in which everyone has worked very hard to improve standards. This has been successful and the school has made very good improvement in the last two years.
- 60 Since the last inspection the school development process has been refined and is now much more focused on raising achievement and addressing weaknesses such as improving the provision for information and communication technology. The school development plan is carefully thought out, with clear priorities, plans for action to be taken and detailed rationale. There is a good strategic plan for the future development of the school. The performance management process has been used to further the aims, as individual performance targets are related to the overall school targets. With the amount of information now available, teachers can measure the progress being made by pupils in their classes and evaluate what value they have added.
- 61 Although management is overall satisfactory, there are still some weaknesses that are having an impact on the effectiveness of further development. The headteacher takes on too much responsibility himself and delegation is weak. Key staff, such as members of the senior management team and in particular the deputy head, do not have the opportunity to play an active enough role in the overall management of the school. Although the headteacher has a good overview of what is going on this will not be sufficient, as the school grows in size. A much more shared view is needed if the school is to ensure its future development. Members of the senior management team do not have clear roles and responsibilities relating to whole school issues and they currently have limited time in which to monitor what is going on. This has resulted in inconsistencies in school provision that are not being identified and addressed. For example, there is no oversight of the adult support in school and some classes are without the support needed to ensure that all pupils' needs are met. This particularly affects the reception classes, where there is not enough qualified adult support.
- 62 The headteacher and senior management team have done some monitoring of pupils' work and observation of lessons, for example in numeracy, and this has led to significant improvements in teaching since the last inspection. However, the quality of teaching and learning is not monitored by the coordinators, so that good practice can be identified and weaknesses supported. Although coordinators work hard in looking after resources and planning the curriculum, there is no systematic approach to sampling pupils' work and teachers' planning or ensuring quality of learning throughout the school. Financial restrictions have led to them having very limited time in which to carry out these tasks. The school is not making the most of the skills, expertise and enthusiasm that exist in the school and the quality of the broad curriculum has suffered as a result.
- 63 The school has established an effective and caring provision for pupils with special educational needs, well supported by the named governor. The school has not been able to appoint a Special

Educational Needs coordinator. Consequently, the management of daily special needs' provision is presently the responsibility of the headteacher.

- 64 Governors are committed to the school and they bring to their role a range of expertise and experience. They work effectively in committees, for example when monitoring the finances. But not all governors have a clear idea of the strengths and weaknesses of the work of the school and they do not yet play a large enough part in helping to shape the direction of the school.
- 65 Financial planning is good and specific grants are used well. The school has struggled since they came out of being a grant maintained school to find enough funds to cover all their expenses. This year a deficit budget was set, but this has been carefully managed and the rise in numbers on role has helped to ensure that the situation is controlled. Governors monitor the budget and are beginning to apply best value principles, for example in comparing their costs to those of other schools. Financial administration is very efficient. General administration in the school is effective and efficient.
- 66 Staffing levels are adequate but there are some weaknesses. The school has had problems with recruitment of staff and this has affected the quality of learning in school. In response to the last inspection report, the school has increased the number of support staff and they make a valuable contribution to the quality of teaching and learning in the school.
- 67 The accommodation is good. Extensions have been added to meet the growing number of pupils and the school has good libraries and a computer suite. The outdoor area is extensive and is used well across the curriculum, for example, in environmental work and in physical education. Learning resources are good overall. Recent additions have enhanced the curriculum, for example in information and communication technology, history and music.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

- 68 In order to maintain and improve standards of attainment the headteacher, staff and governors of the school should:
- (1) Ensure that there is more effective contribution from staff with management responsibilities by:
 - clarifying their roles and responsibilities;
 - providing the opportunity to carry out these roles;
 - providing opportunities for subject coordinators to evaluate the quality of teaching and learning in their subject throughout the school.(paragraphs 61, 62)
 - (2) Improve standards of attainment in information and communication technology by:
 - further raising teachers own skills in information and communication technology through continued training;
 - fully implement the information and communication technology development plan;
 - making more effective use of the information and communication technology suite through teachers using all of their timetabled sessions(paragraphs – 10, 141, 142, 147)
 - (3) Improve the breadth of the curriculum by:
 - Planning the use of literacy more effectively across all subjects;
 - Giving all pupils the same level of opportunity and experience in non core subjects;
 - Developing pupils' skills in scientific investigations.(paragraphs – 1, 7, 9, 24, 33, 35)

Other issues which should be considered by the school

- 69 Ensure that the governing body report to parents meets statutory requirements.
(paragraph – 57)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	63
Number of discussions with staff, governors, other adults and pupils	36

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	6	10	22	21	0	0	0
Percentage	10	16	35	33	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. [When the total number is substantially less than 100, add] Care should be taken when interpreting these percentages as each lesson represents more than one [two, three, etc] percentage point[s]. [Where the total is close to or greater than 100, use only the first sentence.]

Information about the school's pupils

Pupils on the school's roll	Nursery	YR - Y6
Number of pupils on the school's roll (FTE for part-time pupils)	N/a	319
Number of full-time pupils known to be eligible for free school meals	N/a	2

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	N/a	5
Number of pupils on the school's special educational needs register	N/a	31

English as an additional language	No of pupils
Number of pupils with English as an additional language	7

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	23
Pupils who left the school other than at the usual time of leaving	12

Attendance

Authorised absence

	%
School data	4.1

Unauthorised absence

	%
School data	0.3

National comparative data	5.4
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National comparative data	0.5
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Both tables give the percentage of half days (sessions) missed through absence for the latest complete reporting year.

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

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2002	24	27	51

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	23	24	22
	Girls	23	26	23
	Total	46	50	45
Percentage of pupils at NC level 2 or above	School	90 (85)	98 (94)	88 (96)
	National	84 (84)	86 (86)	90 (91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	23	24	22
	Girls	26	25	26
	Total	49	49	48
Percentage of pupils at NC level 2 or above	School	96 (91)	96 (96)	94 (98)
	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	23	26	49

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	21	19	22
	Girls	23	19	24
	Total	44	38	46
Percentage of pupils at NC level 4 or above	School	90 (74)	78 (65)	94 (85)
	National	75 (75)	73 (71)	86 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	20	19	23
	Girls	21	20	25
	Total	41	39	48
Percentage of pupils at NC level 4 or above	School	84 (78)	80 (78)	98 (85)
	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	309	0	0
White – Irish	0	0	0
White – any other White background	5	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	1	0	0
Asian or Asian British – Bangladeshi	3	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	1	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	26
Average class size	29

Education support staff: YR – Y6

Total number of education support staff	13
Total aggregate hours worked per week	200

Qualified teachers and support staff: nursery

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

FTE means full-time equivalent.

Financial information

Financial year	2001 – 2002
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	£
Total income	609 235
Total expenditure	630 820
Expenditure per pupil	2 089
Balance brought forward from previous year	-21 585
Balance carried forward to next year	-6 584

Recruitment of teachers

Number of teachers who left the school during the last two years	9
Number of teachers appointed to the school during the last two years	11

Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	1
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	319
Number of questionnaires returned	75

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	61	35	1	1	1
My child is making good progress in school.	41	52	3	2	1
Behaviour in the school is good.	45	44	3	0	8
My child gets the right amount of work to do at home.	32	51	11	3	3
The teaching is good.	52	38	1	0	8
I am kept well informed about how my child is getting on.	32	45	16	4	3
I would feel comfortable about approaching the school with questions or a problem.	56	37	5	0	1
The school expects my child to work hard and achieve his or her best.	68	28	1	0	3
The school works closely with parents.	29	53	15	1	1
The school is well led and managed.	45	47	1	1	5
The school is helping my child become mature and responsible.	40	53	1	0	5
The school provides an interesting range of activities outside lessons.	36	45	4	3	12

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

- 70 The children enter school at the beginning of the academic year in which they are five. The school has strong links with the pre-school class and this helps the staff to develop understanding of the children's likely needs and ease the start of their school life. At the time of the inspection there were 60 pupils in the Foundation Stage (reception classes). Children enter with attainment that is above that expected nationally in communication, language and literacy and in mathematics. Children in the reception classes work towards the nationally expected early learning goals. The learning opportunities provided for these classes are stimulating, interesting and of a good quality so that all children make satisfactory progress and are motivated to learn well.
- 71 Curriculum planning is good. It is linked to early learning goals and covers all the required aspects. The planned tasks prepare children effectively for moving on to National Curriculum work in Year 1. Classes are organised into specific areas of learning with many interesting resources that successfully support the children's learning. Although the reception classes do not, at the moment, have a secure outdoor play area, they are allowed to use the outside play area and equipment belonging to the adjoining nursery and they use this to good effect. The layout of the reception classes is such that they have certain joint provision, for example, the role-play area and the provision of sand and water play. This maximises the use of the area available.
- 72 The children's rate of achievement is satisfactory in all aspects of their learning and most pupils are on target to achieve standards that are above expectations in communication, language and literacy, mathematics and physical development and in line with expectations in personal and social development, knowledge and understanding of the world and creative development.
- 73 Teaching and learning in the reception classes are good in all areas of learning. The teamwork by the two teachers ensures a common experience for all children. The experienced nursery nurse, classroom support assistant and parent helpers are an integral part of the team and bring much enthusiasm and skill to the children's learning. All the staff have good knowledge and understanding of how young children learn and the statutory requirements of the Foundation Stage. Adult time is used efficiently to work directly with the children. Teachers and support staff interact very well with the children, for example, by careful questioning and by developing vocabulary. Parents are encouraged to become involved in children's learning by supporting any work started in school. For example, children are asked to think about special things they have at home which are 'precious' to them, and why. Key strengths of teaching are the expectations of both teachers. The experienced teacher in the reception manages the children skilfully and the newly qualified teacher is learning a lot from her about behaviour management and classroom organisation.

Personal, social and emotional development

- 74 The children in reception achieve soundly because they receive patient, caring and appropriate teaching. Teachers specifically plan activities to promote the associated skills through the other areas of learning. The children quickly get to know ongoing routines and are learning to take turns. For example, the children are willing participants at tidy-up time because they know the staff expectations and know that working together makes the task easier. Children soon realise that good behaviour is expected because the staff take care to give praise and calmly explain why certain behaviours are not acceptable, like shouting out or not sharing balls in physical education lessons. This results in children developing sound levels of self-discipline at this young age.
- 75 Relationships are positive in the warm, caring classrooms and play a significant part in the children's learning. At the time of the inspection, most children in reception were well settled and were keen to become involved in the wide range of activities with the staff and their new friends. Their enjoyment and growing confidence as speakers are evident as they share their special things. During Circle Time, one child said he wanted to give his dad the special box so that he would know

how much he was loved. The children respond positively to new experiences such as the little pigs' house role play area and the making of the houses of sticks and straw. To develop the children's pride in their work, good displays, celebrate individual achievements. Reception children are included in whole school collective worship.

Communication, language and literacy

- 76 Children's learning is good because teaching is good in all aspects of language. Staff engage in almost continual conversation with the children. They chat, question, and encourage the children to extend what they say. The children initiate their own conversations because the well-planned activities promote discussion, for example, the role-play house or the mapping game of 'The Three Little Pigs'.
- 77 Children listen well to class stories and the book corner displays a wide range of stories. Both reception classes are rich in language stimuli and displays promote a wide range of vocabulary. For example, displays about story books such as 'The Very Hungry caterpillar' and 'Are you asleep Little Bear?' At this early stage of the school year, most children are unable to read text but all know which way a book opens and know that text is read from top to bottom and from left to right. Extensive use of clear labels, descriptions and pictures are prominently displayed to encourage the development of early reading skills in the reception classes.
- 78 Children use the book areas to 'read' books and are developing a sound interest in books and stories. Most children could identify the letters 'b' and 'p' and some are also able to identify d,a,c and g. This is good for pupils of this age. The classrooms have writing tables, which allow children to 'write' their own stories. One child had 'written' the story of the Three Little Pigs' and illustrated the front cover. Outside focused literacy activities, teachers provide many well-chosen experiences to enhance the children's skills, especially in speaking and listening. Children take books home to read or share with adults. Some children are likely to be working within Level 1 of the National Curriculum by the time they leave reception and this represents good progress for these children.

Mathematical development

- 79 Children experience a wealth of opportunities to use mathematics in practical ways and across other areas of learning. Teachers use strategies to consolidate learning such as when counting three pigs or objects used in phonic work. Mathematics is introduced through numeracy activities and by the end of the year, most children will have developed a secure understanding of calculation because they have experienced practical tasks set in everyday contexts to develop their understanding at the early stages of learning.
- 80 Children know how to repeat patterns and create them with various objects including cotton reels and counting equipment. Teachers encourage children to use mathematical vocabulary as they explain their methods. Much attention is given to consolidate children's learning through play. This ensures children are fully engaged in their learning and excited about the outcomes.
- 81 In a good practical mathematical activity, using number, a reception teacher successfully extended the activity for higher-attaining children by introducing numbers to add on by asking what one, two or three more would be. One child knew what four more would be when using mental calculation. The good teaching offers children opportunities to consolidate previous learning and extend their mathematical thinking.

Knowledge and understanding of the world

- 82 Teachers plan an interesting range of activities for all elements of the programme. Children learn about the world about them in a variety of ways. They use dry sand to investigate the attraction of magnets to different buried materials and after creating a simple map, use it to re-create the wolf's journey in The Three Little Pigs. They investigate the inside of a pumpkin, using the occasion to

extend their descriptive vocabulary. They talk about day and night in relation to the story 'Can't you sleep Little Bear?'

- 83 In the water tray, children used a plastic construction toy to try to build bridges across the water and children make predictions about which would be the hardest of the materials offered, successfully choosing slate. The children used reclaimed materials in order to construct one of the Three Pigs' houses using natural materials for roofing.
- 84 All children in the reception classes get good access to computers. They are given opportunity to practice mouse control, by practising drag and drop skills.

Physical development

- 85 Children learn quickly and achieve well because they participate in structured and purposeful activities both indoors and outdoors. They benefit from a shared, secure outdoor play area and the use of the hall. The children will, in time, be able to make more use of the extensive school grounds for work and play. They enjoy outdoor activities because they are so varied and interesting. They use large wheeled toys as well as smaller equipment. They have access to a climbing frame and other outdoor equipment. They are able to run, crawl, jump and hide, so they have plenty of daily exercise. The reception classes use the school hall for physical activity. The children have to change themselves and fold their clothes. This is also an important aspect of their social development. Once ready, they are able to use the space well, running, hopping and walking. Children use small games equipment and practice their throwing and catching. A good lesson gave them opportunity to practice small ball control by rolling a ball and then trying to throw and catch it. Direct teaching of such skills enables children to make good progress in the development of their motor skills.
- 86 In the classrooms, children are given plenty of structured opportunity to develop hand eye coordination. They manipulate the computer mouse and make their own models using play dough. Staff ensure the children are challenged to develop appropriate skills through activities that are well planned. For example, they cut paper and card using scissors.

Creative development

- 87 Children have access to daily creative activities, which build on skills the children have acquired before school. They paint pictures on shaped paper that are linked to their stories and they undertake various colour activities. They draw self portraits using pastilles and finger paint their name labels. They create a large 'Elmer the Elephant' to promote learning of colours and they use a variety of materials including crepe, tissue and shiny papers. The classrooms bear evidence to lots of shared creative activity with the large frieze work based on the story topic. .
- 88 Musical opportunities are provided through exploring sound patterns. Simple clapping patterns are quite difficult for some children to repeat and in one lesson, the children tried to pass a tambourine around as quietly as possible. They explore percussion instruments such as beaters and shakers and are beginning to develop an awareness of loud and soft noises. They sing 'Whose afraid of the Big Bad Wolf' to link with their topic story and are being introduced to simple accompaniment. When children recognise songs they join in and this gives them great pleasure and enjoyment.
- 89 Creative skills are further enriched by a range of activities in the role-play area when children use resources imaginatively, for example, when dressing up as 'The Three Little Pigs'. The appropriate intervention of staff in these areas challenges the children to develop their ideas. This role-play also helps to develop the children's understanding of the need to share and help others as well as their ability to recreate their stories with the aid of simple costumes. Children are on course to meet the early learning goals expected of children at the end of the Foundation Stage.

ENGLISH

- 90 In the work seen during the inspection, standards in Years 1 and 2 are above average in all aspects of English, including speaking and listening, reading and writing. Because of the high level of special educational needs, standards in the present Year 6 are lower than in last year's end of Year 6 tests and are average overall. However, standards in Years 3 to 5 are above average. All groups of pupils achieve well throughout the school. Pupils with special educational needs are well supported. The teachers understand their needs very well; consequently, they make good progress towards their targets. Teachers pay particular attention to meeting the needs of pupils who have English as an additional language, and work closely with the local education authority support staff and classroom assistants, ensuring that pupils settle into the school well, and make good progress.
- 91 In the 2002 National Curriculum tests for pupils at the end of Year 2, the pupils' standards in reading and writing were above the national average, although no pupil gained the higher Level 3 in writing. This is an improvement since the last inspection, and pupils achieved these results, despite the school experiencing very difficult staffing problems in one class, which adversely affected the results of pupils in that class. The school has made writing a priority for development, and this would appear to be having a positive impact on standards, as a proportion of pupils in the present Year 2, are on target to attain the higher level.
- 92 The results of the 2002 National Curriculum tests for 11 year olds show that nearly every pupil reached or exceeded the national expectation of a Level 4 with over a third gaining Level 5. This is a major improvement since the last inspection.
- 93 Pupils develop good speaking and listening skills as they listen well to the teacher and to each other. When the teacher is reading to them, they listen carefully and recall details from the text. Most pupils are articulate, speak clearly and in good English, whether it is recounting an experience, such as a visit to the museum, or giving explanations. For instance, a pupil in Year 1 gave a very clear explanation of why he thought the pictures in a book were presented in the way that they were. Pupils engage easily and without self-consciousness in conversations with teachers and other adults. They use their language skills well in other subjects, too, and are encouraged to discuss and converse from early on in their school life. In personal and social education lessons, for example, they discuss important issues such as stereotyping, often taking part in role-play. They are encouraged to develop their technical vocabulary, thus from Year 1 in English, they talk about 'vowels' and 'consonants', whilst older pupils in Year 3 will look for 'powerful synonyms' to improve their work. In other subjects such as science, for instance, pupils talk about 'forces' and 'friction', and in geography they learn to use the language of rivers such as 'meander', and 'delta'.
- 94 Reading is good. A strong feature of reading in the school is the enthusiasm shown by the pupils for their reading and the expression with which they read. This was evident in a group of pupils in Year 2 reading together a poem about a dragon. Even pupils who have not quite mastered the fluency of reading aloud still read with good expression. Pupils in Years 3 to 6 read a wide range of books independently and with obvious enjoyment. Pupils of all levels of attainment are developing good research skills. They regularly undertake research using the Internet and the local library, as well as the school library. For instance, pupils in Year 6 produced very good individual projects on the Native North Americans, using their computer skills to present their work.
- 95 Writing is improving in the Years 1 and 2 classes. The more able pupils in Year 2 write at length with an increasing degree of confidence. Their grammatical structure and use of capital letters and full stops are accurate and they are beginning to use a wider range of punctuation such as speech marks. Already this term, there is evidence of a range of written work being undertaken. The work of middle and lower ability pupils is less accurate; spelling and punctuation are not yet secure, but they write imaginatively, such as a letter of apology from Goldilocks to the bears. The range of writing activities carried out so far this term in Years 3 to 6 seem mainly to be limited to work on vocabulary and grammar, and comprehension exercises. Although pupils are gaining a good knowledge of the basic grammars of the language, there is little evidence that they have yet put this into practice in extended writing. There are some good book reviews, research on favourite authors and shorter pieces, which are usually punctuated with reasonable accuracy, and pupils

show that they are beginning to choose words imaginatively. There are some opportunities to develop their writing skills in other subjects. For instance, in history, Year 2 pupils write about their visit to the Toy Museum, and Year 4 pupils write a newspaper article for the 'Roman Recorder' hailing the victory in Britain. However, these opportunities are not yet fully exploited in all subjects by all teachers.

- 96 The quality of teaching and learning is good overall. Four out of every five lessons are good or very good, and some teaching is excellent. Because pupils respond well to the effective teaching, learning is also good. Teachers plan their lessons well, with clear objectives that give the lessons focus. They use every opportunity to extend pupils' language skills. Teachers' subject knowledge is very good and they use a wide range of vocabulary thus extending pupils' own vocabularies. They examine and discuss new words, and they constantly remind pupils of what they have learned previously. Consequently, pupils not only acquire new skills and knowledge, but they also practise and develop further what they have already learned. Teachers have a very good understanding of how children learn, and they know how to engage and inspire pupils, making learning fun. This often means that pupils show a high level of interest in and concentration on their work. Basic skills are well taught, particularly in the infants', and work is suitably modified to allow pupils with special educational needs to be able to work independently when necessary. Teachers manage their pupils very well, and generate a friendly, but industrious atmosphere in the classroom. Teachers' marking of work is inconsistent inasmuch as some is very helpful with comments and suggestions for improving work, whilst some is more cursory. In the excellent lesson the teacher achieved excellent learning by giving pupils pride and confidence in their work. The lesson was continually lively, very positive and fun.
- 97 Pupils behave well in lessons. They are interested in what they are doing and show very positive attitudes to their work, which makes an important contribution to their achievement. In most lessons they work independently during the group work section of the lesson, and the relationships between pupils and with their teachers are also very good. The result is an ethos in lessons where pupils expect to work hard and teachers are able to encourage them to do their best.
- 98 The school has made very good progress since the last inspection. The staff have worked very hard to improve standards and have been successful in all areas. Much of this success is due to the very good assessment and recording procedures that are in place. The detailed monitoring of pupils' progress has led to teachers having a very clear picture of pupils' strengths and weaknesses. The coordinator provides good leadership and support to the staff, but has no time allocation to enable her to monitor fully the English curriculum across the school, or to identify and disseminate good practice in teaching. This has resulted in the school not identifying how writing could be improved through increasing the opportunities for pupils to practise their literacy skills, for example, through producing extended pieces of writing in other curriculum subjects.

MATHEMATICS

- 99 There has been substantial improvement in the provision for mathematics and the standards achieved by pupils. At the time of the last inspection, the subject was found to be weak. The school was deemed to be not catering sufficiently for the average and low attaining pupils, who were judged to be underachieving. Strategies such as tracking progress and analysing data have been successfully implemented and teachers are now much more aware of the needs of all pupils and can plan work accordingly. This has led to a significant rise in standards and ensured that all pupils achieve well. Although standards in Year 6 are lower than last year this is because there are a higher number of pupils than usual with identified special educational needs.
- 100 Currently 11 year olds are working at expected levels and the overall standard is about average. Evidence from pupils' books and from lessons observed shows pupils can solve number problems using different strategies. They understand place value and use this to multiply and divide numbers by ten and a hundred. They handle data and work with ratio and proportion. This is the expected level for pupils of this age. However, this is a weaker cohort with a large number of pupils with special educational needs and pupils who have recently moved into the school.

- 101 Pupils in Year 2 are currently working at levels above those expected. They work confidently at a level expected at the end of Year 2 when they demonstrate that they understand that multiplication is repeated addition by drawing and describing their own arrays of objects.
- 102 Pupils achieve well in mathematics. Those with special educational needs or with English as an additional language particularly benefit from the practical approach. The school's own tracking records show that almost all pupils achieve at least as expected through the years from reception to the age of seven and to the age of 11 and a significant number achieve better. The tracking and targeting systems that the school has in place ensure that every pupil is treated as an individual, whose progress is carefully monitored. Higher attaining pupils are effectively challenged and achieve well; a high percentage of pupils each year achieve at levels above those expected.
- 103 Pupils have good attitudes towards their learning in mathematics. They enjoy the subject and can be excited by discoveries they make. This is largely as a result of the enthusiasm with which most teachers approach the subject, and the emphasis on making the subject relevant and interesting.
- 104 The quality of teaching and learning overall is good. Most lessons are good, and can be very good or excellent. In the few lessons where the teaching was not quite as good, there was either a problem with the pace, which led to some pupils getting restless and losing concentration, or pupils did not fully understand the tasks they had been given to do. In the excellent lesson all pupils were fully involved in the learning because the teacher knew the individual requirements of pupils well. Pupils were led gently from one concept to the next without realising how brisk the pace was that they were actually working at.
- 105 There are many strengths to the teaching, which have a positive impact on the quality of learning. Teachers are technically competent in teaching basic skills and pupils acquire these skills effectively. In a Year 5/6 lesson pupils were combining selected whole numbers and decimal numbers and writing the totals on their whiteboards. The teacher carefully demonstrated what was happening to the numbers and encouraged pupils to think what they were doing. By the end of the short session many pupils had gained confidence in combining the numbers, as they realised they could use their knowledge of place value to find the answer quickly.
- 106 Teachers use methods that enable all pupils to learn effectively. In particular, the practical approach teachers use ensures that pupils understand what they are doing and can then apply this knowledge in other contexts. In a Year 2 lesson the teacher was introducing pupils to patterns of multiplication. She demonstrated by using 'arrays' such as a bun tray and a paint tray to show that the same multiplication sentence can be written in two ways. Most were then able to write their own multiplication sentences. The teacher knew who were the ones who needed more help with grasping the concept and continued with a practical approach with these pupils to ensure that they securely understood what was happening.
- 107 Teachers have high expectations and in many lessons their enthusiasm challenges, inspires and motivates pupils. Pupils respond well, are interested in their work and remain involved throughout. In a Year 3/4 lesson, pupils were learning the names of shapes and finding fractions of shapes. The teaching style was lively and enthusiastic and pupils responded positively. The teacher included all pupils by targeting questions carefully. She used a range of mathematical language and encouraged pupils to use the same words. By the end of the session pupils had made very good progress in their learning.
- 108 The good management of pupils and the supportive relationships in classes have a positive impact on pupils' learning. When pupils feel secure, they are confident enough to 'have a go' with answers to questions and are not afraid of being wrong. In a Year 6 lesson on properties of quadrilaterals, the teacher's good relationships with pupils helped them cope with what were quite difficult ideas. Her respect for individuals and the way in which she encouraged pupils to discuss their work between themselves created a positive ethos in which pupils felt confident. They made a considerable effort during this lesson and moved further on with their learning than might have been expected.

- 109 The mathematics curriculum is well planned and covers all aspects of the subject. Investigation and problem solving work ensures that pupils have the opportunity to apply their skills in different contexts. Although there are some examples of teachers using computers in their lessons, on the whole information and communication technology is not used enough to support learning in mathematics. Neither is there much evidence of numeracy being used across the curriculum. However, homework is well used, particularly in Years 3 to 6. It is set and checked regularly and supports the learning in class, as well as giving pupils the opportunity for independent learning.
- 110 The setting arrangements in Years 3 to 6 ensure that all pupils have equal access to an appropriate curriculum. However, one weakness in curriculum delivery is in the deployment of support staff. When available, supporting adults are used well, they make a valuable contribution to the quality of learning in lessons. For example, during a Year 5/6 lesson on bar line graphs the presence of an extra adult meant that small groups of pupils were given the opportunity to talk about line graphs and what they might show. This was very well conducted and benefited all pupils. However, there can be some inconsistency in the way in which support staff are deployed across the school. There are some lessons, for example in the lower Year 5/6 set, where more support would have a beneficial impact on the quality of learning.
- 111 The subject is well led. The coordinator has worked hard, and has been supported by the senior management team, to put in place effective systems of assessing pupils' achievements and monitoring their progress. Targets are set for individuals and pupils are aware of these and can measure their progress towards achieving them. Results of tests are analysed in detail and this information is given to teachers to help them with their planning. These procedures have made teachers much more aware of how their pupils are progressing and has helped them plan more effectively. This has had a direct impact on the improved standards achieved by the school. The coordinator is aware through this work of what standards pupils are achieving, she does not however have enough opportunity to find out about the quality of teaching and learning in the school, and is therefore unable to help teachers share good practice or support any weaknesses.

SCIENCE

- 112 Even though the end of Year 6 tests in 2002 indicate that standards at the end of Year 6 are well above expectations, the inspection findings do not corroborate this and find instead that attainment in the current Year 6 is overall in line with expectations. Whilst it is clear that a significant number of pupils have knowledge and understanding of scientific facts that is in line with that expected or even above, few pupils have achieved the expected levels in science enquiry. Standards are also adversely affected by the fact that a higher than usual number of pupils in the present Year 6 cohort have identified special educational needs. Overall most pupils in Years 3 to 6 achieve well. The present standards mark an improvement since the last inspection.
- 113 The inspection finds that the number of pupils attaining the expected level at the end of Year 2 is similar to that seen in other schools nationally. For all pupils in both Years 1 and 2 achievement is satisfactory. This maintains the standards of the last inspection.
- 114 Pupils in Years 5 and 6 classes display a good level of knowledge and understanding. Pupils clearly understood that liquids other than just water evaporate and most have an elementary understanding that when this happened they were able to smell the liquid because the evaporating particles went up their nose. Pupils understand that water evaporates from a puddle and that on a warm day the sun speeds up this process. They talk confidently about the circumstances that cause condensation to appear on their bathroom window. Pupils also understand that their body has many important organs and talk about the position and function of a number of those organs. For example, they explain that the heart pumps blood around their bodies although they are unsure why. They know that the kidneys process waste. Pupils are interested in the place of the Earth in the solar system and can explain in everyday terms why we have night and day. They are less sure about the time it takes for the moon to travel around the earth. This level of knowledge and understanding is in line with national expectations and more than the average number of pupils achieve this.

- 115 Pupils are weaker in the aspect of science that involves them to act as scientists. Although teachers frequently use demonstration lessons and give pupils opportunities to have practical experiences, they are less confident in allowing the pupils to raise their own questions and plan their own methods of finding out. This results in pupils being less secure in this aspect of science. Few examples were seen in pupils' books of data being collected and recorded in graphs for analysis and interpretation. Pupils have met the terminology 'variables' but are able to recall few examples of when they have been asked to manipulate them. The weakness in the systematic development of investigational skills results in achievement in this aspect of science that is unsatisfactory.
- 116 Pupils in the Years 1 and 2 classes have a satisfactory knowledge and understanding of a range of aspects of science. Older pupils know that there are both plants and animals and have some basic understanding of the difference. They know that humans are animals and that humans are all different from one another. They name the parts of a plant and know that plants grow from seeds. Younger pupils know that when something moves it is because a push or a pull is being exerted. They know that they hear because sound enters their ears. This knowledge is in line with that expected. Pupils in the Year 2 class have investigated seeds and have raised their own questions and planned their own investigations in order to find out the answer. Pupils in these younger classes have an appropriate understanding of scientific enquiry.
- 117 Pupils have good attitudes to science and when teaching is exceptional have very good attitudes. They behave sensibly especially when carrying out practical activities. For example, pupils in the Year 1 class were very sensible and listened very carefully to a tape of sounds. Pupils in the Year 2 class were also very sensible and well behaved, although when asked to work as a team in groups, they found this very challenging. In the older classes pupils clearly enjoy their science lessons and pay close attention to what the teacher is saying and doing. These good attitudes make a significant contribution to the progress pupils make in science.
- 118 Teaching and learning is overall good and two examples of excellent teaching were seen in the Years 3 and 4 classes. Teachers have a very clear idea of what they want pupils to know and understand but are less clear about which skills they want them to develop or how to develop them. In the excellent lessons the teachers' interest and enthusiasm was transferred to the pupils who became equally enthusiastic to learn more. Both teachers were able to use a theatrical approach that fully engaged all pupils' interest in what they were doing. In these lessons teachers displayed a good understanding of how pupils learn and teaching was planned in clear steps. Pupils were encouraged to talk about what they were thinking and this helped them develop their own ideas. In the lessons that were satisfactory activities were too structured to allow pupils to become fully involved. In all lessons teachers focused on developing the appropriate scientific vocabulary. Planning is always very thorough and learning objectives are clear and well focused. Although teachers are aware of the need to develop scientific skills in their lessons the lack of an agreed development of skills means that teachers are unsure of precisely which skills they want pupils to acquire in any given lesson and are unclear about what level of skill to expect. Teachers generally over direct investigations, which are often conducted in the same formal way by all pupils. This means that pupils have few opportunities to develop skills of their own. Teachers plan insufficient opportunities for pupils to develop the skills of data recording and analysis in order to help them understand better what is happening.
- 119 The school is following the nationally approved scheme of work and teachers plan effectively in year groups. Assessment of science is still in the early stages of development and is still inconsistently used throughout the school. However, the system is good and when used well allows teachers to see easily at what stage a pupil is and enables pupils to know their own targets and know their own progress. A weakness in the present system is that assessment records are not passed from one teacher to another.
- 120 There is an enthusiastic coordinator for the subject who has a clear sense of the direction she feels the subject should be going in. She is fully aware of the need to make the teaching of scientific enquiry more systematic and has plans to develop this soon. She has a satisfactory overview of the subject but does not have time to monitor the work of the pupils and the curriculum. Because

teaching has not been closely monitored the school has not identified inconsistencies in delivery and has not been able to share the very good practice that was seen in some classes. Resources for the subject are good although as yet the use of information and communication technology to develop understanding is underdeveloped.

ART AND DESIGN

- 121 Observation of teaching, along with teachers' planning documentation for the subject and a significant amount of artwork on display in classrooms and around the school, indicates that pupils make good progress in their art and design skills, with particularly good learning taking place in Years 5 and 6. As a result of this pupils achieve standards above those expected for their age at seven and 11. The good standards achieved in the last inspection have been maintained.
- 122 In a lesson in Year 1 and 2, pupils displayed good observational drawing skills using pencils, crayons and charcoal as they drew whole and sections of fruit. The lesson promoted good cross-curricular learning as pupils touched and tasted a number of exotic fruits from different countries around the world. Pupils in Years 1 and 2 consider the portraits produced by Goya, Picasso and Rembrandt before moving on to create their own portraits as part of their topic 'Ourselves.' Good cross-curricular work can also be observed as pupils produce some high quality portraits in charcoal of famous people in history. They are given the opportunity to use a range of art materials, including pencil, paint, crayons and charcoal. They also use clay in an imaginative manner. This can be seen in their production of decorated tiles with self-portraits, linked to their Year 2 theme of 'All About Me'.
- 123 Examination of the good quality work on display around the school indicates that pupils in Years 3 to 6 are given the opportunity to explore and use a range of media in their artwork. Pupils draw and paint for a number of purposes. They display good observational skills as they draw and paint a range of detailed objects. They also produce good landscapes, often stimulated by a specific artist and create a range of pictorial and abstract collages. Pupils engage in weaving both in paper and wool, and develop stitch craft skills. Pupils produce three-dimensional art with work on the Ancient Greeks in history providing the stimulus for good paper sculpture on Greek masks. Pupils' history work on the Romans and Celts also provide pupils with the chance to re-create a range of artefacts including collars, brooches and coins.
- 124 Pupils are given the chance to consider art from other cultures and traditions, including Chinese and Aboriginal art. An excellent example of this is the high quality artwork produced in Years 5 and 6 on the theme of Native American Indians, where pupils explore a wide range of art forms and use a challenging range techniques and skills. Pupils consider symmetry in the creation of headbands. They use weaving skills in the creation of 'dream catchers and apply appliqué patterns to necklaces and breast decorations. They also engage in computer-generated art as they create pictures of tepees and produce simple clay thumb pots. Good painting skills can also be observed as pupils create exaggerated human and animal faces and join them together to create some impressive class totem poles. Pupils in Year 5 and 6, as in all classes take real pride in the range and quality of the work they produce.
- 125 Teaching and learning are good. Lessons are well planned, organised, resourced and managed. In the single lesson observed the teacher spent an appropriate amount of time in demonstrating the skills to be developed. Good support was given to individuals, with the opportunity at the end of the lesson for pupils to share and celebrate what they had created and achieved.
- 126 The subject is led and managed by an enthusiastic and well-informed coordinator. There is a policy for the subject and an effective scheme of work for the delivery of art and design activities. There are currently no specific assessment procedures for the subject. Whilst the coordinator has a number of photographs of pupils' work, the subject would benefit from a specific portfolio of evidence of pupils' artwork.

DESIGN AND TECHNOLOGY

- 127 Inspection evidence indicates that pupils in Year 6 are attaining the standards expected in the subject. At the time of the last inspection no judgement was made as to standards. However, as at the time of the last inspection there is still no coordinator and little development has taken place.
- 128 There is very limited evidence of pupils' work in Years 1 and 2, so no overall judgement can be made about the standards. During the lesson observed in Year 2, pupils selected suitable materials from a limited range and used tools, such as scissors, to cut, assemble and join materials, as they made a winding mechanism for an 'Incy Wincy Spider' toy. Other work shows they have had experience of joining techniques, such as stitching and using split pins for hinges and have attained standards in line with those expected. Pupils talk knowledgeably about what they are doing, but there is little available evidence of pupils' designing or evaluating their work.
- 129 There were no lessons taking place in Years 3 to 6, but evidence was gathered from scrutinising work and talking to pupils. During the process of designing and making slippers in Years 5 and 6 pupils carried out research into products, collected and used information and decided what to make. They made detailed, labelled plans to show how they were to make their item and chose suitable materials and decorations. They evaluated the finished product well, suggesting what had worked and what could have been improved.
- 130 In a Year 2 lesson in which pupils made a mechanism for Incy Wincy spider to climb, the teacher introduced the work well, giving pupils the opportunity to discuss and share ideas. The lesson was carefully organised with all materials available. There was a good balance between pupils being taught skills and techniques, such as how to make a winding mechanism, and having the opportunity to try things out and make choices. Pupils enjoyed the lesson and worked with interest and concentration. They cooperated well, helping each other with tools and ideas. The teaching and learning in this lesson was good.
- 131 The headteacher is still assuming responsibility for the subject, as no other teacher has taken on the role. The curriculum is reasonably planned using appropriate guidance. There is no support for teachers, for example, in the form of recording sheets for pupils to help with the design process or the evaluation stage. There is limited assessment taking place and no portfolio and limited photographic evidence kept, so teachers do not have a reference to help with knowing what standards of work to expect from pupils. Teachers plan together, but no monitoring of the subject takes place and it is likely that the quality of teaching and learning depends on the confidence and interest of individual teachers. No evidence was seen of information and communication technology being used to support learning in this subject.

GEOGRAPHY

- 132 Present standards are satisfactory in Year 2 and above average in Year 6. For 11 year olds this is an improvement since the time of the last inspection. Pupils achieve satisfactorily and their progress is clearly seen in the displays around the school and the scrutiny of pupils' work.
- 133 Pupils in Year 2 draw on their previous learning about points of the compass whilst they discuss the location of the Western Isles of Scotland. The children know they live in the town of Spalding but are unsure where Lincolnshire can be located on a map of England. After listening to a story about an island lifestyle, children are able to show a developing awareness of how differences affect lifestyles. They are beginning to grasp concepts such as town, village, country and environment and explain differences in human and physical terms, such as home, cliff, moorland and shop. These pupils can also identify similarities and differences between home and distant places such as Egypt, Menorca and Cornwall. In Year 3, pupils discuss the effect of climate on different areas in the world, such as deserts. They investigate global weather patterns using appropriate terminology such as temperate, polar and tropical. Using atlases, pupils discover where the equator is on a map and that climatic zones are replicated on either side of the Equator.

- 134 By the time they are in Years 5 and 6, pupils show good development in their geographical understanding, vocabulary and skills. They investigate rivers, studying the water cycle, looking at river profiles using geographical terms such as delta, meander, gorge and tributary. They identify and study great rivers of the world such as the Orinoco and, more locally, the River Welland. Older pupils use photographic evidence to study change that has occurred in the local environment, especially in the course of the River Welland and make good use of information and communication technology and the digital camera to record the present. Higher attaining pupils are challenged by homework and set their own high expectations when undertaking self-study.
- 135 Although only two lessons were seen during the inspection, these and other evidence indicate that teaching and learning are satisfactory in Years 1 and 2, and good in Years 3 to 6. Pupils have satisfactory and often good attitudes towards the subject; they work hard and maintain keen interest. Planning is satisfactory and the guidance used is supplemented by other published materials. Teachers plan together in year group teams to ensure equality of access and opportunity for learning. Resources are satisfactory and effective use is made of globes, maps, videos and topic boxes. Some effective use is made of information and communication technology. In a very good lesson, the strength of the teaching lay in the enthusiasm and creativity that the teacher brought to the lesson. The teacher wore different types of clothing, which helped the pupils understand the effect of the weather in different climatic zones. The pace was brisk and the teacher had high expectations of the pupils in terms of standards of work and behaviour. Pupils were continually involved in practical and interesting learning tasks, which required them to collaborate and make sense of their learning.
- 136 At the moment, the headteacher is the acting subject coordinator but feels that the role isn't carried out as thoroughly as is needed, due to pressure of work. Subject monitoring is considered poor but when a new coordinator is appointed, it is hoped that this situation will improve. Although the younger pupils do make use of a Post Office visit and the oldest pupils carry out town walks in Spalding, this is an area for further development.

HISTORY

- 137 Attainment of pupils aged seven and eleven is good and this maintains the standards at the last inspection. This is due to good teaching that is evidenced in the work produced by pupils and observed in Years 5 and 6 during the inspection period. Pupils achieve well.
- 138 Year 2 pupils learn about the lives of famous people such as Florence Nightingale and Mary Seacole. When they study the journeys these women undertook, good links with geography are made. Younger pupils study how toys today are different from those in the past and they compare and contrast similarities and differences. Pupils record their knowledge in writing, some of it extended, and they write and draw about the visit they made to the Toy Museum in Lincoln. From such visits and from listening to parents talking about the toys they had as children, the youngest pupils learn about the past.
- 139 By the age of 11, pupils have studied invaders and settlers, and know about the invasions that England withstood by the Celts and the Romans. They talk about the Roman lifestyle and understand what made Roman armies so successful. Pupils know that it is possible to find out about history from a wide range of resources, including the Internet. They understand that history can be traced using writings, artefacts and buildings. The work the older pupils produce is often imaginative, drawing on pupils literary as well as artistic skills and giving pupils an understanding of how skills in one area can support learning in another. Information and communication technology is used well, for example, when studying explorers and early settlers.
- 140 Pupils enjoy history lessons. They listen well and when teaching is good they contribute meaningfully. In a lesson where the teacher lacked real enthusiasm the pupils were passive recipients of information.
- 141 Teaching and learning are good overall. This is evidenced in the good work produced by the Years 1 and 2 pupils although, during the inspection, no teaching was seen in these classes. In Years 3

to 6, teaching observed ranges from satisfactory to good but examination of work produced by pupils indicates that it is overall good. Teachers try to use resources that will interest and involve their pupils. In lessons about toys in the past, pupils find out about the toys their parents had liked best and one member of staff brought in her mother, who is over 80 years old, to talk with the pupils about her childhood. In the good lesson seen, the teacher's subject knowledge and enthusiasm for the topic was apparent and she made learning enjoyable for the pupils. The pace of the lesson was brisk and by the skilful use of open questions, all pupils made progress in their learning. The class teacher had high expectations of all pupils in terms of behaviour and level of demand and the pupils tried hard to accept such challenge. History assessment takes place by verbal, written and questioning tasks. Individual needs are met informally through questioning and extra help in lessons. In the lessons seen, planning did not always take into account the differing abilities of the pupils. A weakness in the teaching of the Year 3 and 4 pupils is that all pupils have the same worksheets in their books, which ensures commonality but restricts a creative approach to recording. In a lesson where teaching was good, the class teacher supported pupils for whom English is an additional language well.

- 142 The school makes good use of visits and visitors to enrich the history curriculum. Whilst younger pupils visit the Science Centre in Leicester and the Toy Museum in Lincoln, other visits include a Tudor and Stuart activity day at Walsingham, a visit to a lifeboat station, to the Fire Station and an historical walk around Spalding. These add to the interest pupils have for the subject.
- 143 The subject is well led. The enthusiasm and realistic approach by the coordinator ensures staff are well supported. Resources are good and include recent sets of books, videos and music depicting Incas, Egyptians and Celtic drums. Information and communication technology supports the subject well, not only using the worldwide web but also CD-ROMs relating to Tudors, Vikings, Romans, Greeks and other explorers. Although the history policy is under review, the coordinator tries to ensure that good opportunities for pupils to develop their skills of enquiry are provided as they move through the school.

INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)

- 144 Standards at the end of Year 6 are below expectations. This is because the school has only this term opened their new 'Cyber Centre' and pupils have not yet had sufficient opportunities to attain the standards expected. It was not possible to gather enough evidence of pupils working at computers in Years 1 and 2 to make a secure judgement on standards.
- 145 Pupils at the end of Year 6 are making satisfactory progress in developing ICT skills but are still lacking confidence in basic skills. For example, a significant number of pupils still need support when retrieving previously done pieces of work or in closing down programs. Pupils in Year 6, using the computer to create a plan of their classroom, lacked the confidence expected of pupils of that age. Use of the Internet to support learning in other subjects is developing well. For example, pupils in one Year 5 and 6 class were seen using it to find out more about the Dead Sea Scrolls. Pupils have researched Native Americans and have produced pictures in their style. Pupils in Year 5 and 6 practise spellings. Pupils in Year 3 and 4 are making good progress in learning how to use computers to control a programmable toy and in lessons observed were able to interpret simple instruction programs. They also use computers well to reinforce learning in mathematics by practising skills such as division. These experiences are all helping them develop their ICT skills. Although good examples of desktop publishing were seen on display in the form of newsletters, there were generally few examples of pupils' completed work observed during the period of the inspection. Pupils have few recollections of entering data or of analysing it. They have not had the opportunities to use computers to sense conditions in scientific investigations.
- 146 It was only possible to see lower attaining pupils working on computers in Year 2 and these were not typical of the overall level of competence. These pupils still need help and support to access the appropriate program and to save their work. They are however confident using the mouse and in using familiar programs such as ones to help them practise number skills. Pupils in Year 2 develop their skills when using programs to make symmetrical patterns.

- 147 In the older classes, pupils with special educational needs and pupils with English as an additional language use computers regularly to practise spelling and extend their vocabulary. Throughout the school these pupils make the same satisfactory progress in the subject, as do other pupils.
- 148 The satisfactory progress the pupils throughout the school are now making is because teachers are now confident teaching the subject and systems have now been established to support teachers in planning their teaching and assessing pupils' learning.
- 149 Pupils' attitudes to the subject are good and pupils work with interest, especially when they are in the 'Cyber Centre.' When necessary they support each other and in this way contribute to each other's learning.
- 150 Although pupils were regularly observed using computers, the time spent observing teaching was insufficient to make a secure judgement on the overall quality of teaching. In the lessons seen teachers planned very well and displayed a good understanding of the steps needed for pupils to acquire the necessary skills. Teachers are becoming more computer aware and several occasions were observed when teachers planned the use of computers to develop knowledge and understanding in other subjects. This was seen especially in literacy and numeracy. Generally, however, ICT is not yet fully established as an everyday part of all lessons. Although the use of the 'Cyber Centre' is fully timetabled there were a significant number of occasions during the inspection when it was not in use and this is an issue that needs to be addressed if standards are to rise sufficiently.
- 151 The improved provision for ICT is largely down to the expertise and hard work of the coordinator who has not only set up the ICT scheme of work, but has trained teachers in using computers and also acts as technician when there are problems with hardware. He has set up the school web site which is helping to raise the profile of ICT and is helping all in the school become more computer aware and confident. Although standards are still below expectations they have improved since the last report and the school is now well placed to continue to improve standards in this subject.

MUSIC

- 152 It was only possible to observe lessons in Years 3 to 6. These observations along with hymn practices and singing in assemblies indicate that all groups of pupils achieve satisfactorily in their musical skills and attain standards in line with expectations for their age at seven and 11. Because of the recent increased focus on literacy and numeracy the school has found it difficult to maintain the high standards in music achieved at the time of the last report.
- 153 Pupils in Years 3 and 4 repeat and sustain a series of rhythmic patterns through clapping activities and follow these patterns using simple formal musical notation skills. Pupils recognise ostinato, the underlying pulse of a song or tune, and use this knowledge in the singing of their own previously learned songs. Pupils select and use a range of untuned percussion instruments to accompany themselves in the singing of songs. Pupils in Years 5 and 6 engage in interesting composing and performing skills, as they create their own sound effects to accompany extracts from an imaginary silent film. As in the other lessons observed, pupils display real enthusiasm for their musical activities and work very well together when engaged in group activities.
- 154 Pupils are given the opportunity to respond to both elements of the music curriculum, listening and appraising and composing and performing, though discussions with pupils revealed that these opportunities could be increased.
- 155 The quality of singing as observed in school assemblies is satisfactory, with hymn practices helping pupils to focus on breathing techniques, correct phrasing and the sensitive interpretation of lyrics.
- 156 The quality of teaching and learning in the lessons observed is overall satisfactory and sometimes good. Lessons are well planned, organised and resourced. They are well paced and active with regular opportunities for pupils for pupils to use a range of tuned and un-tuned musical instruments.

- 157 The school has a well-attended and popular choir who sing both in the school and the local community. Pupils who wish to extend their musical skills are given access to the county music service. They provide specialist tuition in violin, cello, brass, clarinet and drums.
- 158 Leadership and management in the subject are satisfactory, though the subject coordinator is not in the position to monitor the delivery of the music curriculum across the school and to plan for improvement.
- 159 With the opportunity to work together in group activities and the chance to listen to music from around the world, the subject makes a valuable contribution to pupils' social and cultural development.

PHYSICAL EDUCATION

- 160 Evidence from lesson observations, examination of the scheme of work used by the school and teachers' planning documentation indicate that pupils achievement in developing their physical education skills is satisfactory and that they attain standards in line with expectations for their age at seven and 11. Because of the programme for this time of the year, observations were limited to dance, gymnastics and ball control skills.
- 161 Pupils with special educational and disability needs receive good support from class teachers and assistants. This ensures inclusion and appropriate access to the physical education curriculum. Standards in the subject have been maintained since the last inspection.
- 162 Pupils in Years 1 and 2 display satisfactory dance skills relative to their age. They explore the theme of 'Market Day'. Through imaginative dance and movement activities they rise from their beds, and, with its limitations on movement whilst carrying heavy bags, skip and jump their way through the park before arriving at a congested market. The good progress in this lesson was enhanced by the teachers' good use of a recorded dance programme.
- 163 Pupils in Years 3 and 4 display good dance skills as they work in a collaborative manner and explore the theme of 'Bonfire Night'. Pupils practice and refine the shapes, twists and turns associated with smoke, fire and fireworks. Pupils work well together in their groups and are able to evaluate both their own and other's work through positive and constructive comments. As in all physical education lessons, pupils display positive attitudes towards their work. This is a significant factor in the good learning and the quality of work produced.
- 164 Pupils in Years 5 and 6 display satisfactory ball control skills as they engage in those skills associated with football. Pupils really focus on the skills to be developed, and use them in increasingly complex games and activities. Pupils display good self-discipline and recognise the need to work as a team in order to succeed. Pupils likewise display satisfactory gymnastic skills as they travel along and balance on number of beams and benches.
- 165 Pupils explore all areas of the physical education curriculum as they move through the school year, with the large majority of pupils fulfilling the requirements of swimming 25 metres by the end of Year 6.
- 166 The overall quality of teaching and learning in the lessons observed is satisfactory, with some excellent teaching being seen in one lesson. In this lesson, which was a dance lesson, the teacher inspired the pupils by working with them and setting a good example. The teacher demonstrated real personal enthusiasm for the lesson and this helped to create an atmosphere that was rigorous in its opportunities for learning and a spiritual experience for the pupils. Lessons are well planned, organised and resourced. Teachers focus on health and safety issues and provide pupils with appropriate warm-up activities at the beginning of lessons. Opportunities are given for pupils to improve their skills through refinement and repetition. Praise is used in an effective manner to promote pupils' self-esteem and confidence in their abilities. This makes a positive contribution to learning.

- 167 Leadership and management in the subject are satisfactory, although the coordinator is not in the position to monitor the delivery of the subject in other classes. This inhibits her ability to plan for improvement in the subject. Resources for the subject are adequate with teachers having access to a good school hall, hard surface areas and grassed playing fields.
- 168 There is good range of extra-curricular sporting activities including football, netball, cricket, athletics, cross-country running and a country-dancing club and these effectively support pupils learning in this subject. Pupils in Years 3 to 6 are also given the opportunity to take part in outdoor pursuit days. With its emphasis on interactive and team building skills, the subject makes a positive contribution to pupils' social development.

RELIGIOUS EDUCATION

- 169 Religious education is sensitively taught and coordinated. Pupils achieve well throughout the school and by the age of seven and 11 they attain the standards that are expected by the locally agreed syllabus. The curriculum is well planned and pupils learn particularly effectively about Christianity and other religions. The standards of the last inspection have been maintained.
- 170 Seven year olds make good progress in learning about special events and festivals, such as harvest and Diwali. They know some stories from the Bible. They talk about things that are important to them, for example, giving and receiving presents. Eleven year olds continue to make good progress as they develop a good understanding of Christianity and a range of other faiths, and are beginning to recognise the impact religious faith has on peoples' lives. They look at sacred texts, worship and creation stories. They know how the Gospels came to be written and are aware of aspects of the life of Jesus.
- 171 Pupils make good progress in gaining knowledge and understanding, especially in lessons where they are encouraged to talk about the ideas and relate them to their own experiences. For example, in a Year 3/4 lesson pupils had learnt about pilgrimages and talked about journeys they had made themselves.
- 172 Overall the quality of teaching and learning is good, but often depends on an individual teacher's confidence and interest in the subject. In the best lessons, teachers have a secure knowledge and understanding of what they are teaching and communicate it in an interesting way. Pupils gain knowledge, remain interested and involved in the lesson and work hard. In a Year 5/6 lesson about the writing of the Gospels, the teacher's enthusiasm and good subject knowledge tested pupils' thinking. The way in which she led them towards considering the chronology of 'found scrolls' made them think. They were involved throughout the lesson and were keen to answer questions and make suggestions.
- 173 The quality of relationships in classes provides a good context for this subject. Pupils feel confident and secure and are willing to relate their own experiences and share their thoughts and feelings. In a Year 1/2 lesson on giving and receiving presents, pupils were excited and interested. They talked about their own experiences and the teacher handle this very sensitively. Pupils gained an understanding of how people feel and how to respect those feelings.
- 174 Teaching is good, methods are effective and pupils learn well. In a Year 3/4 lesson introducing the journey of Mary and Joseph to Bethlehem, the teacher's lively and enthusiastic approach ensured that all pupils were interested and involved. She introduced some drama to help pupils in their understanding and used a carefully chosen worksheet, which encouraged them to think. They responded thoughtfully and showed that they had made gains in their understanding.
- 175 The curriculum for religious education is wide ranging. Pupils learn about other faiths, as well as Christianity, and this makes a very good contribution to their personal development. The use of information and communication technology is developing and some pupils were seen using the computers to research 'The Dead Sea Scrolls'. The coordinator is enthusiastic and has a depth of subject knowledge and understanding. She provides a good role model in her own sensitive and

enthusiastic teaching. Since taking over the subject, she has sorted, organised and added to resources. She has ensured that the curriculum is planned to meet the requirements of the new locally agreed syllabus and that teachers are supported in their planning. However, she has not yet had the opportunity to monitor what is going on in classrooms or to support the quality of teaching and learning in the subject.