

INSPECTION REPORT

STURTON BY STOW PRIMARY SCHOOL

Sturton-by-Stow, Lincolnshire

LEA area: Lincolnshire

Unique reference number: 120478

Headteacher: Mrs Helena Allen

Lead inspector: Mrs Rosemary Rodger

Dates of inspection: 17-19 May 2004

Inspection number: 258057

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
Gender of pupils:	Mixed
Number on roll:	185
School address:	School Lane Sturton-by-Stow Lincoln Lincolnshire
Postcode:	LN1 2BY
Telephone number:	01427 788210
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Appropriate authority:	Governing body
Name of chair of governors:	Mrs Rebecca Andrews
Date of previous inspection:	9 June 1998

CHARACTERISTICS OF THE SCHOOL

Sturton-by-Stow Primary School is situated in the small village of Sturton-by-Stow in Lincolnshire. There are 185 pupils on roll which is an increase since the previous inspection. The area from which the school draws its pupils is mixed socially and economically. About a fifth of pupils come to school from neighbouring villages by bus. Most pupils are of British heritage with a very small number of pupils with English as an additional language. Thirty-four pupils have special educational needs; this is an average proportion. They include 10 pupils with a statement of special educational need which is an above average proportion. Special educational needs range from a small number of pupils with moderate learning difficulties to complex physical and medical conditions. Attainment on entry to the Reception class is average. The school was awarded Investors in People status in January 2004.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
10347	Mrs R S Rodger	Lead inspector	English Information and communication technology Art and design History Educational inclusion and racial equality English as an additional language
32661	Mr P Hopkins	Lay inspector	
19897	Mr A Evans	Team inspector	Mathematics Design and technology Geography Physical education Special educational needs
19774	Ms M Docherty	Team inspector	Foundation Stage Science Music Religious education

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This is an **effective** school. Children enter the Reception year with average standards and by the time they leave school standards are above average overall. Pupils achieve well in the Reception year and in Years 3 to 6. Standards are above average in English, science and design and technology by Year 6. The quality of teaching and learning is good and pupils with special educational needs achieve well. The good standards and achievement, good teaching and learning and the below average cost to educate each pupil mean that the school gives good value for money. High staff turnover has been a barrier to achievement in the past. The clear steer given by the headteacher and the deputy headteacher has been a significant aid to improving achievement in recent years.

The school's main strengths and weaknesses are:

- standards are above average in English and science by Year 6 and design and technology throughout the school and in art and design by Year 2;
- leadership by the headteacher is good; she is very well supported by the deputy and the governors;
- the teaching of reading in Year 2 is unsatisfactory;
- there is a lack of challenge for more able pupils in Year 2;
- provision for pupils with special educational needs is very good;
- the provision of a wide range of out-of-school activities effectively enriches the curriculum;
- provision for the personal, health and social development of the pupils is very good;
- links with the community are very good;
- accommodation is very good;
- assessment is good overall, apart from the assessment of reading in Year 2; the quality of marking is very good.

The school's improvement since the last inspection has been good. All subjects are well-planned to ensure continuity and progression for the pupils' learning. Subject leaders take good responsibility overall for their subjects, especially in relation to monitoring planning, pupils' work and, in some subjects, teaching has been observed. Provision for information and communication technology is now good. Assessment is good, with marking being an especially strong feature.

STANDARDS ACHIEVED

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

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

Achievement is good in Years 3 to 6 and satisfactory in Years 1 and 2. Standards are improving each year as a result of the impact of systematic actions by the headteacher and senior management team. The table shows that Year 6 pupils attained well above average

standards in English, above average standards in science and average standards in mathematics in the 2003 national tests. Compared to previous years the results were good. The school is successfully improving standards in mathematics. Standards in the current Year 6 are above average in English, science and design and technology. They are average in mathematics. Standards in Year 2 are above average in art and design and above average in design and technology throughout the school. They are average in reading, writing, mathematics and science. Achievement in the Foundation Stage is good. The children are likely to exceed the early learning goals in all areas of learning apart from creative development and physical development. Pupils' **personal qualities** are **good**. Attitudes and behaviour are good. Pupils' **spiritual, moral and social development** are **good**. **Cultural development** is **satisfactory**. Attendance is satisfactory.

QUALITY OF EDUCATION

The quality of education is good. Teaching and learning are good. Teaching is very good in one Year 2 class and in Year 6. High levels of challenge and good knowledge of what is being taught are features of the better teaching. Teaching assistants give good support throughout the school, especially to pupils with special educational needs. Planning is good and lessons are well organised and managed; pupils know to behave well in lessons. Sometimes there is too little account taken of the wide range of abilities in the class and the expectations of higher attaining pupils are not high enough. In most lessons pupils are keen to learn and very productive. The pace of learning is brisk and as a result pupils achieve well. Assessment is good. Pupils are very well cared for. The curriculum is effectively enriched by a good range of out-of-school activities and visits. Links with parents and other schools are good and the links with the community are very good.

LEADERSHIP AND MANAGEMENT

Leadership and management are good overall. The headteacher, with the good support of her deputy, has a strong influence on the staff with whom she has created a strong, collaborative team. Responsibilities are effectively delegated and thorough monitoring systems ensure that subject leaders are beginning to have a good impact on improving their subjects, despite some being relatively new to the school and the profession. Management is good. The governors provide very good support for the strategic development of the school. They are fully involved in checking the school's priorities for development and the progress made towards these through their involvement in drawing up the school improvement plan. Statutory requirements are fully met.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents are generally happy with their links to the school. They acknowledge that their children like school and have to work hard. They are consulted and appreciate the arrangements made to help their child settle when they start school. They believe that their child may be bullied or harassed at school, but acknowledge that such instances are dealt with promptly. A very small number of parents feel that the more able children do not have challenging enough work to do. Pupils like school, have to work hard and know there will be someone to help them if they are having difficulties. Teachers show them how to improve their work. They feel that sometimes other pupils do not behave well. The inspection team does not agree that pupils are likely to be harassed or bullied or that pupils tend to misbehave. The school has thorough strategies to deal with such incidents should they arise. More able pupils achieve well by the time they leave

school and the school has provided additional support for these pupils in many subjects in the past and plans to do so again.

IMPROVEMENTS NEEDED

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

- improve the level of challenge for more able pupils in Year 2;
- improve the teaching of reading in Year 2 by introducing more rigorous planning and assessment in group reading sessions and give parents clearer guidance on how they can help their children's reading get better.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning and subjects

Achievement in Years 1 and 2 is satisfactory and for pupils in Years 3 to 6 it is good. Achievement in the Foundation Stage is good. Standards in English and science are above average by Year 6 and average by Year 2. Standards in mathematics are average throughout the school. Higher attaining pupils achieve well in English in Years 3 to 6. Standards and achievement in design and technology throughout the school and in art and design in Year 2 are above average. Standards and achievement in information and communication technology, religious education, history, geography, music and physical education are satisfactory throughout the school and in art and design by Year 6.

Main strengths and weaknesses

- Standards are above average in English and science by Year 6.
- Standards are above average in design and technology throughout the school and in art and design by Year 2.
- Achievement of the more able pupils should be better by Year 2.
- Standards are not high enough in reading by Year 2.

Commentary

1. The 2003 national tests in English showed that Year 6 pupils attained well above average results compared to all schools nationally, above average results in science and average results in mathematics. The results compared to similar schools were above average in English, average in science and below average in mathematics. However, the average points scores that are listed below show that the pupils' achievement in mathematics, based on their previous year's results, was good as a result of the leadership of the school identifying mathematics as an area for improvement. Current standards in lessons reflect the national test results of last year. They are above average in English and science. The improvements in mathematics have been maintained and, as a result, standards are now average. There are more pupils with special educational needs, including two pupils with a statement of special educational need, in the current Year 6 class which will have an impact on the national test results in 2004. The expected lower results in the 2004 national tests are reflected in the targets set by the school. The overall trend in pupils' performance in the past five years has been in line with the national upward trend.

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

Standards in:	School results	National results
English	29.0 (27.6)	26.8 (27.0)
Mathematics	27.0 (26.8)	26.8 (26.7)
Science	29.7 (28.9)	28.6 (28.3)

There were 23 pupils in the year group. Figures in brackets are for the previous year

- The results of the 2003 Year 2 national tests in reading and mathematics were average in comparison with all schools nationally and above average in writing. However, compared to similar schools, the results were below average in reading, average in writing and well below average in mathematics. The results of teacher assessments in science showed that standards were below average compared to similar schools. The table below shows that standards in reading fell between 2002 and 2003 but improved in mathematics as a result of the priority given to improving the teaching of mathematics throughout the school. In lessons, standards in reading are satisfactory overall but the proportion of pupils achieving the higher levels is too low and overall achievement is unsatisfactory. This can be partly explained by staff changes in Year 2. There are however, weaknesses in assessing progress in reading day by day in one Year 2 class.

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

Standards in:	School results	National results
Reading	16.2 (17.2)	15.7(15.8)
Writing	15.4 (15.0)	14.6 (14.4)
Mathematics	16.4 (15.5)	16.3 (16.5)

There were 32 pupils in the year group. Figures in brackets are for the previous year

- Children in the Foundation Stage are likely to exceed 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 leave the Reception year. They are likely to meet the early learning goals for creative and physical development.
- Standards in design and technology are above average as a result of very good teaching. Higher attaining pupils have been targeted for additional support. Part of their provision was to complete a range of design activities. For example, the higher attaining pupils throughout the school designed and made cartons for Easter eggs and Year 5 pupils made a variety of pizzas. Standards in art and design by Year 2 are above average, as a result of very good teaching. Pupils carefully and skilfully painted self-portraits.
- Achievement by Year 2 is not high enough for some of the more able pupils because they are insufficiently challenged in their work. They generally complete the same work as everyone else but work independently or in partnership with an equally able peer. For example, in a writing lesson, more able pupils wrote reviews of their favourite books but were not expected to include information about the setting, events or characters which several could have achieved. The arrangements to teach reading in guided reading sessions are unsatisfactory in Year 2. Pupils read books that are too difficult, there is no assessment of specific objectives for these sessions and recording is too cursory to provide an ongoing record of achievement. As a result, the pupils are not introduced to some of the higher level reading skills they could achieve with encouragement and better teaching.

Pupils' attitudes, values and other personal qualities

Pupils have good attitudes to learning throughout the school. Behaviour is good. Pupils' personal development is fostered effectively. The provision for spiritual, social and moral development is good and satisfactory for cultural development. Attendance is satisfactory.

Main strengths and weaknesses

- Pupils take a good level of responsibility throughout the school.
- Provision for social development is strong and well supported by the personal, social, and health education programme.
- Provision for learning about other cultures is underdeveloped.

Commentary

6. The pupils have good attitudes to learning. Pupils with special educational needs have positive attitudes towards work. They concentrate well in lessons and they are keen to learn and make progress. All pupils said they enjoy school, will be unhappy to leave and generally work hard. They take a full part in the work of the school through the buddy system and take responsibility well for working independently, especially by the time they are in Year 6. Playtimes are generally happy and friendly times. Behaviour is generally good in and around school. Pupils are aware of the reward system and the sanctions for misbehaviour which are used to good effect when required. There has been one pupil excluded from school in the past. There are currently no pupils excluded from school. The arrangements to deal with incidents of bullying are efficient and effective. The headteacher checks this aspect of the school's work diligently.
7. Pupils are developing good social skills through opportunities to work together in groups and the encouragement they receive to behave with courtesy and consideration at all times. Members of staff take great care to help pupils understand the expectations for appropriate behaviour, particularly when relationships break down or things go wrong. Pupils readily accept responsibility for a range of activities which contribute to the smooth running of day-to-day routines, for example register duties, playground "buddies", and escorting visitors around the school. They are also involved in decision-making through class and school councils, and have effected change in school arrangements. The personal, social and health education programme supports development well and build up the pupils' social awareness. The school acknowledges and values efforts in this important area through its "hive of achievement" awards. Children in the Foundation Stage achieve well in personal, social and emotional development and they are well prepared for Year 1.
8. Provision for cultural development is satisfactory. Older pupils are taught French weekly. While world faiths are studied in religious education, there is not enough opportunity to acknowledge or learn about the music, arts, and achievements of minority ethnic cultures. The school is aware of this and plans to increase the number of visitors from other cultures to the school.

Attendance in the latest complete reporting year (%)

Authorised absence	
School data	5.6
National data	5.8

Unauthorised absence	
School data	0.4
National data	0.4

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

Ethnic background of pupils

Exclusions in the last school year

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	171	1	0
White – any other White background	1	0	0
Mixed – any other mixed background	1	0	0

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

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education is **good**. Teaching and learning are good overall and pupils generally achieve well as a result. Assessment is good. The school provides a very good range of out of school activities. Pupils’ care and welfare are given a very high priority and are very good. Links with the community are very good. Links with parents and other schools are good.

Teaching and learning

Teaching and learning are **good**.

Main strengths and weaknesses

- Teaching and learning in Years 5 and 6 are good.
- Teaching of art and design and design and technology is very good.
- Marking of pupils' work is very good.
- Planning and assessment of guided reading is unsatisfactory.
- Assessment is good in the Foundation Stage and has improved throughout the rest of the school since the last inspection.

Commentary

Summary of teaching observed during the inspection in 43 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	4(9%)	19(44 %)	20(46 %)	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.

9. The table above shows that teaching was good or better in more than half of the lessons observed. Pupils in Years 5 and 6 achieve well because they are well taught. They are given very good responsibility for learning and apply their skills competently to a range of innovative activities, particularly in Year 6. Expectations are high and generally pupils are well challenged. The needs of the wide range of pupils in the class are met effectively through the well matched work that is provided, especially for pupils with special educational needs. For example, in a history lesson, pupils worked hard to write an account of the Battle of Marathon from the perspective of an Athenian or a Spartan while the pupils with special educational needs, well supported, devised a role play about a different aspect of life in Ancient Greece. Learning intentions are shared with pupils and reviewed at the end of lessons. Pupils spoke very highly of their teaching in Year 6. There is very good support for pupils with special educational needs in lessons from class teachers and teaching assistants and this helps them to achieve well. Work is closely matched to the pupils' needs and their progress in lessons is carefully checked. The quality of learning is good. Pupils work productively and collaborate well.
10. The teachers' good knowledge and understanding of design and technology in Years 3 to 6 and of art and design in Year 2 means that pupils are well challenged in those subjects and achieve well, especially in design and technology. The skills of individual teachers have been used effectively in the past to work with small groups of higher attaining pupils throughout the school. This is well reflected in the good quality of the work completed and displayed around the school. The teaching of English and mathematics is generally good as teachers are very familiar with the requirements of the National Literacy and Numeracy Strategies.
11. Day-by-day assessment has been a priority for development in the past year. As a result of training and rigorous checking of pupils' work by subject leaders, marking is now very good throughout the school. In many classes, pupils have targets to work towards. They

know what they have to do to improve their work because comments on pupils' work are precise and explain clearly to individual pupils what they have to do. Although marking is very good, there are some classes in which pupils' targets are given less attention and are not checked frequently. The best example of the use and sharing of targets is in one Year 2 class where targets are linked to National Curriculum levels and pupils know what they need to do to achieve higher levels. This is an important feature to share with the pupils throughout the school because they generally take good responsibility for their learning.

12. Assessment arrangements have improved since the previous inspection. Assessment in the Foundation Stage is good, with an effective system for recording each child's achievement. Members of staff keep appropriate ongoing records which are transferred regularly to the foundation profile, which is a nationally approved record of achievement. Assessments are used to plan the next stage of learning, and clear learning objectives are identified, including the support for pupils with special educational needs and higher and lower attaining pupils. In Years 2 to 6, National Curriculum levels achieved in the yearly assessments are reviewed and used to set targets for the next year. The expectation is that each class will have group targets, either displayed on their tables or inserted into their literacy or numeracy books. Staff changes mean there are still some inconsistencies in the application of these procedures across the school.

The curriculum

The school provides a rich curriculum which offers its pupils a wide range of worthwhile learning opportunities. There is good provision for out-of-school activities. Preparation for the next stage of education is good. The accommodation is very good and there are adequate resources to support learning in all subjects.

Strengths and weaknesses

- There is very good provision for pupils with special educational needs.
- The curriculum is enriched by a wide range of clubs, school visits and visitors.
- Provision for personal, social and health education and citizenship is very good.
- The accommodation is very good.

Commentary

13. The school offers a broad and balanced curriculum, with an appropriate emphasis on the teaching of literacy and numeracy. It meets all the requirements of the National Curriculum, which was not the case at the time of the previous inspection. Planning is satisfactorily based on national guidelines adapted to the school's needs. The teachers plan carefully for the work which the pupils will do each term and each week. Religious education meets the requirements of the locally agreed syllabus and the school meets its obligations to provide a daily act of collective worship. All pupils in Years 3 to 6 have the opportunity to learn to play recorders and about ten pupils currently take advantage of opportunities for tuition from visiting music teachers. Pupils in Year 6 have a weekly lesson in French. The Foundation Stage curriculum gives a good priority to literacy and numeracy and is effectively taught inside and outside to cover all areas of learning.
14. The school reviews the curriculum regularly to see where improvements might be made. The annual 'industry week' is a successful cross-curricular approach to learning, which

the pupils enjoy. Each class sets up a company which designs, makes and costs items for sale at the Christmas Fayre. The school is currently working towards the healthy schools award. There are plenty of opportunities for the pupils to use their literacy and numeracy skills across the curriculum.

15. There is very good provision for pupils with special educational needs, including those with a Statements of Special Educational Need. The teachers identify pupils who are having difficulties with work or behaviour as soon as possible. Individual education plans are then drawn up for these pupils. These plans are of very good quality. They include clear, achievable targets for improvement and strategies to achieve these. The teachers review these targets regularly and set new ones as necessary. At different times throughout the year, groups of higher attaining pupils are identified to work in Buzz groups. These have been very successful in providing exciting, creative and imaginative activities for more able pupils which were greatly valued by pupils and parents alike.
16. A wide range of out-of-school activities enables the pupils to pursue their interests outside lessons. There is a choir, a mathematics club, a cartoon club and a good range of sports clubs. Football and netball matches are played against other schools, with considerable success. This year, the football team won the area league title and the netball team won the local small schools' tournament. The curriculum is enriched further by worthwhile school visits to places such as Eden Camp and the Lincolnshire Life Museum and by visitors, including an author, an opera company and the emergency services, all of which made effective contributions to the pupils' learning and achievement. A residential visit contributes well to the pupils' personal and social development.
17. The school is adequately staffed to meet the requirements of the National Curriculum although there has been a considerable turnover of teachers during the past two years. Teaching assistants provide valuable support in classes. The accommodation is very good, although access to the first floor would be difficult for pupils with severe mobility problems. Strengths include large, airy classrooms, the computer suite and a very large hall. As a result, pupils work in small groups and take good responsibility for learning, all of which contributes to their good achievement. Although the library is easily accessible and has a reasonable range of fiction and non-fiction books, it is very small in size. Outside, there is a large sports field, an adventure playground and extensive hard play areas, marked out exceptionally well to enhance learning. There are adequate resources to support teaching and learning in all subjects.

Care, guidance and support

Provision for pupils' care, welfare, health and safety is **very good**. The provision of support, advice and guidance for pupils based on the monitoring of their achievements and personal development is very good. Pupils' involvement in the work and development of the school is good.

Main Strengths and Weaknesses

- Pupils' safety is safeguarded through clear and thorough procedures for child protection and health and safety.
- Pupils receive very good care and support throughout the school including from teaching assistants and mid-day supervisors.

- Arrangements for induction¹ into the school are very thorough.
- The healthy schools initiative is well embedded into the life of the school and supports the welfare of the pupils.

Commentary

18. The school has thorough procedures for the care and safety of pupils. They are easy to understand and clearly identify responsibilities. Health and safety is given a high priority with regular audits, action planning and risk assessments. The governing body takes an active role in care and safety issues. The healthy schools Initiative is well embedded in the life of the school. The school has a well documented action plan to ensure that the school provides a healthy and safe environment for the pupils.
19. The school has a strong ethos of being caring and supportive and this is evident throughout the school. Staff training includes all child protection and medical issues. The pupils like the school very much and are willing to take problems or questions to teachers, teaching assistants or mid-day supervisors. All members of staff are aware of those pupils with particular medical needs. Pupils are very effectively involved in all aspects of the school's work and their views are sought via the class councils. A very good example of their involvement was the responsibility given to a small group of pupils, including a pupil with a Statement of Special Educational Need, to show the lead inspector around the school before the inspection.
20. The skills of the mid-day supervisors are being developed to ensure that they play a full part in the school and contribute to the school ethos. Supervisors are being trained in subjects such as body language, how to deal with difficult situations and how to show appreciation. This develops their skills and benefits the pupils.
21. The school has an extensive programme of induction for pupils starting at the school that involves meeting with the parents to discuss expectations, provide advice and to answer questions. The pupils come to the school for half hour sessions gradually building to being fully integrated after one month. A high priority continues to be given to the personal development of the pupils through the detailed tracking system in place. The personal development of the pupils is given a high priority and is firmly embedded into the whole school ethos. Pupils are well cared for; their personal development is well fostered through a range of effective procedures such as the school and class councils and good provision for out-of-school activities, including a breakfast club.

Partnership with parents, other schools and the community

The partnership with parents is **good**. The school has **very good** links with the community and **good** links with other schools.

Main Strengths and Weaknesses

- The school and the governing body provide comprehensive information to parents about the ethos and work of the school.
- The friends' association provides significant support to the school that benefits pupils.

¹ Induction refers to the arrangements for receiving new pupils, welcoming them, helping them settle and make friends.

- The governors take a leading role in supporting the school and developing the partnership with the parents and the community.
- The school is an integral part of the local community; this benefits the pupils' achievement.

Commentary

22. Very good communication keeps parents well-informed. The school prospectus and the governors' report provide extensive and easily understood information to parents that explain the ethos of the school. The parents receive regular newsletters providing information on a range of ongoing activities and every term they also receive a curriculum newsletter with specific information about the work their children are undertaking.
23. Copies of the individual education plans of pupils with special educational needs are sent to parents, so that they are kept fully informed of the targets set for their children. Parents are invited to the regular reviews of these plans in order to discuss the progress which their children are making and any new targets which might be set.
24. The friends of Sturton school play a significant role in supporting the school. They organise activities that raise considerable funds for the school and develop the partnership between the school and the parents. A group of parents have made story sacks to enhance resources for reading.
25. The governors are proactive in developing the links between the school and the parents and the community. They have a working party looking at ways in which they can play an increasing role in the school and they are particularly seeking ways to develop the role of parents in school decision- making. They have sent out questionnaires to parents to seek their views and some parents have been involved in the production of the school development plan.
26. The school has extensive links with the local community that provide the pupils with an awareness of their local environment and supports their learning, for example, pupils learn to appreciate that others are less fortunate than themselves as a result of the various sponsored events organised in the school. There are good links with the preschool that operates on the site and with the local church and the rector often takes school assemblies. Many local people help in the school.

LEADERSHIP AND MANAGEMENT

Leadership and management are good. The headteacher, with the good support of the deputy headteacher, sets a clear direction for the future development of the school. As a result, the school is improving. The governors have a very good understanding of the needs of the school. They support the school with their professional skills very well.

Main strengths and weaknesses

- Leadership by the headteacher is good; she has a clear vision for the future development of the school.
- Teamwork is a strong and effective feature of the school's leadership and management.
- The governors very effectively support the school, especially in their work to develop the school's role in the community.

- A high level of staff turnover in recent years means that the roles of some subject leaders are in the early stages of effectiveness.

Commentary

27. Leadership and management of the headteacher are good. The headteacher is well supported by the deputy headteacher. The school has a calm and caring ethos. The needs of all pupils, especially those with special educational needs, are very well met. Coordination of provision for special educational needs by the headteacher is very good. She liaises closely with class teachers in drawing up pupils' individual education plans and she ensures that there are adequate resources to support learning. There are very effective links with relevant outside agencies. There is very good liaison with special educational needs staff in the secondary school, which contributes to a smooth transfer for these pupils. The arrangements to monitor teaching and learning are well developed through the rigorous arrangements for performance management. As well as observations of teaching and learning, the headteacher and her deputy carry out work and planning checks simultaneously. Members of staff are aware of the monitoring cycle. A good feature of some of the monitoring of teaching is the clear targets for development that result.
28. The management of the school is good. All members of staff have clear roles and responsibilities. Several subject leaders are relatively new to their posts. They have produced action plans to aid the development of their subjects which are well-informed by the monitoring of pupils' workbooks. Some subject leaders are still developing the wider aspects of their role to ensure they are as well-informed about the needs of their subject across the whole school. The school improvement plan is a comprehensive and effective statement of intent that identifies key priorities and the actions to be taken. The headteacher very conscientiously tracks progress towards targets and links actions to the budget with the very good support of the governing body. Financial management is secure. The school manages its financial resources well despite the below average costs to educate each pupil in the school. The relatively high under-spend last year is sensibly earmarked to cover increases in support staff.
29. All members of staff are equally involved in the development of the school. This has been acknowledged in recent months with the award of Investors in People. The arrangements to monitor and evaluate the performance of the pupils are good. Priorities are based on a very comprehensive school improvement plan. The plan was compiled as a result of the support provided by the local education authority for the school's own self-evaluation process and the governing body's systematic evaluation of the school's progress. National test results are analysed and targets are set as a result. A good priority has been given to improving standards in mathematics in the past two years; this is now having a good impact as results are slowly improving, especially in Year 2.
30. Governors play a significant role in promoting the strategic direction for the school. This is very clear in the steps they are taking to involve parents in the work of the school. For example, a link governor was involved with parents in the school development planning process. A community plan is being developed to increase the contribution of parents in school and the role of the school in the community. Governors use their professional expertise to very good effect, especially in relation to equality of opportunity. The governors have a very good overview of the school's strengths and weaknesses. They make a major contribution to the leadership of the school. They work very closely with the headteacher and staff to develop an understanding of the work of the school. They have provided very good support to the headteacher since she took up post in 2001 following a period of instability the previous year when the school was without a headteacher.

31. A barrier to achievement has been the high number of staff changes in the past two years and incidents of staff absence which has meant that some pupils have often been taught by temporary staff. A consequence of the high staff turnover in the recent past was an increase in pupils' misbehaviour. This was raised by parents at the meeting prior to the inspection and in their comments on the questionnaire. Strategies are now in place to remedy this. Behaviour in and around the school is now good, particularly in the year group mentioned by parents.

Financial information for the year April 2002 to March 2003

Income and expenditure (£)	
Total income	465,630
Total expenditure	421,957
Expenditure per pupil	2,357

Balances (£)	
Balance from previous year	55,070
Balance carried forward to the next	43,680

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

32. The attainment of the children on entry to the Reception class is average. Most achieve the early learning goals by the time they start in Year 1, and many exceed them, particularly in personal, social and emotional development; communication, language and literacy; and mathematical development. This is a similar picture to that found at the last inspection. The curriculum covers all the recommended areas of learning for the Foundation Stage which, in this school, is taught in one Reception class. During the week of inspection, work was planned around the story of 'The Enormous Turnip' with many links to all areas of learning. The indoor and outdoor environments are satisfactory, with a good range of resources to allow children to explore ideas independently as well as through activities planned by the teacher.
33. Leadership of the Foundation Stage is good. Although the subject leader only has responsibility for one class, she is responsible for liaising with other providers, mainly the preschool on site and in a neighbouring school, to ease the transition from nursery to the Reception class. Good attention has been given to implementing the requirements of the Foundation Stage assessment profile. Records are up-to-date and contain detailed information about progress that is used to plan what the children need to do to progress towards achieving the nationally agreed early learning goals. Parents are well-informed and the subject leader improves her professional knowledge by visiting other schools to observe their practice.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Provision is **very good**.

Main strengths and weaknesses

- There are very good opportunities for children to develop their independence.
- Children form very good relationships with adults.
- The quality of teaching and support is good.
- Children are given clear guidance on what is acceptable behaviour.

Commentary

34. Children enter the Reception class with average personal, social and emotional skills. Achievement is good and by the time they leave the Reception class the children are likely to have exceeded the early learning goals in this area of learning. Teaching and learning are good. The children demonstrate confidence in a range of tasks, including undressing and dressing for physical education, choosing their own activities, and working with great commitment, even when not directly supervised. Independence is encouraged by such charts as "I can put my coat on by myself". Children are aware of the need to take turns and listen to each other in "circle time"² and other group sessions. There is an appropriate balance of self-chosen and teacher-directed activities planned,

² Circle time gets its name from the shape of the seating arrangement used during the lesson. The aim of these short lessons is to explore issues relevant to personal development.

which means that children have the opportunity to choose their own activities and follow a line of interest to a natural conclusion. This contributes to children's growing confidence and independence. Children play together well. They negotiate joint activities appropriately, for example around a "dinosaur swamp", where they talked together and built on each other's ideas about how their drama might unfold.

35. Behaviour is good. Children learn what behaviour is acceptable in a number of ways, for example through weekly whole-class targets. In the week of inspection the target was "to develop quiet classroom voices" so that one group activity did not disturb another. The previous week had been "to be kind to each other". These targets are identified by the children themselves from discussion and from awareness of the need to improve particular behaviours. Children evaluate how well they meet their targets and record achievement as a whole-class effort, moving their goldfish closer to the mermaid on a display which records progress. Expectations are clear, and members of staff intervene appropriately when children forget classroom rules. Children are also encouraged to take responsibility for their own learning through time-tabled opportunities for self-initiated activities. Children make very good relationships with adults and with each other, which are evident throughout the day and are strengthened by praise for good behaviour or consideration for others.

COMMUNICATION, LANGUAGE AND LITERACY

Provision is **satisfactory**.

Main strengths and weaknesses

- Opportunities for speaking and listening, for example through role-play and class discussion, are well planned and lead to good levels of achievement.
- Support for early literacy is satisfactory overall, though the teacher does not always use the best methods to support reading and writing.
- There are some good opportunities for children to practise literacy skills through free play in reading and writing areas set up permanently in the classroom.

Commentary

36. Children make good progress and achieve well. The majority exceed the early learning goals. Teaching and learning are good. Very effective planning ensures that communication and language skills are identified strongly in all areas of learning. Members of staff take every opportunity to extend language through good questions to check children's understanding and to push forward their thinking, for example when talking together as they plant beans. Children talked imaginatively about the possibility of their beans growing into a giant bean-stalk. Work in books indicates that children are able to write simple sentences with support about a range of topics, including themselves, family events, and new learning across the curriculum. In the reading and writing and listening areas set up in the classroom, children are encouraged to practise their literacy skills independently, though in the very sunny week of the inspection these areas were, not unexpectedly, under-used.
37. The role-play areas give children good opportunities to communicate with others, which support their personal and social development well. Children are coming to understand and use the conventional language of different worlds, for example domestic talk in the

home corner, commercial words in the flower shop, and fantasy language in the giant's castle. Higher attaining children are supported and often given extension work. For example, the teaching assistant helped them prepare a voice-over for a Power Point presentation of the story of *The Enormous Turnip* on the laptop computer.

38. The most effective resources for supporting early reading and writing are not always used. The small book used to introduce *The Enormous Turnip* limited the opportunities to teach specific reading skills and allow the children to follow the story or to draw attention to particular features of the text. On another occasion, when introducing a writing task there was a missed opportunity to model the repeated sequence refrain of the story. Key vocabulary provided to help the children write was sometimes introduced incorrectly, with first letters in capitals, which children reproduced in their own work. A good selection of story sacks supplements the books for home reading and in school.

MATHEMATICAL DEVELOPMENT

Provision is **good**.

Main strengths and weaknesses

- Children achieve well.
- Good practical and visual activities support learning.
- Regular focus on numbers and use of mathematical language help to develop the children's understanding.

Commentary

39. A high proportion of children achieve the early learning goals by the end of the Reception year and many attain beyond this. Achievement is good as a result of good teaching. The children develop confidence with numbers because every opportunity is taken to develop learning; for example, counting numbers to 30, forwards and backwards, and turning practical number problems into a number sentence such as *You have 11 apples and buy four more. How many have you got all together? $11+4=?$* . Children are encouraged to work out an answer using a range of strategies. They use the imaginative play areas, for example the flower shop, to practise addition of money and to work out whether they have enough in their purse to buy two roses at 3p each.
40. Additional challenge is provided by more advanced problems which higher attaining children tackle with the support of an adult. Very practical activities help keep children highly motivated, for example in counting backwards from 20 children sat in a circle, rolling a ball over to a classmate as the numbers are recalled. Children help each other well in such activities, which supports their personal and social development. Work in books indicates that children are recording work well, for example in simple number calculation or in measurements when they ordered pieces of wool according to length. They also take part in a range of scientific investigations, which include simple measuring activities and the drawing up of tables or graphs. For example, they investigated whether the oldest children were also the tallest. They recorded their results in a simple graph and used them to check the original hypothesis.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Provision is **good**.

Main strengths and weaknesses

- Very good opportunities for learning about the natural world in the outdoor and indoor curriculum.
- Members of the support staff make a good contribution to learning.
- Children are confident users of information and communication technology, with a significant number attaining beyond expected levels.

Commentary

41. Children achieve well, and by the end of the Reception year most will reach the early learning goals and a significant number will attain beyond expected levels. This is because of the good range of activities planned and the effective deployment of the nursery assistant. Teaching and learning are good. Children develop knowledge about growth and the natural world from such activities as weather-watching and comparing their own abilities as babies and as four-year-olds through photographic evidence and discussion with adults at home. Children also develop good awareness of how plants grow through many opportunities to plant seeds and beans and care for them as they grow. In the week of inspection they planted beans and talked about the possibility of them growing into a giant beanstalk. They were confident that the beans would grow well because they knew what they needed to thrive. Some children speculated about the size of a seed which could grow into an enormous turnip. Assessment records and children's work show that good opportunities are provided to allow children to observe how materials change, for example through baking.
42. Children use the computers confidently. Higher attaining children are given additional support and benefit from discussions with the teaching assistant as they work. Children also learn about important festivals in the multicultural world, for example the Chinese New Year.

PHYSICAL DEVELOPMENT

Provision is **satisfactory**.

Main strengths and weaknesses

- Good opportunities to develop a broad range of physical skills.
- Good achievement in finer physical skills across the curriculum, as well as some of the more physically challenging pursuits such as climbing and balancing.
- Planning to provide safe and challenging activities for wheeled toys is unsatisfactory.

Commentary

43. Achievement is satisfactory overall. The majority of children have met the early learning goals, and some are exceeding them. Teaching and learning are satisfactory. There are some missed opportunities to extend the children's physical skills in the outdoor area. Children are given good opportunities to use a range of tools and other implements to develop finer physical skills. These include cutting and sticking, printing and drawing, modelling and construction. Children paint with different sized paintbrushes, including the

very enjoyable water-painting of the outside walls, which helped them develop physical dexterity. They use a range of resources such as bats, balls, stilts and hoops to develop their physical skills. There is adequate climbing and balancing equipment in the outside playground which children use to develop larger movements such as climbing, crawling, swinging and balancing. Children also have physical education lessons in the hall, and in the week of inspection demonstrated imaginative responses to the dance-drama of *The Enormous Turnip*. They responded well to the music as they planted, called for help and pulled up the turnip.

44. Planning does not include ways to help children develop skills of control when riding the bicycles and scooters. During the inspection, children spent a good deal of time without close supervision riding, sometimes quite recklessly, around the enclosed bicycle area. There was no real development of skills, which might occur through following a range of circuits, negotiating obstacles or changing direction. Obstacles hastily provided in response to an inspector's feedback became even more hazardous, since they were too light and easily knocked out of place when children charged at them without due care.

CREATIVE DEVELOPMENT

Provision is **good**.

Main strengths and weaknesses

- Good opportunities for children to develop their imagination through role-play.
- Good opportunities for children to explore stories in depth across all areas of learning.
- Very good opportunities for dance-drama are provided to enhance learning.

Commentary

45. Children enter the Reception class with average skills and most attain the early learning goals in each aspect of this area of learning by the time they leave the Reception class. Teaching and learning are good and as a result the children achieve well. There are good opportunities for children to develop their creative skills and experiences in a range of enjoyable activities, for example working with salt, dough, and pasta to create monsters, and on another occasion making birds with jointed wings decorated with feathers from other materials. Photographic evidence and work in children's portfolios show the range and quality of this aspect of the curriculum. Children have regular and interesting opportunities to mix colours, create patterns, and represent ideas artistically, using a range of media, for example through collage. Children use their imagination in small-world play and in building up a dramatic scenario in a water-tray swamp, where dinosaurs battled in the murky water and pasta undergrowth. Such interesting planned activities allow pupils' imaginations to soar. Children sing well and use songs for learning across all areas of learning, for example ordering the days of the week and using appropriate language to describe future and past events when they sing about 'Yesterday, today and tomorrow'. They sequenced the story of *The Enormous Turnip* in song, and sang the repeated refrain with appropriate physical and facial responses when calling for help, and pulling and pulling with little effect. Children benefited from working with students from Bishop Grosseteste College when they created musical instruments from junk and then played them. Such collaboration with local colleges adds greatly to the learning opportunities.

SUBJECTS IN KEY STAGES 1 and 2

ENGLISH

Provision in English is **good**.

Main strengths and weaknesses

- Standards are above average by Year 6.
- Leadership of the subject is good.
- Marking of pupils' work is very good.
- There is a lack of challenge for more able pupils in Year 2.
- The arrangements to teach and assess reading are unsatisfactory in Year 2.

Commentary

46. All pupils in Year 6 are achieving as well as they are capable. Standards overall are above average in speaking and listening, reading and writing. There are a high proportion of pupils with special educational needs in Year 6 who achieve very well. Standards have improved since the previous inspection. The pupils achieve particularly well in Years 5 and 6 as a result of good teaching. For example, pupils' work showed a good use of the features of imaginative writing and a good understanding of formal letter writing. By Year 2 achievement is satisfactory. Standards are average in reading and writing. Achievement is only satisfactory because there is sometimes a lack of challenge and low expectations in one Year 2 class. Pupils in Year 1 achieve well as a result of good teaching. For example, the pupils started the year barely able to write letters legibly, but now write simple sentences using a capital letter and full stop accurately. Standards in speaking and listening are above average throughout the school. Pupils in Year 5 for example, used persuasive language skilfully as they debated the pros and cons of culling seals. They referred to texts to gather ideas to substantiate their views and used emotive language to good effect in their spoken and written language.
47. The subject leader is well- experienced. She leads well by example through her own consistently good teaching and provides effective support to her colleagues. The action plan for the subject identifies key priorities to improve standards. For example, additional resources to improve boy's reading have been acquired and improvements in the use of target setting have taken place. Plans to improve the library provision have been drawn up. Teaching is regularly monitored and pupils' work is checked twice a year. Members of staff receive helpful, written feedback. Weaknesses in teaching such as a lack of differentiation and ways to challenge more able pupils have all been identified by the subject leader. A range of activities take place over the year to provide funds to improve book stocks in school and to raise the profile of reading. The subject leader is aware that some training needs to be repeated to include new staff.
48. A high priority has been given to improving marking and making use of targets to inform pupils how to improve their work. This is well reflected in most year groups and is especially successful in the newly qualified teacher's class. Pupils know what they have to do to reach higher standards. The best marking identifies the progress made by the pupils to meet their targets and what they need to do to improve their work.

49. There is a lack of challenge for some more able pupils in Years 1 and 2. They are not expected to work at the higher Level 3 and as result they are underachieving in reading and writing. They often work as a small group in the class, generally unsupervised and providing each other with help when needed. A consequence of this is that they sometimes achieve less throughout a lesson than their less able peers who are generally supported either by a teacher or teaching assistant.
50. The arrangements for group reading are mixed throughout the school. Some of the current practices may be contributing to the lack of challenge in Year 2. The procedures to assess reading development are not thorough enough. Detailed learning objectives are included in plans. However, day- to-day records show what pupils have read and their attitudes to reading but do not generally indicate what they need to do to improve. The books used in a group reading session in one Year 2 class were too difficult which meant that pupils struggled to understand what they were reading because too much time had to be spent sounding out unknown words. Useful standardised tests are completed at different times throughout the year to identify pupils needing specific support.
51. The quality of teaching and learning overall ranges from satisfactory to very good. It is good overall and has improved since the previous inspection. Teaching is consistently good in Years 5 and 6. Features of the good or better teaching include: sharing and recapping on the lesson objectives; good demonstration of good practice in writing; and very good inclusion of pupils with special educational needs in whole class sessions. Pupils are very motivated through the use of praise. Questions challenge pupils to think carefully before answering questions. For example, Year 2 pupils demonstrated good knowledge about the author Anne Fine as they answered questions about books she had written and the style of her work.

Language and literacy across the curriculum

52. Literacy skills are generally well applied in other subjects although this is not planned for specifically. Year 1 pupils used their emerging writing skills well to write simple sentences about some of the countries visited by Jeremy Bear. Older pupils used their literacy skills well in geography to write letters to an imaginary councillor about coastal developments from differing perspectives. In history, Year 6 pupils wrote imaginatively about the feelings of the Greeks at the Battle of Marathon.

MATHEMATICS

Provision for mathematics is **good**.

Strengths and weaknesses

- Standards have risen over the past three years.
- Teaching is good and this is a significant factor in the achievement of most pupils.
- The pupils make good use of their mathematical skills in other subjects.

Commentary

53. By Year 2 and Year 6, pupils' achievement overall is good. Standards are broadly average and have risen over the past three years and improved since the previous inspection. This results from good teaching and from the high priority given to the subject, including external advice and support. Lower attaining pupils achieve particularly well. Over a quarter of the current Year 6 pupils have special educational needs; they achieve well. All groups of pupils are making good progress. Currently, there is no significant difference in attainment between boys and girls.
54. By Year 2, the pupils have quick mental recall of number facts. They use a variety of strategies, including doubling and near doubles, to add numbers to 20. They investigate number patterns and they have a good understanding of odd and even numbers. Lower attaining pupils find it difficult to solve word problems. The pupils recognise and name common two and three-dimensional shapes. They represent data, such as favourite pets, by means of accurate pictograms.
55. By Year 6, the pupils quickly solve mental calculations involving all four number operations. They have a good understanding of equivalent fractions and they reduce fractions to their lowest form. Relative weaknesses include work on shape, space and measures and on problem solving. Lower attaining pupils, in particular, find it difficult to apply their mathematical knowledge to solve real life problems when information is presented in an unfamiliar context. The pupils make good use of graphs and tables to record data.
56. Teaching is consistently good throughout the school and this is helping most pupils to achieve well. The teachers plan their lessons very well and they share the learning objectives with the pupils. They ensure that all pupils are fully included in learning and they deploy teaching assistants effectively to support groups and individuals. There is a strong focus on developing the pupils' mental calculations. The teachers use a variety of strategies to achieve this, including clapping games and counting sticks. In a Year 2 lesson, the teacher used the class computer effectively to enhance the learning of multiples of 5. The teachers generally match work well to the pupils' differing needs and they manage group work well. They make effective use of resources, including information and communication technology, and of practical apparatus. In a Year 5 lesson, the teacher made good use of a 'loop' card game, which had a good impact on the pupils' knowledge of multiplication tables. There is a good focus on developing the pupils' problem solving skills. In a Year 6 lesson, the teacher brought learning to life by using an imaginary letter from a builder, asking a firm of architects to design a house with certain restrictions and minimum measurements. This motivated the pupils and helped in their understanding of area and perimeter.

57. Higher attaining pupils have been identified in each year group for additional support in the Buzz groups held throughout the year. The teachers use plenary³ sessions well to consolidate learning and to assess progress. There is regular homework for the older pupils. Marking of pupils' work is good. The teachers often give useful guidance as to how improvements might be made.
58. Subject leadership is satisfactory. The coordinator recognises the need to raise standards, particularly those of higher attaining pupils and there is a clear action plan which seeks to achieve this. There are satisfactory systems for assessing and recording the pupils' progress. The coordinator checks the quality of planning and teaching, with a view to sharing best practice and she analyses national test results to see where the pupils have weaknesses. A weekly mathematics club offers older pupils the opportunity to improve their knowledge and understanding.

Mathematics across the curriculum

The pupils use their mathematical skills widely in other subjects. In science, for example, pupils in Year 6 measure angles of reflected light and the length of shadows. In geography, pupils in Years 4 and 5 used coordinates accurately to locate map features and they recorded data from litter and traffic surveys by means of accurate graphs. Pupils in Year 4, 5 and 6 drew a scale plan of the Foundation Stage outside play area, with a view to making it more interesting. They accessed the Internet for equipment and plants and calculated the costs of these items.

SCIENCE

Provision in science is **good**.

Main strengths and weaknesses:

- Standards have improved throughout the school in the past two years.
- Teaching is good.
- The curriculum is well planned and pupils enjoy science work because it is interesting and fun.

Commentary

59. Achievement by Year 2 and Year 6 is good. Standards are average by Year 2 and above average by Year 6. This is an improvement since the previous inspection. In Year 2, pupils investigate an appropriate range of scientific processes and phenomena, for example sources of light and the attributes of living creatures. In Year 6, pupils consolidated work on forces by solving problems, for example through discussing and investigating how they might make a ball of plasticine float. They drew on their knowledge of gravity, the surface area of the plasticine and upthrust and, with a good investigative approach, succeeded.
60. Teaching and learning are good. For example, as a result of good teaching Year 3 pupils understand that the sun does not move but its apparent movement is caused by the spinning of the earth on its axis. The teacher engaged pupils' interest, gave clear

³ Plenary refers to parts of lessons when pupils are brought together to share a common idea or moment of learning. Often there is a plenary at the beginning and end of a lesson.

explanations and used resources well. A game-show type plenary demonstrated that pupils understood and could answer questions confidently about the rotation of the earth, its orbit round the sun and the effects of these on the occurrence of day and night around the world. One pupil gave a very clear explanation of why there are polar ice-caps, with great clarity and subject knowledge.

61. Planning draws on a nationally approved scheme of work and ensures good coverage of the main elements of the subject. Teachers' planning and work in books indicate a generally well balanced curriculum. Pupils have good opportunities to work on practical activities, for example, electricity in Year 4. Pupils present their work well. They include annotated diagrams and tables of data. Teachers mark work well, indicating successful achievement of learning objectives. Occasionally, teaching did not always focus appropriately on the learning objective. For example in Year 2 pupils were learning that animals are living and can be sorted into different groups according to identified variables. Pupils began by separating living and non-living objects by listing the properties which distinguished them. This was an appropriate opening. In the next task, however, which was to identify variables within the set of living animals, pupils were drawing together both living and non-living things, for example a stone and a worm, and labelling them as a set of objects 'without legs' This was potentially confusing for the pupils.
62. The subject is well led by an enthusiastic but inexperienced leader. A series of good actions have been taken very recently to improve standards. Teachers' planning and assessment and work in books have all been monitored. The information has been used effectively to identify priorities for development. Currently, too little attention is given to the subject in Years 1 and 2. This will be addressed in the coming year.

INFORMATION AND COMMUNICATION TECHNOLOGY

Provision in information and communication technology is **good**.

Main strengths and weaknesses

- Improvement since the previous inspection has been good.
- Teaching is good in Years 1, 3 and 5.
- The subject is used effectively to support mathematics.
- Leadership is good.

Commentary

63. Achievement in information and communication technology is satisfactory. Standards are average throughout the school. Year 6 pupils have the opportunity to use the facilities of their local secondary school and used data collected to complete a control program. The facilities have been improved considerably since the previous inspection. Most staff have laptops that supplement the resources for pupils when needed.
64. The quality of teaching and learning is satisfactory overall but was good in three lessons. A brisk pace and good direct instruction to the pupils while they sit at the computers helps them to learn. For example, Year 1 pupils followed an instruction card to log on and then positioned the mouse correctly to enable them to order words correctly. Good support by a teaching assistant meant that higher attaining pupils were learning how to

create a bar chart. However, most pupils had some difficulty understanding what the graph represented. Generally, pupils take good responsibility for their learning especially those who have good skills because they have computers at home. Older pupils' learning is effectively enhanced by the use of a digital projector, for example, to demonstrate using spreadsheets to record a budget and work out calculations. Collaborative working was a strong feature of this lesson and pupils with special educational needs were very effectively included and participated fully in the lesson.

65. Leadership and management of the subject are good. The subject leader is not in school, so in the short term the headteacher is taking on the role and responsibilities well. Considerable improvements have taken place in the quality of the provision. The school has a good stock of laser printers. All members of staff have received good quality training and are confident users of information and communication technology in their work. Teaching assistants are receiving training and there is an information and communication technology governor to check provision. The subject leader is aware that some training needs to be repeated to include new staff to improve their familiarity with computers. A nationally approved scheme of work is used and assessments are carried out at the end of each unit of work. This is evident in most teachers' assessment files.

Information and communication technology across the curriculum

66. The use of information and communication technology to support other subjects is good. The subject is used extensively to research information from the Internet for history. The use of the digital projector provides a good visual stimulus for mathematics and helped Year 5 pupils understand the complexities of spreadsheets well.

HUMANITIES

67. **History** and **geography** were sampled. **Religious education** was inspected in full and is reported on below. As only one **geography** lesson was observed during the inspection, it is not possible to make a judgement on provision for the subject, nor on the overall quality of teaching. However, an analysis of pupils' work and discussions with some of them indicates that achievement is satisfactory. Standards in Year 2 and Year 6 are broadly average. In the previous inspection, standards were average by Year 2 and above average by Year 6. By Year 2, the pupils are beginning to understand a map as a view from above and they draw simple maps of their route to school. They observe buildings in the village and they name some of the different types of houses. They make satisfactory use of their literacy skills to write simple sentences about some of the countries visited by Jeremy Bear. By Year 6, the pupils have a satisfactory understanding of some of the physical features of rivers and coastlines. They use their literacy skills well to write letters to an imaginary councillor about coastal developments from differing perspectives. This helps them to see that there are advantages and disadvantages in such developments. The pupils investigate traffic problems around the school and they suggest ways to ease congestion. They make good use of their mathematical skills in recording data from traffic and litter surveys by means of accurate bar graphs.
68. In **history**, two lessons were observed, pupils' work was checked and discussions were held with pupils about the work they do and a discussion with the temporary subject leader took place. Standards in the lessons seen and in the scrutiny of pupils' work are generally in line with nationally expected levels and pupils achieve well in Year 6. Pupils

show good levels of interest and work hard in lessons. For example, Year 6 pupils gathered information from a range of secondary sources, including the Internet, as part of a unit of work on Ancient Greece and, working independently, wrote a newspaper report on the Battle of Marathon from the perspective of a Spartan or Athenian. Good use was made of imaginative language and description to capture pictures of life at the time. Pupils' work shows good organisation and a good awareness of customs and attitudes then compared to today. There is good differentiation for the pupils with special educational needs who engaged in a role play exercise that demonstrated the pupils' knowledge of the period effectively and appropriately. Year 5 pupils learn how to judge the reliability of historical sources, especially the unreliability of artists' impressions, as part of their work on ships in the Tudor period. As a result of good teaching in both lessons pupils learned the key historical skills of chronology and that the past is represented and interpreted in different ways. Work completed in Years 1 and 2 covers the programme of study appropriately if somewhat sketchily in some year groups.

Religious education

Provision in religious education is **satisfactory**.

Main strengths and weakness

- There is a stronger focus on learning about religions than learning from religion, though work in Year 5 on Hinduism is a very good example where both elements are well taught.
- There are close links with personal, social and health education programmes which increase pupils' understanding of their own personal development.

Commentary

69. Standards for Years 2 and 6 are in line with those identified in the Lincolnshire Agreed Syllabus, which is used alongside a nationally approved scheme of work. Work in books indicates that achievement is satisfactory, though some topics are not taught in sufficient depth. An exception to this was a very thorough study of Hinduism in Year 5. This is a similar picture to the last inspection.
70. The quality of teaching and learning is satisfactory overall, though only two lessons were seen. In Year 5 pupils considered the characteristics of people of faith. They drew on the story of Abraham and his willingness to sacrifice his son at God's request and went on to consider the range of sacrifices people of faith demonstrated in their lives. They raised important questions about such topics as loyalty and courage.
71. Some teaching was supported by visits to places of Christian worship. In Year 1, for example, pupils had visited the Anglo-Saxon church in Stow and understood that the stained glass windows told Gospel stories or showed lives of the saints, including the story of the swan of St Hugh, which adorns their own school uniform. The follow-up was less effective, where pupils drew pictures of the story of the loaves and fishes without really understanding how a stained glass window has a very precise function in a church.
72. Leadership is satisfactory and has correctly identified the need for a stronger focus on learning from religion, which is less well developed in pupils' workbooks. A notable exception to this was the very thorough study of Hinduism in Year 5. In this topic pupils learnt details of the religion, such as the gods, holy scriptures, and beliefs. They also

learned how the devout conduct their lives, comparing the celebration of marriage in both Christian and Hindu religions. Pupils are given many opportunities to talk together and role-play to help them understand a range of views in the multi-faith world. This work is not recorded, but, following advice from the diocesan group to which the school is affiliated, the members of staff are looking to improve assessment strategies for all aspects of the religious education curriculum.

73. There are good curriculum links to the personal, health and social programme and these enhance pupils' learning. The resources are satisfactory. There are not enough opportunities for visits to places of worship or to meet leaders of all the religions which they study. Not enough use is made of information and communication technology, which could provide virtual synagogues and mosques online in the absence of non-Christian places of worship in the neighbourhood. Improvement since the last inspection has been satisfactory.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

74. Art and design, design and technology and music were only sampled as too few lessons were observed to report on these subjects in full. Physical education was inspected in full and is reported below.
75. In **art and design** one lesson was observed in Year 2, discussions were held with the temporary subject leader and displays around the school were observed. Standards in the lesson observed were above average as a result of very good teaching. Pupils achieved well as they worked carefully, adding features to self-portraits. Pupils showed good levels of skill as they mixed realistic colours and used different techniques to achieve a fine line. Constant evaluation and discussion about their paintings contributed very well to the good achievement made in the lesson. Art and design is linked to design and technology in Years 3 to 6. The subject leader has no experience of these year groups and does not feel able to provide the support necessary to promote the subject.
76. An analysis of pupils' work indicates that by the end of Year 2 and 6, pupils achieve well in **design and technology**. Standards are above average. This reflects the findings of the previous inspection for Year 2 and is an improvement for Year 6. All groups of pupils are making good progress. Boys and girls attain equally. By Year 2, the pupils design and make good quality model houses, using a variety of found material and incorporating a simple electrical circuit, which lights a bulb. The pupils' design sheets are good. They include clear, labelled diagrams of the complete house, whilst other diagrams show clearly how the doors and windows will open and close. The pupils use card and split pins to make effective moving people. They designed and made decorated stockings for sale at the Christmas Fayre.
77. By Year 6, the pupils design and make eye-catching trainers, taking into consideration appearance, function, comfort, cost and safety. They evaluate their finished products and suggest ways in which they might make improvements. The pupils use a variety of materials to make effective Christmas hangings, displaying good standards in sewing. They design and make good quality boxes containing a surprise, very effective models of musical instruments, imaginative hats for characters in a story, and decorated containers for Easter eggs. In food technology, the pupils design and make a variety of pizzas. They use their literacy skills well to write clear reports about the different types of bread available for making pizzas. The pupils know how structures can be reinforced and

strengthened. In the one lesson observed, the pupils designed and made effective structures using card, tape and art straws and tested their strength to support a weight. Teaching in this lesson was good, with clear explanations of the task and with a good balance between designing, making and evaluating. The subject leader leads the subject well and this is a significant factor in the high standards. He has done much to increase staff confidence in teaching the subject, leading by the example of his own very good teaching and in ensuring that there are adequate resources.

78. The evidence from documentation shows that all aspects of **music** are taught throughout the school. Sensible adjustments to focus work around the school's calendar of performances and celebrations have been made. Only one lesson was seen in Year 2, where standards were average. Year 6 discussions with pupils showed they were able to talk with confidence about some of the important elements of music, including pitch, beat, and rhythm. The singing of "Be Bold, Be Strong!" in the whole-school assembly was vigorous, joyful and well paced. Resources are satisfactory, though not enough focus is given to the musical traditions of different cultures. Pupils have the opportunity to join the choir and play recorders, and some receive instrumental tuition in cello, brass, and violin.

Physical education

Provision in physical education is **satisfactory**

Strengths and weaknesses

- The curriculum is enriched by a wide range out-of-school sports clubs.
- School teams have participated very successfully in area tournaments this year.
- There is very good accommodation for physical education.
- Leadership of the subject is good.

Commentary

79. By Year 2 and Year 6, pupils' achievement is satisfactory. Standards are average, which reflects the findings of the previous inspection. This judgement is based upon observations of games lessons. No lessons in gymnastics or dance were observed. There is evidence to indicate that standards in swimming are average, with most pupils able to swim at least 25 metres unaided by the time they leave the school. By Year 2, higher attaining pupils throw a ball to a partner with reasonable accuracy, but other pupils find this much more difficult. Catching skills are less well developed. By Year 6, most pupils are making satisfactory progress in developing their racquet skills. Higher attainers hit the ball with control and reasonable accuracy. Other pupils lack ball and eye coordination.
80. Teaching is satisfactory. The teachers plan their lessons well, building on previously learnt skills. They manage changing sessions well, encouraging the younger pupils to change quickly and independently. Teachers and pupils dress appropriately for lessons. Subject knowledge is generally secure. Lessons start with worthwhile warm up sessions and the teachers ensure that the pupils see the purpose of these. Class control is good and this keeps the pupils focused on their tasks. The teachers ensure that all pupils are fully included in learning and there is very good support for pupils with special educational needs. There is some good teaching of specific skills. In a Year 1 lesson, for example, this helped the pupils to improve their ability to execute a chest pass. Time is not always

used sufficiently well, with the result that lessons sometimes finish abruptly, with no chance to recap learning or to cool down. While the teachers motivate pupils through praise, this is sometimes given too generously, with the result that the pupils do not see how they might improve. In some lessons, insufficient opportunities are provided for the pupils to gain ideas by observing and evaluating the performance of others.

81. The subject leader has made a good start in managing the subject. She has monitored teaching, with a view to gaining an overview of standards and to share best practice. There is a clear action plan, which seeks to raise standards. This includes forthcoming coaching from Lincoln City Football Club staff. There is very good accommodation for physical education, with a very large hall, spacious courts for tennis and netball and a large field. The curriculum is enriched by a wide range of sports clubs. School teams compete against local schools and they have been very successful this year. Pupils in Year 6 have the opportunity to participate in outdoor and adventurous activities during a residential visit.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

Personal, social, health and citizenship education

82. This subject was sampled. There are regular opportunities for pupils in all classes to think and talk about relevant issues, such as feelings, personal safety, the need for rules, environmental conservation and rights and responsibilities. The pupils learn about healthy lifestyles and the dangers of drugs and alcohol misuse. The school participates in the Milk for Schools and National Fruit Schemes. Pupils in Years 5 and 6 have lessons in cycling proficiency. There is formal sex education for the Year 6 pupils in their final term at the school. The school nurse helps with this part of the curriculum. The pupils think of people less fortunate than themselves by supporting various charities. They are currently sponsoring a child in Kenya. All of this helps pupils to learn about people less fortunate than themselves.

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	3
Pupils' achievement	3
Pupils' attitudes, values and other personal qualities	3
Attendance	4
Attitudes	3
Behaviour, including the extent of exclusions	3
Pupils' spiritual, moral, social and cultural development	3
The quality of education provided by the school	3
The quality of teaching	3
How well pupils learn	3
The quality of assessment	3
How well the curriculum meets pupils needs	3
Enrichment of the curriculum, including out-of-school activities	3
Accommodation and resources	2
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	3
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	2
The leadership of the headteacher	3
The leadership of other key staff	3
The effectiveness of management	3

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