

# INSPECTION REPORT

**THE BRANT BROUGHTON CHURCH OF ENGLAND AND  
METHODIST PRIMARY SCHOOL**

Lincoln

LEA area: Lincolnshire

Unique reference number: 120594

Headteacher: Mrs J M Dickin

Lead inspector: Mrs M Fitzpatrick

Dates of inspection: 1 – 3 March 2004

Inspection number: 258108

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

© Crown copyright 2004

This report may be reproduced in whole or in part for non-commercial educational purposes, provided that all extracts quoted are reproduced verbatim without adaptation and on condition that the source and date thereof are stated.

Further copies of this report are obtainable from the school. Under the School Inspections Act 1996, the school must provide a copy of this report and/or its summary free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

## INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Voluntary controlled
Age range of pupils:	4 - 11
Gender of pupils:	Mixed
Number on roll:	83
School address:	Mill Lane Brant Broughton Lincoln Lincolnshire
Postcode:	LN5 0RP
Telephone number:	01400 272035
Fax number:	01400 272035
Appropriate authority:	Governing body
Name of chair of governors:	Mrs N Carter
Date of previous inspection:	1 June 1998

## CHARACTERISTICS OF THE SCHOOL

Brant Broughton is smaller than most primary schools and is situated in a village near Lincoln. There are 81 pupils on roll, in three classes, with slightly more boys than girls. Children join the Reception class in the September of the year that they are five. The percentage of pupils who are eligible for free school meals is below the national average. There are no pupils who speak English as an additional language and all except one are from a white European heritage. One pupil is from Asian - British heritage. The percentage of pupils with special educational needs is above the national average, and the percentage of pupils with a Statement of Special Educational Need is well above the national average. Overall, the attainment of pupils on entry to the school is about average. The movement of pupils in and out of the school has been low in the past, but has increased significantly in the current school year to almost ten per cent of the school's population.

## INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
24326	Mrs M Fitzpatrick	Lead inspector	English History English as an additional language
11437	Mr A Anderson	Lay inspector	
22113	Mrs A King	Team inspector	Mathematics Science Information and communication technology Art and design Design technology Geography Music Physical education Religious education Foundation stage Special educational needs

The inspection contractor was:

Nord Anglia School Inspection Services  
Anglia House  
Carrs Road  
Cheadle  
Stockport  
SK8 2LA

Any concerns or complaints about the inspection or the report should be made initially to the inspection contractor. The procedures are set out in the leaflet '*Complaining about Ofsted Inspections*', which is available from Ofsted Publications Centre (telephone 07002 637833) or Ofsted's website ([www.ofsted.gov.uk](http://www.ofsted.gov.uk)).

## REPORT CONTENTS

	Page
<b>PART A: SUMMARY OF THE REPORT</b>	<b>6</b>
<b>PART B: COMMENTARY ON THE MAIN INSPECTION FINDINGS</b>	
<b>STANDARDS ACHIEVED BY PUPILS</b>	<b>8</b>
Standards achieved in areas of learning and subjects	
Pupils' attitudes, values and other personal qualities	
<b>QUALITY OF EDUCATION PROVIDED BY THE SCHOOL</b>	<b>11</b>
Teaching and learning	
The curriculum	
Care, guidance and support	
Partnership with parents, other schools and the community	
<b>LEADERSHIP AND MANAGEMENT</b>	<b>16</b>
<b>PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING AND SUBJECTS</b>	<b>18</b>
<b>AREAS OF LEARNING IN THE FOUNDATION STAGE</b>	
<b>SUBJECTS IN KEY STAGES 1 AND 2</b>	
<b>PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS</b>	<b>28</b>

## PART A: SUMMARY OF THE REPORT

### OVERALL EVALUATION

**This is an effective school** which has sustained good improvement in standards since the last inspection. It provides a good standard of education for its pupils. Standards achieved by pupils in Year 6 are average, reflecting the high proportion of pupils with special educational needs in this year/group. The headteacher provides very good leadership for the improvement of the school. Teaching is satisfactory overall; with good teaching in Years 4, 5 and 6 leading to good achievement for pupils in this class. The school serves its pupils and the community well. It gives good value for money.

The school's main strengths and weaknesses are:

- The very good leadership of the headteacher in improving the school.
- The pupils' good attitudes to learning and their ability to work well together.
- Standards in art and design and design and technology are above the expected level by Year 6.
- The links with parents and the community make a very good contribution to pupils' learning.
- The very good contribution that governors make to the development of the school.
- The very good provision for learning outside of school.
- The headteacher has too heavy a teaching commitment.
- The learning activities in two classes are not planned well enough to match the needs of all groups of pupils in all lessons.
- There is low level disruption in one class which slows the rate of learning in some lessons.

The school is more effective than it was at the last inspection and improvement has been good. Performance in national tests has risen sharply in that time with the proportion of pupils reaching the higher levels in tests improving significantly. There has been very good improvement to the provision for information and communication technology (ICT) and standards have risen as a result. Subject co-ordinators have enhanced their role and now make a strong contribution to the improvement of the school. The behaviour of pupils is now good overall. There are more classroom support assistants; they are well trained and make a good contribution to pupils' learning.

### 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	A	B
mathematics	D	D	A	B
science	E	D	A	B

*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.*

**Pupils' achievement is satisfactory.** Results in the national tests have shown better than average improvement in the last five years, both in Year 2 and in Year 6. Last year's Year 6 pupils made good progress from the results they achieved in the national tests when they were in Year 2. Pupils currently in Year 6 are achieving standards in the core subjects that are about average overall. There is a high proportion of pupils who have special educational needs (45%), which reduces the overall attainment of this group. Nevertheless, all pupils are achieving well and higher attainers are on track to exceed the expected level in English, mathematics and science by the end of the year. Pupils reach the expected standard in all of the subjects inspected, except in art and design and design and technology, where they exceed the expected level. Pupils in Year 2, where

there is also a high proportion of pupils with special educational needs, reach similar standards to pupils in Year 6, except in art and design and design and technology where their standards are average. Children in the Foundation Stage (Reception) make satisfactory progress in their learning and are on course to reach the expected level in all the nationally agreed areas of learning.

Pupils have **good** attitudes to learning and know that teachers expect them to work hard. Their behaviour is **good**, and this enhances learning except in one class where some low level disruption causes learning to slow on occasion. Pupils' personal development is **good** because the school makes **good** provision for their spiritual, moral, social and cultural development.

## **QUALITY OF EDUCATION**

**The quality of education provided by the school is good.** Teaching is satisfactory overall, with some good teaching seen in each class and very good teaching seen in the class of older pupils. The use of assessment information is not consistently effective in providing challenging activities for pupils in all lessons. Teachers plan well to develop pupils' independence and their ability to work with others.

The school provides a good curriculum which is very well enhanced by visits, visitors and links with other schools. The curriculum is well planned to link subjects and make use of literacy and numeracy skills. The provision in Reception is satisfactory overall, with good provision for personal and social development and knowledge and understanding of the world. The school provides good levels of care and support for its pupils and provides good opportunities for them to comment and suggest improvements through the school council.

## **LEADERSHIP AND MANAGEMENT**

**Leadership and management are good.** The leadership of the headteacher is very good. Governors make a very good contribution to the development of the school.

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

Parents hold the school in high esteem and are pleased with the progress that their children make during their time there. Pupils are proud of their school, feel safe and secure among the adults who care for them and are pleased to have the opportunity to suggest improvements for the school.

## **IMPROVEMENTS NEEDED**

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

- Ensure that the headteacher has enough time away from teaching to continue to develop the school effectively.
- Make better use of assessment information to plan activities which fully challenge all pupils.
- Review behaviour management techniques/strategies to ensure that they are effective with the few pupils who slow the learning of others.

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

### **STANDARDS ACHIEVED BY PUPILS**

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

Standards are **average** in English, mathematics and science in Year 6 and pupils' achievement is **good**.

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

- Children in the Foundation Stage achieve well in personal, social and emotional development and in knowledge and understanding of the world.
- Standards in art and design and design and technology exceed the expected level for pupils in Year 6.
- Pupils who have special educational needs are well supported and their achievement is good.

#### **Commentary**

1. Children in the Foundation Stage (Reception class) join the school with attainment that is broadly average. They make satisfactory progress overall in their learning and are on course to reach the expected level for children at the end of Reception in all areas of learning. Good planning and the provision of a wide range of activities to teach knowledge and understanding of the world help children to achieve well in this area of their learning. Children's achievement is good in personal, social and emotional development because of the effective routines and clear expectations of adults. By the start of Year 1 children are well prepared for the next stage of learning and are able to cope with the demands of the National Curriculum.
2. Results in the national tests for pupils in Year 2 in 2003 were above the national average in reading, about the national average in writing and below the national average in mathematics. In the teacher assessed science tests, results were below average. Because the cohort was so small, ten pupils, a comparison of results with similar schools is not valid. However, in the last four years the results at the end of Year 2 have risen faster than the national trend of improvement. Boys' performance has been better than girls' in reading and mathematics during that time, but such differences were not noted during the inspection.
3. Pupils now in Year 2 reach standards that are in line with the expectation for their age in reading, writing, mathematics and science. They work well in most lessons and make steady gains in their learning. Occasionally, some pupils' learning is slowed as they are distracted by the behaviour of others. The headteacher has taken swift action to deal with this and the situation is improving rapidly. In all other subjects, including religious education and information and communication technology, pupils reach the expected standard overall. Pupils' achievement is satisfactory overall because, despite some distractions, the majority enjoy learning and want to succeed.
4. The school's performance in the national tests for Year 6 pupils in 2003 was well above the national average in English, mathematics and science. Pupils who sat these tests showed good improvement on the standards they had reached when they sat similar tests at the end of Year 2. In the last four years, standards at the end of Year 6 have risen faster than the national trend, mainly as a result of good teaching and the high expectations of the headteacher. Girls' performance has been better than boys' in English during that time. During the inspection the performance of boys was better than girls in English and there is a greater proportion of high ability boys. The small size of the cohorts each year means that comparison of performance with similar schools is not appropriate.



5. Pupils who are now in Year 6 reach the expected level in English, mathematics and science. Given the high proportion of pupils with special educational needs, including those with a Statement of Special Educational Need, this represents good achievement for these pupils overall. They are well taught and take seriously the targets that are set to help them improve, and these features support their good progress. In religious education and information and communication technology, pupils reach the expected level, as they do in history. In art and design and design and technology they exceed the expected level for their age because of the well planned opportunities for learning and their own enthusiasm for the subjects.
6. Pupils who have special educational needs make good progress towards the targets in their individual education plans. They are well supported by skilled classroom assistants who know them well and give good support to their learning. They make particularly good gains in their English, because of the well structured, intensive teaching they enjoy from well-trained classroom assistants and some parents. Pupils who have a Statement of Special Educational Need make very good progress and are well integrated in all activities with their classmates because their support assistants are skilled at managing the specific programmes for their support within the classroom.
7. The school has made good improvements to standards since the last inspection. This has been especially notable in science, information and communication technology, art and design and design and technology. These improvements in standards are due to improved teaching and curriculum planning and better tracking of pupils' learning. The school has set realistic but challenging targets for the national tests in the current year based on a thorough knowledge of pupils' present levels of attainment.

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

Pupils' personal qualities are **well** developed. They have a **good** attitude to school and their behaviour is also **good**. Pupils' attendance and punctuality are **good**.

### **Main strengths and weaknesses**

- The provision for pupils' spiritual, moral, social and cultural development is good.
- Pupils work hard and show high levels of co-operation.
- Relationships and behaviour are good and they make a positive contribution to pupils' learning.
- A few pupils in one class occasionally distract others and slow the pace of learning.
- The attendance levels for pupils at the school are above the national average.
- Punctuality is good.
- The school has good systems in place for monitoring and promoting good attendance.

### **Commentary**

8. The school has developed a secure climate in which pupils can grow and respect each other and be respected. Teachers are careful to explain to pupils the impact of their behaviour on others and allow them to express any concerns they have in class discussion. The good provision for pupils' spiritual, moral, social and cultural development creates an environment where pupils feel they belong to a caring community which gives them opportunities to show initiative and take responsibility. They learn about life in a multi-cultural society through religious education lessons and from links that the school forms with the wider world. For instance, very good links were recently made with a school in Namibia. Pupils in both schools exchanged e-mails about life in their own locality and gained good insights into the similarities and differences between cultures.
9. Teachers promote pupils' growing independence well and provide frequent opportunities for them work together on tasks so that they develop good levels of co-operation and support for

each other. As early as the Reception class, children are seen working well in pairs to complete tasks and by Year 6 pupils are able to organise their investigations in science quickly and efficiently because of their good collaborative skills. When pupils work on computers they show a good understanding of taking turns and helping each other to achieve the tasks the teacher has set. Because relationships between pupils and teachers are good, pupils work hard to please their teachers. This positive response and their own enthusiasm for learning results in time being well used in lessons.

10. Overall, behaviour in the school is good. In the class of older pupils it is usually very good and on occasion it is excellent. Pupils listen closely to teachers and each other and give way to each other in discussion. Occasionally in one class, a few pupils who have weak concentration, distract others and this slows the learning for all. The management of this class has become a matter of concern for the school as the behaviour of a few pupils with severe behaviour difficulties has deteriorated significantly this term with a noticeable impact on the learning of other pupils. The school has already taken action to deal with the situation. There are comprehensive training programmes in behaviour management planned for the beginning of the summer term, which will involve all staff and governors. The special needs co-ordinator, the class teacher and the special needs support assistant will also visit a special school to share good practice in managing the behaviour of pupils with severe difficulties. The school's prompt response to this issue reflects its high aspirations for pupils and the headteacher's strong commitment to addressing pupils' individual needs.
11. Children in the Foundation Stage mirror the good attitudes they see in older pupils. They go about their tasks happily and are building good work habits and independence. They are responsive to their teacher and support assistants and are eager to work hard in all they do. All the children will at least meet the target set for them in their personal, social and emotional development.
12. Pupils are proud of their school and they are enthusiastic about all aspects of school life. They relish the many opportunities the school offers for visits and links with other schools. Older pupils spoke with great enthusiasm of the residential visit they made and how the experience had made them aware of skills they did not know they had. Pupils are confident that their views are important to the school and enjoy the opportunities to suggest improvements through the school council. This is an effective forum which has successfully improved provision for outdoor games at break and lunchtime. Pupils from all junior classes are represented which gives them a growing sense of their responsibilities as citizens as well as allowing them to develop their views through discussion of how to spend money that has been allocated to the council.
13. The overall attendance at the school is good and is above the national average. The incidence of unauthorised absence is low although there is some evidence of inconsistency in the way this is recorded. There is very little evidence of pupil lateness and the majority of pupils are punctual in their arrival at school and between lessons. A tiny minority of parents does not support the school in helping to ensure that their children attend regularly and promptly. The school is proactive in following up all unexplained absences and in promoting good and regular attendance.

***Attendance in the latest complete reporting year (95.7%)***

Authorised absence	
School data	4.2
National data	5.4

Unauthorised absence	
School data	0.1
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	81	0	0
White – Irish	1	0	0
Mixed – White and Asian	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 provided by the school is **good**.

#### **Teaching and learning**

Teaching and learning are **satisfactory** overall.

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

- High quality teaching based on very good knowledge of the pupils' needs means that those in Years 4, 5 and 6 consistently achieve well.
- Teachers expect pupils to work hard and they do; however, they do not always expect high enough standards in their work or match all tasks to meet pupils' needs.
- Classroom assistants are well skilled and they make a good contribution to pupils' learning.
- The support given to pupils with a Statement of Special Educational need is very good, enabling pupils to make good progress and integrate well in their classes.
- Teachers provide good opportunities for pupils to work together which increases their enthusiasm and rate of learning.

#### **Commentary**

14. The quality of teaching has improved since the last inspection. All teaching seen during this inspection was satisfactory, much of it was good and there was some very good teaching, especially in the class for older pupils. There has been a significant increase in the number of classroom assistants since the last inspection and this makes a considerable impact on the quality of learning for pupils, who now have access to plenty of adult support in every class. The headteacher's focus on improving the quality of teaching and learning has had a noticeable impact on standards as well as on pupils' attitudes to learning since the last inspection. Teachers new to the school are still adjusting to the demands of mixed age classes.
15. In the Foundation Stage, children quickly settle to the demands of learning because routines are well established. The teacher and support assistants have good expectations of children's behaviour, collaboration and concentration; these have a positive impact on their learning. All staff promote children's personal, social and emotional development well and create a secure environment in which they can begin to develop supportive relationships. Not enough opportunities are created for children to initiate their own activities, which slows the development of their confidence and for higher attaining children also slows the rate at which they learn. More careful planning of opportunities for all abilities in the Reception class, would provide more challenge especially for the most able children.
16. Teaching in the shared class for the oldest pupils (Years 4, 5 and 6), is good overall and is often very good. When teaching is very good, it is because of the teacher's very good

knowledge of the pupils' learning. She uses this knowledge very well to plan activities which are not only well matched to the age of pupils but also to the level at which they are working. In an English lesson where teaching was very good, all pupils made very good progress in their learning because the tasks that were set allowed all to work independently and at their own rate. Their evident confidence was a result of knowing that they would succeed with their work and they were engrossed because the work was interesting and accessible. Rapid pace and very good involvement of pupils throughout the sessions led to very good learning during a French lesson, taken by a teacher from the neighbouring secondary school. Older pupils were very well motivated to listen closely and respond rapidly in the target language and all clearly enjoyed the high level of challenge they were set.

17. While assessment procedures are thorough and well planned to monitor pupils' progress and learning, in some lessons teachers do not make enough use of the information to plan activities that challenge all pupils appropriately. Recent changes in staffing mean that some teachers are still getting to know their pupils, while in the class of older pupils, the complex needs of three age groups as well as different abilities has not been fully mastered by one of the teachers. This resulted in missed opportunities to develop in full the thinking of higher ability pupils in Years 5 and 6 in an otherwise good lesson. Similar examples are seen in the work of pupils in the Year 2 and 3 class, where activities in English do not always sufficiently challenge the higher attaining pupils in Year 3. Nevertheless, teachers are usually aware of the needs of higher attaining pupils and seize opportunities to give more challenge to some pupils. A nice example of this was when higher attaining Year 3 pupils were taught alongside Year 4, while the rest of the older pupils went out of school for hockey coaching. Careful liaison between the teachers ensured that the topics covered were relevant to pupils in both age groups.
18. A notable feature in the learning in all classes is the extent to which teachers plan collaborative activities for pupils. This has a very positive effect on their learning as they discuss ideas and consider each other's suggestions and grow in confidence as they succeed together. From the Reception class to Year 6, pupils are seen working together and sharing resources in a fair and supportive way. Teachers are careful to pair pupils so that they sometimes have to give and at other times receive support from their partner. Very good examples of this were seen when Year 4, 5 and 6 worked on computers in English and mathematics lessons, and again when Year 3 and 4 researched information about teeth for a science lesson. Pupils showed high levels of enthusiasm for their learning in this way and their concentration was always very good.
19. Classroom assistants make a good contribution to pupils' learning. They are well skilled and very well-briefed by teachers. They know the pupils well and have formed very good relationships with them. When working in class with groups of pupils, classroom assistants maintain a good balance between giving support and developing the pupils' independence. When they work on specific programmes to help pupils improve their literacy skills, they have a very good impact on their learning. This is because assistants are well trained and have a very clear structure to their teaching. They have good expectations of the pupils, make good links with parents through homework and monitor pupils' progress well. The result is that pupils with special educational needs make good progress and achieve well. Pupils who have a Statement of Special educational need are very well supported by the assistants assigned to them. Those with behaviour difficulties are well managed in most cases, and supported to take part alongside their peers in lessons. The pupil who has physical needs is very well supported by the assistant who has very good understanding of her needs, is well trained and ensures that time out of class is planned so it does not impair learning in any one subject. The efficiency and effectiveness of the deployment of the classroom assistants across the school is a strength of the provision.

## Summary of teaching observed during the inspection in 17 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	3	7	7	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 curriculum is **good** overall. It is **satisfactory** in the Foundation Stage and in Years 1, 2 and 3 and **good** in Years 4 to 6.

### Main strengths and weaknesses

- Very good enrichment of the curriculum.
- Very good opportunities for extra-curricular, especially artistic, activities.
- Good provision for pupils with special educational needs.

### Commentary

20. Overall the curriculum is good; it is satisfactory in the Reception year and from Years 1 to 3 and good from Years 4 to 6. The curriculum in the Foundation Stage covers the six areas of learning and the recommended Early Learning Goals and is linked to subjects in the National Curriculum. Plans are fairly detailed and indicate what the children are to learn, but there is not enough specific reference to activities which the children can initiate and choose for themselves, to encourage independence and autonomy for their own learning. The curriculum, as the pupils progress through the school, covers the National Curriculum subjects, and adheres to the national strategies for literacy and numeracy and other national and local authority guidance. The curriculum is planned to accommodate the mixed age classes within the school and is used effectively to ensure there is continuity in what the pupils are learning. However, sometimes there is not enough progression for pupils within each year group, especially for the higher achieving pupils.
21. There are very good enrichment activities in the curriculum, for example there is a very good range of clubs and artistic activities. There is a good variety of activities in sport for the pupils, for example hockey sessions, football and netball club in the winter, and cricket and tennis in the summer months. The provision for personal, social and health education is good overall with a clear, detailed and comprehensive programme of work to support the pupil's development. The school uses resources well to support this aspect of the pupils' learning and ensure that pupils have good access to all opportunities in the curriculum. There has been improvement in the provision for ICT with the development of the suite of computers. Improvements are planned for an outdoor area for the Foundation Stage to enhance the provision, especially in physical development. Areas for development include reviewing the curriculum to make topics more interesting and enjoyable for the pupils with particular emphasis on the mixed age classes and also the range of abilities within year groups, especially to encourage independent learning.
22. There is good curriculum provision for pupils who have special educational needs. Individual education plans are well written to guide teachers' planning and tasks are suitably adapted to allow pupils to follow the same curriculum as their classmates. Classroom assistants make a good contribution to pupils' success in the curriculum by supporting pupils to learn independently whenever they can.
23. Overall there is a good match of staff including support staff to the demands of the curriculum and the accommodation and resources are also good overall. There are good features in the accommodation, such as the library, a good sized hall, the development of the ICT suite, a

rolling programme of classroom refurbishment, and the adventure play area outdoors. Improvement is needed in storage facilities, and the realisation of the planned outdoor learning environment for the Reception year. The previous inspection findings judged the curriculum as broad, balanced and relevant and this is still the case. There have been improvements especially to enhance the curriculum through a good range and variety of activities, this is especially so for the pupils in Years 4-6.

### Care, guidance and support

The procedures for child protection and welfare are **good** as are those for supporting and guiding pupils through monitoring. The procedures for seeking and acting on pupils' views are **good**.

### Main strengths and weaknesses

- Child protection procedures are in place and effective.
- Relevant staff are trained in child protection systems and procedures.
- School teaching and support staff know their pupils very well.
- Well-organised risk assessments take place in advance of school trips.
- Regular fire drills take place and are recorded.
- Good monitoring systems are used well to promote pupils' well being.
- A few minor Health and Safety issues which came to light during the inspection are receiving prompt attention by the school.

### Commentary

24. Child protection systems and procedures are in place and the reporting person is known to all staff in the school. Relevant staff training in child protection matters has taken place and further training is planned. The teaching and support staff, occasionally supported by external agencies, provides a high degree of welfare and pastoral support to individual pupils. The school monitors pupils' academic performance and personal development both formally and informally and steps are taken to identify any individual problems with strategies which may include the provision of individual education plans for some pupils. There is some evidence of occasional challenging behaviour on the part of just a few pupils at the school and, although staff work hard to implement the behaviour management strategy, it is not always effective in every case. This has an occasional negative effect on the pace of lessons and holds back the learning and achievement of other pupils.
25. Termly fire drills are carried out and these are recorded. A log is maintained of pupils' medical records and the health and safety coordinator arranges regular health and safety audits of the site. The school is proactive when considering possible risks on external trips out of school.
26. The procedures for monitoring pupils' academic progress are good overall. However, teachers new to the school do not make enough use of these to present pupils with work that is suitably challenging. This slows pupils' learning from good to satisfactory over time. The school keeps good records of pupils' personal achievement and their personal development is well tracked as they move through the school.
27. There is a good level of support for pupils who have special educational needs. The school has very good links with external agencies for specialist support and teachers work well upon the advice they receive. This is particularly effective in providing support for pupils who have physical or behavioural difficulties. Pupils who have problems with literacy are very well supported by well trained classroom assistants.
28. Personal and social education lessons, including *circle time*, are used well to provide pupils with the opportunity to talk about themselves and to express ideas and suggestions as to how they perceive a range of issues. A school council is now in operation and developing. The

feedback to other pupils on the outcomes of the meetings is a little weak. All children feel that there is an adult in the school who they could approach should they feel to be in any personal difficulty. The personal development of some pupils is enhanced through the setting of individual achievement targets. The transition arrangements for pupils are good. The effective provision of welfare, guidance and pastoral support has a positive impact on the pupils' progress and achievement.

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

Parents' views of the school are **very good** as are the school's links with parents. The school's links with the local community including other schools are **very good**.

### **Main strengths and weaknesses**

- The majority of parents say that their children like school.
- The teaching is thought to be good.
- Parents feel that they are kept well informed.
- Most parents think that their children are now making good progress.
- The school uses the community and other schools very well to support the curriculum.

### **Commentary**

29. Parents feel that their children like school and they are now making good progress. Parents also feel that the teachers are good and that both parents and their children can seek help or advice on a range of school and pupil issues. A minority of parents was concerned about pupils' attitudes and behaviour and, as is documented in other sections of this report, there is some evidence to support this view and there are some current weaknesses in the behaviour of a few pupils.
30. The information provided by the school through the prospectus and the annual governing body report to parents is of a good standard. Well-designed newsletters and information flyers are sent out on a regular basis and include helpful details to parents. Annual reports to parents are also well designed and are sent out with a particularly effective questionnaire which allows every parent to have a voice in their child's education. There are three parents' evenings during the year when parents have the opportunity to discuss their child's progress. These are very well attended although curricular workshops have not been well supported by parents.
31. Parents of pupils who have special educational needs are kept well informed about the provision made for their children. They are invited to regular reviews of their children's progress and are given specific advice on how to support their children's learning at home. The headteacher, teachers and classroom assistants work closely with parents to ensure that there is strong and supportive partnership for pupils with special educational needs.
32. A few parents are frequent visitors to the school and are actively involved in a number of activities and occasional extra-curricular clubs. The after-school child minding provision is very well used by many working parents and there are also very good relationships with the pre-school which is on the same site. Parental attendance at school concerts, celebrations and sports days is very good. There is also a well supported Friends of the School association which actively helps to raise funds for the school.
33. The school makes very good use of the local community and environment to enhance the curriculum. The school has good links with several other primary schools and also with the secondary schools to which pupils will eventually transfer. One teacher from Sir William Robertson High School regularly visits to teach French. The school has very close links with the church and a pew from the recently closed local Methodist church has been relocated in

the school library. A lady from the same church plays the piano once a week during assembly and other assemblies are taken by local ministers. Occasional trips are made to visit museums and Lincoln Cathedral. The school's positive and developing links with parents, the community and other schools makes a strong contribution to pupils' learning and personal development.

## **LEADERSHIP AND MANAGEMENT**

The leadership and management of the school are **good** overall.

### **Main strengths and weaknesses**

- The very good leadership of the headteacher in improving the school.
- Subject leadership has led to a significant improvement in standards in recent years.
- The governors' knowledge of the school and the very good support and challenge they offer to improve it.
- The headteacher's teaching load is too heavy. This limits her time for management.

### **Commentary**

34. The headteacher has a very clear vision for the improvement of the school and a determination that pupils will achieve well. Standards have risen faster than the national trend of improvement both in Year 2 and in Year 6 under her leadership. Since taking up her post she has brought about considerable improvement to the school buildings, providing a much enhanced learning environment. Under her leadership the quality of teaching has improved. She has increased the number of classroom assistants and has ensured good training for their role in supporting pupils' learning.
35. The headteacher has delegated responsibility for subject leadership and management appropriately to teachers. At the time of inspection two teachers were relatively new to the school and had not yet been given full responsibility for subjects. In practice, this means that the headteacher and the Reception/Year 1 teacher carry responsibility for all subjects between them, which is too onerous a load especially given the high teaching commitment of the headteacher. Nevertheless, the leadership and management of subjects are good overall because effective systems for monitoring and evaluating standards and provision are in place. Despite the success of present arrangements, the role of the headteacher is in need of review. Her heavy commitment to teaching currently leaves too little time for the management of whole school issues such as the induction and support of new staff.
36. The management of special needs provision is good. Individual education plans are well matched to pupils' needs and the deployment of support staff is very effective in providing a wide range of support throughout the day. There are good links with external agencies to provide expert advice on pupils' needs and similarly good links with parents to keep them informed of special programmes for their children so that they too can support their children's learning.
37. The governors give very good support to the development of the school. They bring a wide range of knowledge and expertise to their roles and actively involve themselves in governor training. From their monitoring visits and headteacher's reports they have a very good understanding of the school's strengths and weaknesses. They understand that while the school's performance in national tests has risen well since the last inspection, that there are occasional fluctuations in the school's performance due to the composition of different groups of pupils who sit the tests. The governors ensure that all statutory requirements are met.
38. Since she took up post, the headteacher has placed very good emphasis on developing the quality of teaching and learning and curriculum provision. She gives a very good lead in the



quality of her own work in the classroom and is zealous in seizing training opportunities for all staff. The school provides good opportunities for the training of teachers and classroom assistants, who in turn bring in new ideas and teaching methods which enhance the provision. The high level of training given to classroom assistants brings considerable benefits to pupils who have special educational needs. The curriculum has been well developed since the last inspection because of the headteacher's determination to provide as wide a range of opportunities as possible.

39. The school's finances are very well managed. Spending is closely linked to the school's development plan which has identified the correct priorities for improvement. Spending is monitored against outcomes in learning for pupils, such as the impact of the new ICT suite on pupils' standards, and funding is well allocated to ensure that priorities are supported. Governors on the finance committee have a very good understanding of how the low budget impinges on staffing and other resource provision. They have been careful to ensure that the school gets best value for money in the use of staff and in the purchase of supplies and services. A good example was the care taken over the development of a new computer room and library when governors invited tenders from a range of sources before selecting the most cost effective option. Governors are vigilant about standards in the school and have acted swiftly this term, in response to the behaviour challenges in one class by allocating additional funding for pupil support.
40. There is a balance of barriers and aids to pupils' learning. For example, pupils are well supported by parents in their learning at home and in school which helps consolidate their reading and number skills from a very early age. On the other hand, the school currently has a small number of pupils with emotional and behavioural problems who present a challenge to teachers in managing the learning of the whole class. The school and parents are working closely to provide effective support for these pupils. The school is well supported by the local behaviour support team which gives advice on how to deal with these problems but there is a need for the school to review the strategies used and to ensure that all adults are involved in managing the behaviour within the classroom.

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

Income and expenditure (£)	
Total income	166,269
Total expenditure	159,022
Expenditure per pupil	2,178

Balances (£)	
Balance from previous year	9,790
Balance carried forward to the next	17,040

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

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

The provision for the youngest children in the school in the Foundation Stage of learning is **satisfactory** overall.

### **Main strengths and weaknesses**

- The programme for knowledge and understanding of the world is a strength of the provision.
  - Good promotion of the children's personal, social and emotional development.
  - No designated outdoor area for the youngest children in the school.
  - Sometimes work is not sufficiently well-matched to the range of abilities in the Reception year.
41. The children come into school with average attainment for their age, they make sound progress overall, and achieve appropriately. In their knowledge and understanding of the world they make good progress because the programme of learning is interesting and varied. Their skills in personal, social and emotional development are well promoted and they achieve well, learning to share. Children's behaviour is good, with positive attitudes to their learning and each other. There are plans to create a designated outdoor area for the children in the near future to enhance the provision. Work within the mixed age class of Year 1 and Reception is well planned to accommodate both year groups. However, especially in the Reception Year, there is not always a good enough match of tasks to the range of abilities within the class. Also there is not enough emphasis on activities for the children to explore, develop and sometimes instigate their own work through an increasing range and variety of materials and media. In part, this is due to some limitations of space which the staff are aware of and hope to address with the new outdoor area. Teaching and learning are satisfactory overall, with good expectations for behaviour. Teaching in knowledge and understanding of the world, personal, social and emotional development and in reading is good.

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

The provision for personal, social and emotional development is **good** overall.

### **Main strengths and weaknesses**

- Children behave well.
- Children's personal, social and emotional development is well-promoted.
- Children work and play well together.

### **Commentary**

42. The children's personal, social and emotional development is well supported in the Reception year. They are encouraged to share, take turns and their behaviour is good. Teaching and learning are good and the children's achievement is good. The staff have high expectations for how the children are to behave and the positive reinforcement they receive means they treat each other, adults and their environment with respect. The children know their contributions and suggestions are listened to and valued and this builds their confidence and self-esteem effectively. The programme for personal and social education is also used to promote this aspect of the children's learning. The children are also learning about cultures and traditions other than their own, for example through work looking at different religions.

## COMMUNICATION, LANGUAGE AND LITERACY

The provision for communication, language and literacy is **satisfactory** overall.

### Main strengths and weaknesses

- Reading is taught well.
- Adults' questioning techniques and opportunities for role-play are not sufficiently developed.

### Commentary

43. Teaching and learning and the children's achievement are satisfactory. Reading is well promoted, the children read quickly and fluently because of the good input in school and also the positive support they receive at home from their parents. These combine to provide good practice for the children to grasp that print has meaning, to handle books properly, to use clues, such as pictures, effectively to decipher print and to read with an awareness of meaning. The children are encouraged to write their own names accurately, using the appropriate upper and lower case letters and parents receive good guidance when the children first start school on how to support this work. Writing opportunities are provided in the classroom; there is a writing area but this is rather small, as is the book area. There is a good sized area for role-play, but this is not especially well-resourced and although there are opportunities for the children to participate in imaginative role-play, these tend to be underdeveloped.

## MATHEMATICAL DEVELOPMENT

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

### Main strengths and weaknesses

- Good opportunities for the children to make patterns.
- Activities are not always sufficiently well-matched to the children's range of abilities.

### Commentary

44. The children's attainment when they first come into school is average overall although some children are very able in mathematics. They make sound progress and achieve at a satisfactory level for their age. The quality of teaching is satisfactory with a good emphasis on counting and number recognition. There are appropriate opportunities for the children to learn about two and three dimensional shapes and their properties, but sometimes these are missed to reinforce the children's learning and extend their thinking. The staff promote the children's learning effectively but questioning to encourage the children to think is not developed fully. However, the children are learning quickly how to make patterns using colours and shapes.

## KNOWLEDGE AND UNDERSTANDING OF THE WORLD

The programme for knowledge and understanding of the world is **good** overall.

### Main strengths and weaknesses

- Good work in designing and making models.
- Good experiences to observe changes especially in living things.
- ICT is generally used well to support learning.

## Commentary

45. The children's learning is progressing well due to the good teaching they receive and their achievement is good as a result. The programme for knowledge and understanding of the world is good and a strength of the Foundation Stage provision. The children attain well as a result of the varied range of activities and enjoy finding out about their senses through a good range of interesting opportunities. The staff interact well with the children, for example when they explore scents and aromas, and there is good use made of relevant stories to gain their attention and keep the children motivated. For example, the story 'Mucky Moose' was read expressively and with humour by the class teacher and engaged the children well.

## PHYSICAL DEVELOPMENT

The provision for physical development is **satisfactory** overall.

### Main strengths and weaknesses

- Good practice in developing hand control.
- No designated outdoor space for the children to develop their skills.

## Commentary

46. The children are developing their skills and achieve appropriately in physical development. They can move about both indoors and outside with a reasonable awareness of space, obstacles and other children. Teaching and learning are satisfactory overall. The staff create opportunities for the children to use the outdoor space although there is no designated area for Reception as yet. In outdoor sessions the children use bikes properly to pedal and can use 'roadways' marked for them in chalk to follow a route. The adults support this work well and also encourage the children to develop their skills using the adventurous climbing equipment. There is a good sized hall for the children to use and a suitable climbing frame which is an appropriate size to offer challenge. There are well-planned sessions for the children to use the local pool to learn to swim.

## CREATIVE DEVELOPMENT

The provision for creative development is **satisfactory** overall.

### Main strengths and weaknesses

- Good activities to develop collage and printing techniques.
- Missed opportunities to develop ideas about rhythmical patterns in music.
- Not enough easy access to a range of materials and media for the children to explore in creative work.

## Commentary

47. Teaching and learning are satisfactory. The children have appropriate opportunities to use musical instruments to explore sound and create their own rhythmical patterns. Though opportunities are missed to draw the children's attention to the different patterns their classmates produce. They achieve appropriately overall and there are role-play opportunities.. The children have good opportunities to make collage using an interesting and varied range of materials to create their designs. They also enjoy using printing techniques to make patterns, but there is no easy access for the children to an increasing range of media, and materials for them to explore and choose independently.

## SUBJECTS IN KEY STAGES 1 and 2

### ENGLISH

Provision in English is **good**.

#### Main strengths and weaknesses

- There is a well planned curriculum which ensures that the basic skills are well taught.
- Pupils achieve well and most make good progress in their learning.
- Provision for pupils with special educational needs is good, supporting pupils to achieve as well as others in their class.
- Assessment procedures are good and well used to set targets to help pupils improve their work.
- Teachers make regular use of ICT to help pupils improve their skills.

#### Commentary

48. Standards in Year 6 are in line with the expectation for this age group overall. The majority of pupils in this small cohort reach the expected level, and the lower attainment of those pupils with special educational needs is balanced by the number of pupils who exceed the expected level. In Year 2, a similar picture exists with predominantly expected attainment for most pupils, with a few achieving above the expected level and a few pupils with special educational needs not reaching the expected level. Standards have improved overall since the last inspection with a larger proportion of pupils reaching the higher levels in national tests in Year 2 and Year 6. This improvement in standards is due to the headteacher's focus on better curriculum planning and regular target setting for pupils as well as improvements to teaching and pupils' attitudes.
49. Pupils achieve well because the basic skills are well taught and teaching overall in the subject is good. Many pupils join Year 1 with good reading skills and these are developed through frequent opportunities for reading at home and at school. By Year 6, pupils read for a wide range of purposes and are enthusiastic readers, with clear opinions about their book choices. Teachers promote reading well by planning activities that require pupils to read together and independently using information sheets, books or computers. Good planning for writing activities ensures that pupils are given the scope to write in different ways for different audiences. Where teaching is very good, in a Year 6 lesson, pupils have their writing skills honed by careful study of another writer's methods when they read *Goodnight Mister Tom*. Teachers make good use of well established routines and technology to aid pupils' writing. In Year 1, pupils are expected to make use of word books to improve their written use of a growing vocabulary. In Years 4, 5 and 6 pupils using computers for a first draft of an advertisement for seamen in Tudor times were expected to use the spell and grammar checks to improve the quality of their writing and learn from their own mistakes.
50. Learning in lessons is lively and interesting, with pupils showing good concentration and a desire to please their teachers and meet their targets. In many lessons, teachers plan activities that require pupils to work together and support each other's learning. This strategy has a number of benefits: it allows teachers to match pupils of similar ability or to pair pupils so that an older or more able pupil is able to give guidance to a younger partner; it also encourages pupils to take responsibility for their learning and motivates them to work hard. In the lessons seen where this strategy was used, pupils worked hard, made good progress in their learning and were pleased with their efforts by the end of the lesson. Occasionally, when the teacher does not make enough use of her knowledge of pupils' learning to plan appropriate activities for each group some pupils are not sufficiently challenged. For example, higher

attaining Year 3 pupils were not well challenged in their instructional writing, and their work did not show the features of higher level writing that were expected.

51. Teachers and classroom assistants work closely to provide good learning opportunities for pupils with special educational needs. Classroom assistants are well trained in teaching literacy and have good knowledge of pupils' targets in their individual education plans. They have good questioning skills and are able to structure pupils' learning so that they become less dependent on adults for support. By Years 5 and 6, the impact of this strategy is seen in the growing confidence and independence of pupils who have special educational needs. Results in national tests in recent years show that pupils with special educational needs in literacy often make better than expected progress and achieve the expected level for their age.
52. Leadership and management in the subject are good. There has been good development of the curriculum which has been well supported by extending the resources for teaching and learning. Assessment procedures have been well developed and give teachers a clear picture of how pupils are progressing in reading and writing, and where strengths and weaknesses lie. There is a programme of monitoring activities which ensures that standards of provision and learning are kept well under review.

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

53. Teachers make good use of literacy skills in other subjects. This consolidates pupils' learning and helps them develop and refine their speaking, reading and writing skills. Teachers are effective in encouraging the use of talk in most lessons and this supports pupils to develop their ideas and build upon those of others. Pupils are expected to write about their learning in all subjects and some are particularly effective in describing their designs for products they make in design and technology lessons. They write letters and e-mails to pupils in other schools in geography and write about the rich and poor in Tudor times in history.

### **MATHEMATICS**

The provision for mathematics is **satisfactory** overall.

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

- A good proportion of pupils achieve well in Year 6.
- Good emphasis on problem solving in Year 6.
- Insufficient match of tasks to the range of abilities in one class.

#### **Commentary**

54. The standards the pupils achieve at the end of Year 6 are at the level expected nationally for this age group. The pupils' achievement and the progress they make are satisfactory overall; a few achieve well and attain higher levels. Most pupils have positive attitudes to their learning and those pupils who learn quickly can achieve at higher levels of attainment. Pupils identified as having special educational needs are supported effectively and achieve appropriately. At the end of Year 2 the pupils also achieve at a reasonable pace and standards are at the nationally expected level.
55. Teaching and learning are satisfactory overall. In Years 4 to 6 teaching is good with high expectations for both the pupils' behaviour and also the standards they achieve. Teaching is good because staff have good subject knowledge, set a good degree of challenge and planning is detailed to accommodate the mixed age range. Work is well matched to the different abilities and age range in the class, and lessons are effectively planned and organised to offer the pupils a good level of support. This allows pupils to work at their own level and set a good

pace in their learning so that they achieve well. However, sometimes opportunities are missed to use teaching support assistants and other adults to observe and note what pupils are learning and the contributions they make. In Years 2 and 3 teaching is

satisfactory with good features, planning takes account of the mixed age range, but there is not enough match of tasks to the range of abilities within each year group to develop and extend learning fully, especially for the higher achieving pupils. This results in these pupils learning at a slower rate than they might do with more challenge in their tasks. Good use is made of computers and the 'roamer' to support mathematical work, pupils are encouraged to share their findings and discuss their work with their classmates. Mental arithmetic sessions at the beginning of lessons are used for pupils to practise their skills and quick recall of number facts. Pupils relish this part of the lesson, respond eagerly to the teacher's questions and make good progress in mental agility as a result. Good use is made of the computer suite to support learning in mathematics.

56. Leadership and management are good overall and standards in mathematics have been maintained since the previous inspection. The pupils' responses in national tests have been analysed carefully to inform teaching and to give suitable emphasis to areas of weakness. Teaching is observed each term, planning is monitored weekly and the pupils' work is monitored regularly.

### **Mathematics across the curriculum**

There is good use of mathematical skills in other subjects. Investigations in science and work in design and technology involve pupils' skills in measurement and data handling, while charts and graphs are used to record information in history and geography.

### **SCIENCE**

Provision in science is **good**.

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

- There is good use of investigations from which pupils learn.
- There has been good improvement in standards in Year 2 since the last inspection.
- Pupils have good opportunities to write about their learning.
- The planned use of ICT is effective in developing pupils' knowledge and extending their skills.

#### **Commentary**

57. Standards are in line with the expectation for pupils in Year 2 and Year 6. Since the last inspection there has been good improvement in the standards achieved by pupils in Year 2, as well as in teachers' subject knowledge and curriculum planning.
58. Teachers place good emphasis on practical investigations which makes learning memorable for the pupils. Pupils in all classes showed good recall of their previous learning, could explain how they carried out different investigations and what they had learned from them. Teachers make good use of pupils' collaborative skills in lessons. After a brief introduction in a Years 2 and 3 class, which was deliberately kept short because a few pupils found concentration difficult to sustain, pupils worked well together to consolidate their understanding of the different functions of teeth. By the end of the lesson they had produced good models of a set of teeth, with Year 2 pupils able to name the different teeth and Year 3 pupils clear about the different functions. Pupils in Year 4, 5 and 6 worked quickly to set up an investigation into the effect of different levels of light on grass. Again, the ability of pupils to work co-operatively and take turns was a positive feature of their learning, as no time was lost in setting up equipment on the school field and then writing down their predictions for different aspects of the

investigation. Teachers' expectations that pupils will write independently about their work in science develops their literacy skills well and is another feature which makes learning memorable. Teachers make some use of ICT to collect data and analyse results, and this aspect of the subject is improving with more opportunities planned in topics. Overall, teaching in the subject is satisfactory, with the good features mentioned above providing opportunities for good learning. Currently, a weakness in the teaching is the lack of challenge for higher attaining pupils. In the samples of work seen and in lessons there was little evidence of pupils working at the higher levels while last year the proportion of pupils reaching the higher Level 5 in Year 6 was more than expected.

59. Leadership and management of the subject are good. The curriculum has been effectively developed and is now well grounded in a good balance of knowledge and skills. Pupils' learning is tracked, with good systems for assessing pupils' knowledge before and after topics are studied. There have been improvements to resources for learning which have helped to raise standards.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

Provision in information and communication technology (ICT) is **good**.

### **Main strengths and weaknesses**

- There has been very good improvement in equipment and good improvement in staff expertise since the last inspection. Standards are better than they were then.
- There is a well planned programme of work with good planning to use ICT skills in other subjects.
- Basic ICT skills are well taught.
- Pupils have high levels of enthusiasm and confidence which support their learning well.

### **Commentary**

60. The school has come a long way since the last inspection when attainment was below the expectation for pupils in Year 2 and Year 6. Standards are rising because the teaching has improved; the provision of a dedicated teaching room for ICT has boosted the access to computers and the curriculum is well organised. While standards are only in line with the expectation for pupils in Year 2 and Year 6, this reflects the impact of a high proportion of pupils with special educational needs in these classes. Standards are higher in Years 3 and 5 with many pupils reaching higher than expected levels in these classes because of their regular use of computers.
61. By Year 2, pupils use computers for a range of activities. They are competent with both the keyboard and the mouse and show an understanding of how to use commands for the programs they use. In an English lesson, pupils of all abilities were seen using spelling and grammar tools to check and improve the quality of their finished work. Their files show they can present work using graphics and can build data bases of information such as eye colour, routes to school and birthdays which they convert into graphs.
62. In Year 6 pupils use ICT applications in most subjects. Their files show that they competently use word processing, graphics, spreadsheets, data programs and Internet search engines to support their work in a range of subjects. In a good lesson on control, older pupils enjoyed improving their thinking skills when they worked in pairs to make decisions about commands to direct the actions of robots. By Year 6 pupils are able to create multi -media presentations about their school and are confident in discussing these when looking at ways to improve their work.
63. Teaching and learning are good. Skills are taught systematically with clear demonstration and explanation followed by practice for pupils to consolidate their learning. Teachers keep



explanations brief and make good use of the time available to give pupils maximum access to the computers. This motivates pupils well, they are eager to get started in lessons and work very well in pairs, making decisions together, sharing machines fairly and concentrating well throughout.

64. Leadership in the subject has been good in improving provision, developing teachers' expertise and raising standards. The curriculum is developing well and the new policy places good emphasis on ensuring progression in key skills. Curriculum planning is being revised to take account of pupils' increasing skills to ensure that they are given ample opportunity to apply these.

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

There is a satisfactory and growing use of ICT in other subjects. It is good in Class 1 where the impact of improved planning is seen in Years 4, 5 and 6. Here, pupils use ICT to research and present information in most subjects. They construct graphs and charts for work in history and geography and use spreadsheets to record investigations in science. Pupils in Year 2 regularly use computers for work in English, they use art applications to draw portraits and create graphs for their investigations in mathematics.

## **HUMANITIES**

### **RELIGIOUS EDUCATION**

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

- Good use of the local community to support learning.
- Not enough use of ICT seen in the subject.

#### **Commentary**

65. Standards are in line with the expectations of the agreed syllabus in Year 2 and Year 6. Only one lesson was seen during inspection. From samples of the pupils' work it is possible to judge that their progress and achievement are satisfactory. In religious education, the pupils, including those identified as having special educational needs, making progress at a satisfactory rate. Their knowledge and understanding of different faiths and religions are at the expected level for their age in both Year 2 and Year 6. In a Years 2 and 3 lesson, the pupils were learning at a satisfactory level about Jesus and using their literacy skills to note their thoughts about how they imagined Jesus would feel from a range of pictures and paintings. No teaching was observed of the older pupils in the school and no judgement is made about teaching there. There is good use of the local community to support the pupils' learning in religious education. There is a good range of artefacts which are used well around the school to reinforce the pupils' ideas about world faiths. From work seen there is not enough use of ICT to support learning. However, assemblies are used effectively to promote and support work in religious education.

## **HISTORY**

Provision in history is **good**.

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

- Teaching and learning are good.
- Pupils are enthusiastic about the subject and are well able to work independently to find out for themselves.

#### **Commentary**

66. Standards are in line with the expectation for pupils in Year 2 and Year 6. Pupils in Year 2 have a sound knowledge of famous people and notable events in the past. They have secure knowledge of life in Tudor times and are able to distinguish between rich and poor people in pictures from the time. Working in groups, they are able to draw information from pictures about life in the past and confidently present this to the class at the end of the session. They record work neatly and show an interest in what they do. Because teaching makes judicious use of video information and explanations are clear, learning is good and pupils are enthusiastic about the topics they study.
67. In the class of older pupils, careful planning and skilful teaching for a mixed age group of Years 4, 5 and 6 ensures that they all learn at an appropriate level about different aspects of Tudor exploration. Year 6 pupils work quickly to check their knowledge of chronology by arranging key events in topics they have studied into chronological order. Year 5 pupils are well challenged to find out the key events by using their good reading skills to skim and scan information sheets which have been well selected for their use. Younger pupils in Year 4 use the Internet to research information about specific journeys made by Tudors such as Sir Walter Raleigh. The well established routines and the teacher's high expectations meant that pupils worked hard throughout and achieved well in their learning. The practice of sharing information from a number of sources provides a good knowledge base for pupils whose interest in the subject is increased through the detail that individuals discover.
68. The subject is effectively led and managed. Standards have been maintained since the last inspection and curriculum planning has improved, with more use of ICT and visits to extend pupils' learning.
69. No **geography** lessons were seen during inspection. From samples of work and discussion with pupils, it is clear that standards have been maintained since the last inspection and are in line with the expectation by the end of Year 2 and Year 6. There has been good development of the curriculum since the last inspection with more use of ICT to research and record information, and in the range and frequency of fieldwork. Pupils in Year 2 have good opportunities to learn about their local area from their village study. In Years 5 and 6 fieldwork is incorporated into a residential visit so pupils are able to study river development and compare two environments. The school made very good use of a link with a school in Namibia where two pupils spent some time in the previous school year. Pupils in both schools shared information about their locality, climate and customs via e-mails and letters. Displays of this project demonstrate how well the school seizes opportunities such as this to make learning a real life experience and to provide opportunities for pupils to learn about other cultures.

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

70. No lessons were seen in **art and design** during the inspection. Evidence from wall displays, pupils' sketch books and portfolios of pupils' work makes it possible to judge that standards are in line with the expectation when pupils are in Year 2, and they are above the expectation by the time they are in Year 6. This represents an improvement in standards since the last inspection. From the work seen it is clear that curriculum planning ensures a good range of experiences in art and design as well as providing a good progression in skill development. Pupils learn about famous artists and model some of their own work on theirs. Examples of work in the style of Van Gogh, Seurat, Picasso and Mondrian were seen. Art and design is well used to support and consolidate learning in other subjects such as history, design and technology and religious education.
71. In **design and technology** in Year 6 standards are good. The pupils produce good quality designs, evaluate these objectively and create well-presented and functional pieces of work. For example, they have made footwear and a land yacht of a good standard and they achieve well. In Year 2 the pupils' work is at the expected standard, they make their own designs for musical instruments and this work is effectively linked to work in science on how to produce

sound. Teaching and learning in Years 4 to 6 are good overall, particularly in helping the pupils to devise strong structures for their models, with good links to science and mathematics as the pupils use their ideas and test these. The pupils' learning is also enhanced effectively in design and technology lessons as the tasks they are offered are well-matched to their needs and abilities. No teaching was observed in Years 2 and 3 but from work seen in Years 1 and 2 pupils achieve at a satisfactory level and their attainment is average. The pupils evaluate their work well, making judgements about the success of their designs and what can be modified and changed. This aspect of the subject is particularly good in Year 6. Standards in Year 6 have improved since the previous inspection and have been maintained in Year 2.

72. Standards in physical education are appropriate for Year 2. Pupils make satisfactory progress and achieve as expected for their age. Teaching observed in a Years 2 and 3 lesson was satisfactory. Pupils, including those identified as having special educational needs, could move and control their bodies with reasonable skill. There was some loss of pace in the lesson, due to inattention and some inappropriate behaviour. However, the staff were vigilant in ensuring as many pupils as possible kept on task. Also, some opportunities to use support staff were missed as they were not all active participants in the lesson. No lessons were observed with the older pupils and no judgement is made on standards or teaching. However, the majority of pupils in Year 6 are able to swim the recommended 25 metres, by the time they transfer to their secondary school. The pupils make good progress in swimming because there are regular opportunities offered to them to attend the nearby pool. The children in the Reception year are offered opportunities to swim from the first summer term they are in school and these continue as they progress through each year group. There is a good range of after school clubs and sporting activities to enhance the provision for physical education. These include netball, football, cricket and tennis. The provision has been maintained since the previous inspection.
73. Only one **music** lesson was seen during the inspection so no overall judgement is made about provision, though it is clear that music plays an important part in the life of the school. In the Reception/Year 1 lesson seen, pupils worked hard to create their own compositions using untuned percussion instruments. With a partner they were able to produce a regular rhythm and keep time with each other in their playing. Pupils were able to comment on each other's performances and say what they liked and what could be improved. In assemblies, pupils sing in tune and keep time well. Standards have been maintained since the last inspection.

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

74. The school places high value on developing pupils' knowledge of themselves and their responsibilities for the world in which they live. Discussions with older pupils showed that they have a good level of responsibility for helping with the smooth running of the school and are aware of their duties to younger children in the school's community. In lessons of personal and social education, teachers take topical events and encourage pupils to develop their views and opinions about these. Pupils in Year 4, 5 and 6 were given the opportunity to register their views about the pros and cons of watching television and arrived at some mature conclusions. Through the school council, pupils have opportunities to make suggestions for improving their school. This forum works well in providing opportunities for pupils to develop and awareness of how democracy works as well as showing them they have a role to play in their own communities.

## PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

*Inspection judgement*

*Grade*

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

<b>Overall standards achieved</b>	<b>4</b>
Pupils' achievement	4

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

<b>The quality of education provided by the school</b>	<b>3</b>
The quality of teaching	4
How well pupils learn	4
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	3
Support, advice and guidance for pupils	3
How well the school seeks and acts on pupils' views	3
The effectiveness of the school's links with parents	2
The quality of the school's links with the community	2
The school's links with other schools and colleges	2

<b>The leadership and management of the school</b>	<b>3</b>
The governance of the school	2
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).*

