

INSPECTION REPORT

Our Lady of Lincoln Catholic Primary School

Lincoln

LEA area: Lincolnshire

Unique reference number: 120618

Headteacher: Mrs. F.V. Hellier

Lead inspector: Mr M.J.Johnstone

Dates of inspection: 15.09.03 – 17.09.03

Inspection number: 257111

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:	Voluntary Aided
Age range of pupils:	4-11
Gender of pupils:	Mixed
Number on roll;	166
School address:	Laughton Way Lincoln LN2 2HE
Telephone number:	(01522) 527500
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Appropriate authority:	Governing body
Name of chair of governors:	Stephen Wilson
Date of previous inspection:	08.06.98

CHARACTERISTICS OF THE SCHOOL

This Roman Catholic primary school is situated in the northern part of the city of Lincoln. With 166 pupils (98 girls and 68 boys), it is smaller than most primary schools. Twenty-four children are in the Foundation Stage (the reception class). Almost all of the pupils are of white United Kingdom heritage including a small number of Traveller children. No pupil speaks English as an additional language. The pupils come from a wide range of socio-economic groups and attainment on entry for most pupils is below average. Twenty-three per cent of the pupils have special educational needs, which is about average. Most of these pupils have difficulties including speech, communication, social and emotional needs. Three pupils have a statement of special educational need. The percentage of pupils eligible for free school meals (six per cent) is below average. Pupil mobility is a little above the national average. The school is part of the Leadership Development Strategy in primary schools and received an achievement award in 2003.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
21114	Malcolm Johnstone	Lead inspector	Information and communication technology (ICT) History Geography
14083	Anthony Anderson	Lay inspector	
21450	Daniel Kilborn	Team inspector	English Art and design Design and technology Music Physical education Special educational needs English as an additional language
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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This is a **good school** that provides **good value for money**. Most pupils achieve well because the teaching is **good**. There was some disruption to learning for pupils in Year 5 last year due to staffing difficulties. These pupils did not make the progress that they should have. Despite these difficulties, pupils of all abilities achieve well overall and standards are generally above average by the end of Year 2 and Year 6. The leadership and management of the school are **good** and there is clear desire and capacity to improve the quality of education further.

The school's main strengths and weaknesses are:

- By the end of Years 2 and 6, standards are above the national average in English, mathematics and science
- Teaching is good overall and pupils of all abilities achieve well in relation to their prior attainment
- The leadership of the school embraces a very strong and effective commitment to improvement and inclusiveness. The acting headteacher is providing a calm and very effective steer for the school
- Standards in information and communication technology (ICT) by the end of KS2 are below average and computers are not used enough to support learning in other subjects
- Whilst there were pockets of good work in Year 5, pupils' progress last year was unsatisfactory overall
- There are not enough opportunities for the older pupils to develop independent learning skills and follow their own lines of enquiry
- Children are getting a good start to their education in the Foundation Stage where teaching is very good
- More resources are needed in the Foundation Stage, the school library and in physical education in Years 1 to 6.
- The curriculum is skilfully planned and organised
- The governors are highly committed to the school and have a clear vision for its development

Since the school was inspected in 1998 the rate of **improvement has been good**. Leadership and management have been strengthened and are now much more effective. The school improvement plan is a more focused and effective tool for development. Standards and teaching are better than they were. There has not been enough progress in the resource provision in certain curriculum areas.

STANDARDS ACHIEVED

Results in National Curriculum tests at the end of Year 6, compared with:	All schools			Similar schools
	2000	2001	2002	2002
English	B	A	B	C
Mathematics	A	A	B	B
Science	C	B	C	C

*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.*

In the Foundation Stage (FS), the children are on course to reach the early learning goals set for them and in personal, social and emotional development most are likely to exceed them. The children are taught very well and are achieving well as a result. By the end of Year 2, **standards are above average in reading, writing and mathematics** and pupils of all abilities achieve well. Standards have improved in reading and writing since the 2002 national test results in which they were average. **By the end of Year 6, standards are above average in English, mathematics**

and science. This is broadly similar to the picture in the 2002 tests although standards have improved in science. Standards in all three subjects are high enough to be at least comparable to those in similar schools and represent **good overall achievement** since attainment on entry to the Foundation Stage is generally below average.

Most pupils have **good attitudes to school.** They are enthusiastic, keen to learn and arrive at school punctually. In lessons and at playtimes, **standards of behaviour are good.** There is a small minority of older pupils, mainly boys, whose attitudes and behaviour are not always up to this high standard. Teachers usually deal with them effectively. The **attendance rate at the school is similar to the national average.** The **spiritual, moral, social and cultural development of the pupils is good.** These aspects are developed well in an environment of care, love and respect.

QUALITY OF EDUCATION

The **teaching is good** and enables pupils of all abilities and backgrounds to learn effectively. **A significant proportion of very good teaching was observed in the Reception class and Year 6 where the teaching was very good.** Temporary arrangements in Year 5 led to good teaching in almost all the lessons seen in that year although one poor lesson was seen. English and mathematics are well taught and, as a result, pupils develop good literacy and numeracy skills. Relationships, lesson planning, matching work to pupils' abilities, assessment and the use of time and resources, including support staff are particular strengths. **More could be done to develop pupils' research skills and to use computers more widely.**

The broad, balanced and relevant curriculum is of good quality. It is planned to meet the needs of all pupils and is readily accessible to them. Literacy and numeracy skills are developed reasonably well across the curriculum. **The school has a good partnership with parents and the local community.** There was some loss of confidence in the school by parents in Year 5 due to the arrangements last year. The school provides **very effective care for the pupils.**

LEADERSHIP AND MANAGEMENT

The leadership of the school is good. The permanent headteacher went on long-term sickness leave at the end of last term and the school has an acting headteacher from a local school. He has very quickly gained a good knowledge and understanding of the good systems that were developing and has gained the respect of staff and parents. Commitment and teamwork between all staff and governors, clear vision, educational direction and high aspirations are strong features and lead to high standards. **The management of the school and its governance are good.** Senior staff and governors monitor and evaluate the standards, teaching and learning effectively. Financial control and routine administration are good.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

The large majority of parents hold the school in high regard and recognise the significant improvements that have been made. Most pupils like school and enjoy their learning.

IMPROVEMENTS NEEDED

In order to develop the quality of education further the headteacher, staff and governors should:

- Continue to work to improve provision for Year 5 so that pupils make better progress
- Improve standards in ICT especially in the upper part of the school and use computers more in other subjects. Provide all classes with a computer
- Provide more opportunities for the older pupils to develop independent learning skills
- Improve resources for the Reception class, the library and physical education

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

In the Foundation Stage (FS) children achieve very well. By the end of Years 2 and 6, standards in English, mathematics and science are above the national average and the achievements of most pupils are good. In all other subjects, standards are similar to those expected for pupils' age and their achievements are satisfactory. **Pupils in Year 5 last year made patchy progress and did not achieve as well as they should have.** Across the school there is no significant difference in the standards and achievements of boys and girls.

Main strengths and weaknesses

- Children in the Reception class achieve very well in relation to their prior attainment though a lack of resources for physical development limits some aspects of learning
- In most year groups pupils of all abilities make good progress and achieve well in English, mathematics and science
- Whilst there are pockets of good work in Year 5, breaks in continuity and progress have meant that pupils have not achieved as well as they should
- The Traveller pupils achieve well as a result of good teaching and support
- Pupils with special educational needs (SEN) achieve well
- Standards in ICT are below average at the end of Year 6
- Pupils do not achieve as well as they should in the development of independent learning skills.

Commentary

Standards at the end of the Foundation Stage

Standards in relation to the early learning goals by the end of reception in:	
Personal, social and emotional development	Good
Communication, language and literacy	Satisfactory
Mathematical development	Satisfactory
Knowledge and understanding of the world	Satisfactory
Physical development	Satisfactory
Creative development	Satisfactory

Inspectors make judgements in the range: excellent; very good; good; satisfactory; unsatisfactory; poor; very poor.

1 Recognised test procedures and teacher assessment show that **children enter school with standards of attainment below those normally expected for their age** except for physical development where they are average. The full range of attainment is present with wide gaps between the more and less able children. **Due to the very good quality of teaching, most children are likely to at least achieve the Early Learning Goals** by the time they enter Year 1.

2 In the 2002 National Curriculum tests for pupils at the end of Year 2, standards were similar to the national average in reading and writing and were high enough to be comparable with those in similar schools. Standards were well above average in mathematics. Inspection evidence, supported by provisional results from the 2003 tests, indicate that standards are now above average in all three subjects. **The above average standards in speaking and listening, reading, writing, mathematics and science reflect the good teaching in these subjects.**

Key Stage 2

Standards in national tests at the end of Year 6 – average point scores in 2002

Standards in:	School results	National results
English	27.9 (28.5)	27.0 (27.0)
Mathematics	28.3 (28.7)	26.7 (26.6)
Science	28.5 (29.4)	28.3 (28.3)

There were 29 pupils in the year group. Figures in brackets are for the previous year

3 In the 2002 National Curriculum tests for pupils at the end of Year 6, results were **above the national average in English and mathematics**. They were similar to the national average in science. Inspection evidence supported by provisional results from the 2003 national tests indicates that the above average standards in **English and mathematics have been maintained and standards in science are now also above average**. In English and mathematics, standards have fluctuated between above and well above average over the past three years. In science they have fluctuated between average and above average. In all three subjects, standards are high enough to be at least comparable with those of similar schools and are higher than they were at the time of the previous inspection. **This represents good overall achievement for the pupils** since attainment on entry is generally below average. In the test results over the past three years and in the work seen during the inspection, there was no significant difference in the work of boys and girls. Above average pupils generally achieve well in all three subjects and the number of pupils reaching the higher levels of the National Curriculum compares favourably with national averages. The scrutiny of pupils' work from the last academic year indicated that **pupils in Year 5 made inconsistent progress** and, while some of the work was of good quality, knowledge and skills were not systematically developed due to the frequent staff changes. The school has set challenging targets in English and mathematics for the next two years. These would be likely to maintain the above average standards achieved of late. Much will depend on establishing stability and continuity of learning in Year 5 as to whether they are fully reached.

4 The key strengths in English are **good speaking and listening skills, reading and writing** and the good standards in handwriting, spelling, punctuation and grammar. In mathematics, pupils in Year 2 to 6 have a **good grasp of number, mental strategies and written calculation methods**. Pupils in Year 6 have **some difficulties with the speedy recall of multiplication facts**. In science, pupils build up a **good breadth and depth of knowledge** but their understanding of **how to apply this to an investigation is not so strong**. Overall, pupils use their literacy and numeracy skills satisfactorily to support work in other subjects but this aspect of their work in basic skills could be improved.

5 **Standards in ICT are below the national expectation at the end of Year 6**, although progress in developing the subject has been good over the past two years due to good leadership and management of the subject and the acquisition of the computer suite. The skills being developed have not yet fed through to the older pupils in Years 5 and 6. **Teachers are not using computers enough to develop learning across the curriculum**. This is partly due to insufficient classroom computers. In general, more could be done to develop independent learning skills and use pupils' good knowledge to conduct research using reference materials and computers. Standards in other subjects are as expected for pupils' age and their achievements are sound. **Some good work was observed in art and design**.

6 **The Traveller pupils are supported well in lessons** and receive additional effective support from the Traveller support teacher. This enables them to achieve well in relation to their prior attainment. **The irregular patterns of attendance slow down the pace of learning** for some of these pupils.

7 **Pupils with SEN receive good levels of challenge** and as a result of good support in classrooms make **good progress** towards the targets in their individual education plans.

Pupils’ attitudes, values and other personal qualities

Pupils’ attitudes to school are **good** and they behave well in lessons. Attendance is satisfactory. Pupils’ **spiritual, moral, social and cultural development is good.**

Main strengths and weaknesses

- The attitudes of the large majority of pupils are good and they are eager to learn.
- Most pupils behave well in lessons and around the school
- Teachers have high expectations of behaviour and implement the school’s behaviour strategies consistently
- Punctuality is very good and lessons start on time
- There are not enough opportunities in lessons for personal research and self-initiated investigations for older pupils
- Constant changes in staffing in Year 5 have had a negative effect on the motivation and work ethic of some pupils
- There is a small minority of pupils, mainly boys from the current Year 6, with emotional and behavioural difficulties who present challenging behaviour.

Commentary

The table below shows the attendance figures for the school. The school’s procedures for monitoring and promoting good attendance are good.

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data:	6.2	School data:	0.0
National data:	5.9	National data:	0.5

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

8 The large majority of pupils enjoy coming to school. They arrive on time in the mornings and quickly settle down into the day’s routines. The vast majority of pupils behave well in lessons. In the Reception class children behave very well and settle quickly into routines. There is a small minority of older pupils, mainly Year 6 boys, who have become disaffected and on some occasions present challenging behaviour. This is largely the result of the many different teachers they had last year and the disruption this caused to learning. Evidence from the inspection confirms that they are usually dealt with well. Behaviour at breaks and lunchtimes and when pupils are moving around the school is good. One incident of bullying was observed during the inspection but this was dealt with well by the headteacher. There are appropriate policies outlining the school’s approach to bullying. All lesson plans have whole school strategies to deal with misbehaviour and this gives a high degree of continuity of approach. Good relationships with teachers and their high expectations of behaviour and work ethic enable pupils to develop self-esteem and a desire to learn

9 Most children are interested in their work and are keen to do well. They know their personal targets and work towards them well. Pupils work well in pairs and larger groups. However, there are too few opportunities for older pupils to carry out personal research and use their own initiative in investigations. The school council gives the pupils an effective voice in the running of the school and

provides them with an early understanding of citizenship and the responsibilities of living in a community. All pupils take on the responsibilities provided with enthusiasm and commitment.

10 Pupils with SEN have positive attitudes to their learning. When they are supported by a class teacher and support staff their motivation, concentration and effort are particularly good.

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	161	4	0
White – Irish	3	0	0
White – any other White background	1	0	0
Mixed – any other mixed background	1	0	0

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

11 **The provision for pupils’ spiritual development is good.** Well-planned acts of worship that set the theme for the week are effective in promoting pupils’ self-esteem and awareness of the needs of others. Older pupils have opportunities to discuss aspects of other religious festivals as well as Catholic values and traditions. Pupils develop a good sense of awe wonder when considering issues about the school environment of the school. In literacy, science and music in all year groups pupils develop fascination and excitement in aspects of their learning.

12 **Pupils’ moral education is good** and benefits from the constant application of all staff of school and class rules. Good systems support pupils with behavioural difficulties and a high level of care and concern for the individual pervades school life. There is a strong emphasis on positive aspects of behaviour and pupils are aware of how their behaviour affects others. Adults set very high standards of conduct and are good role models. Pupils know the differences between right and wrong and have a good understanding of the need for rules to promote an orderly community. Support for various charities enables pupils to gain a good sense of awareness of others less fortunate than themselves.

13 **Pupils’ social development is good.** This represents a good improvement from the previous inspection when it was judged unsatisfactory. This aspect has improved as a result of more focussed and planned opportunities by the school for pupils to become more involved in the wider community. Day and residential visits enable pupils to gain wider experience and better awareness of life beyond the school, for example, older pupils visit senior citizens and hospital day centres. Pupils develop their social awareness well in class, particularly in ‘circle times’ when taking turns, listening to others and sharing are promoted very well. The activities of the school council have a positive impact on pupils’ social development. The good provision for extra-curricular activities encourages personal commitment and an appreciation of team working largely through competitive sports competitions against local schools.

14 **Pupils’ cultural development** has also improved from unsatisfactory to **good** since the previous inspection. Pupils’ knowledge of their own culture through work in history, art, music and literature is good. They are also aware of other cultural traditions and, through study of different religions during faith weeks and work in art, music and geography, they extend their knowledge well. Visitors to school demonstrating art techniques, dance and music contribute well to pupils’ understanding of their own and other cultures. Visits out of school to museums, theatres, art galleries, cultural and activity centres and opportunities to participate in music workshops and recording provide pupils with a range of good cultural experiences.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The school provides a good quality education. Good teaching and learning was observed in all year groups. The school provides a good curriculum that meets the needs of all pupils effectively. There is good additional support for Traveller pupils and pupils who have SEN. Some shortages in resources impede progress in some areas.

Teaching and learning

The quality of teaching is **good overall** with **some very good teaching** observed in the Reception class and Years 3 and 6. **English and mathematics are taught well** at all stages. The good teaching results in **effective learning and good achievement** for pupils of all abilities. Teaching has improved since the previous inspection

Main strengths and weaknesses

- Teaching and learning in the Reception class are very good
- At all stages, teachers make effective efforts to meet the needs of all pupils
- Relationships are good and teachers insist on high standards of behaviour
- Teachers' planning and the use of time are very good
- Teachers have a good knowledge of most subjects and are keen to improve their teaching further
- Literacy and numeracy are well taught
- Classroom assistants are used well and make an effective contribution to pupils' learning
- Teachers assess pupils' learning well and build successfully on the outcomes
- Pupils acquire good skills, knowledge and understanding in most subjects
- Most pupils apply themselves well and produce good work
- Breaks in continuity of learning in last years' Year 5 class led to some underachievement
- Pupils work well collaboratively but are not so adept at working independently

Commentary

Summary of teaching observed during the inspection in 35 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0 (0%)	13 (37 %)	16 (46 %)	5 (14 %)	0 (0%)	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.

15 The Reception class teacher has a very good understanding of how young children learn. She retains their interest through the use of many different strategies, an important aspect of her lively, stimulating teaching. There is a very appropriate strong focus on personal, social and emotional development early in the school year to establish routines and a respect for others. This works very effectively. No opportunity is lost to develop key language and literacy and mathematical skills. Very good use is made of the practical resources, support staff and voluntary helpers to ensure children develop in all the required areas of learning. There are no established assessment and recording procedures linked to the national guidelines for assessment of young children. The teacher, who is new to the Reception class, has established appropriate initial procedures. The teacher already knows the children well and is establishing a clear picture of their needs prior to undertaking more formal assessment.

16 There is little difference in the quality of teaching between Years 1 and 2 and Years 3 to 6. At both stages, English and mathematics are well taught and recommendations from the national literacy and numeracy frameworks are securely established. Reading and writing are well taught, although more opportunities should be provided for pupils to use their writing skills in subjects such as history.

17 All teachers have a good knowledge of most subjects and where there are any weaknesses, for example, in ICT, good in-service training programmes are organised. Their good knowledge, for example, results in effective questioning that help pupils think more deeply about the work and helps them to develop the correct subject vocabulary. Teachers are very committed and have a strong desire to improve. They evaluate the success of their own teaching well. Relationships are good and allow the good use of humour and discussion in lessons. The teachers' high expectations of behaviour and work ethic ensure that lessons proceed without undue disruption and at a good pace. Teachers handle the few difficulties that arise with skill; their actions are based on an effective whole school approach and detailed knowledge of individuals.

18 Teachers' planning and use of time are very good. They use the school framework of long, medium and short term planning and schemes of work consistently and well. This ensures learning is built up progressively. Little time is lost and all lessons start and finish promptly. A variety of organisational strategies are used to good effect, for example, an additional part-time teacher is used in the mornings to allow pupils in Years 3,4 and 5 to be taught in age specific groups for English and mathematics. This makes it easier for teachers to plan appropriate work for the pupils.

19 The teaching and support for pupils with special educational needs is good. Teachers use their good knowledge of pupils to select interesting materials and plan carefully to provide achievable targets and take account of what different pupils can already do. This enables pupils to increase their knowledge skills and understanding in each lesson. Pupils with SEN are fully involved in lesson discussion sessions. All classroom assistants are fully involved in planning and understand the objectives for the lessons.

20 The above average pupils generally do well and good efforts are made to plan work that offers suitable challenge for them. The Traveller support teacher helps the Traveller pupils with their work and teachers provide individual help when possible. This helps them achieve well.

21 Teachers assess pupils' learning well and build the information effectively into subsequent lessons. This helps them address successfully any shortcomings in learning by individuals or specific groups of pupils. Pupils have their own literacy and numeracy targets and know what these are. This helps give them a good knowledge of their own learning. Pupils' work is marked well with constructive comments as to how it might be improved.

22 The quality of pupils' learning is mostly good. Pupils acquire good skills in speaking and listening, reading, writing and number. Most pupils concentrate well in lessons and produce good work. They work well collaboratively and most work well when not directly supervised. Teachers, however, do not provide enough opportunities for the older pupils to work independently by following their own lines of enquiry, undertaking their own research and using their good skills to explore beyond what is planned. In this respect, pupils could be achieving even more.

23 Breaks in continuity of learning as a result of a succession of supply teachers in Year 5 last year led to some underachievement. During the inspection, a temporary teacher who was modelling good teaching for the established member of staff who had returned from a long illness took the Year 5 class. The lessons led by the temporary teacher were judged to be good but the one lesson in physical education taken by the established teacher was judged to be poor due to weak organisation, management and control and use of time.

The curriculum

The overall quality of the curriculum is good and is supported by good extra-curricular activities and visits. **The quality of resources and accommodation is satisfactory overall** but there are some minor weaknesses that impede learning.

Main strengths and weaknesses

- The curriculum is well planned to meet the needs of all pupils
- In the reception class, areas of learning are consistently linked together to make the best use of time.
- Extra-curricular provision and the use of visits and visitors are good.
- Teachers have a very good capacity to develop the curriculum further due to effective leadership of the subjects.
- Provision for pupils with special educational needs is good
- Traveller pupils are welcomed into the school and provision for them is good
- Although now planned for, the designated area for outdoor activity for Reception children has not been completed and some shortages in resources remain
- Computers are not used sufficiently to support learning in all subjects.
- There are some weaknesses in resources for physical education, information and communication technology (ICT) programs and library books

24 The curriculum throughout the school is planned well to meet statutory requirements and to meet the needs of all pupils of all attainment levels.

25 In the Reception class efficient use is made of time as areas of learning are carefully linked together and the knowledgeable teacher loses no opportunity to reinforce key skills in language, literacy and mathematics. Provision for personal, social and emotional development is very good and permeates all learning.

26 Curriculum planning is good and is well organised so that further development is easier to achieve. The subject managers have a very good capacity to improve all subject areas further, regardless of the low starting point in most foundation subjects due to their subject knowledge, vision and commitment to the school. A good range of visits, visitors, and additional experiences outside classes enrich learning, for example, in sport, music and drama. Provision for personal, social and health education and citizenship is good and supported wherever possible by specialist teams, for example, in the pupils' education for the misuse of drugs. The National Literacy and Numeracy Strategies are well established and used effectively to help pupils learn. Much has been done to improve provision and the quality of the curriculum for ICT since the previous inspection, although skills are not used efficiently to support all subjects.

27 Provision for pupils who have SEN is good. The school provides a thoroughly considered and flexible range of support to meet the needs of the pupils and individuals. Individual education plans are of good quality. Targets are clearly defined and the needs of pupils with statements of special educational needs are met effectively. The curriculum provided for the Traveller pupils is good and, when appropriate, is related to their way of life, for example, topics on homes includes caravans as one type of home.

28 In the previous inspection the school was asked to address the issue of the lack of a designated secure and well equipped outside area for children in the Reception class to use throughout the day. Plans have recently been drawn up and a start made to meet this requirement. Meanwhile the teacher is adept at providing compensatory activities. The Year 1 classroom is cramped although an adjacent classroom is not used efficiently to help compensate for this. There are some weaknesses in equipment for gymnastics in physical education, also mentioned in the previous inspection report, which place some limitations on progress in this aspect of the subject in

Years 1 to 6. The library is underused for personal research and does not have enough reference books. The school is accessible for those with physical disability.

Care, guidance and support

The school provides **effective care, guidance and support** for its pupils. Pupils' learning is supported well. Health and safety procedures are **very good**. Achievement and personal development are monitored well. The involvement of pupils in the school's work and development is very good.

Main strengths and weaknesses

- Child protection procedures are very good
- Support and guidance for pupils are good. The teachers and other staff know their pupils very well
- Experienced and well-trained members of staff supervise children very well at breaks and lunchtimes
- The school council meets regularly and every class has the opportunity to make their views known

Commentary

29 The procedures for monitoring attendance are good. The school works closely with the Education Welfare Officer and the Traveller Support Service to promote good attendance.

30 The school council allows pupils of all ages to make suggestions about the day to day running of the school. Pupils discuss and agree their own school rules. In this way, they understand them and the implications well. All members of staff are very caring and totally committed to the welfare of the children in their charge. They know their needs well and have built a good relationship with pupils.

31 All staff are fully informed and very aware of potential child protection issues and how to deal with them. All the required health and safety checks and inspections, including risk assessments, are regularly carried out and properly recorded. This ensures that pupils work in a healthy and safe environment. Alert and vigilant staff supervise the pupils very well. Children starting in the Reception class and pupils who are new to the school are welcomed and settled quickly into the school routines. As pupils move through the school, they have access to well-informed support, advice and guidance that has a positive effect on their achievements and the standards that they achieve.

32 The school meets its statutory requirements for all pupils with statements of special educational needs. Specified provision is implemented effectively including access to specialist staff. Procedures for assessing the attainment and progress of pupils with special educational needs are good. Information is used effectively to draw up individual education plans with manageable and achievable targets. These make a good contribution to pupils' progress in English and mathematics.

Partnership with parents, other schools and the community

The partnership with parents and the community is **good overall**.

Main strengths and weaknesses

- The large majority of parents hold the school in high regard
- The school provides good information for parents but they are not always consulted as well as they might be
- There are a good number of parents who help in classrooms and accompany children on out of school trips

- Some parents lost confidence in behaviour management and pupils' achievements in Year 5 last year

Commentary

33 The large majority of parents indicate that they are pleased with what the school provides and have confidence in the ability of the school to meet the needs of their children. The information provided by the school is good. Regular newsletters and reports on pupils' progress give relevant information on all subjects and how the pupils might improve. Inspection evidence concludes that the school does all it can to deal with any parental concerns or complaints. Parents are consulted about major decisions but this aspect is not as strong as it should be. Some parents expressed concerns about behaviour management. This was found to be based largely on the behaviour in last year's Year 5 when there had been considerably disruption caused by continual changes in teaching staff. The situation has improved and parents spoken to during the inspection expressed their satisfaction with the improvements.

34 Parents support pupils with homework and a good number help in classrooms and with extra-curricular activities. There is an active Parents Association that raises considerable funds for the school. The school has good links with the local church and community. There are regular visitors from both organisations and the school makes good use of support services provided by the local education authority. There are good links with local nursery schools and playgroups and the secondary schools to which pupils transfer.

35 Parents of pupils with statements of special educational needs are appropriately involved in annual review meetings and the school seeks the views of parents and carers for reviews of individual educational plans.

LEADERSHIP AND MANAGEMENT

The leadership and management of the school are good overall. Governance is **good**. The established headteacher, newly appointed acting headteacher and key staff provide **good leadership**. The school is **well managed**. Staffing instability makes raising standards more difficult

Main strengths and weaknesses

- There has been significant improvement in the leadership and management of the school
- The commitment of the headteacher and staff and the capacity for further improvement are very good. The new acting headteacher has quickly established the trust and respect of pupils, staff, parents and governors
- The new teacher in the Foundation Stage is providing very good leadership and management
- The governors know the school well and work hard to develop the quality of learning. They are fully aware of the unsatisfactory situation in Year 5

Commentary

36 The governors of the school justifiably have great faith and confidence in the established headteacher and the new acting headteacher. The governors are committed and have a highly developed strategic overview of the work of the school. This helps them shape the vision and direction of the school and provide challenge and support for the senior management team. These qualities are exemplified in their good knowledge of the strengths and weaknesses of the school and their involvement in the school improvement planning process. The governors fulfil their statutory duties and their commitment to inclusion is evident in the appropriate policies and their outcomes, for example, in relation to equal opportunities, SEN, Traveller pupils, race equality, disability and sex. In collaboration with the established headteacher and local education authority, the governors have a sensible plan to help resolve the situation in Year 5.

37 The established headteacher has been successful in bringing about marked improvement in the leadership of the school. Her clear vision and sense of purpose, together with high aspirations for the pupils, have resulted in improved standards, better teaching and whole school involvement in curriculum development through a more focused and relevant school improvement plan. She has empowered subject leaders to take greater control of development of their subjects and given them the tools to achieve this. The leadership of the FS, English, mathematics and science are particularly effective. The management of SEN provision is good. The special needs coordinator is a skilled teacher who leads by example. Her systems for keeping and updating paperwork are well organised and readily accessible. She makes very good use of support from outside agencies, such as the psychological, behaviour and Traveller support services. Staff changes have slowed development somewhat but it is clear that the process is having a good impact. The acting headteacher has quickly settled in and come to terms with the school's stage of development. He is very aware of the strengths of the school and what needs to be done and has quickly gained the trust and respect of staff, governors, parents and pupils. The acting headteacher and senior staff provide good role models for the less experienced teachers.

38 All who work in the school have high aspirations for all pupils and embrace the principles of inclusion successfully. The strong commitment to self-evaluation has led to the development of good systems to check how well the school is doing; for example, effective use is made of performance data and the headteacher and senior staff check the quality of teaching systematically. More could still be done to use the data collected on pupils' performance, for example, to analyse the performance of various year groups using the optional national testing programmes.

39 Performance management operates well despite the staff changes and is bringing about improvement; for example, in the teaching of ICT. The desire of all staff to improve their teaching further is exemplified by the commitment to staff development. Day-to-day management and administration works well and diverts routine tasks away from the teaching staff. The office staff are efficient and provide a welcoming first point of contact for visitors.

40 Financial planning is mostly good and the governors have effective financial oversight of the finances and budget. The school carried forward about 11 per cent of funds that have accrued over the past few years. This is more than recommended. However, there is an appropriate plan to use most of this surplus to improve resources in the Reception class, physical education and the fabric of the school. There is good understanding of best value principles exemplified in the school's seeking of tenders, checking pupils' performance against other similar schools and evaluating the quality of teaching and the general quality of education provided for all pupils.

Financial information for the year April 2002 to March 2003

Income and expenditure (£)	
Total income	397,270
Total expenditure	352,492
Expenditure per pupil	1,998

Balances (£)	
Balance from previous year	38,987
Balance carried forward to the next financial year	44,788

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

41 A new Reception teacher has been appointed this year and has made a very good start at improving provision for the youngest children in the school. **The curriculum offered is good.** Although there is often a focus on an area of learning in morning or afternoon sessions, the strength of the provision is that the teacher loses no opportunity to develop key skills in any activity. **There are many very good features in the curriculum and a few weaknesses linked to a lack of resources but** these are compensated for very well. There is a good balance between self selected and teacher directed activities appropriate for the age of the children. The completion and use of the recently planned outdoor activity area and new resources for both indoor and outdoor activity are likely to improve the opportunities that can be provided. The lack of an outdoor activity area was raised in the previous inspection report and progress with the issue has not been rapid enough. Children enter the Reception class at the beginning of the year in which they are five. There is a suitable induction process and a clear vision for improving this further.

42 Parents feel welcome in the Reception class and are suitably informed about their children's progress. However assessment and recording information about attainment related to the Early Learning Goals (the national targets for learning in the different areas of learning) is in the very early stages of development. Children regularly take books home to share with their families.

43 **The management of the Foundation Stage is good.** There is no full time Nursery nurse with whom the teacher can share planning and responsibilities, but a variety of support assistants and volunteer helpers are well planned for. The governors and acting headteacher are giving high priority to the development of provision. **The teacher has a very good understanding of the principles that should underpin a good curriculum for young children and has the vision and determination to develop the provision.**

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Provision is very good.

Main strengths and weaknesses

- Teaching is consistently very good and thus children achieve very well.
- Classroom routines are rapidly being established and children are gaining in confidence.
- Personal, social and emotional development permeates all activities

44 Children enter the Reception class with the full range of skills in personal and social development, although based on nationally recognised testing these are below average. Due to the consistent approach of the teacher, who loses no opportunity to develop personal and social skills, these develop rapidly and achievement is very good. Children are learning the importance of classroom routines, listening to instructions carefully, respecting the contributions of other, sharing and taking responsibility for tidying up. They already relate well to other adults that work in the classroom. They are likely to exceed the Early Learning Goals by the time they enter Year 1,

COMMUNICATION, LANGUAGE AND LITERACY

Provision is very good.

Main strengths and weaknesses

- Teaching and learning are very good and linked to the age and maturity of the children.
- Children achieve very well, particularly in listening and speaking.

45 Standards of attainment are generally below those expected when children start in the Reception class. Children achieve very well and make rapid progress in their learning. An appropriate emphasis is placed on developing children's listening skills during the first few weeks of the academic year and giving them opportunities to speak in front of others and to each other. The teacher has many effective strategies to attract children's attention and to maintain interest when she is talking. This helps children to extend their listening and communication skills well. Instructions are clearly given and vocabulary carefully developed. Children learn the importance of eye contact. They develop an appreciation of books and take one home every night to share with their family. They are taught that text conveys meaning through simple activities like sharing what they are expected to learn and recording achievement on a chart. They are beginning to learn some letter sounds and shapes and match these to initial letters of words. The vast majority are likely to achieve the Early Learning Goals by the time they start Year 1.

MATHEMATICAL DEVELOPMENT

Provision is very good.

Main strengths and weaknesses

- Teaching is consistently very good and leads to very good achievement.
- Basic number skills are reinforced at every opportunity.
- A wide variety of activities are provided to help children learn

46 Children enter the Reception class with mathematical skills that are below those expected for their age but make rapid progress in their learning due to the very good teaching. The teacher has a very good understanding of the development of early mathematical skills and does not restrict teaching to counting activities, although no opportunity is lost to develop these important skills, for example, children count the number of children who have lined up to go outside. Vocabulary is developed well and children are expected to use new words in context. Children learn interesting ways of remembering facts, such as actions to remember what is a two-dimensional shape. Drawing outlines of numbers with body parts becomes fun and also develops children's co-ordination skills. Practical activities are also designed well to improve mathematical knowledge and children's flexibility using their hands.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Provision is good.

Main strengths and weaknesses

- The quality of teaching is very good
- Very good use is made of the resources available.
- There are gaps in resources needed to deliver a very good curriculum.

47 Most children enter the Reception class with limited general knowledge. The teacher has a very good understanding of the wide range of experiences children need to develop and makes every effort to compensate for the lack of classroom resources such as a computer and other ICT equipment. Children have designated lessons in the computer suite. Progress in lessons is often very good. Lessons are very well planned and good use is made of any additional adults available. The initial theme of the year is helping children develop an awareness of parts of the body and how they grow. This, for example, makes them think about what they would do if they could not use their hands. Many opportunities are provided for pupils to join things together in different ways, to explore

and enquire in to how things work and why things happen. Most children are on course to reach the early learning goals by the time they enter Year1.

PHYSICAL DEVELOPMENT

Provision is satisfactory

Main strengths and weaknesses

- Teaching is very good
- There is no secure outdoor area specifically for Reception children
- Many experiences are provided to ensure children have a balanced curriculum while waiting for the completion of the planned designated area and new resources for outdoor activities.

48 Children enter school with the physical development expected for their age. The teacher has a very clear understanding of the needs of young children. Specific physical development lessons in the hall are very well managed to develop children's awareness of their own and others space. They run, jump and exercise their bodies and are taught the importance of warming up and cooling down. Staff and voluntary helpers set a very good example by participating fully and dressing appropriately. Children have the opportunity to ride and share wheeled vehicles outside, where they are closely supervised. Lessons are held out of doors when the weather is suitable. Malleable materials, simple tools and construction materials are readily available to help children develop control over smaller movements. There is no provision for climbing and adventurous activity though the provision of suitable equipment is included in the school development plan.

CREATIVE DEVELOPMENT

Provision is good

Main strengths and weaknesses

- Teaching is very good and leads to very good achievement
- Limitations in resources available restrict opportunities for role-play.

49 Children enter Reception with limited skills in creative activity but learn to use equipment quickly and imaginatively. Activities are continually available and all lessons contain a creative element. The teacher is adept at making children use their imagination. Children have many opportunities to develop their creative skills through art, music and construction activities working individually or with others. Role-play areas are provided for children to act out the topic they are learning about. These areas are not sufficiently stimulating as oddments of furniture are used as boundaries and there is no scope for including interesting pictures and information at the children's eye levels.

SUBJECTS IN KEY STAGES 1 and 2 (Years 1 to 6)

ENGLISH

Provision is good and most pupils achieve well.

Main strengths and weaknesses

- Teaching is usually good and often very good.
- Planning of lessons is very good and work is well matched to pupils needs.

- Pupils with SEN make good progress.
- Attainment is above national averages and most pupils achieve well
- Reading is taught well.
- The library is not used sufficiently for independent research.
- Staffing instability slowed the progress of last year's Year 5 pupils.
- Computers are not used sufficiently to support work in English.

Commentary

50 Standards in reading and writing at the end of Year 2 have improved from average to above average since 2002. Over the past few years, standards by the end of Year 6 have been consistently high enough to be above or well above national averages and have compared favourably with results in similar schools. Differences in cohort compositions, including the relative numbers of pupils with SEN, account for the slight variations. Most pupils enter the school with below average attainment and so current standards represent good progress and achievement by pupils of all abilities.

51 Standards have risen since the previous inspection as a result of consistently good teaching, careful lesson planning and preparation by teachers. These have ensured the provision of a good match of work to pupils' needs. Pupils are aware of what they need to do to improve and the majority work hard to meet their targets.

52 Throughout the school, teachers work hard to ensure that pupils have good opportunities to develop the skills of speaking and listening. By the end of Years 2 and 6, standards are above average and pupils achieve well. For example, when exploring 'dilemmas' in Year 6, pupils are given very good opportunities to discuss their own ideas in class and paired activities. The teacher constantly challenges them with targeted questions and her interesting, lively delivery means all pupils listen attentively.

53 Pupils make good progress in reading as they move through the school and by the end of Year 2 standards are above average. Basic literacy skills such as phonics (the sounds made by letters) are taught effectively in literacy lessons and helps pupils of all abilities to read unfamiliar words successfully. Pupils are encouraged to read regularly at home and reading diaries inform parents of progress well. Older pupils maintain this good progress and by the end of Year 6 standards in reading are above the national average. Most are enthusiastic readers and express opinions on favourite authors saying why they like a particular style and type of book. They have a variety of strategies to identify new words and have a good understanding of what they read. Above average pupils are able to infer and deduce what might happen in a story. Pupils have too few opportunities to visit the school library to develop personal research skills or to learn about classification index systems.

54 Attainment in writing is above average throughout the school as a result of a whole school focus on developing writing and good teaching skills. Pupils in Year 6 write in a good variety of styles, including biographies, plays, poems and instructional writing. Above average pupils write complex sentences and adapt the work of authors to improve their own writing. Standards of handwriting and presentation show good improvement as pupils' progress through the school and by Year 2 spellings are usually accurate. Many pupils use appropriate punctuation, including capital letters, full stops, speech marks and exclamation marks. Spellings are regularly given out and tested and good use is made of dictionaries in lessons. This impacts positively on the standards attained. Progress is patchy in the work of Year 5 pupils from last year, where a succession of supply teachers meant that some work set for these remained unmarked and lacked continuity.

55 Pupils with SEN are well supported. They make good progress in lessons because of effective levels of guidance and support from learning support assistants. Teachers plan work thoroughly and work is well matched to pupils needs through carefully considered individual education plans.

56 Traveller pupils are also well supported throughout the school and the specialist teachers and support staff make a significant impact on their ability to make good progress.

57 Teaching is good and nearly half the lessons seen were very good. Teachers have a good understanding of their pupils' needs and lesson planning is very good and securely based on the National Literacy Strategy. Teachers' subject knowledge is good. As a result, good features of lessons include effective questioning that challenges pupils to think and express opinions about texts and stories. Lesson purposes are shared well with pupils at the start and then reinforced well during whole class sessions and at the end of lessons. All teachers have high expectations of behaviour and relationships with pupils are good. This has a positive effect on pupils' work rate and progress as most try hard to meet their teachers' expectations. Teachers assess work conscientiously using a range of formal and informal assessment procedures. Marking is good and informs pupils about how work might be improved. Pupils have their own personal literacy targets and this helps them measure their success. Homework is used effectively throughout the school to improve pupils' reading, writing and spelling skills.

58 The management of the subject is good and the coordinator has a clear view of the strengths and needs in the subject. The school has plans to refurbish and restock the library to enable pupils to engage in and develop more independent research.

Language and literacy across the curriculum

59 Language and literacy are used satisfactorily to support work across the curriculum. Their speaking and listening and reading skills give good support in all subjects. More should be done to extend opportunities for pupils to use their writing skills in all subjects. There are some good examples in science, history and geography but these are not widespread or frequent enough. Whilst there are some good examples in lessons in the computer suite of the use of computers to extend and develop literacy skills, opportunities in classrooms are limited by a lack of resources.

MATHEMATICS

Provision is good.

Main strengths and weaknesses

- Standards are above average in all areas of mathematics in Year 2 and in recent work covered in Year 6
- Teaching is good overall; teachers use the National Numeracy Strategy well and this leads to good achievement
- Marking is good and helps pupils improve
- Teaching in Year 6 is rapidly compensating for inconsistencies in Year 5
- Disrupted and inconsistent teaching in Year 5 has led to lower standards than in some previous years at the beginning of Year 6

60 Standards are above average both in Year 2 and in the work covered in Year 6. Overall, above average standards are maintained in number, shape and space, data handling and use and application of mathematics to solve problems. Achievement is good as pupils enter the Reception class with standards that are generally below those expected for their age and leave school with standards that are generally above average. Pupils in Year 2 to 6 have a good grasp of mental strategies and written calculation methods although average and below average pupils in Year 6 respond slowly to questions demanding remembrance of facts, for example multiplication tables.

61 The quality of teaching is at least good, including that in a class in Year 5 taken by a supply teacher. It is very good in about half of lessons. Teachers understand how to use the National Numeracy Strategy flexibly and plan work carefully matched to the different needs of pupils in the

class. Lessons are structured well and delivered in a lively way to sustain pupils' interest. Insufficient time is allocated to independent activities to reinforce skills. Practical resources are used well, particularly for those with lower attainment, to help them understand the work better. Classroom assistants are suitably prepared and use their initiative to help pupils join in all sessions. Mental skills are developed well through short, sharp and effective opening sessions to lessons. Teachers use different strategies to assess learning, for example, at the close of a lesson where pupils explain what they have learnt. In most lessons, teachers insist on accuracy of presentation and develop mathematical communication skills, emphasising mathematical vocabulary, thus supporting the development of literacy skills well. Work is marked well and appropriately for the age and ability of the pupils. This helps them see how to improve and judge their own progress in learning. Each pupil knows his or her own mathematical targets and this provides a benchmark from which they can assess how well they are doing.

62 A scrutiny of the work completed by the current Year 6 in the previous year shows that there have been inconsistencies in teaching leading to some lack of achievement during that year. Provision in the Year 6 class is now compensating rapidly for these weaknesses.

63 Staff changes mean that management roles have changed this term. Management and leadership are both good. The joint leadership and vision of committed and enthusiastic teachers means that there is a great capacity to identify any minor weaknesses in the subject and improve provision still further.

Mathematics across the curriculum

64 Overall, mathematical skills are used satisfactorily in other subjects with some good practice. In science, for example, younger pupils have a good understanding of the use of two-way tables to record results of experiments. In investigations on the length and movement of shadows in Year 4, pupils use their measuring skills well. Surveys and other forms of data analysis and measuring skills are used to support geography and design and technology. There are some links with ICT but this is an underdeveloped area.

SCIENCE

Provision is good

Main strengths and weaknesses

- Standards are above average in Year 2 and in recent work covered in Year 6
- Pupils have a wide breadth and depth of knowledge.
- Teaching is good and leads to good achievement overall.
- Teaching in Year 6 is rapidly compensating for inconsistencies in teaching in Year 5
- Both leadership and management are good and there is a capacity to improve the curriculum and standards further.
- Disrupted and inconsistent teaching in Year 5 has led to lower standards than in some previous years at the beginning of Year 6
- Pupils are not always secure enough designing and performing their own experiments.

65 Standards are above average both in Year 2 and in the work covered in Year 6. Standards have improved since 2002 as a result of consistently good teaching. Pupils build up a good breadth and depth of knowledge that is not simply at a level to pass tests, although their understanding of how to use this knowledge to design experiments and draw conclusions is inconsistent and not as strong.

66 Teaching is good. Lessons are very well planned and resources prepared and used effectively. Teachers have high expectations of behaviour and the quantity and quality of work pupils

must cover in each lesson. A scrutiny of the work of Year 6 pupils in their previous year in the school shows many inconsistencies in provision and in teaching, leading to a lack of progress in learning and achievement during that year. The secure basis of learning developed in previous years together with quality of provision in the Year 6 class shows that ground is being made up and that overall standards by the end of Year 6 are likely to be above average.

67 Leadership and management are both good. Teachers have positive attitudes to the subject. The subject leader has a clear vision for development and is committed and capable of leading teachers and managing the subject so those standards are improved further. The action plan clearly identifies relevant areas for development and the subject leader is well aware of the weaknesses in the development of investigative work and has set up mechanisms to improve this aspect of learning.

INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)

Provision is satisfactory with good developments taking place over the past two years.

Main strengths and weaknesses

- Standards meet National Curriculum requirements by the end of Year 2 but are below this level by the end of Year 6
- Regular use of the computer suite is improving the skills of all pupils
- The subject is well led and managed by a committed and knowledgeable teacher
- In-service training has improved the expertise and confidence of the teachers
- Computers are not used enough to develop learning in other subjects

68 The much better systematic development of ICT skills that has taken place over the past two years since the acquisition of the computer suite and interactive white board is improving standards. Whilst this has developed skills well in Years 1 to 4, the benefits of this stronger foundation have not yet fed through to Years 5 and 6 where standards are below national expectations and pupils' achievements are unsatisfactory. Pupils develop sound word processing skills and know how to use ICT to add to, amend and combine different forms of information from different sources. They are not so adept at using ICT systems to control events in a predetermined manner and to sense physical data. This is because they have had few opportunities to develop this aspect of their learning. All pupils enjoy working in the computer suite and cooperate well in pairs to achieve set tasks, for example, one pupil will type while one reads and then they will swap over. Traveller pupils are well supported and achieve well since they receive good-targeted support from teachers and classroom assistants. Teachers and more able pupils support those with SEN effectively and help them achieve as well as others.

69 The quality of teaching observed during the inspection was mostly good. Teachers' confidence and knowledge has improved since the previous inspection due to good focused in-service training. This has enabled them to make more effective use of new technology such as interactive whiteboards. Planning is better and based on nationally recommended guidelines. This ensures that key skills are developed progressively from one year to the next. Teachers stimulate learning well through the provision of interesting work and ask good questions to make pupils think more deeply about their work. In a Year 6 lesson, for example, the teacher asked: 'Why has a red line appeared under the work you have typed?' The subject is well led and managed by a new coordinator who is knowledgeable about the subject and knows how to develop the weaknesses in the subject. A good action plan outlines a sensible and clear way forward.

Information and communication technology across the curriculum

70 There are some pockets of good work, particularly in Years 2, 3 and 4 where computers have been used to develop skills in art and design and geography, for example, pupils in Years 3 and 4

geography lessons have used the Internet to extract information to support work on the oceans. They have used computers to help solve mathematical problems and to explore simple databases in science. Most pupils have developed sound word processing skills when using computers to create and edit language activities. Pupils in Year 6 use cutting and pasting techniques and change fonts, size and colour when word processing narrative writing in their literacy work. Overall, however, work of this kind is limited and computers are not used enough to support learning across the curriculum, partly because there are too few of them in classrooms.

HUMANITIES

History and geography

Provision in the two subjects is satisfactory. No history lessons were seen during the inspection and only one was observed in geography. Inspectors, however, looked at samples of pupils' work, examined teachers' planning and talked to pupils about their work.

Main strengths and weaknesses relevant to both subjects

- Planning is based securely on national guidelines
- Teachers assess pupils' progress against the learning objectives set in individual lessons and at the end of units of work
- Not enough opportunities are provided for pupils to undertake their own research and to use computers
- Writing skills are not used widely enough to support work in the subject
- Pupils covered too little work in the subjects in Years 5 and 6 last year (pupils in Years 3 and 4 and those in Years 5 and 6 are taught together in the afternoons)

71 Standards in both subjects are as expected for pupils' ages and pupils' achievements are satisfactory. Pupils' work in history and discussions with them indicate that they develop a sound understanding of the past and present in work examining artefacts from, for example, the Victorian age. Pupils in Year 2 have visited the local cemetery in connection with their work on World War Two. By the end of Year 2, most pupils have a secure knowledge of famous events and people in history. Pupils in Years 3 and 4 continue to build a sound knowledge of famous people and events and learn key facts about, for example, the Ancient Egyptians. Whilst pupils in last year's Year 5 and 6 developed a good knowledge of the Tudor period very little other work was recorded and the progress of all pupils was unsatisfactory over the year. There were some good examples of teachers encouraging pupils to self-assess their work with a view to improving it.

72 By the end of Year 2 in geography most pupils show a satisfactory knowledge of studies at a local scale and are beginning to record physical and human features of different environments. This was exemplified in their work on the Isle of Struay. They have produced satisfactory plans of the classroom and drawn maps of the locality. By the end of Year 6, pupils use primary and secondary sources satisfactorily and describe and recognise physical and human processes. Pupils in Years 5 and 6 have used the Internet to find out information about the oceans in a topic on water. As with other subjects there was evidence of breaks in the continuity of learning in Years 5 and 6 last year. Teaching in the one lesson observed in Year 6 was good where high expectations and the use of time targets kept pupils well motivated and on task for the duration of the lesson. The teacher successfully linked learning of co-ordinates to a game situation and this captured pupils' interest well

73 The coordinator for geography has been on long-term illness leave over the past year and the history coordinator is new to the post. Consequently, it is difficult to make a judgement on leadership and management of the subject. Records indicate that teachers' planning is monitored and good assessment systems are operating. There is little evidence that pupils have opportunity to undertake personal research in the subjects or use computers enough to support their learning in the subjects.

Whilst there were a few examples of extended writing in the subjects, pupils' good reading and writing skills are not used to best advantage.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

74 Owing to timetable arrangements no lessons were seen in design and technology and only one in music and one in art and design. Four lessons were seen in physical education. Scrutiny of work and teachers' planning indicates that **provision in design and technology, music and art and design is satisfactory and standards are average**. Teachers' planning is very well based on national requirements with all the aspects covered well.

75 **Some work seen in art is of a good standard** particularly work in sketchbooks, fabric printing and use of colour in painting across the school. Work by Year 6 pupils based on the Picasso painting of 'woman in a chair' demonstrates good drawing technique, attention to detail and imaginative use of colour. Resources for art have improved since the previous inspection and a good range of different materials are now used well to develop pupils' skills. Coordination of art and design and technology is good as both coordinators are subject specialists and have a clear vision for the development of the subjects.

76 The absence of a specialist music teacher has limited work in the composition aspect of music but class teachers have worked hard to cover all the required elements using a new scheme of work. Pupils sing enthusiastically in assembly, pupils in Year 3 sing in tune, keep a steady pulse and know a number of songs from memory. Pupils in Year 6 pupils compose and perform a modern rap based on the story of the 'Prodigal son' to the whole school. Pupils work in art and design and music has been enhanced well by visits to galleries, theatres and participation in concerts.

Physical Education

Provision is satisfactory.

Main strengths and weaknesses

- Pupils are enthusiastic and try hard.
- Extra-curricular sports clubs including competitions against local schools contribute well to the standards attained.
- Most Year 6 pupils achieve the national standard in swimming.
- Opportunities in gymnastics are limited by a shortage of large apparatus.

77 In the lessons observed, standards were as expected for pupils' ages. This is similar to the judgement from the previous inspection. The quality of teaching is mostly good but one poor lesson was observed. In this lesson, insufficient time was spent engaged upon a games activity and pupil management was poor. Good elements in the other lessons seen are high expectations of pupils' behaviour and work rate coupled with clear explanations to pupils as to what they are expected to achieve in the lesson. Good emphasis is made on rigorous exercise, including warming up sessions and very careful regard is made to health and safety.

78 Teachers have good subject knowledge, dress appropriately and give good personal demonstrations which help the pupils with their own performance. Planning covers all the required elements and older pupils in the school have good opportunities to participate in swimming and a good range of extra-curricular sporting activities. Pupils cooperate well together as when creating a group movement sequence to Indian music in Year 6. In most lessons, pupils are given good opportunities to refine and practice their movements and sports skills and this helps them improve their performance. The school has the benefit of large outside tarmac and grassed areas and a large indoor hall is used well for dance and movement lessons. Since the previous inspection resources

have not improved sufficiently and the lack of large apparatus in the hall area limits work in gymnastics and has a detrimental effect on standards in aspects of gymnastics.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

Personal, social and health education (PSHE)

Provision is **good**

Main strengths and weaknesses

- Opportunities for PSHE, including sex education and relationships are planned into the curriculum
- Teachers have weekly 'circle times' (when pupils sit in a circle and discuss various issues)
- There are no significant weaknesses

Teachers in Years 1 and 2 develop confidence and responsibility in the pupils by providing good opportunities for pupils to think about themselves, learn from their experiences and recognise what they are good at. This is consolidated and extended, for example, through topics in science such as 'Ourselves'. They are prepared for an early understanding of citizenship through encouragement to participate in discussion with another person and the whole class, for example, in 'circle time'. They learn about people who help them such as the police and fire service. Pupils are taught how to maintain personal hygiene and know the main parts of the body.

Pupils are encouraged to become mature and self-confident as they move through Year 3 to 6. Most pupils have a good awareness of how their behaviour affects others. Adults in school encourage pupils to resolve differences by looking at alternatives, making decisions and explaining choices. This is underpinned by the good relationships between staff and pupils that inspire confidence and self-assurance. Sex education is taught appropriately through issues that arise in circle time and through relevant science topics. Pupils learn of the dangers of drugs and have good awareness of the effect of exercise on the body in subjects such as science and physical education. Residential visits build in pupils an awareness of life outside school and how different rules apply when they live as well as work together. Opportunities to elect pupils to represent their views on the school council, and opportunities to serve on the council, develop ideas of citizenship further.

Inspection judgement**Grade**

The overall effectiveness of the school	3
How inclusive the school is	2
How the school's effectiveness has changed since its last inspection	3
Value for money provided by the school	3

Overall standards achieved	3
Pupils' achievement	3

Pupils' attitudes, values and other personal qualities	3
Attendance	4
Attitudes	3
Behaviour, including the extent of exclusions	3
Pupils' spiritual, moral, social and cultural development	3

The quality of education provided by the school	3
The quality of teaching	3
How well pupils learn	3
The quality of assessment	3
How well the curriculum meets pupils needs	3
Enrichment of the curriculum, including out-of-school activities	3
Accommodation and resources	4
Pupils' care, welfare, health and safety	2
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	4

The leadership and management of the school	3
The governance of the school	3
The leadership of the headteacher	3
The leadership of other key staff	3
The effectiveness of management	3

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