

# INSPECTION REPORT

## **MARKET DEEPING COMMUNITY PRIMARY SCHOOL**

Market Deeping

LEA area: Lincolnshire

Unique reference number: 120398

Headteacher: Nigel Manders-Jones

Lead inspector: David Marshall

Dates of inspection: 8<sup>th</sup> – 11<sup>th</sup> March 2004

Inspection number: 256849

Inspection carried out under section 10 of the School Inspections Act 1996

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## **INFORMATION ABOUT THE SCHOOL**

Type of school:	Primary
School category:	Community
Age range of pupils:	3 to 11
Gender of pupils:	Mixed
Number on roll:	274
School address:	Willoughby Avenue Market Deeping Peterborough Lincolnshire
Postcode:	PE6 8JE
Telephone number:	01778 343564
Fax number:	01778 344186
Appropriate authority:	The Governing Body
Name of chair of governors:	Mrs S Bell
Date of previous inspection:	June 1998

## **CHARACTERISTICS OF THE SCHOOL**

Market Deeping Community Primary School is an above average size school with 274 pupils on roll, and with 38 part-time children in the nursery. It is one of four primary schools serving the small town of Market Deeping. The school has a capacity of 385 and is under-subscribed. Children's attainment on entry to the nursery class at the age of three is below the level expected nationally. On leaving primary school the majority of children go to the Deepings Comprehensive School. A number of children choose the selective grammar schools in Bourne or Peterborough. Most of the pupils come from broadly average socio-economic backgrounds. Around ten per cent of pupils are entitled to free school meals – around the national average. The school population is predominantly white British, with just one per cent of pupils from differing ethnic groups – a figure that is below the national average. Three pupils have English as an additional language and are at an early stage of language acquisition. Pupils' attendance is well above average. Pupil mobility is low; six pupils joined other than at the usual time, and eleven left. The current head teacher was appointed in September 2001 and is the fourth head to be appointed within a ten-year period.

## INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
27681	David Marshall	Lead inspector	English Art and design Design and technology Music Special educational needs
14141	Ernest Marshall	Lay inspector	
20404	John Evans	Team inspector	Mathematics Information and communication technology Physical education Religious education
16773	Raminder Arora	Team inspector	Science History Geography The Foundation Stage curriculum English as an additional language

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## PART A: SUMMARY OF THE REPORT

### OVERALL EVALUATION

**This is a good school.** Standards in English, mathematics, design and technology and art and design are above the expected levels for their age by the time pupils leave school. Teaching is good and is boosted by the good atmosphere for learning in the school. There is excellent leadership by the head teacher. The school provides good value for money.

#### The school's main strengths and weaknesses are:

- Excellent leadership by the head teacher and good quality teaching and learning are the major influences on rising standards.
- The commitment to sustained improvement, good support for pupils and a very inclusive ethos for learning by the staff and governors are strengths of the school.
- Pupils' personal development is very well provided for and is very good.
- The learning opportunities for children in the Foundation Stage are good.
- The curriculum throughout Key Stages 1 and 2 is unbalanced as the amount of time available for most subjects is low and limits the progress of pupils', especially the gifted and talented.
- Pupils lack opportunities to use literacy, numeracy and information and communication technology (ICT) skills in other subjects.

The school has made satisfactory improvement since the last inspection in June 1998. Since he joined the school two years ago the head teacher has worked very hard with staff and governors to move the school forward. There is a very strong commitment to improve the quality of education through a very well organised programme of review and development. All the key issues from the last report have been dealt with well. Very little unsatisfactory teaching was observed during this inspection – a very substantial improvement. Record-keeping procedures, particularly in the core subjects<sup>1</sup>, are good now. Provision for children in the Foundation Stage is now good.

### STANDARDS ACHIEVED

Results in National Curriculum tests at the end of Year 6, compared with:	all schools			similar schools
	2001	2002	2003	2003
English	C	B	C	C
Mathematics	B	C	A	A
Science	C	D	D	D

*Key: A - well above average; B – above average; C – average; D – below average; E – well below average  
Similar schools are those whose pupils attained similarly at the end of Year 2.*

Achievement is **good** and pupils do well to reach above average standards by the time they leave the school. Children enter the school with attainment below that expected for three year olds. The provision in the nursery and reception year is good. All children make good progress and most reach the goals they are expected to by the end of the reception class. When compared to similar schools, pupils' attainment at the age of seven in 2003 was above average in reading and writing but below average in mathematics. Pupils achieve well in Years 1 and 2 to reach broadly average standards by the end of Year 2 in reading, writing and mathematics. The improvement in results has been above the national trend of improvement for those at the end of Year 2 and in line for those leaving the school in Year 6. Although the Year 6 test results last year were broadly average taking the three core subjects together, the work continues to improve and this year's test results are set to rise because many of the Year 6 pupils are currently working at above the expected level in English and

<sup>1</sup> The core subjects of the primary curriculum are English, mathematics and science. The non-core subjects are art and design, design and technology, geography, history, information and communication technology, music, physical education and religious education.

mathematics. However, in science the limited time available is limiting pupils' achievements. The generally good provision ensures that pupils achieve satisfactorily in physical education, music, ICT and religious education, but with greater time available this progress would be enhanced. The two subjects that have more time are art and design and design and technology. In these subjects pupils achieve levels above those expected for their age by the time they leave school. Pupils with English as an additional language achieve well. Pupils with special educational needs make good progress through the support they are offered in all classes. However, the progress of the more able pupils is again limited by the opportunities they are given due to the lack of time available. **Pupils' spiritual, moral, social and cultural development is good.** As a result, they have very positive attitudes and enjoy coming to school. Pupils' behaviour was very good during the inspection and they form very good relationships. The rate of attendance is good; it is above the national average.

## **QUALITY OF EDUCATION**

**The quality of education provided by the school is good. Teaching and learning are good overall.** In most lessons pupils receive clear, direct instructions and well-structured activities that are tailored to their needs. The good teaching in the Foundation Stage reflects the teachers' very good subject knowledge and skilled management of children's time. The good teaching throughout the rest of the school is based on carefully targeted questioning and appreciation of pupils' ideas. Classroom assistants work very effectively in all classes, valuably enhancing the quality of teaching and learning by their consistent encouragement. Assessment information about what pupils know, understand and can do in English and mathematics is detailed, and used well to make the work relevant to pupils' needs and to build on their previous learning. The teaching in the literacy and numeracy sessions is good, although the lack of opportunities for pupils to use the skills they have learnt in these lessons in other subjects is unsatisfactory. This lack of opportunity also applies to the pupils' use of ICT skills. Teachers ensure the inclusion of all pupils in all activities, but more could be done for the gifted and talented pupils. The curriculum throughout the school is well planned but unbalanced. The amount of time available for science and the non-core subjects is very low and limits pupils' progress. Pupils benefit from a good range of activities outside lessons. The provision for pupils with special educational needs, and for those with English as an additional language, is good. Procedures for child protection are very good. The school has good links with other schools. Partnerships with parents are good. Parents are kept well informed of their children's progress in most subjects and support the school well. The parent teacher association is very active and much appreciated by all involved in the school.

## **LEADERSHIP AND MANAGEMENT**

**The leadership and management of the school are very good** thanks to the head teacher's excellent leadership that promotes a constant drive for improvement. The head teacher works very well with all staff to raise standards. The current management structure is still in place since the school was much larger and is now unwieldy, time consuming and less effective than it could be. Overall, governance is sound and ensures that the school meets its legal requirements well. Governors show a strong commitment to supporting the school

## **PARENTS' AND PUPILS' VIEWS OF THE SCHOOL**

Inspection evidence shows that parents are happy with the school and appreciate how well their children are cared for both socially and academically. Pupils are proud of their school and enjoy being there.

## **IMPROVEMENTS NEEDED**

The most important things the school should do in order to raise standards in all subjects, are:

- Plan further opportunities for the use of literacy and numeracy skills in other subjects, in particular to provide further challenge for the gifted and talented pupils.

- Re-organise the school day so that all subjects have adequate time available to teach them in sufficient depth and make standards as good as they are in English and mathematics.
- Review the management structure of the school to make it more effective.

## **PART B: COMMENTARY ON THE INSPECTION FINDINGS**

### **STANDARDS ACHIEVED BY PUPILS**

#### **Standards achieved in areas of learning and subjects**

Achievement is good throughout the school. Standards have maintained the position noted at the time of the last inspection and are above average overall in English and mathematics by the time pupils leave. The achievement of pupils with special educational needs is good.

#### **Main strengths and weaknesses**

- In both the nursery and reception classes, children learn well and most are likely to reach the expected levels at the start of Year 1.
- Throughout the school most pupils achieve as well as could be expected in English and mathematics considering their low starting point, but do not as well as they could in other subjects.
- Standards observed during the inspection in Year 6 in English and mathematics were above average but below average in science. In design and technology and art and design standards are above expected levels.
- Pupils with special educational needs are well supported and because of this their achievement is good.

#### **Commentary**

##### ***Standards in national tests at the end of Year 2 – average point scores in 2003***

Standards in:	School results	National results
Reading	16.9 (16.7)	15.7 (15.8)
Writing	15.2 (15.4)	14.6 (14.4)
Mathematics	15.9 (16.0)	16.3 (16.5)

*There were 35 pupils in the year group. Figures in brackets are for the previous year.*

##### ***Standards in national tests at the end of Year 6 – average point scores in 2003***

Standards in:	School results	National results
English	27.0 (28.0)	26.8 (27.0)
Mathematics	28.7 (27.1)	26.8 (26.7)
Science	28.1(27.8)	28.6 (28.3)

*There were 42 pupils in the year group. Figures in brackets are for the previous year.*

1. Children enter the nursery class with attainment below average for their age. The provision for children in the nursery and reception classes is good. Most children make good progress from a below average starting point. Good teaching and curriculum planning mean that children are likely to reach the expected goals for their age by the end of the reception class. The school's results in the national tests for both seven and eleven year olds have improved significantly over the last three years. The Year 2 test results over the last three years have risen from below to above national levels in reading and writing. When compared to similar schools, pupils' attainment at the age of seven in 2003 was above average in reading and writing and average in mathematics. The number of pupils reaching the higher level in reading was above average, but the number who attained this higher level in writing was average.

2. Most pupils continue to achieve well in Years 3 to 6 in English and mathematics and they make good progress. In the 2003 national tests for eleven years olds, the numbers achieving expected levels for their age was average in English and well above average in mathematics, but below average in science. This reflects the school's strong emphasis on literacy and numeracy in the last two years. The change for the better in these subjects since the last inspection has largely been due to the many changes instigated in the last two years. This has led to a number of factors that contribute to improved learning in lessons, but which have had less time to impact on the achievement over time of pupils aged eleven. These factors are pupils' better ability at problem solving, and a better atmosphere for learning that values all pupils, promotes their self-confidence and encourages them to work hard. The change for the better has been above the national upward trend of improvement at the end of Year 2. Given how well they did at the end of Year 2 in 1999, Year 6 pupils did as well as could reasonably be expected by the end of 2003. This year's Year 6 are set to achieve better than could reasonably be expected given their starting levels of attainment. In 2003 the relative progress made by pupils between the ages of seven and eleven when compared with all pupils nationally – known as the value added measure – was in line with the national average.
3. The school has focused on early identification and intervention to support and help those pupils with special educational needs. Throughout the school pupils with special educational needs make good progress and achieve well. The good teaching and organisation of the special educational needs co-ordinator (SENCO) and the good support of classroom assistants contribute positively towards the good progress the pupils make. The school's ethos of including all pupils and the values that underpin its approach to teaching and learning help ensure that the needs of pupils are identified and met by teaching and non-teaching staff. A significant proportion of these pupils achieve average levels in national tests by the time they are eleven. Pupils with English as an additional language achieve well. They are well supported and their progress is consistent with that of all other pupils in the school as a whole.
4. Standards in the current Year 6 are above average overall in English and mathematics, but below average in science. The generally good teaching and good leadership of subjects ensure that pupils achieve satisfactorily in physical education, music, ICT and religious education. Limited teaching time in these subjects means that pupils do not have the same chance of reaching above average standards as they do in English and mathematics. In the two subjects that have extra time because of after-school/lunchtime clubs, design and technology and art and design, standards are above average.
5. Standards in speaking and listening rise from below average on entry to the school to above average by the time the pupils leave. Most pupils speak clearly and with confidence. Their pronunciation is good and they show willingness and spirit when answering questions in all classes in the school. Standards in reading in Year 6 are above average because of the good teaching of basic reading skills. Writing progresses well and standards are also rising and are currently average.
6. Standards in mathematics also rise well throughout the school. Standards by the end of Year 2 are in line with the national average. By the end of Year 6 they are above average. This is because of the consistently good teaching throughout the school. Pupils achieve well overall since they generally enter the school with below average standards and are on course to leave with above average standards. Achievement by the end of both Years 2 and 6 is good. Both boys and girls do equally well in the various strands of the subject although handling data and numeracy are particularly strong.
7. In science, pupils have made good progress in understanding basic scientific skills and principles by the end of Year 2. They are especially good at knowing how to conduct experiments and record them. This work is carefully built on throughout the school, with pupils acquiring a good range of understanding of fair tests, animal and plant habitats, and forces. However, the lack of time in the week for consolidation of these skills, due to the focus on English and mathematics, limits the progress pupils make. Although standards are below expectations for their age in Year 6, there is a rising trend of improvement as teachers know the pupils so well.

8. Targets in English and mathematics set by the governors in consultation with the local education authority are challenging and high, but realistic, given the inspection findings. These targets are based on the head teacher's thorough analysis of what each pupil's potential is. Inspectors judge that there has been a good improvement all round in the performance of pupils so far this year, making the targets realistic and attainable.

### **Pupils' attitudes, values and other personal qualities**

Pupils' annual attendance rates are above the national average and are good. Pupils' behaviour and attitudes to learning are very good; relationships are very effective. Pupils create very good relationships with their classmates and others. Their spiritual, moral and social development is good.

### **Main strengths and weaknesses**

- The school's high expectations of behaviour and harmony between pupils and pupils' positive response to questions generate an atmosphere where learning is calm and pupils are eager to share what they learn.
- Pupils are enthusiastic in lessons and are willing to take on additional responsibilities around the school.
- Most pupils enjoy coming to school and this is reflected in their good attendance and punctuality.
- Pupils' knowledge of their own culture is good but their knowledge and understanding of other cultures are limited.

### **Commentary**

9. The school sets high standards for pupils' behaviour. The school rules have been discussed at length by pupils in the school council and a written set of 'rights' has been prepared as a result. These 'rights' govern pupils' behaviour and attitudes in class and in the playground. Pupils are well aware of what is expected of them and almost always comply. Incidents of bad behaviour are few and are always dealt with consistently and fairly.
10. In class pupils work well together in groups or pairs and share resources sensibly. They concentrate on their work and try hard to please the staff. In the playground there is a substantial range of equipment and facilities available and pupils enjoy play that is clearly free from any bullying or harassment. The school encourages pupils to develop a sense of personal responsibility. All older pupils are given a variety of additional tasks to carry out such as tidying the music and physical education equipment stores, checking the library and manning the school office during lunchtime.
11. Pupils enjoy coming to school and their attendance rates are better than the national average for primary schools. Registration complies with statutory requirements and there is no evidence of truancy or regular lateness. The school competes for the local education authority awards for 100 per cent annual attendance certificates. Twelve were awarded last year, which is very good. The good attendance and punctuality are positive aids to learning and emphasise pupils' enthusiasm.
12. Staff in the nursery and reception classes work very closely together. Daily observation of new entrants and discussion between the staff ensure the individual abilities and needs of the children are quickly identified. The staff are then able to plan lessons, activities and the extent of supervision needed to meet those individual needs and children make good early progress as a result.
13. The school makes good provision for pupils' spiritual, moral, social and cultural development. The range of art on display is stimulating and pupils enjoy choosing their own music for assemblies. Close links with the church provide additional spiritual experiences. Pupils respond well to the provision and their good social development shows clearly in their respect for others. Pupils have acquired a good knowledge of their own culture but have a limited awareness of the impact of

living in a multi-cultural society. The school recognises this limitation and is already planning to meet the need.

**Attendance in the latest complete reporting year (%)**

Authorised absence	
School data	4.6
National data	5.4

Unauthorised absence	
School data	0.0
National data	0.4

The table gives the percentage of half days (sessions) missed through absence for the latest complete reporting year.

**Ethnic background of pupils**

**Exclusions in the last school year**

Categories used in the Annual School Census
White – British
White – any other White background
Mixed – any other mixed background
Black or Black British – Carribean

No of pupils on roll
267
3
3
1

Number of fixed period exclusions	Number of permanent exclusions
2	
0	
0	
0	

The table gives the number of exclusions, which may be different from the number of pupils excluded.

**QUALITY OF EDUCATION PROVIDED BY THE SCHOOL**

The quality of education provided is good. Teaching and learning are good. Provision for pupils with special educational needs is good. There is very good provision for pupils’ support, care and guidance. The curriculum is broad but unbalanced as too little time is devoted to subjects other than English and mathematics.

**Teaching and learning**

Teaching and learning are good overall. Assessment is good overall, but procedures are very good in the Foundation Stage.

**Main strengths and weaknesses**

- Lesson planning in English and mathematics is detailed and thorough, giving lessons purpose and drive and reflecting teachers’ high expectations of pupils.
- Teachers motivate pupils effectively, manage and engage them very well, securing pupils’ commitment to learning and promoting very good relationships and behaviour.
- The provision for pupils with special educational needs is good and promotes good achievement.
- Checks on how well pupils are doing are used effectively to plan work for pupils of different abilities and backgrounds.
- Teaching assistants make a very effective contribution to pupils’ learning.

**Commentary**

**Summary of teaching observed during the inspection in 32 lessons**

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
2(6%)	8(25%)	12(38%)	9(28%)	1(3%)	0	0

*The table gives the number of lessons observed in each of the seven categories used to make judgements about lessons; figures in brackets show percentages where 30 or more lessons are seen.*

14. The good quality of teaching in the Foundation Stage reflects very good subject knowledge and skilled management that leads to the good encouragement and engagement of children, high expectation and challenge, good use of time, very good behaviour, and very effective use of teaching assistants to ensure equality of opportunity for all. The teachers and classroom assistants provide a broad, interesting curriculum that engages children effectively. They draw on their close, detailed knowledge of individual children to ensure that learning is relevant to children's developing needs. Expectations in terms of learning and social skills are high, resulting in good progress overall and challenge for all children, including the most able. Classroom support is effective and well organised. This helps to ensure that the least able children also progress very well and gain satisfaction from learning.
15. The good teaching throughout the rest of the school turns pupils' energy and enthusiasm to good account, using them skilfully to inspire pupils to learn. Carefully targeted questioning by teachers, their appreciation of pupils' ideas and well-judged use of praise, motivate pupils and carry learning forward very well. Teachers manage pupils very well, insisting on and securing high standards of behaviour. Teachers plan lessons very carefully, particularly in English and mathematics, ensuring that the work challenges pupils well and takes account of the full range of needs. Classroom assistants work very effectively in all classes, valuably enhancing the quality of teaching and learning.
16. The teaching of pupils who have special educational needs is good overall. Teachers draw in pupils by including them in question and answer sessions and making sure they succeed in front of their peers. The arrangements for checking on the learning of pupils with special educational needs are good. Good day-to-day planning generally provides pupils with challenging tasks but these are not always based on the targets in pupils' individual education plans. These targets are sometimes too general and do not always enable pupils' progress to be easily tracked. Teachers communicate well with classroom assistants, enabling them to give good support to pupils. The school has developed an appropriate range of diagnostic tests to help it identify pupils who have special needs. The school policy of early intervention works well. Children are monitored as early as the nursery class and this ensures they are catered for well and make good progress as soon as possible. The provision for pupils with English as an additional language is good and they achieve as well as all other pupils in the school.
17. All assessment issues from the last report have been tackled well. There are now very good systems for checking how pupils are doing in English and mathematics, and from the information collected teachers set pupils personal targets for improvement. Teachers and classroom assistants then consider what each of the three different ability groups has learned during lessons and what needs to be done to help pupils progress further. This good process is focused most on these two main subjects. The school is now working on ways to make sure all subjects are included in these processes.

## **The curriculum**

The curriculum is satisfactory overall. There is a very good range of out-of-school activities. Pupils with special educational needs are supported well. The school has a good number of learning support staff who provide good quality assistance to pupils. The accommodation and resources are good.

## **Main strengths and weaknesses**

- There is a good range of activities and opportunities offered to children in the Foundation Stage.
- Pupils with special educational needs are well provided for.
- The way time is allocated means that the curriculum is not planned effectively to meet the needs of pupils in science and the non-core subjects.
- The school provides a very good personal, social and health education.

## Commentary

18. The curriculum provides pupils with a broad range of activities and experiences covering all areas of the National Curriculum and fulfilling statutory requirements, including those for religious education. The curriculum for the nursery and reception children is good. Teachers provide children with plenty of experiences that develop their skills in all areas of learning, although provision for outdoor learning activities is rather limited. The school teaches all the subjects it should with planning based well on national guidance. However, the way time is allocated means that the curriculum is not implemented effectively to meet the needs of all pupils in science and the non-core subjects. The timetable of most classes is devoted almost exclusively to English and mathematics in the mornings, that is, 15 hours per week. The other ten subjects, including personal, social and health education, are then provided for in the 12½ hours in the afternoons. The school has clear information about what pupils can and cannot do in the other subjects but too little time is allocated to make this information useful when teachers are planning work. This means that the curriculum is not adapted well enough for pupils to use the literacy and numeracy skills they have gained effectively, and make the progress they could.
19. Pupils with special educational needs are supported well. Curriculum provision for these pupils is good through the hard work, care and knowledge of the staff and is adapted to provide class work specially matched to their needs in most classes. The pupils have sound individual education plans. However, the targets in some of these plans are imprecise which leads to some inconsistency in their use. In the best examples pupils are helped by the support assistants to make good progress through targets in the basic skills of literacy and numeracy. In other lessons the work being completed well by pupils is appropriate but bears little relation to the general target in the individual education plan.
20. The school ensures that personal, social and health education, thinking skills and problem solving have appropriate time given to them. The school tackles bullying and relationships by its suitable use of visits and visitors to explore issues.
21. The school provides a very good range of out-of-school activities organised by members of staff. All pupils from Year 1 to Year 6 have an opportunity to join an after-school club. These are very well attended and greatly enjoyed. The clubs are art and craft, board games, chess, country dancing, netball, football, guitar, ICT, needlework and recorders. There are also theatre visits that provide shared experiences. Additionally, there are 'Making Weeks' which with good staff collaboration lead to effective cross-curricular links.
22. Accommodation is good – it is bright and attractive, and in a good state of repair and cleanliness. There are many good features and the rooms are spacious, but the fact that the hall is a thoroughfare sometimes affects lessons as pupils are distracted. The school grounds are attractive and well used for sports and environmental learning.
23. Curriculum resources are good overall. The school has made recent improvements to the ICT suite. The library stocks a variety of books suitable for most pupils. However, some of the book stocks are rather old. The school maintains a satisfactory level of teaching and support staff. The quality of support by the classroom assistants and the nursery nurses has a very positive effect on pupils' learning.

## Care, guidance and support

The school provides good pastoral care for all its pupils and ensures they can work in a safe environment. The support and guidance are good and based on monitoring of pupils' work, and personal development is good overall and ensures pupils make good progress. Good, well-organised induction arrangements ensure pupils receive a good start to their education. Pupils' views on the work of the school are sought and valued well.

## **Main strengths and weaknesses**

- The systematic approach to health and safety matters, including child protection, ensures pupils work in an environment that is conducive to learning.
- Effective induction arrangements in the nursery and reception classes ensure that children settle quickly into class routines and procedures and soon become secure and confident learners.
- Pupils are advised and supported well and have good and trusting relationships with adults in school.
- The school seeks the views of pupils and involves them in the improvement of school routines.

## **Commentary**

24. This is a caring school. Staff show a sincere concern for the welfare of all pupils. The staff and governing body work well together to ensure that the premises and equipment are safe and meet statutory requirements for health and safety. Child protection matters are dealt with in accordance with local authority procedures. Internet security is provided and risk assessments are properly carried out. The testing and certification of electrical and safety equipment are programmed annually. Fire drills are regular and first aid arrangements are good. Medicines are carefully controlled. In addition to the care provided by the staff, the school also calls upon the services of a range of visiting specialists to provide expert support for pupils, particularly those with special educational needs.
25. Induction of children into the nursery class is well-planned and effective in ensuring that they quickly gain the confidence and trust necessary to encourage them to take a full part in all activities. The nursery staff use a school training day to welcome newcomers in small groups and show them the facilities on offer. Children can take part in play or other activities whilst parents are given full information on how the nursery works. Three short sessions are then provided and parents are able to stay if they wish. Normal part-time attendance follows. The careful planning and high expectations of the staff minimise stress for the new children and ensure they can make early progress.
26. Staff know pupils very well and systematically monitor their academic and personal development in order to identify any particular need that arises. Personal and relevant targets in English and mathematics are prepared and discussed. Pupils with special educational needs have individual educational plans and targets prepared to guide their future progress. In some cases these targets can be difficult to quantify and as a result, some pupils do not make as much progress as they could. Pupils appreciate the care and respect shown. Staff are regarded by parents as friendly and helpful and the majority of pupils are very happy to approach an adult in school if they are worried or concerned.
27. The school carries out a survey of pupils every second year to obtain their views about various aspects of school life. The recently elected school council, a group of 14 pupils representing Year 2 to Year 6, provides pupils with a regular voice able to influence school routines. Guided by the chair of the governing body, the group has already been instrumental in drawing up the 'Rights' code of behaviour, monitoring its effect in the playground, and is planning environmental improvement work on the site. Membership of the council plays an important part in developing mature and responsible attitudes, and allows pupils to consider the needs of others.

## **Partnership with parents, other schools and the community**

The school has good links with parents, the local community and other schools. These effective links help to enhance the curriculum and provide additional support in the classroom. Links with other schools and colleges are good and provide opportunities for staff training initiatives that bring benefit to pupils' learning.

## **Main strengths and weaknesses**

- Effective links with the secondary school provide very good arrangements for the transfer of Year 6 pupils.
- Links with the local college, secondary and other schools are used effectively to provide staff training, leading to additional support for pupils.
- The school and its facilities are well used by the community and the school is successful in securing financial support from local businesses.
- The school's good links with parents ensure their support for learning at home and in school.
- A very enthusiastic and effective parent/teacher association raises funds for new resources.

## **Commentary**

28. The school is well involved with a group of local schools, and senior staff meet regularly to share information and ideas for how to bring about improvements to pupils' education. The close link with the secondary school is particularly good, and amongst other benefits, provides a very effective and smooth transfer arrangement for the Year 6 leavers. Year 7 staff visit and meet the pupils who are then provided with three days attendance at the secondary school to become familiar with the premises and to join in sample lessons and activities. Workshops for more able pupils are arranged and joint work in art and design, mathematics and English, begun in summer, continues into the new autumn term, ensuring uninterrupted progress.
29. Joint training initiatives with other local schools are effectively used to benefit staff and hence the quality of the support they can pass on to their own pupils. This training has also extended to training in behaviour management skills for the mid-day supervisors. The link provides the opportunity for secondary school pupils to take up work experience placements and give extra support to classroom staff and the pupils. The local college provides placements for nursery nurse trainees who can also then contribute positively to pupils' learning.
30. The school has established good relations with local businesses and this has led to valuable financial aid to develop the outdoor 'fitness trail', with fixed adventure play equipment which is very popular and very well used by the pupils. The before- and after-school care club in a mobile classroom immediately adjacent to the school ensures good provision after school finishing time. Local fitness and sporting clubs regularly rent the hall and soft play areas, providing rental income and promoting the school within the community. The school draws effectively on its close links with the church, and visitors from the local fire brigade and police force speak to pupils on drugs and safety matters.
31. The links with parents are good and are centred upon the very enthusiastic parent/teacher association members. The group meets regularly with staff to plan and organise annual fund-raising activities that bring significant benefits to the school. Recent benefits include the purchase of a reading scheme for literacy, interactive whiteboards for use with computers and the overhaul and decoration of a mobile classroom. This is now run by the association and provides 'drop in' facilities for mothers and toddlers and the school shop where parents can buy items of school clothing. Many of the association members are also regular helpers in school and a total of some 25 parents, including fathers and grandparents, attend regularly to help support classroom staff and pupils. The school maintains the good relationships with parents, regularly seeking their views through questionnaires, keeping them well informed of what is to be taught and of the progress their children make. The staff are responsive to parents' complaints and concerns and the school is well regarded by parents as a result.
32. The parents of pupils who have special educational needs value the commitment of the staff to care for their children. The school has sought to build up an increasingly close relationship with the parents, who are all invited to the important review meetings. The parents are now involved in the procedures at every stage. They find the school's information about the progress of their children very helpful.

## LEADERSHIP AND MANAGEMENT

The governance of the school is **satisfactory**. The leadership and management of the school are **very good**.

### Main strengths and weaknesses

- The leadership of the head teacher is excellent.
- The leadership of other key staff is good and effective teamwork is a strong feature of the school.
- The management of the school is very effective overall.
- The senior management team is disproportionately big for the size of school.
- The effectiveness of the governing body has improved since the last inspection.
- Staff evaluate the school's performance well and use their findings very effectively to inform improvement planning.
- The school promotes inclusion and equality of opportunity very well.

### Commentary

33. The head teacher provides very high quality leadership. He has inspired and successfully implemented many improvements since his appointment two years ago. The work of the school reflects his clear vision and strong sense of purpose. He has united all staff to form a coherent, effective team. His energetic presence and sensitivity to the needs of staff and pupils generate a happy, constructive ethos and bind the school community. Planning for improvement is now very good. The head teacher's clear overall vision is supported by careful analysis of results and detailed information from improved systems for monitoring teaching and learning.
34. All staff work well together as a team and are united in their commitment to improvement and high standards. Core subject leaders manage their subjects well. This is reflected in the above average overall standards achieved and pupils' very good attitudes to learning. There is now systematic monitoring in English and mathematics but the monitoring of other subjects, though improved, is too infrequent to provide accurate, up-to-date information. As a result, it is less useful than it should be in tracking standards and identifying points for improvement.
35. The management of special educational needs by the co-ordinator (SENCO) is good. The head teacher is currently acting as co-ordinator and is continuing the good work of the SENCO in initiating and managing the training of the support staff very well. Their expertise is growing steadily. The communication between the head teacher, SENCO, special educational needs assistants and teachers is good. This contributes to pupils' good progress by providing them with challenging, stimulating tasks consistently well. Teachers in individual year groups have the responsibility for deploying the classroom assistants, and they do this very well. The head teacher monitors the outcomes systematically, for instance to prepare reports for the governors to use when making 'value for money' judgements.
36. The senior management team is unusually big for a school of this size. This reflects the head teacher's initial determination to draw on teachers' expertise and ensure that all parts of the school are fully involved in sharing ideas and contributing to decision making. With these principles securely established, there is now a case for reviewing the structure of the extended management team to achieve greater efficiency in applying the principles he has laid down to effect changes throughout the curriculum.
37. The governing body is now more fully involved in shaping the vision and direction of the school. It carries out its statutory duties effectively. Governors are well informed, for example through the monthly 'Partnership Meetings', about the significant aspects of the school's work. Governors have a satisfactory grasp of the school's strengths and areas for improvement. Governors are strongly committed to improvement and satisfactorily involved in the process of improvement planning. However, the testing and regular monitoring of the effectiveness of their decisions require further development. The chair of governors has a clear view of what the school should do

in the future. Drawing on a good range of expertise, governors support the school and its staff well, combining support with constructive challenge. They share fully in the school's commitment to high standards.

38. The school evaluates its performance very well and uses the resulting information effectively to plan for improvement. Under the present head teacher, the school's renewed vision and shared sense of purpose are brought to life by means of very effective management. The head teacher has inspired and brought about rapid improvement and carried staff with him in turning his overall vision into action. Procedures for the professional development of staff are good and closely linked with carefully determined priorities. The results of the school's very good management are seen, for example, in the consistently good quality of teaching, the high quality of relationships and the school's warm, positive ethos. They are reflected in pupils' good achievement and very good attitudes to learning. Financial procedures are detailed and secure, and expenditure is rigorously managed in relation to agreed priorities.
39. The school successfully ensures that all pupils are fully included and share equality of opportunity. In recent years, some brighter pupils have not been challenged as fully as they should be. The school has identified this as an area for improvement and has responded, for example by organising pupils into ability sets for the older pupils in Years 2 and Year 5/6 for English and mathematics. This is working very well. Pupils with special educational needs are enabled, by means of the good provision, to share in the achievement of all pupils.

## Financial information

### *Financial information for the year April 2002 to March 2003*

Income and expenditure (£)	
Total income	539748
Total expenditure	531530
Expenditure per pupil	1990

Balances (£)	
Balance from previous year	42632
Balance carried forward to the next	50852

# **PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING AND SUBJECTS**

## **AREAS OF LEARNING IN THE FOUNDATION STAGE**

Provision in the Foundation Stage is good. Children are well prepared for their work in Year 1. The admission arrangements are flexible and children can enter the nursery at any time after their third birthday. The nursery caters for 52 part-time children. During the inspection 38 children were in attendance. The four year olds are admitted to the reception class at the start of the academic year in which they reach five years of age. The overall provision has improved well since the last inspection.

Children are well prepared for their start in the nursery class with frequent visits beforehand during which the staff forge good links with parents, who feel welcomed in school. A few parents provide regular voluntary help in the class. Parents and staff work in partnership to improve children's learning by the careful use of homework. Children's attainment on entry to school is below average, particularly in language and communication. As a result of good teaching, most make good gains in all areas of learning. All children achieve well regardless of their prior attainment, ethnicity or gender. The staff have a good understanding of how young children learn. The curriculum is carefully based on the recommended areas of learning and children are provided with a wide range of challenging and interesting activities. Both nursery and reception classes plan together, thus ensuring progression of skills and continuity in learning. There is a rigorous approach to monitoring children's progress on a regular basis and this ensures their good progress and achievement.

The strong dedicated leadership in the nursery and reception class ensures that all staff members are well supported and work as an effective team. Leadership and management of the Foundation Stage are very good. There is a clear view of what the Foundation Stage should be, with very strong support and teamwork of an experienced, knowledgeable and enthusiastic staff.

## **PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT**

Provision in personal, social and emotional development is **very good**.

### **Main strengths and weaknesses**

- Most children are on course to reach or exceed the expected levels by the end of the reception year.
- Children achieve well because of good teaching and high expectations set by the staff in both classes.
- Very good opportunities are provided for children to develop personal and social skills.
- There are very good relationships with both adults and children.

### **Commentary**

40. Children are happy and well adjusted because of the care and attention they get. They enjoy coming to school and find it easy to conform to the high standards of behaviour set by the staff. All children, including those with learning difficulties, make good progress. The adults set clear boundaries and are good role models for children's conduct. Children are attentive and eager to learn. They work and play in harmony and show developing confidence in trying new activities. They know routines well, settle to tasks with a minimum of fuss and behave sensibly at all times. The staff create a supportive atmosphere where each child feels very special. Children are purposefully engaged and show consideration and respect for property and each other.
41. A good range of activities is planned to ensure that the children's curiosity is stimulated. They are given every opportunity to develop their initiative and manage tasks. Children select activities and work on them for a good length of time. The children are managed skilfully and kept purposefully occupied. Good teaching successfully establishes trusting relationships. Children are taught to be

responsible and caring. Their play and responses are supported and extended sensitively through good questioning.

## **COMMUNICATION, LANGUAGE AND LITERACY**

Provision in communication, language and literacy is **good**.

### **Main strengths and weaknesses**

- The development of language skills effectively pervades all learning activities.
- Children achieve well because of the good teaching of basic skills.
- The home reading system is well established.
- Most children are well on course to achieve the early learning goals in speaking and listening, but their reading and writing skills are relatively weaker.

### **Commentary**

42. Children make good gains in learning because they are taught well and most are on course to achieve most of the early learning goals. The staff show that they value children's efforts at communicating. Constant encouragement to develop 'talk' at every step of learning ensures that all children achieve well. The well-planned curriculum provides interest, stimulation and challenge. In most lessons, children talk with interest about their experiences and develop new vocabulary quickly in all aspects of their work, for example when engaged in activities in the home-corner and dressing up, or role-playing in the class's 'Laundrette'. The development of language informs all activities and areas of learning.
43. Most children in the class are gaining satisfactory control in developing early writing skills. They draw and paint with increasing control and a few higher attaining children are beginning to make plausible attempts at writing a simple meaningful sentence. Most children write their own names unaided and put together simple sentences for the teachers to write for them. Very good progress is made when adults work in small groups or on a one-to-one basis to give children individual attention, for example when working in 'bean diaries' or writing about the story of Jack and the Beanstalk.
44. Children handle books carefully and know how these are organised. Many children associate sounds with words and letters and all are encouraged to take books home to share with adults. Teachers effectively familiarise children with written vocabulary through stimulating activities to focus on key words. The literacy lessons modified to suit the very young effectively promote the development of early reading, writing and spelling skills. Teachers make continuous assessments of children's progress and have a good understanding of individual strengths and weaknesses. Their regular evaluations of planned work help build on what has already been achieved.

## **MATHEMATICAL DEVELOPMENT**

Provision in mathematical development is **good**.

### **Main strengths and weaknesses**

- Teachers provide good opportunities for children to use mathematics in a range of contexts.
- Teaching and learning are good.
- Children show considerable interest in number activities.

## Commentary

45. Children are taught well, achieve well and most are on course to reach the early learning goals by the start of Year 1. The learning resources are used very well and this helps children to develop their mathematical understanding and vocabulary. Teachers plan well and use a good range of teaching methods. The use of number rhymes, games and songs is enjoyed by all and reinforces counting, recognition and understanding of numbers. For example, in the nursery, children's learning was well enhanced with the song, 'Five green sweat shirts, hanging on a line'. Children are encouraged to apply what they know to practical problems, for example counting the number of children at registration. Most children in the reception class correctly identify and put into order numbers up to 10 and can identify numbers that are one more than or one less than a given number. They recognise basic shapes and gain knowledge of capacity and weight from practical experiences with sand and water. Some more able children describe objects by position, shape, size, colour and quantity. In a good lesson, children learnt to estimate and measure different lengths of ribbons and arranged these in order of size, with a good focus on the use of words such as 'long', 'tall', 'short', 'shorter than'. There is effective adult involvement in children's activities and useful timely assessments made of the individual children's progress to inform the next day's planning.

## KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Provision in knowledge and understanding of the world is **good**.

### Main strengths and weaknesses

- Children are keen and eager to find out about the world around them.
- Good teaching ensures that children achieve well and have good attitudes to learning.

## Commentary

46. Children achieve well because both teaching and learning are good and most children are on course to achieve most of the early learning goals. Teachers plan activities that engage and sustain children's interest. During the inspection week, the nursery children were learning about the uses of water through activities such as washing clothes in the class's laundrette or bathing dolls in the water tray. The reception children go on their spring walks to note signs of spring. They plant beans and watch these grow. Nursery children carefully observe the behaviour of their pet snail and talk interestingly about it. These activities were well led and children were fully focused on developing their knowledge, understanding and the use of related vocabulary. Children enjoy learning and remain totally absorbed in the range of activities inside and outside. Children's use of 'senses' is very well developed to enhance their understanding of things around them.

47. There is effective adult intervention in activities and encouragement for children to explore new ideas. The guidance given by the teachers and support staff is good, as children are encouraged to work independently to put their own ideas into practice. They thoroughly enjoy the experiences of working with sand, water and malleable materials. They use paint, mix different colours and name basic colours correctly. They use different materials, such as paper, card and textiles to develop cutting, joining, folding and building skills and are encouraged to talk about their experiences. Children are progressing steadily in learning computer skills.

## PHYSICAL DEVELOPMENT

Provision in physical development is **satisfactory**.

### Main strengths and weaknesses

- Teaching is good and contributes to children making progress and achieving well.
- Children handle tools with care and control and respond very positively to the good quality of teaching.

### Commentary

48. Children achieve well and most are on course to reach the early learning goals in this area. Nursery children have satisfactory opportunities to develop their skills in the outdoor play areas. They are confident and well co-ordinated in the use of outdoor equipment. The available large and small outdoor resources are effectively used. Children move imaginatively, demonstrating developing body control and awareness of space. In the main school hall, the reception classes have a regular opportunity for movement with music and use the available floor apparatus for climbing and jumping skills. Good use is made of the apparatus to develop children's understanding of prepositions, for example 'in', 'through', 'over', 'under' and 'across'.
49. Children enjoy physical education lessons and respond very positively to the praise and encouragement that they are given. Teachers ensure that good opportunities are provided for children to improve their techniques. The children love to act out stories and, when playing outside, they choose games which suit the space and the context. Children all have good attitudes and behave sensibly. All children make good progress in manipulating small objects and tools such as scissors.

## CREATIVE DEVELOPMENT

Provision in creative development is **good**.

### Main strengths and weaknesses

- Children work in a well-ordered environment in which creativity and expressiveness are valued.
- Teaching is good, providing plenty of opportunities for children to develop their creative skills.
- Most children are on course to exceed expectations in this area of learning.
- Children have positive attitudes to learning because they feel confident in expressing themselves creatively.

### Commentary

50. Achievement is good. Children are well able to use a range of materials to produce attractive and interesting creative work. Teaching and learning are good. There is a range of interesting and stimulating learning settings. Children particularly enjoy their role-play in the well set-up imaginative areas where they interact confidently. Children have a very good repertoire of songs which they sing enthusiastically. Children are given good opportunities to explore colour, texture, shape and form, through working with a wide range of materials to create collage or paint patterns. The mobiles of ladybirds and buzzing bees, the collage of plates of favourite food by reception and fireworks mobiles as well as the 'Noah's Ark' wall display by nursery children, are attractive and well finished.

## **SUBJECTS IN KEY STAGES 1 AND 2**

### **ENGLISH**

Provision in English is **good**.

#### **Main strengths and weaknesses**

- Good teaching in English enables pupils to achieve well throughout the school.
- Information about what pupils already know, understand and can do, from a good range of assessment procedures, is now being used effectively.
- There is good support for pupils from classroom assistants.

#### **Commentary**

51. Standards in Year 2 are now average and the pupils are achieving well because they are coming from a below average starting point on entry to the school. Standards in Year 6 are now above those expected for the pupils' ages. Pupils make good progress in lessons and also achieve well in relation to their starting points. Pupils who have special educational needs achieve well because of the good support they get from classroom assistants. Pupils with English as an additional language are supported well and make good progress.
52. Teaching in English is good overall. The planning for literacy has improved since the school's previous inspection. It enables teachers to deliver well-structured, interesting lessons. Occasionally teachers keep too closely to the rigid pattern of introduction, activity and plenary, and miss opportunities to enhance pupils' learning. Teachers set high standards and are skilful in enabling pupils to progress towards them. They manage pupils positively and thoughtfully, praising and recognising their achievements. Lessons are interesting, engaging pupils well and inspiring them to do their best. Lively, flexible questioning draws well on teachers' detailed knowledge of pupils and accurately targets pupils' individual learning needs.
53. Work is carefully planned to challenge pupils at the right level as the school has a good system for keeping records of the assessments made of pupils' work. This data is now used effectively to influence the planning of individual and blocks of lessons. As a result most teachers set tasks that are challenging enough for most groups of pupils. This enables most pupils of differing abilities to progress and achieve well. However, more challenge should be provided for the more able pupils to use their literacy skills – particularly in subjects other than English itself.
54. Overall the balance given to the different elements of English is appropriate, as teachers are anxious to raise standards in all of them. Leadership and management in the subject are good. The co-ordinator leads by example in her teaching. She has very carefully analysed both what the school needed to improve from the last inspection and the school's performance in national tests, and identified areas for development in writing and speaking and listening. These are incorporated in the school improvement plan and action taken has contributed to raising standards effectively. Policies are in place that provide guidance on planning and marking. Work is marked regularly with positive comments and areas for development clearly identified. A tracking system identifies the needs of individuals or groups of pupils. Pupils are also encouraged to set their own targets and begin to take responsibility for their own learning. This is a powerful tool which is helping to raise standards in writing.

#### **Language and literacy across the curriculum**

55. Teachers use a sound range of opportunities to enable pupils to practise and use their language skills. For instance, Year 5/6 pupils use reading and speaking and listening well to research and discuss information about the Victorians from books and computer programs. They also use writing well for a variety of purposes in history. Sometimes they write descriptions and accounts. At other times they write interpretations or as characters in the events. However, these

opportunities are not planned in a systematic way in all subjects and this limits the progress pupils make.

## **MATHEMATICS**

The provision for mathematics is **good**.

### **Main strengths and weaknesses**

- Standards are above average by the time the pupils leave the school and pupils' overall achievement through the school is good.
- The quality of teaching in mathematics is good overall.
- Pupils' attitudes to learning are very good.
- Subject management is good.

### **Commentary**

56. Test results for the 2003 group of pupils in Year 2 were below the national average and well below those achieved by similar schools. However, attainment for the current group of Year 2 pupils is satisfactory. This is in line with the findings of the previous inspection. Most pupils in the current Year 2 cohort have a sufficiently secure and wide-ranging knowledge of number, shape and measurement. Pupils' capacity to explore and solve problems and choose the mathematics they need for different tasks is satisfactory but less secure. Because of this, although a high proportion of pupils reach the expected level in mathematics, relatively few pupils exceed it. By the time pupils leave the school at the end of Year 6, standards are above the national average. This represents good progress and good achievement. Pupils' knowledge and understanding of number, space and measurement and data handling are now good. However, many average and below average pupils still lack confidence in problem solving and find it difficult to explain their working. This results from earlier over-dependence on the use of worksheets. These gave pupils too little opportunity to think independently and did not challenge pupils to investigate and explain.
57. The teaching of mathematics is now more stimulating, more imaginative and better planned to build on strengths and target weaknesses. The overall good teaching seen during the inspection included a high proportion of very good and some excellent teaching. The arrangements for pupils in Years 2, 5 and 6 into ability sets, are proving effective in matching work to their needs, enabling pupils of different abilities to be challenged at the right levels. Lessons reflect the school's determination to improve pupils' independence, confidence in problem solving, readiness to experiment with different approaches and capacity to explain. This was an outstanding feature of an excellent lesson with a group of lower ability junior pupils. The teacher's skilful questioning, careful encouragement and good-humoured insistence on clear explanation gave pupils pleasure in learning and increased their confidence and understanding.
58. The work provided for pupils in their sets in Years 3, 4, 5, and 6 is challenging and enables pupils to progress well across a good range of learning. In all lessons, the quality of relationships is very good and the ethos for learning warm and constructive. Pupils with special educational needs share in the good achievement of all pupils because their work is suitably matched to their needs and they are supported well. However, more could be done to enhance the progress of the more able pupils.
59. Pupils are enthusiastic and good-humoured. They enjoy lessons, work hard and are keen to do well. When working together they collaborate and support one another well. This reflects the success of all staff in making learning rewarding and enabling pupils to feel valued. Teachers and teaching assistants manage pupils sensitively, taking account of their individual needs and recognising their achievements.
60. The subject leader sets a good example in her teaching. She manages the subject well. She has a good grasp of strengths and weaknesses in the subject and, with the support of all staff, has

taken effective action to secure improvement, for example in raising teachers' expectations for the most able pupils. With the support and encouragement of the head teacher, teachers set personal targets that are now accurate and reliable.

### **Mathematics across the curriculum**

61. The use of mathematics across the curriculum is satisfactory, but could be better. Teachers give pupils opportunities to apply their mathematical skills in some other subjects, for example the use of time lines in history, graphs and charts in science and measurement and shape in art. However, these could be enhanced, especially to challenge the more able pupils in problem solving.

### **SCIENCE**

Provision in science is **satisfactory**.

#### **Main strengths and weaknesses**

- There is good emphasis on investigations in science.
- Pupils have good attitudes to learning.
- There is a good plan to improve provision for the subject.
- There is a lack of rigorous approach to the assessment of teaching and learning.
- Teachers do not consistently challenge the more able pupils.
- Leadership of the subject does not have sufficient impact on what the school provides for its pupils.

#### **Commentary**

62. Achievement is satisfactory overall. Standards in the subject are in line with national expectations for seven year olds, but below expectations for eleven year olds. The 2003 national test results for eleven year olds were below the national average, and the number of pupils able to secure higher levels was below the national average. The inspection findings confirm that the school is now well placed to raise pupils' attainments further and notably to improve progress by the end of Year 6. A number of good measures have been put in place, such as setting targets for individual pupils based on clear analysis of results and the 'booster classes' to move pupils on to higher levels. The school's changes to planning for the subject have contributed positively to the teachers' confidence in their scientific knowledge. All teachers are good at making sure that pupils work hard. They focus strongly and effectively on pupils learning much scientific information, including correct scientific words. Because teachers in each year group plan closely together there is strong consistency in the amount of science work undertaken by pupils of the same age in different classes. However, the impact of these measures has not begun to show on the current standards. The overall provision for the science curriculum is satisfactory since the last inspection.

63. Most pupils achieve well, owing to a greater emphasis on practical work, and this is leading to a particular increase in pupils' enquiry skills. However, more work is needed to develop pupils' investigations skills and their ability to set up their own experiments. Pupils do not receive enough guidance on how to record their work efficiently and to present their findings systematically. Their ability to seek patterns and evaluate results in investigations is limited, particularly in Years 5 and 6. Pupils with special educational needs achieve in line with their capabilities as a result of focused support from teaching assistants and teachers, based on carefully identified needs. In view of the low attainment on entry to the school, most pupils achieve well and make satisfactory progress through the school.

64. Teaching is satisfactory overall. It is good in some lessons where teachers enrich pupils' learning in interesting ways. Year 2 pupils, for example, were seen working on complicated circuits using buzzers and switches and were very excited by their experiences. The use of literacy skills to

record experiments and note conclusions is satisfactory. Teachers do not yet make good use of ICT to support pupils' learning in science.

65. Pupils have good attitudes to the subject, particularly when they are fully involved and engaged in offering their ideas. This was notable when pupils in Year 5 and 6 took part in scientific investigations such as measuring the amount of air in gravel. Pupils concentrate well during discussions, as when Year 1 pupils concentrated for long periods when planning a simple investigation to test a range of batteries to see which one would last the longest. Pupils in some classes take great pride in presenting their recorded work carefully, including writing neatly and drawing with care, such as when drawing different things that use batteries around the house. Presentation of recorded work is inconsistent by pupils in some junior classes.
66. Teachers do not always rigorously ensure that the most able pupils are challenged as much as they might be. They want all pupils to do well and they strive to achieve this end, often through challenging questions in discussions. Some teachers place high demands on pupils to work hard and to record their work at length and in detail. At times, however, teachers do not sufficiently differentiate between the abilities of different pupils and this is reflected in the similar work that pupils of the same age sometimes produce, regardless of their capability. Most pupils of differing abilities, including those with special educational needs, make good progress, but with more attention to their different needs this could sometimes be more rapid, notably for the most able pupils.
67. Leadership and management of the subject are satisfactory. There has been some observation of lessons but this has not yet resulted in the rigorous sharing of what works well and what could be improved. For example, the marking of pupils' work is not always sufficiently careful to point pupils to what they need to learn next and pupils are not fully involved in assessing their own work. There is need to improve the consistency of assessment arrangements through the school in order to enable the same rate of progress as in English and mathematics.

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

The provision for ICT is **satisfactory**.

### **Main strengths and weaknesses**

- Teachers use the computer suite effectively to develop pupils' ICT skills.
- Not enough use is made of ICT to support work in other subjects.

### **Commentary**

68. Standards and achievement in ICT are satisfactory for pupils in Key Stages 1 and 2. This is in keeping with the findings of the previous inspection. By the end of Year 2, pupils show sound keyboard and mouse skills. They use and understand a satisfactory range of programs, for example to create and modify images, control a floor turtle, and amend and present their writing. They discuss their work confidently using some appropriate terminology. Average and above average pupils know about some applications of ICT in the wider world, for example to manage withdrawals from the library, communicate by e-mail, and use the Internet to gain or exchange information. By the time they leave the school, most pupils are fluent and confident in demonstrating and explaining their ICT skills. Pupils gain experience of a satisfactory range of programs and have a good sense of the usefulness of ICT and its potential. In their recent work, they combine text and images in a *PowerPoint* presentation about Ancient Egypt, amending and adapting it to the needs of the audience.
69. The computer suite is a valuable resource and teachers use it effectively to build pupils' ICT skills. For example, in a good Year 5/6 lesson, the teacher enabled pupils to improve their Internet search skills by refining their choice of search terms and looking carefully at the number and type of 'hits' their searches produced. The teaching of ICT is satisfactory overall and around a third of

the teaching is good. Teachers manage pupils well and engage their interest by means of interesting, well-planned tasks. They draw on secure subject knowledge to give confident demonstrations and quick, well-informed support. This enables pupils to learn effectively and promotes enthusiasm for learning. Pupils are keen to discuss and explain their work. In conversation and when working together at the keyboard, they collaborate and support each other very well.

70. The leadership and management of ICT are satisfactory. The recently introduced assessment procedures allow teachers to track pupils' progress with sufficient accuracy but are not yet used to inform lesson planning and to ensure that pupils' differing needs are met precisely. Monitoring opportunities have improved but are still too few to allow the quality of teaching and learning to be evaluated well enough to inform planning for improvement. As a result, the subject leader has a sound grasp of overall strengths and weaknesses, gained through discussion and informal observation, but has yet to bring precision to his analysis. There are sound overall plans for subject development and for improving resources. However, these do not spell out clearly enough how pupils' ICT skills are to be made integral with their learning in other subjects.

### **Information and communication technology across the curriculum**

71. The use of ICT across the curriculum is satisfactory overall. The school has opted to concentrate most computers in the suite and a smaller computer 'nest', rather than in classrooms. This makes it difficult for pupils to practise their computer skills in a way that links effectively with their other classroom learning. Some satisfactory links are built, for example with specific investigations in science, but these need to be more frequent and thorough.

## **HUMANITIES**

### **Geography and History**

72. Only one lesson was observed in **history** and two in **geography**. It is not possible to make judgements about overall provision, standards or the quality of teaching and learning. The analysis of pupils' completed work in books and on displays around the school indicates that lessons in history and geography make some links with literacy and other subjects such as ICT, art and design and design and technology. The link to artwork on Boudicca by pupils in Years 3 and 4 is of good quality. The work on maps, by pupils in most classes, is developed through both history and geography, for example the topic 'Invaders and Settlers' in history and the geography of Ancient Egyptians studied by Year 6 pupils. Younger pupils, in Years 1 and 2, look at map of places visited by the Barnaby Bear and plot human and physical features on the map of 'The Island of Struay'. The use of good independent research on topics is limited. There are relevant links with local history of Market Deeping; for example, the younger pupils learn about the history of the local shops. Visits to the local museums and other places of interest make good contributions to pupils' learning.
73. In the lessons seen, pupils show positive attitudes to work, and demonstrate acquisition of sound knowledge in lessons. The Year 1 and 2 pupils learn about different types of homes and those of long ago. A Year 5/6 lesson was a very good example of developing pupils' speaking and listening skills in discussion about hardships faced by the Victorian children living in towns and the countryside. In another lesson pupils discussed coastal life, and the plants and creatures living on different coastlines. Pupils enjoyed the opportunity to ask many sensible questions and thus develop their enquiry skills.
74. Both subject managers are aware of future developments in their subjects. They make a thorough analysis of teachers' planning and pupils' work to check on standards in their subjects.

### **Religious education**

Provision in religious education is **satisfactory**.

## **Main strengths and weaknesses**

- There are opportunities for reflection and for consideration of the values of world faiths, and these give pupils a sense of the importance of the subject.
- The subject contributes very well to pupils' spiritual, social and moral education.
- Pupils' attitudes to learning are very good.

## **Commentary**

75. Only one religious education lesson was seen during the inspection and, therefore, no judgement on the overall quality of teaching can be made. Discussions with pupils and scrutiny of pupils' recent work show that coverage is satisfactory and meets the requirements of the locally agreed syllabus.
76. By the end of Years 2 and 6, pupils' attainment is sound and pupils achieve satisfactorily. For example, infant pupils know about some Christian festivals and what they signify. They recognise Jesus as an important religious leader and recall accounts of some of His miracles and teachings. They understand that His teachings have relevance today and identify elements of them within their school rules. Pupils have a satisfactory knowledge of religions other than Christianity, for example Judaism. They recall creation myths from different western and eastern cultures. By the time they leave the school, pupils discuss some features of Christianity and other faiths, including Buddhism, Sikhism and Hinduism, with greater detail and insight. They explain some religious metaphors, for example the rock and the dove, setting them in their New and Old Testament contexts. Pupils extract common features from the faiths they have studied, such as the importance of consideration for others. They begin to understand the role of different belief systems in determining how people live their lives and gain a good sense of how important the subject is. This contributes directly to pupils' spiritual, social and moral education.
77. In the one lesson observed it was clear to see how well planned the subject is. The range of artefacts and pictures that the Year 5/6 teacher had provided when considering the symbolism shown in stained glass windows promoted a very detailed discussion. The work that followed included not only religious education, but art and design, design and technology, ICT and history as well. The teacher was also careful to promote the ideas that pupils had considered in previous lessons. Pupils' attitudes to learning during discussion and in the lesson seen were very good.
78. The management of religious education is satisfactory. Assessment procedures are secure and sufficiently detailed and there are sound arrangements for monitoring teaching and learning. Improvement since the last inspection has been satisfactory.

## **CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS**

### **Art and design**

Provision in art and design is **good**.

### **Main strengths and weaknesses**

- Pupils enjoy art and design and this contributes to their good achievement.
- Skills are developed progressively.

## Commentary

79. Standards are in line with those expected of pupils in Year 2 and above average in Year 6. Pupils make good progress and achieve well. Sketchbooks are used well to gather information and practise particular techniques, such as shading.
80. By Year 2, pupils mix colours skilfully to achieve different shades and tones. They explore line, pattern, colour, tone and shape. They design and make a sculpture, using various methods and materials, and use drawing and collage to record the environment. They make links with geography as they paint pictures of different countries. By Year 6, pupils have had experience of using printing and patterns to record journeys and dreams, and have drawn and painted the human body to show relationships. They apply the techniques of making pots out of clay and create models of the environment. They develop their skills in shading as they design and create 'containers' linked to history. It is clear from pupils' sketchbooks, and the high quality displays, that pupils' drawing, painting, collage and sculpture skills are good. There is evidence of good progression as pupils move through the school.
81. Teaching is good and leads to good learning. The strengths of teaching are teachers' good planning, their ability to harness pupils' enthusiasm, and their commitment to equality of opportunity. Pupils are encouraged to evaluate their work and suggest ways in which it can be improved. Resources are good. The curriculum is enriched by additional experiences for pupils, for example after-school clubs, which often focus on arts and crafts, a computer club which provides access to painting programs, and sessions on creative art and silk painting. Leadership and management are good. The subject is led by an experienced co-ordinator, who has been instrumental in enriching the basic curriculum. Improvement since the last inspection, namely in standards, progress, and leadership and management, is good.

## Design and technology

Provision in design and technology is **good**.

### Main strengths and weaknesses

- There is good emphasis on the development of pupils' skills.
- There is a consistent approach to planning, designing, making and evaluating products.

## Commentary

82. Although no lessons were observed, it is possible to make a judgement that standards and achievement in Year 2 are in line with expectations for their age and above expectations in Year 6, as the work on display is of such a good standard and pupils' interest and enthusiasm in designing and making the variety of products are obvious when talking to them. Examples of pupils' work demonstrate progression and a strong emphasis on high standards and the development of techniques and skills.
83. Teachers' planning, pupils' design and technology planning books, examples of pupils' work throughout the school and discussion with the co-ordinator show that the subject is taught regularly and skills are developed progressively. Resources are good and are used well. Pupils' planning books demonstrate that they undertake a broad range of designing and making activities. Their annotated designs, planning and evaluations are of good quality and they use their literacy and mathematical skills well. Work on display around the school, including beautifully illustrated mini-chairs in Years 3/4, Greek boxes in Years 5/6, and musical instruments and very effective clay eggcups in Year 6, are of a good, sometimes very good, standard. Examples of work show that cross-curricular links are being encouraged in order to make the work more relevant and exciting.

84. Leadership and management of the subject are good. The curriculum is enriched by extra-curricular opportunities. The hand/glove puppets being made by Year 1/2 pupils in an after-school club were very well designed and of a high standard. Improvements since the last inspection have been good.

## **Music**

The provision for music is **good**.

### **Main strengths and weaknesses**

- Pupils make good progress from a below average start and standards in music are in line with expected levels by the time pupils leave the school.
- The opportunities for performance by pupils are good.

### **Commentary**

85. Pupils achieve well and attain the standards expected for their age and enjoy the many music making activities provided for them. This reflects the good changes and improvement since the last inspection. The singing in assembly during the inspection was consistently of a very high standard and very enthusiastic.

86. Pupils in Years 1 and 2 sing well and show good control of pitch, rhythm and dynamics. They compose and perform simple songs well. They are introduced to a good range of different musical experiences. In Years 3 to 6, pupils have good, musical opportunities and they achieve well. Their performances, both as a choir and in musical plays, are good. The way older pupils responded to the effective teaching showed a good understanding of rhythm and they were able to maintain the shape of the melody very well. The lessons seen clearly demonstrated the overall good quality of the teaching of music.

87. The subject is well managed and monitored by the enthusiastic co-ordinator who gives unstintingly of her time to run the choir and give pupils the opportunity to perform. This enables her to monitor the progress and achievement of many pupils and so make their tasks appropriate in the teachers' planning and ensure good progress.

## **Physical education**

88. Only one physical education lesson was seen during the inspection, thus no judgement on the overall quality of provision or of standards and achievement can be made. Analysis of planning suggests that coverage of the curriculum is sound. There is a very good range of extra-curricular activities, including team and individual sports. The leadership and management of the subject are satisfactory. As there are no systematic assessment arrangements and very few opportunities for monitoring teaching and learning, this limits teachers' capacity to plan for improvement.

## **PERSONAL, SOCIAL AND HEALTH EDUCATION**

Provision in personal, social and health education is **very good**.

### **Commentary**

89. There is a very good school programme to enable pupils to develop confidence and responsibility and to make the most of their abilities. They are taught to recognise their worth as individuals by identifying positive things about themselves and their achievements, seeing their mistakes, making amends and setting personal goals. Opportunities in discussions, known as circle time, enable pupils to develop good relationships and respect the differences between people, to learn that their actions affect themselves and others, to care about other people's feelings and to try to see things from

their points of view. They are also taught to face new challenges positively by collecting information, looking for help, making responsible choices, and taking action, for example planning and looking after the school environment, or acting as a playground helper for younger pupils.

90. The school is careful to make pupils realise the consequences of anti-social and aggressive behaviour, such as bullying and racism, on individuals and communities and to reflect on spiritual, moral, social, and cultural issues, using imagination to understand other people's experiences. Pupils are also enabled to develop a healthy, safer lifestyle and learn basic emergency first aid procedures and where to get help.

## PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
<b>The overall effectiveness of the school</b>	<b>3</b>
How inclusive the school is	3
How the school's effectiveness has changed since its last inspection	4
Value for money provided by the school	3
<b>Overall standards achieved</b>	<b>3</b>
Pupils' achievement	3
<b>Pupils' attitudes, values and other personal qualities</b>	<b>2</b>
Attendance	3
Attitudes	2
Behaviour, including the extent of exclusions	2
Pupils' spiritual, moral, social and cultural development	3
<b>The quality of education provided by the school</b>	<b>3</b>
The quality of teaching	3
How well pupils learn	3
The quality of assessment	3
How well the curriculum meets pupils' needs	4
Enrichment of the curriculum, including out-of-school activities	3
Accommodation and resources	3
Pupils' care, welfare, health and safety	3
Support, advice and guidance for pupils	3
How well the school seeks and acts on pupils' views	3
The effectiveness of the school's links with parents	3
The quality of the school's links with the community	3
The school's links with other schools and colleges	3
<b>The leadership and management of the school</b>	<b>2</b>
The governance of the school	4
The leadership of the headteacher	1
The leadership of other key staff	3
The effectiveness of management	2

*Inspectors make judgements on a scale: excellent (grade 1); very good (2); good (3); satisfactory (4); unsatisfactory (5); poor (6); very poor (7).*