

INSPECTION REPORT

SPILSBY PRIMARY SCHOOL

Spilsby, Lincolnshire

LEA area: Lincolnshire

Unique reference number: 120477

Headteacher: Mrs P J Powell

Lead inspector: Mr Sean O'Toole

Dates of inspection: 12th – 15th January 2004

Inspection number: 257527

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:	4 – 11 years
Gender of pupils:	Mixed
Number on roll:	233
School address:	Woodlands Avenue Spilsby Lincolnshire
Postcode:	PE23 5EP
Telephone number:	01790 752503
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mr Rob Perkins
Date of previous inspection:	1 st June 1998

CHARACTERISTICS OF THE SCHOOL

Located in Spilsby, the school is about the same size as other primary schools. Almost all of the 233 pupils (115 girls and 118 boys) are from white UK heritage backgrounds and the few from other ethnic backgrounds (mainly Chinese) are bi-lingual. Socio-economically, the area in which pupils live is below average. An average percentage of pupils are eligible for free school meals, a figure that reflects the lack of provision of school meals. The percentages of pupils with special educational needs and those with statements are above average. Attainment on admission to the school varies from year to year but is below average overall and has fallen since the previous inspection. The current Year 1 cohort started school with well below average attainment. The school has grown steadily in size since the previous inspection and a high proportion of pupils start school after Year 2; many of these pupils have special educational needs. The school achieved Investors in People status in 2001. It is working towards being a Healthy School and gaining an EcoAward. Since the previous inspection, there have been significant staff changes, particularly in Years 3 to 6.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
20891	Sean O'Toole	Lead inspector	Mathematics; Science; Information and communication technology.
19692	Robert Folks	Lay inspector	
29703	Ray Barton	Team inspector	Special educational needs; English; Geography; History; Religious education.
20911	Judy Dawson	Team inspector	Foundation Stage; Art and design; Design and technology; Physical education; Music.

The inspection contractor was:

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REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	6
PART B: COMMENTARY ON THE MAIN INSPECTION FINDINGS	
STANDARDS ACHIEVED BY PUPILS	8
Standards achieved in areas of learning, subjects and courses	
Pupils' attitudes, values and other personal qualities	
QUALITY OF EDUCATION PROVIDED BY THE SCHOOL	11
Teaching and learning	
The curriculum	
Care, guidance and support	
Partnership with parents, other schools and the community	
LEADERSHIP AND MANAGEMENT	15
PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING, SUBJECTS AND COURSES	17
AREAS OF LEARNING IN THE FOUNDATION STAGE	17
SUBJECTS IN KEY STAGES 1 AND 2	20
PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS	30

PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This is a good and inclusive school which provides good value for money. Good teaching enables pupils to attain average standards at the end of Year 6. Achievement is at least satisfactory and very good in Years 1 and 2. The headteacher, staff and governors provide efficient and effective leadership and management.

The school's main strengths and weaknesses are:

- Pupils of all abilities in Years 1 and 2 achieve very well in reading, writing and mathematics
- Teaching and learning are very good in Years 1 and 2
- The headteacher leads the school very well
- More able pupils are not always challenged sufficiently
- The progress made in the Foundation Stage is not as rapid as it could be
- The pupils have positive attitudes and behaviour is good because staff develop personal and social skills effectively
- The school has very good links with parents and the community

The good rate of improvement since the last inspection in June 1998 has been achieved against a background of high staff turnover. The school has been very successful in tackling the issues raised in the last report and has improved standards in Year 2. Leadership and management have been strengthened and the governors are now an effective force. Teaching and learning are much better. Standards at the end of Year 6 have been maintained and are beginning to rise as the impact of initiatives in assessment take effect. There is good potential for further improvement.

STANDARDS ACHIEVED

Results in National Curriculum tests at the end of Year 6, compared with:	All schools			Similar schools
	2001	2002	2003	2003
English	E	C	D	C
Mathematics	C	D	D	D
Science	E	C	C	C

Key: A - well above average; B - above average; C - average; D - below average; E - well below average

Similar schools are those with similar percentages of pupils eligible for free school meals. These figures have been altered to take account of the pupils' socio-economic circumstances

Pupils in the Foundation Stage achieve satisfactorily but few attain the expected goals for their age in personal, social and emotional development, communication, language and literacy, mathematical development and knowledge and understanding of the world, although most are on course to attain them in physical development. Inspection evidence shows that in Years 1 to 6 progress and **achievement for the different groups of pupils is at least satisfactory and is very good in Years 1 and 2.** Achievement in English and mathematics in Years 3 to 6 is satisfactory although brighter pupils could be stretched more. Achievement in science is good. Because of improved teaching, progress is now good and the effective use of assessment is helping to sharpen up planning and raise standards. Boys and girls achieve equally well. Pupils with special educational needs make good progress.

National test results and inspection evidence show that by the end of Year 2, standards are average in reading, above average in mathematics and well above average in writing. Similar school comparisons, taking into account changes for socio-economic data and mobility, show that standards in reading and mathematics were above average and well above average in writing. The trend in improvement has been above the national average. At the end of Year 6 standards in the national tests in 2003, when compared with schools with similar intakes, were average in English and science but below average in mathematics. Standards in science have improved well over the last three years with slight improvement in English but there has been little change in mathematics.

Inspection evidence shows that standards in English, mathematics and science are now average. This improvement is due to changes in teaching, focused target setting and increased support. The school sets sufficiently challenging targets and is on course to meet them. Pupils achieve satisfactorily in religious education, ICT, physical education and history and standards are average by the end of Years 2 and 6 in these subjects.

There are several factors that have adversely affected the school's performance in the national tests in Year 6. High levels of mobility mean that up to two-thirds of pupils in Year 6 have joined the school since the reception year, and many of these pupils have special educational needs. The school now compensates well for these factors and inspection evidence shows that recent changes in the teaching have begun to have a positive impact on achievement. Past achievement for pupils in Year 6 has not been satisfactory but the rate of pupils' progress is improving and standards are now sufficiently high.

The pupils thrive in the positive atmosphere created by the staff. They are well behaved and have good attitudes to work and each other. There have been no exclusions. Relationships are very good. **The staff foster inclusion effectively and promote pupils' spiritual, moral, social and cultural development well.** The school council plays an important part in representing pupils' opinions. The school has good systems to promote attendance. Punctuality is good but attendance only satisfactory as some parents take their children on holiday during the school terms.

QUALITY OF EDUCATION

The school provides a good quality of education. Teaching, learning and assessment are good. There are strengths in planning, relationships, behaviour management and teaching pupils with special educational needs. Support staff are very effective. English, mathematics and science are taught well. Pupils work hard, show pride in what they do and present their work very well. Teaching and the curriculum in the Foundation Stage are satisfactory. The school's good curriculum is enriched with very good extra-curricular activities and interesting visits which spark enthusiasm among pupils and contribute well to their academic and social development. This is a very caring school and much thought is given to preparing pupils for life in a culturally diverse society. The school has good resources and accommodation. There are very effective relationships with parents and the community.

LEADERSHIP AND MANAGEMENT

The school has a positive ethos and is led very well by the headteacher. **Leadership is very good** with subject leaders contributing much to improving standards. **Good management** and effective administration play their part in creating a hardworking team who are clear about ways of improving the school. The school's finances are in good order and managed robustly; effective use of funds has enabled the school to improve its resources and accommodation. The governance of the school is good. Governors have a good understanding of the school's strengths and weaknesses, ensure that all statutory requirements are met and are very supportive of the staff. They ensure that good use is made of available funds.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Pupils enjoy school and are proud of it and what it enables them to achieve. Parents are very pleased with the quality of education provided.

IMPROVEMENTS NEEDED

The most important things the school should do to improve are:

- Provide more challenge for brighter pupils especially in Years 3 to 6
- Improve some aspects of teaching and learning in the Foundation Stage

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

Achievement for boys and girls of all abilities and backgrounds is at least satisfactory and often very good in Years 1 and 2. Standards have begun to rise and are now average in English, mathematics and science by the end of Year 6. Trends since the previous inspection show much improvement in the test results at Year 2 and indicate that standards have been maintained in Year 6.

Main strengths and weaknesses

- Pupils in Years 1 and 2 achieve very well and attain above average standards in reading, writing and mathematics
- Pupils throughout the school achieve well in science
- The achievement of pupils with special educational needs is good
- More able pupils in Years 3 to 6 could do better in English and mathematics
- Pupils use their literacy and numeracy skills well in a range of subjects

Commentary

1. There are variations from year to year in attainment on admission to the school. Most children start the Foundation Stage with attainment on admission which is well below that expected for their age and they have particular weaknesses in communication, language and literacy, personal, social and emotional development and mathematical development. They make a good start to part-time education in the “nursery” and achieve well. Overall achievement in the reception year is satisfactory and children make satisfactory gains in their learning. Few children attain the early learning goals in personal, social and emotional development, communication, language and literacy, mathematical development and knowledge and understanding of the world by the time they start in Year 1. They achieve well in physical development and most are on target to attain the expected goals in this area of learning. No judgement was made about creative development.
2. There has been good improvement in standards in the national tests at the end of Year 2 since the previous inspection. Given that attainment on admission has declined in recent years, the school’s results at the end of Year 2 reflect very good achievement, due to much improved teaching. The school has maintained standards at the end of Year 6 since the previous inspection. Several factors have had an adverse impact on pupils’ progress and achievement, especially those in Years 3 to 6:
 - Almost two thirds of pupils in Year 6 have joined the school since Year 2
 - There has been a high turnover of staff in recent years
 - About half of the pupils joining the school after the normal time of admission have special educational needs
3. The school compensates well for these barriers to learning and has been successful in improving achievement especially in Years 1 and 2 through very good teaching and assessment which has helped to raise the performance of pupils of all abilities and provide good challenge for more able pupils. This is reflected in inspection evidence and in the results of national tests. In 2003 standards in the Year 2 tests and assessments were average in reading, above average in mathematics and well above average in writing. These results represent very good achievement overall, especially in writing which is taught very well and used extensively in a range of subjects. When compared with similar schools, standards were above average in reading and well above average in writing and mathematics. (These figures have been adjusted to take account of the socio-economic backgrounds of pupils). There has been some improvement overall in standards at the end of Year 6 although this has been less marked. Test results show that in 2003 standards were below average in English and mathematics and average in science. Comparisons with schools in similar contexts show that standards were average in English and science but below average in mathematics. Inspection evidence points to recent improvement

and shows that standards are average in English, mathematics and science. Improvement has been achieved through more focused assessment, rigorous analysis and target setting and staff changes. Currently standards are sufficiently high given the changing make up of the cohorts, although more able pupils are not challenged enough, especially in English and mathematics. The school's data shows that pupils who attend the school from the reception year make at least satisfactory gains in learning and often achieve well in relation to their prior attainment. Test results show minor variations in the performance of boys and girls but the differences are not significant.

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

Standards in:	School results	National results
Reading	16.1 (16.7)	15.7 (15.8)
Writing	16.4 (15.6)	14.6 (14.4)
Mathematics	17.1 (16.8)	16.3 (16.5)

There were 34 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	26.1 (27.2)	26.8 (27.0)
Mathematics	25.9 (26.4)	26.8 (26.7)
Science	28.6 (28.6)	28.6 (28.3)

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

4. Pupils achieve very well in Years 1 and 2 because the teaching is well focused and staff have high expectations of pupils of all abilities. These pupils make very good progress. Achievement in Years 3 to 6 is more variable but the rate of progress has increased this year and is now good, as evidenced through pupils' work and lesson observations. The headteacher and subject leaders have tackled shortcomings in teaching and learning very well through rigorous monitoring and evaluation, the setting of challenging targets and through providing additional support for staff and pupils. Individual targets are now set and pupils are left in no doubt about how to improve; as a result the achievement of pupils is improving. Pupils with special educational needs make good and sometimes very good progress because they receive very effective support from all staff. Their targets are reviewed regularly and work is pitched at the right level to enable them to achieve well.

5. Inspection evidence shows that standards in ICT are average and that achievement is satisfactory. Pupils make satisfactory use of computers to support their work in other subjects. Pupils make good use of literacy and numeracy skills in a range of subjects and standards of presentation, handwriting and spelling are good. Standards in history, religious education and physical education are average and pupils achieve at least satisfactorily. The standards achieved by pupils in Years 1 and 2 in music are above average.

Pupils' attitudes, values and other personal qualities

The pupils have good attitudes to learning and take a full part in the many and varied activities available. Behaviour in and around the school is good. Provision for pupils' spiritual, moral, social and cultural development is good. Attendance is satisfactory.

Main strengths and weaknesses

- Pupils in Years 1 and 2 have very good attitudes
- Relationships within the school between staff and pupils are of a high standard
- Pupils enjoy taking responsibility
- Attendance rates have fallen since the previous inspection

Commentary

6. In lessons, the pupils concentrate and participate well. They work hard both collaboratively and independently. The staff have high expectations of pupils' conduct and the pupils respond well. The resultant harmonious atmosphere is a strong feature of the school and contributes considerably to the pupils' learning. At playtimes and lunchtimes, the pupils are well behaved partly because there is a wide range of activities outside at lunchtimes, with skipping, football and some of the games being most popular. Supervision is good and no signs of oppressive behaviour were observed during the inspection. There have been no exclusions. Most children in the Foundation Stage start with limited personal and social skills. They soon adjust to working together and make satisfactory progress in their personal, social and emotional development.
7. Pupils are willing to take responsibility, illustrated through the house system, the prefect system and the school council. The school council has organised litter picking and started to arrange fund-raising events. The school engages in a wide range of outside activities and the wide selection gives the pupils the opportunity to participate in sport, music and artistic activities.
8. The provision for pupils' moral development is good. Moral issues are addressed at assemblies and in personal, social and health education. The school provides a clear moral code to which the pupils respond well. The school encourages and develops the values of being helpful, respectful and thoughtful about others. The staff provide good role models for the pupils and contribute well to pupils' good social development. This is also encouraged by the residential visits for Years 4, 5 and 6. Spiritual development is now good. The last inspection was critical of the limited attention given to other cultures. The school has clearly addressed this with visits to a mosque and synagogue as well as to churches of other denominations. It successfully encourages visitors to the school from a wide range of cultural backgrounds, including a Chilean musician and an Indian dancer. They also have good links with a school in Croydon, which is multi-ethnic. Through their visits and visitors and links with many local organisations, the pupils are taught to understand the responsibilities of living in a community.

Attendance

The pupils enjoy coming to school and punctuality is good. Attendance levels have dropped since the last inspection because an increasing number of pupils are taken out for holidays during term time. Unauthorised absence has been a problem in recent years but the school's introduction of tighter monitoring has now brought this in line with the national average. Procedures are good.

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data	5.2	School data	0.7
National data	5.4	National data	0.4

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

Quality of education provided by the school

The school provides a good education for its pupils. Teaching, learning and assessment are good. The school has a good curriculum, enriched very well by interesting activities. The staff provide very good care of the pupils. There are very good links with parents and the wider community.

Teaching and learning

Teaching and learning are good overall and have improved since the last inspection. Pupils and their parents speak highly of the quality of the teaching. Teachers assess pupils' work and progress very well but the use of these assessments to meet the needs of the more able could be better.

Main strengths and weaknesses

- Teaching in Years 1 and 2 is very good
- The staff support pupils with special educational needs very well
- The teaching does not always meet the needs of children in the Foundation Stage
- More able pupils in Years 3 to 6 are not challenged enough
- Teaching assistants are used very effectively to support learning

Commentary

9. In the Foundation Stage, the clear, well-established classroom routines help the children to become confident and relaxed. They are expected to work and play alongside each other responsibly, sharing and respecting each other's space and opinions. The teaching and learning of the youngest children are good. After only four days in school the children are relaxed and confident and already learning well because of the teacher's very good understanding of their needs and the good learning environment. The teaching and learning is satisfactory in the other two reception classes where children steadily extend their skills because of the teachers' careful planning to enable them to work towards the Early Learning Goals. Literacy and mathematical skills are systematically taught but writing materials and theme areas that encourage writing for a specific purpose are not readily available to the children outside the specific literacy lessons. Numeracy lessons are taught well during the teacher focus sessions but the activities that follow are sometimes not matched closely enough to the needs of individual children. Older children do not have frequent access to the practical equipment they need to apply their learning to real situations. As with literacy, the learning environment in both classes does not promote role-play to support learning on a daily basis. This prevents children consolidating and enhancing their learning beyond the lessons. Social skills are maintained as children are encouraged to share, take turns and empathise with others through role-play but do not provide enough opportunities for the children to take responsibility for their own learning.
10. Knowledge and understanding of the world is taught satisfactorily though the limited access to play situations prevents them from making more than satisfactory progress. Physical development is taught well. Children are taught how to manipulate tools and given opportunities to develop their fine movements. There was an excellent dance lesson for the oldest children where the teacher's skills in using language to inspire the children's imagination and the systematic development of skills enabled the children to learn very effectively.
11. In Years 1 and 2 the very good teaching of English, mathematics and science has made a significant contribution to raising standards by the end of Year 2. Although Year 2 pupils have a temporary teacher at present, the very good teaching, evident from the quality of the pupils' work last term, has been maintained. Pupils in Year 1 and 2 are eager to learn and make very good progress and achieve very well. The teachers provide very good support and guidance and have high expectations of what their pupils can achieve. In the classes with older pupils, however, some teachers do not expect enough of more able pupils and the work they set does not always challenge these pupils sufficiently. This prevents them achieving as well as they could. Although the teachers assess their pupils' work accurately and set targets to help them improve, they do not always match the tasks accurately enough to the needs of individual pupils. In Years 5 and 6 teachers provide more challenge and pupils' learning improves so that they make good progress. The teaching of information and communication technology is satisfactory. Teachers have a sound knowledge of the subjects but some spend too long on lengthy explanations rather than allowing the pupils to experiment and to learn through practical experience.

12. Pupils with special educational needs are taught very well. Individual education plans are relevant and achievable and work is planned carefully to meet these pupils' needs. The teaching assistants are carefully briefed and give very good support, enabling the pupils to achieve well. Parents are very appreciative of the teaching of pupils with special educational needs. Teachers manage pupils with challenging behaviour well and there are consistent expectations of good behaviour throughout the school.
13. The teaching assistants work in close partnership with the teachers and support all the pupils very effectively. Very good relationships have been fostered and the pupils are confident that all adults support them well and enable them to resolve issues and anxieties. Members of the community enrich the pupils' experiences and provide valuable expertise to support pupils' learning. High quality textile work and sewing produced by pupils in Years 3 and 4, for example, are a tribute to the commitment of these volunteer teachers.
14. Throughout the school pupils listen well and work hard. Relationships between the teachers, support staff and the pupils are very good and the pupils are eager to please. This is demonstrated by the good presentation of work throughout the school. Pupils are given opportunities to work independently. Older pupils, for example, individually researched the life and works of an artist of their choice. In some lessons in Years 3 to 6 the pace is too slow and pupils' learning is not as good as it could be. This is particularly noticeable in very long lessons in science where the teaching and tasks are sometimes expanded to fill the time.
15. The procedures to assess the pupils' achievements and progress are very good. The school has a very clear picture of pupils' learning and factors such as mobility that influence their results. Each pupil has individual targets starting with children in the reception year. Marking is positive and helpful and some is linked to the pupils' individual targets. Progress is tracked in most subjects and systems for tracking progress are being implemented for art and design and design and technology. In Years 1 and 2 the teachers make good use of assessments to meet the needs of all pupils well. Throughout the rest of the school, although teachers make use of the analysis of the pupils' answers in tests to plan work for their classes, they do not make enough use of individual pupil assessments to match work to individual needs, with the consequence that some pupils, especially the more able, are not challenged sufficiently.

Summary of teaching observed during the inspection in 40 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
1 (2.5%)	11 (27.5%)	16 (40%)	11 (27.5%)	1 (2.5%)	0(0%)	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.

The curriculum

The pupils benefit from a good curriculum. There are opportunities to enrich the pupils' learning through very good extra-curricular activities and an extensive range of visits. The school has good staffing levels, resources and accommodation.

Main strengths and weaknesses

- The school is inclusive and ensures equal opportunities for all pupils
- Provision for pupils with special educational needs is very good
- The school makes good provision for personal, social and health education
- Some aspects of the provision for the Foundation Stage are weak
- The school promotes involvement in sport and other activities very well

Commentary

16. The curriculum meets statutory requirements and subject teaching is based on national guidelines and initiatives. Planning is thorough and provides for continuity from year to year. The school has adapted national initiatives and guidance well and this is having a good impact on raising pupils' achievement in literacy and numeracy. Good links are made with assessment to ensure smooth transition between the different phases in the school. The curriculum includes good provision to promote pupils' understanding of citizenship through a good programme of personal, social and health education. This programme includes lessons in sex and relationships and the use and misuse of drugs, and is highly praised by parents. Subject leaders play an effective part in monitoring and evaluating the curriculum and governors have a good understanding of the strengths and weaknesses in the school's provision.
17. A significant strength of the school's curriculum is the very good number and range of out of school activities, including the interesting visits pupils of all ages make, and the variety and number of visitors who come to the school to add to the pupils' experience of the wider world. The use of residential visits to extend pupils' learning in science, ICT and geography enhances pupils' achievement. Pupils have plentiful opportunities to engage in sport and are successful in competition against other schools. The curriculum is also enriched through provision for the arts and this promotes in pupils a good awareness of cultural diversity and the richness of cultures found in Britain and around the world.
18. Pupils with particular educational and behavioural needs are identified quickly and effectively and very good provision is made for them. All staff provide very focused support and guidance for pupils with special educational needs. Well crafted individual education plans are drawn up and they contain sharp objectives which are shared with pupils and their parents. The needs of those with statements of special educational needs receive particularly good attention. The staff ensure equality of opportunity for all groups of pupils in the school, reflected in the wide provision of enrichment activities attended by large numbers of pupils.
19. Staffing levels are good and teachers and support staff make an effective team. The school has coped well with the many changes in staffing in recent years. Staff training and support for those new to the profession are good. The school is involved in training students and graduates and provides very effective support. Staff training is used well to enable teachers to meet the school's objectives and to improve teaching. The school's accommodation is good and much improved since the previous inspection. Subject leaders ensure that the quality and quantity of resources provided are good. There is much improved provision for ICT. The school's new library is also enhancing opportunities for the pupils to carry out research.

Care, guidance and support

The school provides very good care, welfare and health and safety for the pupils. The provision of support, advice and guidance based on monitoring is good. The school is good at seeking, valuing and acting upon pupils' views.

Main strengths and weaknesses

- The school has very good procedures for child protection
- There is a very good range of support from outside agencies and specialists

Commentary

20. The staff are well trained in child protection procedures and apply them sensitively and effectively. Health and safety procedures are good and governors are involved effectively. All staff are qualified in first aid. There is a very good range of support from outside agencies and specialists including physiotherapists, learning support and counselling. The educational psychologist visits regularly and has a close liaison with the school. These contacts contribute much to the achievement of pupils with special educational needs. The school cares for pupils with special educational needs very well and this caring attitude is reflected in the ethos of the

school. The pupils know they are very well cared for and this has a positive impact on their learning.

21. Pupils' views are sought through the school council. Regular meetings are held and, although the school council is fairly new and needs to be developed further, it has already established good relationships between the pupils and the school.
22. Good records are kept of the pupils' achievements and progress in the school. Monitoring is used well to keep track of their progress. The pupils' personal and educational welfare is a priority of the staff. There are very good procedures in place for starting pupils in the school and for preparing them for life in the senior school.

Partnership with parents, other schools and the community

The school has very good links with parents, the community and with other schools and educational establishments.

Main strengths and weaknesses

- The involvement of parents in their children's learning at school and at home is very good
- The relationships with and provision of information to parents are very good

Commentary

23. The parents who attended the pre-inspection parents meeting and the questionnaires received from parents were very positive and a good indication of how very supportive the parents are of the school. The questionnaires revealed very minor concerns about bullying, how the school seeks and takes into account their suggestions and concerns and how comfortable they feel about approaching the school with questions or complaints. The inspectors looked closely at these minor concerns and concluded that there is very little evidence of harassment or bullying in the school and that the procedures for dealing with them are very good. Parents are always made to feel welcome in the school and many of them work in the school and help the school on trips and visits. Questionnaires are sent out to seek parents' views about matters such as school uniform.
24. Parents are provided with a very well presented school prospectus and annual governors' report. The annual pupil reports are of a high standard. They use the information already sent to parents notifying them of the work to be covered each term, then evaluate the pupils' performance against them. Areas for improvement are identified and individual targets are set. Parents are very happy with these reports. Summary reports are issued to keep parents informed of their child's progress for the terms when annual reports are not issued. Regular letters and newsletters are also sent out to keep the parents very well informed.
25. The school has a very thriving and active PTFA. It arranges many very well supported events each year. The money raised helps to buy additional equipment for the school which makes a significant difference to the learning and enjoyment of the pupils.
26. Regular visits are made into the community. The pupils visit churches, shops, local businesses, sites of educational interest and have very good liaison with local senior citizens. There are very good links with the local police and fire service. The school holds Family Learning Courses on the premises. Links with other schools are also very good. The school has close relationships with the special schools in the area and with the Spilsby Area Primary Schools. Liaison with King Edward VI School and with Horncastle College is very good and contributes to smooth transition.

LEADERSHIP AND MANAGEMENT

Leadership and management are good. The very good leadership by the headteacher, and commitment of staff and governors have brought good improvement since the previous inspection. The management of the school is good. Governance is good; the governors have a good understanding of the school's strengths and weaknesses.

Main strengths and weaknesses

- The headteacher is ambitious for the pupils and has a clear vision of school improvement
- Subject leaders have a good grasp of how to raise standards
- Data is used well to set targets and evaluate performance
- Governors are fully involved in developing and monitoring the school's objectives
- Finances are used well

Commentary

27. The school has been through significant changes since the previous inspection with which the leadership has coped well so that there has been overall good improvement. A decline in the attainment on admission of pupils, an increase in the percentage of pupils with special educational needs and high levels of mobility have been dealt with effectively through good management systems. The school compensates well for these barriers to learning and has also tackled the issues raised in the previous inspection report effectively. The positive ethos, commitment by staff and governors to inclusion and equal opportunities make this an effective school. Governors have worked hard to ensure that the school meets its statutory responsibilities and have implemented good procedures and policies for race equality and equal opportunities and access for the disabled. Their success is reflected in the current building programme, which is improving access for all. The school's improvement, driven by the headteacher, contributes much to the pupils' achievement and personal, social and emotional development.
28. The headteacher leads very well and has built a committed and hard working team. The parents and pupils value the work of the adults in the school and comment favourably about the staff's openness and commitment. They hold the school in high regard. Leadership of the subjects is good and very good in English, mathematics and science where there is a strong focus on raising standards by making effective use of data and targets to maximise the pupils' learning. Regular reviews of what has worked and what could be improved mean that staff are kept up to date and on course to meet targets. The headteacher and subject leaders monitor their colleagues' work effectively and set good targets for them, linked to performance management. Specific needs such as resources or further training are clearly identified and acted upon. The school has well developed and effective systems to support staff new to the school. Newly qualified teachers and graduate trainees are supported very well. The staff handbook provides very good guidance which is used to ensure that all staff fully understand and carry out procedures.
29. The provision for pupils with special educational needs is managed very well. Parents are involved effectively and good records are kept. Assessment is used well to set targets and they are reviewed regularly. There is extensive and good monitoring of teaching and learning to ensure consistency across the school and to provide support where needed. The headteacher and senior staff also use the information to set targets. The school did not meet its targets in 2003 in national tests but has sharpened up its procedures and is now on course to meet them. The rigour in this year's process has enhanced teachers' awareness and led to improvements in the balance of teaching time, especially in English and mathematics in Year 6. This is contributing to good improvement in pupils' progress and achievement.
30. The governors are very active in the school and have a good grasp of its strengths and weaknesses because they are effective in monitoring what is taught. They are fully involved in setting, monitoring and reviewing the school's priorities and play a pivotal role in managing finances to ensure that the school has sufficient resources to meet its targets. Governors are ambitious for the school and proud of its policies on inclusion, especially the way it provides for pupils with special educational needs. They provide good support to the headteacher and staff, for example, in school development planning. There is a good consultation process in setting priorities and the staff and governors have made careful use of finances to provide good quality education. Finances are monitored rigorously and governors have a shrewd understanding of strategic financial planning. Financial management is robust and the governors are always looking for ways to maximise the impact of spending by making good use of best value principles. The headteacher and governors have been prudent in their spending and the school has built up a

large surplus to fund building work which has been designed to improve access for all and to extend the space available for teaching. The projected carry over figure for 2004 is within recommendations. Day-to-day management and administration are highly effective and help to ensure that the school runs smoothly.

Financial information

Financial information for the year April 2002 to March 2003

Income and expenditure (£)	
Total income	491,667
Total expenditure	509,591
Expenditure per pupil	2,187

Balances (£)	
Balance from previous year	72,900
Balance carried forward to the next	54,596

PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING,

SUBJECTS AND COURSES

AREAS OF LEARNING IN THE FOUNDATION STAGE

The school's provision for the Foundation Stage is satisfactory. Children make a good start in a small part-time class, known as "the nursery" and settle into school very well, supported by the good procedures for introducing children into the school. The curriculum is carefully planned to promote the areas of learning and there are good links across the six areas to give continuity in learning. The three teachers work well together and the teaching assistants, particularly those supporting children with special educational needs, are very effective in meeting the needs of the children in their care and these children achieve well. All children are cared for very well throughout the Foundation Stage. The management is satisfactory but there are differences in the quality of the provision and in the access the children have to the range of resources and experiences appropriate for reception children.

On admission to the school the children's abilities vary but are generally below average. The pupils now in Year 1 were well below average on entry to the school and by the end of the Foundation Stage few achieved the early learning goals in language and literacy, mathematics, knowledge and understanding of the world and personal, social and emotional development. Although the curriculum is satisfactory and teachers are conscientious about teaching the skills the children need, the learning environment and curriculum are not rich and challenging enough to enable children to make more than satisfactory progress in these areas of learning.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Provision is **satisfactory**.

Main strengths and weaknesses

- The children make good progress in forming secure relationships with adults and other children
- Staff do not do enough to promote independence and responsibility

Commentary

31. Most children have had playgroup experience before starting school and quickly learn to work and play alongside each other amicably. Staff are consistent in insisting on sociable behaviour such as sharing, taking turns and politeness. After four days in school, with prompting almost all children in the youngest class remembered to say "please" and "thank you" as a child gave out the drinks and snacks. This teacher promotes independence and responsibility well and children take their responsibility as snack monitors very seriously. However, this is not followed through consistently. Although children are given specific jobs to do, on occasions those in the larger reception class do not have enough opportunities to take personal responsibility for their learning. They are set direct tasks to either work with an adult or independently and can choose other activities from those available but are not expected to plan what they do or to take any responsibility for their learning. The teacher does not make the most of opportunities to promote independence by expecting the children to register on entry to the classroom, for example, or to plan their "free time". This inhibits the children's understanding of their own needs and their ability to take the initiative and to develop a sense of responsibility. The teaching is satisfactory overall and children make satisfactory progress. Children with special educational needs, especially those with a statement of special needs, achieve well because of the very good support given by the classroom assistants. The teacher plans work carefully and these children have their own programme that runs parallel to the work of the class. Their needs are met very well as they have full access to the curriculum with the support they need.

COMMUNICATION, LANGUAGE AND LITERACY

Provision for communication, language and literacy is **satisfactory**.

Main strengths and weaknesses

- Speaking and listening skills are developed well and children make good progress
- Few children achieve the early learning goals in reading and writing
- There are too few opportunities for children to engage in writing activities

Commentary

32. There is a wide variation in the speaking skills of the children when they join the school. Some of the new children speak clearly using complete sentences and show an awareness of tense. Some, however, do not form their words clearly. All the teachers and teaching assistants model speech carefully and help children improve their skills. Children make good progress towards the early learning goals for speaking and listening. Good use of equipment such as telephones and role-play situations in the “castle” provide good opportunities for children to speak purposefully and listen to their peers. Children listen attentively to their teachers although many are passive listeners and leave the response to others. A commercial scheme is used to teach children the sounds the letters make. Children work steadily through this and have some success in recognising the initial sounds at the beginning of words. Although teachers keep a record of the letter sounds the children recognise they do not adjust this work to individual needs so the more able children work at the same pace as the rest of the class. Children are taught to read simple words and are encouraged to share books with adults. Many children find reading difficult and are still at the lower stages of reading development although most understand that text carries meaning.

33. Older children put pictures of a familiar story in order but only a few children in the older classes are beginning to form words into sentences when they write. Teachers teach the children how to form letters and help them to write words so children make steady progress in acquiring these skills. However, children lack the incentive to write as there are too few opportunities for children in the older classes to use writing in role-play or for practical purposes like making lists, writing stories and letters instructions, diaries and appointments. Writing materials are not always available as part of the everyday environment. Children write when they are asked to but have not developed the concept of writing for fun or for their own purpose. As a result they do not practise their skills enough and their progress is only satisfactory. The teaching of reading and writing is satisfactory but both reading and writing do not have a sufficiently high profile in the daily activities.

MATHEMATICAL DEVELOPMENT

The provision for mathematical development is **satisfactory**.

Main strengths and weaknesses

- Teachers systematically teach number skills building on previous learning
- Most children have access to good resources to support learning
- Some of the activities do not match children’s needs closely enough

Commentary

34. The classrooms have good displays to promote numeracy and an understanding of shape, position and measures. Teachers are conscientious about planning their teaching to build on previous learning and the whole class teaching is good. The teachers know the children’s strengths and weaknesses well and adjust their questions to meet the children’s needs. In the Reception class whole class teaching is backed up with focussed activities. Some of these are of good quality and encourage the children to learn. The use of soft toy bears with numbers on, for

example, were used to order numbers. However the tasks were the same for all the children and some could not cope with ordering numbers to 10 and lost interest. Children in the mixed Reception and Year 1 class are beginning to add two numbers together making totals less than 10, again using number stories, enhanced by the interactive whiteboard and small plastic bears as they join the bus. However, other activities were not backed up with enough previous experience to enable the children to achieve the task. Children could not find how many sand loads from small containers would fill a large container because they were not sure how to make things “full”.

35. Many children name common shapes and are beginning to make patterns. They have a good start in the youngest class where the adults take care to promote mathematical concepts at every opportunity. Practical mathematical activities do not have such a high profile in the other classes. Although they make satisfactory progress, few children achieve the early learning goals by the end of the Foundation Stage.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Provision for knowledge and understanding of the world is **satisfactory**.

Main strengths and weaknesses

- The teaching and learning in the youngest class is very good
 - The curriculum is planned well to include good links with other areas of learning
 - In the older classes the opportunities for children to find things out and experiment are limited to the knowledge and understanding of the world lessons
36. Many children join the school with a limited knowledge and understanding of the world and little experience beyond their immediate environment. Their experiences were broadened as soon as they started school as they learnt about Chinese New Year, made monkey masks, read about a Chinese boy and “wrote” greetings cards to him. A map of the world pointing out Britain and China and plenty of pictures are generating an understanding of other cultures and similarities and differences between children around the world. More able children could tell the inspector that it will be the year of the monkey. Older children understand the dangers of electricity and more able children are beginning to develop a technical vocabulary relating to electrical items. Most children list items that use electricity. The teacher promotes safety very well and this is extended as she encourages the children to use the telephones to dial their home numbers. Children play with small toys and building materials and during the lesson they had a “finding out” box to stimulate curiosity. Children use mathematical and reading programs on the computer and are developing mouse control. Although there is a carefully planned curriculum the classroom environment does not extend knowledge and understanding of the world beyond the lessons with a rich range of supporting activities. The teaching and learning are satisfactory but many pupils will not achieve the early learning goals for knowledge and understanding of the world by the end of the Foundation Stage.

PHYSICAL DEVELOPMENT

Provision for physical development is **good**.

Main strengths and weaknesses

- An excellent lesson for the oldest children resulted in high achievement and above average standards
- Children are taught to use equipment safely and effectively

Commentary

37. Teachers provide many opportunities for children to develop fine movements. Children are taught to hold writing tools correctly, to use glue spreaders effectively and to use scissors safely. Children with special educational needs, for example, dressed soft toys and were encouraged to manage the fastenings. The teaching assistants were very skilful in assessing the right moment to intervene, before frustration took hold. The school's healthy eating programme is promoted well and children know that fruit and milk are good for them. The inclement weather prevented the use of the outside play area during the inspection but there is a good range of suitable equipment to encourage climbing and using wheeled vehicles. Older children do not have as much access as the younger reception children so their opportunities for using the equipment is limited.
38. In the excellent dance lesson children showed a good use of space and worked very hard at refining their movements. They have been very well taught and have an understanding of three-dimensional space, for example, high, middle and low, that is above average for children in the Foundation Stage. Excellent use of a simple story as a stimulus ensured that the children used a wide range of movement. The teacher has very good subject knowledge. The children were asked to try to push the floor away before using pushing mime in their dance, helping them to understand what pushing feels like and to make believable movements in their dance. The children's faces reflected their movements as they tried to open the shell or felt the sunshine on their faces. All the children in this lesson were exceeding the early learning goals and most children will achieve the early learning goals by the end of the Foundation Stage, having made good progress.

CREATIVE DEVELOPMENT

No teaching was seen during the inspection but the range of work displayed, the planning and the activities in the classroom suggest pupils have suitable access to developing creative skills. Children use a range of media for their artwork with the oldest children showing good imagination and empathy in dance. Children in the two younger classes have regular access to painting or collage materials using materials prepared by the adults. The quality of their work was similar to that of other children of the same age. Older children use role-play effectively. There was some good cooperative work in the "castle". The same children have produced "props" for the castle that are well constructed and carefully finished. Children are willing to talk about the stories they have read but they find it difficult to explain what they intend to do and opportunities for planning activities are limited. No music was observed.

SUBJECTS IN KEY STAGES 1 and 2

ENGLISH

Provision in English is **good**.

Main strengths and weaknesses

- Pupils achieve very well in Years 1 and 2
- The quality of teaching and learning is good
- Learning support assistants make a valuable contribution to the learning of pupils, especially those with special educational needs
- More able pupils are sometimes not challenged sufficiently

Commentary

39. Standards attained in national tests in English have risen well at the end of Year 2 since the previous inspection and have been maintained at the end of Year 6. Standards in writing are above average in Year 2 and average at the end of Year 6. There is no significant difference in the achievement of boys and girls. The added emphasis that has been given to extended writing is having an effect and the quality of the pupils' work is improving well. There is now a thorough and

structured development of writing skills throughout the school. This has helped to raise the standard of writing in Years 1 and 2. Its effect on standards in Year 6 has not so far been as great, but there are some good examples of creative writing developing across Years 3 to 6. Pupils use a good range of styles, such as narrative, poetic, character studies and persuasive writing. The quality of presentation and handwriting is good throughout the school. On the whole, the pupils' successes are celebrated well through marking, which increases self-esteem and especially for the older pupils it often gives advice on how to improve.

40. Most pupils enjoy reading and achievement overall is satisfactory. Standards are average. The school has established a consistent approach to the teaching of reading and comprehension skills in order to raise standards. Through Years 1 and 2 teachers use their good knowledge to teach pupils well about the different sound letters make. Because of this, by the end of Year 2 many pupils are able to break words down into different sounds when they come across a word that puzzles them. They read simple texts fluently and many begin to read with expression. By the end of Year 6 many pupils are confident and expressive readers. They talk confidently about different authors and about which ones they like and why. The much improved library is satisfactorily stocked and is beginning to be used for the systematic teaching of library skills. Year 6 pupils know how to locate books in the library and are able to use these skills when they undertake research. Teachers are making increasingly good use of ICT to help with pupils drafting and final presentation of written work. Pupils also use ICT satisfactorily to develop research skills.
41. Pupils, including those who have special educational needs, make good progress in their speaking and listening skills. By the end of Year 6 most pupils can easily make themselves understood and can speak confidently. The school sees speaking and listening skills as important. The growing use of speaking opportunities and drama activities are giving the pupils more opportunities to use and improve these skills. For instance, in Year 5 where the pupils experience oral story telling and drama based around the Greek myth of Pandora's Box.
42. The overall quality of teaching and learning is good, with some very good teaching in Years 1 and 2. Pupils enjoy English lessons and work hard. In good and very good lessons the teachers make it clear what standards of work they expect and insist on high standards of presentation. The pupils make good efforts to present their work well and concentrate effectively. Teachers have good relationships with their classes and their control and management of the pupils is good. This results in the pupils behaving very well, being attentive and being able to get on with their work with a minimum of distraction. The support and encouragement given to the pupils by the teachers and support assistants, who work very well as a team, is very good. This helps the pupils, especially those with special educational needs, to make good progress. The support given to those pupils with special educational needs is very effective in allowing them to be included in the work of the class. However, some work that is given to the more able pupils does not challenge them sufficiently. This is evident in Years 3 to 6 in comprehension and word work. Pupils have individual targets at the front of their book and some teachers regularly refer to these when talking to pupils about improving their work.
43. The good subject leader is working hard to develop the subject and meeting with increased success as targets are set and monitored rigorously. The good assessment procedures and effective analysis of data information and is enabling the school to track progress and intervene when pupils need more support. The provision in English has improved since the previous inspection.

Language and literacy across the curriculum

44. The use of literacy skills across the curriculum is good. Staff are consistent in encouraging pupils to write neatly and to present their work well in all subjects. In science, the pupils make good use of their improving scientific vocabulary to write well founded accounts and accurate descriptions. Pupils use their reading skills well to carry out research in subjects such as history and geography and successfully combine a variety of information in producing topic work. In Year

2, the pupils record their work in religious education using thoughtful and imaginative vocabulary in well-crafted sentences.

MATHEMATICS

Provision in mathematics is **good**.

Main strengths and weaknesses

- Pupils in Years 1 and 2 achieve very well and attain above average standards
- Teaching, learning and assessment are good
- The more able pupils in Years 3 to 6 are not always challenged sufficiently
- The subject leader has a very good understanding of how to improve standards

Commentary

45. National test results at the end of Year 2 show much improvement since the previous inspection and inspection evidence and these results show that standards are above average. Although in 2003 results at the end of Year 6 were below average, inspection evidence shows improvement and the current group are working at average levels. Pupils in Years 1 and 2 benefit from very good teaching and achieve very well, making rapid progress. Progress is now good in Years 3 to 6 and teaching has improved because of the guidance of the very effective subject and changes in staff. Pupils in Years 3 to 6 achieve satisfactorily. Inspection evidence and school data indicate that standards are rising but more work is required to accelerate the learning of the brighter pupils who are not always given sufficient challenge. The school has set realistic and sufficiently challenging targets and is on course to meet them. Pupils with special educational needs are given very good support and achieve well; their progress is helped by skilful teaching and very good support from classroom assistants. There is no significant difference in the achievement of boys and girls.
46. In Years 1 and 2, the very good teaching and high expectations push learning on rapidly and pupils become skilful mathematicians who readily tackle a variety of problems. Teachers are very knowledgeable and plan and prepare lessons which capture the pupils' attention and provide high levels of challenge. This is reflected in the high quality of presentation of work and the pupils' skills in using a variety of strategies to solve increasingly difficult problems. The pupils really enjoy lessons and respond enthusiastically, working hard and taking care to be accurate. Lessons have very good pace and, because explanations are as clear as crystal, pupils are left in no doubt about what to do and how to improve.
47. Teaching in Years 3 to 6 varies between satisfactory and very good and is mostly good. Most lessons start with whole class mental sessions and staff use probing questions to assess the pupils' understanding, although in some instances these sessions are too short and do not stretch the pupils. Teachers think about the work they set for different ability groups and this largely works but the more able often have tasks which are not demanding enough and this slows their progress. Teachers use ICT satisfactorily to support mathematics and the pupils enjoy this aspect often working with an assistant to find solutions to problems or practise calculations. A very good feature of teaching throughout the school is the use of assessment and target setting to guide pupils and to plan lessons. Marking is accurate and telling comments are used to guide the pupils. Discussions with pupils in Years 2, 4 and 6 showed that the pupils enjoy mathematics and look forward to lessons and enjoy homework.
48. The subject is very well managed and the subject leader has an incisive view of standards and how to improve them. This has been illustrated very well by improved attainment at the end of Year 2 and the improved rate of progress in Years 3 to 6. The extensive monitoring and evaluation of teaching and learning has brought much consistency this year and target setting has become more accurate. Data is analysed and pupils' progress is tracked rigorously to ensure that targets are met.

Mathematics across the curriculum

49. Mathematics is used well in other subjects. In some cases, subject leaders have incorporated mathematics into their overall plans and this is seen to very good effect in science. Throughout the school, staff encourage pupils to make use of graphs and charts when recording experiments and this enhances pupils' mathematical understanding as they see what they have learned in lessons applied practically. Pupils make good use of tallying when collecting information for surveys in geography and older pupils use co-ordinates competently when working with maps. Evidence in pupils' work shows that they measure accurately when planning and making models. Part of the art and design curriculum includes working on pattern and the pupils' mathematical understanding enables them to achieve pleasing results when creating mosaics and items of sewing.

SCIENCE

Provision in science is **good**.

Main strengths and weaknesses

- Pupils of all abilities achieve well and attain average standards
- Teaching and learning are good and very good in Years 1 and 2
- The subject is led and managed very well

Commentary

50. Standards in science are rising due to effective leadership and management which has brought increased challenge and opportunities for pupils to develop their scientific skills, vocabulary and methods. Teacher assessments at the end of Year 2 in 2003 showed that pupils attained average standards. National tests results at the end of Year 6 have improved much since the previous inspection and are now average. School and national data as well as inspection evidence show that standards are rising. Pupils of all abilities and ages achieve well and make good progress; pupils in Years 1 and 2 make very good progress because of the very good teaching. Those with special educational needs are often supported in lessons and this enables them to participate fully and to grasp new scientific ideas and vocabulary so that they keep up with their classmates. Over time, standards have risen. There is no significant difference in the performance of boys and girls.

51. Pupils of all ages make good gains in their understanding of scientific vocabulary and processes because the teaching provides good opportunities for the pupils to experiment and investigate and the staff emphasise key words. The teachers' insistence on good presentation and the use of a variety of methods to record experiments encourages the pupils' independence and initiative and promotes successful and well organised learning. Pupils have a secure knowledge of all of the strands relevant to them in the science curriculum.

52. The quality of teaching in Years 1 and 2 is very good. Teaching in Years 3 to 6 is good overall, varying between satisfactory and very good. Teachers clearly explain the work in an interesting way often using everyday objects and experiences to bring learning to life as in a Year 3 lesson when pupils examined a bicycle and learned much about the properties of materials and increased their scientific vocabulary very rapidly. The school has good resources and teachers use them well to provide pupils with opportunities to experiment and investigate. Teachers have high expectations and insist on good standards of presentation. Pupils respond eagerly by working hard and producing good quantities of well written reports. In some lessons there is an over-reliance on worksheets for recording and this contributes little to extending pupils' literacy skills. The skilful classroom assistants give pupils with different abilities good support. Teachers brief their colleagues very well so that lessons run smoothly and are especially effective for those with special educational needs. The work given to the more able is sufficiently challenging.

53. Staff make very good use of targets to set challenges for the pupils and often link marking to these targets so that pupils are guided effectively on what to do next. Assessment is thorough and founded on good evidence. Teachers use this information to plan their work. Pupils are

enthusiastic scientists and keen to explain what they have found out. They make good use of scientific terms because teachers insist on their use. Most lessons have good pace but some go on too long and the teacher expands the activity to fill the time rather than move learning on. Staff make mostly good use of ICT to support teaching and learning.

54. Subject leadership is very good and the co-ordinator has a very clear grasp of the pupils' achievements and how to raise standards. He has been instrumental in developing different approaches in the teaching and supported colleagues effectively through training and resources. Areas for development identified through data analysis and the monitoring of teaching and learning have provided a spur to improving the standards attained. Another strong factor in raising achievement has been the extensive use of visits to make science real to the pupils. Standards, teaching and resources have improved much since the previous inspection.

INFORMATION AND COMMUNICATION TECHNOLOGY

Provision in information and communication technology (ICT) is **satisfactory** and has improved very well since the previous inspection.

Main strengths and weaknesses

- Pupils of all ages and abilities develop competence in all aspects of the subject
- There has been good use of funding and training to raise levels of staff competence
- Assessment is good

Commentary

55. The school has helpful guidance for staff on developing pupils' ICT skills from year to year and this enables pupils to make satisfactory progress and to attain appropriate standards for their age. Staff confidence has risen with support from the good subject leader and a range of training. Teaching and learning are satisfactory overall although some good lessons were seen during the inspection. A strength in the teaching is the good use of assessment to track the pupils' progress in learning and using skills. Teachers make satisfactory use of this information when introducing new skills but do not always plan lessons to take account of the wide variety of skills, knowledge and understanding among the pupils so that some more competent pupils are not challenged enough. Opportunities for pupils to research using computers and to improve their drawing skills are sufficiently open-ended and demanding. The pupils are keen to learn and enthusiastic about the school's ICT suite and opportunities to use computers. They concentrate well and listen to instructions although in one lesson, overcrowding led to some disruption which slowed progress.

56. Pupils achieve satisfactorily and those with special educational needs achieve well using programs specifically designed for them. Throughout the school, pupils steadily improve their word processing skills and this aspect of the subject is taught well. Pupils have a secure grasp of a variety of tools for editing their work and use their skills well to create attractive presentations of their own poetry. Teachers give clear instructions although explanations are sometimes too long and pupils become restless as they wait for their turn. Most pupils in Years 3 to 6 competently cut, paste and format their work using a good variety of the computers' tools. The pupils attain average levels in data handling and using spreadsheets and this work links well with science and mathematics. Pupils of all ages understand some of the different uses made of ICT in everyday life. Older pupils weigh the advantages and disadvantages of manual and technological methods, make good progress in creating multi-media presentations and pay particular attention to making their work interesting and eye-catching to an audience. Pupils in Year 2 have appropriate skills in control technology and describe accurately how to program a simple robot and make it move and turn in different directions. The school has suitable apparatus to promote pupils' understanding of sensors and recording data. Older pupils have a secure grasp of the need to frame careful questions when finding information from the Internet.

57. The subject leader has guided colleagues well and has a clear picture of what needs to be done to raise standards further. There has been helpful monitoring and evaluation of teaching to pinpoint any training needs. The school has good policies regarding the safe use of the Internet and a well established programme to replace and update resources.

Information and communication technology across the curriculum

58. This aspect of the subject is developing and pupils use ICT satisfactorily to support their work across the curriculum. Staff regularly incorporate the use of computers in some lessons. This was seen to good effect in Year 2 where pupils used a science program to make a diagram of a torch and then assembled it correctly to make it light at the touch of a switch. Many classes make use of the Internet to research information in subjects such as English and history. Some good work was observed on biographies where pupils combined several pieces of information into an interesting account in their own words. Older pupils create multi-media presentations adding pictures and text to bring to life their topic work. There are satisfactory links with English as pupils use computers to draft and refine their work although sometimes they are asked to merely copy ready prepared text. Pupils' understanding of graphs and charts in mathematics is enhanced through their use of spreadsheets and databases in collecting and collating information.

HUMANITIES

Two lessons were seen in religious education and four in history but none in geography. In addition, inspectors looked at samples of pupils' work, examined teachers' planning and talked with the subject leaders and pupils about the school's work in humanities.

Analysis of pupils' work, teachers' planning and talking to pupils indicates that **geography** is covered appropriately and that pupils have a satisfactory grasp of the curriculum. Pupils in Year 6 talk confidently about their work and show good knowledge of mapping grids and Ordnance Survey maps. The pupils' work is well presented and they make good use of drawings and personal writing to record their observations. Older pupils use computers well to make multi-media presentations about different parts of the world and their learning benefits much from this type of research. Good use is made of research skills by the older pupils who are confident in the use of the school library and gaining confidence in the use of the Internet.

Religious Education

Provision in religious education is **satisfactory**.

Main strengths and weaknesses

- Pupils have a secure knowledge of the major religions
- There are good opportunities in most classes for pupils to express their own thoughts and ideas
- In some classes pupils of all abilities too often copy the same pieces of work

Commentary

59. Standards in Years 2 and 6 are in line with the expectations of the syllabus followed by most schools in Lincolnshire. Achievement is good in Years 1 and 2 and satisfactory in Years 3 to 6. The school has made satisfactory improvement since the last inspection. Pupils know about some of the world's major religions, such as Christianity, Hinduism, Islam and Judaism, as the school makes good use of resources and visits to raise pupils' understanding of how different people worship. The pupils know about festivals, celebrations, important people and texts linked to these religions, such as in Year 2 where they write what they know about the Jewish meal on the Shabbat. The pupils are encouraged to express their knowledge and thoughts in their own words. This not only helps them to develop a greater understanding and feeling for their work, but also helps them refine their literacy skills. Pupils are encouraged to talk about their feelings and thoughts and Year 6 pupils talked about how much they valued such opportunities to discuss themes and give their opinions. This work links very well with personal, social and health education and contributes effectively to pupils' spiritual, moral, social and cultural development.

60. The quality of teaching and learning is good in Years 1 and 2 and satisfactory in Years 3 to 6. The younger pupils benefit from work which is well matched to their abilities. The staff provide good opportunities for pupils to participate and contribute to discussions and this enhances

understanding. In one very good lesson the work of the class on rules was made lively and memorable. This was because the teacher, learning assistants and pupils played the part of presenter, audience and contestants in a game show called 'Book of Rules'. This work linked well to the pupils' previous work on the Jewish Shabbat. It led to a greater understanding of the need for rules and which people we know who apply them. In some classes too much work is copied and is the same for all levels of ability. This leads to lack of real challenge and the pupils respond with simplistic answers rather than in expressing their own thoughts and feelings.

61. The school successfully enhances learning through the use of religious objects, visitors from other cultures and visits. When talking to Year 6 pupils it was easy to see how important these experiences are as they talked enthusiastically and knowledgeably about their visit to a mosque. Pupils are interested in the subject and work hard. They co-operate well in discussions and listen attentively to different viewpoints.
62. The subject leader provides a good role model for staff and pupils through her teaching. She is clear about the areas she wishes to see developed in the subject, which include the use of information and communication technology and drama. There is regular monitoring of teaching and learning and this has led to improvement especially in Years 1 and 2. The school has good procedures for assessment and keeps parents well informed about what is to be taught and what they have achieved.

History

Provision in history is **satisfactory**.

Main strengths and weaknesses

- Teaching is good in Years 1 and 2
- There are a good range of visits to enhance the curriculum
- Assessment is good

Commentary

63. Standards are average. Achievement throughout the school is at least satisfactory and good in Years 1 and 2 because of the effective teaching. The pupils talk confidently about their past and present work in history and show a satisfactory understanding of most elements of the curriculum. Year 6 pupils understand the historical time order of the topics they have studied and know details of both royal and everyday life in periods such as Tudor times. They talk enthusiastically about their past visits to places such as the Greyfriars Centre in Lincoln, where they gained much from the practical activities they experienced. Visitors to school, such as those who helped the pupils re-enact the English Civil War, brought history to life for the pupils and their knowledge of this period in time has been made more vivid.
64. Teaching and learning are good in Years 1 and 2 and satisfactory in the other year groups. Throughout the school, teachers have good subject knowledge and their classroom management is effective. The pupils are actively engaged in learning experiences that are suitable for their ages and abilities. For example, in a good history lesson in Year 2, the pupils were motivated by the enthusiasm of the teacher when telling the story of the Great Fire of London. The interesting follow up activities were then well matched to the abilities of the pupils. The enthusiasm of the pupils was also developed in a Year 1/2 class when the teacher arrived in the costume of a gentleman of the seventeenth century. He then proceeded to play the role of a visiting time traveller, who told the pupils about the great fire and life in the city of London in 1666. This style of teaching does much to stimulate enthusiasm among the pupils and they become keen to learn more. Pupils show interest in the subject and work hard. They present their work well and use their literacy skills effectively to record their findings. Pupils express their pleasure in being able to show their knowledge of historical facts in their own words. They sometimes write as if they are a

character from history such as a child chimney sweep in Victorian times. The pupils enjoy using ICT to research information on a variety of topics including life in Tudor times.

65. The improvement made since the last inspection has been satisfactory. The subject leader has a secure grasp of the strengths and weaknesses in the subject and monitors teachers' plans and lessons. There are good systems to record pupils' achievements and assessment is accurate and used to inform parents of their children's work.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

Four physical education lessons, one art and design and two music lessons were seen during the inspection. No design and technology lessons were observed. In addition inspectors looked at teachers' planning and talked to the teachers and pupils about the subjects. They also looked at a range of work completed during the last three terms and listened to recorded music. Pupils study either art and design or design and technology each half term and the curriculum is well managed. The planning for all the subjects meets the requirements of the National Curriculum. Standards in all subjects have been maintained since the previous inspection.

As only one lesson was observed, no judgement can be made about the overall provision and teaching in **art and design**. However, the lesson taken by the subject leader was very good. The pupils used an imaginative range of fabrics as they decorated templates of the Owl or the Pussy Cat from Lear's poem, making good links with literacy. Their inspiration was based on good research on aspects of design such as symmetry, texture and colour and samples of artwork based on myths and legends from other continents. Pupils with special educational needs were encouraged and supported very well and most pupils discussed their choices showing a good understanding of texture and design and they achieved well. Discussion with pupils throughout the school shows that they have an appropriate range of experiences although much of the work in the portfolios was the same for each pupil in the class. The use of sketchbooks varies but pupils understand the need to plan and refine their work. Pupils have some knowledge of the work of a range of artists and older pupils have independently studied the work of 19th and 20th century artists.

In **design and technology** discussions with older pupils show that they have a satisfactory understanding of the processes involved in planning, designing, making and evaluating their work. Completed work from last term is of good quality. Pupils in Years 5 and 6 have applied their understanding of structure and strength to create original monsters, all of which are very well finished. Their musical instruments are decorated to echo their origins and fit the purpose of the design. Pupils in Years 3 and 4 have made some superb boxes using tapestry techniques, samplers, banners, collages and bookmarks, all of the same high quality. The pupils are very well supported by members of the community who work with them weekly. Younger pupils have created artefacts to furnish their castle in the classroom. These are well made and echo the decoration and style of medieval England.

Music

Provision for music is **good**.

Main strengths and weaknesses

- Standards in Years 1 and 2 are above average and pupils achieve very well
- There is a good range of opportunities for extra music beyond lessons
- Teaching is good and pupils learn well

Commentary

66. The teachers showed good subject knowledge in both lessons seen during the inspection. They explain tasks clearly and have high expectations of their pupils, both in what they can achieve and their behaviour and pupils respond very well. Pupils in Year 1 and 2, for example, resisted the temptation to play the chime bars until told. The enjoyment of the teachers was infectious and all

pupils joined in with the lessons, achieving well. At the beginning of the lesson in Year 1 and 2, few pupils understood the term pitch or could identify high, medium or low notes. By the end of the lesson pupils were drawing lines to show variation in pitch accurately, writing patterns of three notes and playing them on chime bars, most accurately reading high, middle and low notes. Progress was very good throughout. Year 3 pupils learnt to clap a score in 4/4 time and by the end of the lesson most read 4/4 rhythms that included rests and played them using part of their bodies for instruments. No music lessons for older pupils were seen.

67. Singing in assemblies is tuneful and accurate and pupils take part in many activities in the community and with other schools. There is a good quality compact disc of the pupils' performance that includes their own compositions. Visitors to school include Indian dancers, music ensembles and regular peripatetic music teachers. Thirty pupils learn to play violins, keyboards or pianos, guitars or woodwind instruments and some pupils play more than one instrument. There is a choir which represents the school in several festivals and on special occasions. Subject leadership is good. The good commercial scheme gives pupils a broad musical education, enhanced by the extra-curricular music and the coordinator aims to develop assessment procedures for the subject. The subject makes a good contribution the pupils' spiritual, social and cultural development.

Physical education

Provision in physical education is **good**.

Main strengths and weaknesses

- Planning is good, particularly for dance
- There is a very good range of sporting activities outside lessons
- The teaching is good and pupils usually learn well

Commentary

68. Standards in the lessons seen were average. Most pupils in Year 2 work hard at refining their movements as they imitate the wolf or pigs in the traditional tale. In this lesson, however, some pupils did not behave well and the teacher showed very good initiative in stopping the lesson. Behaviour was considerably better in the next lesson and these pupils learnt the outcomes of unacceptable behaviour very well. Pupils responded to the text of "The Wild Things", adjusting their movements appropriately. More use of demonstration or discussion about the quality of movement would have improved their performance. In Year 5 pupils learnt the steps of a country-dance and the teacher encouraged them to make up their own sequence to extend an African greeting they had learnt. Pupils with statements of special educational needs were supported very well and one showed considerable enthusiasm and some talent as she danced. Year 6 pupils developed sequences in their gymnastics lesson. They made satisfactory progress but the pace of the lesson and the quality of their movements lacked rigour.

69. All teachers have good subject knowledge and pay attention to the warm up and cool down in each lesson. Pupils use space well and show consideration for others. Some of the oldest pupils wore inappropriate footwear that prevented them from refining and lightening their movements.

70. Pupils from Year 2 upwards have access to a wide range of sporting activities, including football, cricket, badminton, basketball, hockey and athletics. The school participates in many competitions and cross-country events. There are friendly football matches against local schools and athletics competitions. The school is registered as an FA Soccer Skills Training Centre. Pupils in Year 2 and Year 6 go swimming but the cost of transport and the time that it takes to travel to the nearest pool prohibits any more access. Pupils' progress is recorded for several of these activities and teachers know their pupils' strengths and weaknesses well. The subject is led well and teaching and learning are enhanced by the support of several volunteers from the community.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

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

Main strengths and weaknesses

- Pupils develop a good sense of responsibility
- Teaching and learning are good
- The emphasis on health education is very good

Commentary

71. The school's health education policy makes a very good impact on pupils' self awareness and contributes effectively to their positive attitudes about themselves and others. The programme for sex and relationships education and teaching about the beneficial and harmful effects of drugs makes a good impact on pupils. Parents are very pleased with these aspects of the provision. The school's involvement in the Healthy Schools Initiative also provides pupils with good knowledge which they use to express opinions, make choices and develop an awareness of their role as citizens. Teachers emphasise healthy eating and hygiene in science lessons and the pupils have a good understanding of how exercise and diet affect their lives. They make good links with other subjects, especially science. Pupils learn well through this programme and clearly understand their rights and responsibilities at school, home and in the community. This teaching is enhanced through the school's extensive programme of visits. Pupils develop their social awareness well in class, particularly in 'circle times' when they take turns, listen to others and share their ideas and concerns. Staff are sympathetic listeners.

72. Lessons are taught well. They are organised successfully to include direct teaching and give opportunities for pupils to discuss sensitive concerns. In the lessons seen the pupils listened very well to others and teachers skilfully used the time to provide less confident speakers with an audience. Teachers prepare and plan lessons carefully and make effective use of the school's resources as well as their own experiences, which help the pupils to understand new ideas. The subject receives high priority and is managed very well. The school has worked very successfully in improving the provision since the previous inspection.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
The overall effectiveness of the school	3
How inclusive the school is	3
How the school's effectiveness has changed since its last inspection	3
Value for money provided by the school	3
Overall standards achieved	4
Pupils' achievement	4
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	2
Accommodation and resources	3
Pupils' care, welfare, health and safety	2
Support, advice and guidance for pupils	2
How well the school seeks and acts on pupils' views	3
The effectiveness of the school's links with parents	2
The quality of the school's links with the community	2
The school's links with other schools and colleges	3
The leadership and management of the school	3
The governance of the school	3
The leadership of the headteacher	2
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).