

INSPECTION REPORT

**THE HOLBEACH WILLIAM STUKELEY CHURCH OF
ENGLAND PRIMARY SCHOOL**

Spalding, Lincolnshire

LEA area: Lincolnshire

Unique reference number: 120596

Headteacher: Mr David Flynn

Lead inspector: Elisabeth de Lancey

Dates of inspection: 26 – 28 April 2004

Inspection number: 258132

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Voluntary aided
Age range of pupils:	4 - 11
Gender of pupils:	Mixed
Number on roll:	257
School address:	Spalding Road Holbeach Spalding Lincolnshire
Postcode:	PE12 7HG
Telephone number:	01406 422102
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Appropriate authority:	Governing body
Name of chair of governors:	Mrs Barbara Driver
Date of previous inspection:	18 January 1999

CHARACTERISTICS OF THE SCHOOL

William Stukeley (VA) Primary School is an average size school for pupils from the ages of four to eleven. Two hundred and fifty-seven pupils were on roll at the time of the inspection. Thirty-four children are in the Foundation Stage (reception class). The school serves the small town of Holbeach but some pupils come from further afield. Most of the pupils are of white British background and only a very small proportion are at an early stage of learning English. Few pupils enter or leave the school at non-standard times. Attainment on entry is below average, reflecting the below average socio-economic circumstances of many families and the above average proportion of pupils with special educational needs, including some with emotional and behavioural difficulties. Twenty per cent of pupils are on the school's register for pupils with special educational needs, which is above average. Eleven pupils, have statements of special educational need, a proportion which is also above average. Currently about six per cent of pupils are known to be eligible for free school meals, which is below average, although the actual percentage is likely to be higher. The school is part of the 'Excellence in Cities' initiative and the local schools 'School Improvement Partnership'. An inspection of collective worship was carried out at the same time by the diocesan authorities.

INFORMATION ABOUT THE INSPECTION TEAM

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

The school provides a sound quality of education for its pupils. Most pupils' achievement is satisfactory. Standards, however, are currently below average in writing, mathematics and science. Teaching and learning are satisfactory overall with some good features. School leadership and management are satisfactory overall. The school offers sound value for money.

The school's main strengths and weaknesses are:

- The headteacher provides good leadership.
- The provision for the personal development of pupils, including their spiritual, moral and social development, is good and leads to positive attitudes to work and good behaviour.
- Standards in speaking and listening in Years 1 and 2, and in writing, mathematics and science throughout the school are not high enough.
- Teachers do not use the results of assessment effectively to plan activities for more able pupils.
- There is a good range of extra activities which enrich pupils' learning.
- Overall, subject leadership and management are unsatisfactory.
- Standards of care are good and the school involves parents, other schools and the community effectively in its work.

Since the school was last inspected in January 1999, improvement has been satisfactory. The provision for children in the Foundation Stage is better and the curriculum is based securely on national guidance. There are schemes of work for all the subjects taught to pupils between the ages of six and 11 based on national guidance. The school's resources and facilities for information and communication technology are better and recent training has improved teachers' confidence. Standards in the national tests in English and mathematics have improved.

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	E	C	C
mathematics	E	E	D	E
science	D	D	E	E

*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** although standards in writing, mathematics and science are below average by the end of Year 6. Overall, the trend in improvement in national results at the end of Year 6 has been in line with the national average. However, the trend in Year 2 results has been below that expected. Attainment on admission is low; particularly in literacy and mathematics. An above average proportion of pupils have special educational needs and that of pupils with statements of special educational needs is also above average. This has a negative effect on comparative standards. The school has set sufficiently challenging targets and is on course to meet them. Children in the Foundation Stage make good progress in their personal, social and emotional development and are well prepared for Year 1. They make sound progress in all other areas of learning and achieve soundly, but few attain the expected goals for their age in communication, language and literacy, mathematics and knowledge and understanding of the world. Achievement in Year 1 and 2 is satisfactory. In 2003, compared with all schools, test results were below average in reading, writing and mathematics. This was because about one fifth of pupils did not reach the expected level and too few pupils reached the higher level. When compared with similar schools, results were well below average in reading, and below average in writing and mathematics.

Standards in speaking and listening lag behind those expected of pupils of a similar age and this is an important factor in the low standards achieved. By Year 6, most pupils achieve soundly in English, mathematics and science and reach average standards in reading. Standards in writing, mathematics and science are below average. At the end of Year 2, girls do better than boys in the national tests but at the end of Year 6, boys do better than girls. Pupils with special educational needs make satisfactory progress and achieve soundly. The very few pupils learning English as an additional language make similar progress to that of their peers. The school identifies gifted and talented pupils but some more able pupils are not challenged enough and do not achieve as well as they should.

Pupils' personal qualities, including their spiritual, moral, social and cultural development are good. Pupils have positive attitudes to school, they generally behave well, and are very friendly and polite. Pupils say they enjoy school, and their punctuality and attendance are good.

QUALITY OF EDUCATION

The quality of education provided by the school is **sound**. Overall, **the quality of teaching and learning is satisfactory**. In about one third of lessons, it is good. Strengths in teaching include the way in which teachers involve and encourage pupils, their insistence on high standards of behaviour and the use of paired and collaborative work. In some lessons, teachers' expectations of more able pupils are not high enough, assessment is not used effectively to set specific individual targets or to match work to pupils' needs. As a result, the pace of learning slows because tasks are too easy for these pupils. The school provides a broad and balanced curriculum that is enriched by extra activities. The school cares well for its pupils and makes satisfactory use of assessment information in English. The school has good links with parents, other schools and the community and works successfully to involve parents in their children's learning.

LEADERSHIP AND MANAGEMENT

Leadership and management are satisfactory. The leadership of the headteacher is good. His careful analysis of the school's results provide a clear focus for raising standards. There are weaknesses in the leadership and management of most subjects mainly because subject leaders are too new to their responsibilities to have had much impact on standards. The management of provision for pupils with special educational needs and those who are at an early stage of speaking English is sound. Governors fulfil statutory responsibilities and have a clear picture of the school's strengths and weaknesses.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Most parents are pleased with the work of the school and value its friendly ethos and open-door policy. They feel well informed about how well their children are doing and report that they receive good advice about how they can help them at home. Most pupils like their school, they think that they have to work hard and are pleased with the way staff help them learn.

IMPROVEMENTS NEEDED

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

- Raise standards in speaking and listening in Years 1 and 2, and writing, mathematics and science throughout the school.
- Improve the quality of teaching and learning by using the results of assessment more effectively to provide appropriate challenges for more able pupils.
- Improve subject management by involving subject leaders in monitoring teaching and learning and gaining an oversight of pupil attainment and progress across the school to help them share good practice and raise standards.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

Throughout the school, pupils' achievement is satisfactory overall. Children in the Foundation Stage make sound progress but few attain the early learning goals by the beginning of Year 1. Standards by the end of Year 2 and Year 6 are below average in English, mathematics and science. Achievement for pupils with special educational needs and those who speak English as an additional language is satisfactory.

Main strengths and weaknesses

- Standards in speaking, listening and reading are below average in Years 1 and 2.
- Standards in writing, mathematics and science are too low by the end of Year 2 and Year 6.
- Children in the Foundation Stage achieve well in their personal, social and emotional development.
- Analysis of pupils' performance has recently been improved and now gives the school a clearer picture of what needs to be done to raise standards.
- More able pupils could do better in English, mathematics and science.

Commentary

1. The attainment of most children when they join the school in the Foundation Stage is below that expected of their age and they have particular weaknesses in personal, social and emotional development, communication, language literacy, mathematics and knowledge and understanding of the world. Overall, achievement in the reception year is satisfactory and children make sound gains in their learning but few attain the early learning goals in these areas of learning by the time they start in Year 1. They achieve well in their personal, social and emotional development and most are on target to attain the expected goals in this area of learning. No judgement was made about creative or physical development.
2. In the national tests at the end of Year 2 in 2003, attainment in reading, writing and mathematics was below average. When compared to similar schools, attainment was well below average in reading and below average in writing and mathematics. This is because compared with national figures, a much lower proportion of pupils reached the higher level. These figures have been adjusted to take account of the socio-economic background of pupils. Results at the higher than expected level, are average in writing but below average in mathematics. Trends in test results at the end of Year 2 show some improvement in writing and mathematics and results in these subjects are closer to the national average. Overall, the trend of improvement is below the national trend. In science, teacher assessments indicate that attainment is average at both the expected and higher than expected level. Current Year 2 pupils make steady progress but standards in reading, writing and mathematics are below average. The school has several barriers to learning to overcome including the well below average attainment on entry in English and mathematics, poorly developed language skills and limited knowledge and understanding. The school has identified ways to effect improvement. Weaknesses are being partially overcome by the emphasis staff place on developing pupils' speaking and listening skills through paired and collaborative work. However, many pupils in Years 1 and 2 struggle to express their ideas clearly and imaginatively. Guided reading sessions, when children of a similar ability read and discuss the same book, are beginning to improve pupils' comprehension skills. Individual targets have been introduced for writing which help pupils know what they have to do to improve.

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

Standards in:	School results	National results
reading	15.0 (15.0)	15.7 (15.8)
writing	14.3 (13.7)	14.6 (14.4)
mathematics	16.1 (15.4)	16.3 (16.5)

There were 36 pupils in the year group. Figures in brackets are for the previous year

3. In the 2003 national tests at the end of Year 6, compared to all schools, attainment in English was average, in mathematics, it was below average and in science it was well below average. When compared to similar schools, attainment was average in English and well below average in mathematics and science. These figures have been adjusted to take account of the socio-economic background of pupils. Trends in test results at the end of Year 6 show good improvement in English. When compared with the group of schools whose pupils reached similar standards at the end of Year 2, results were average in English and well below average in mathematics and science. The school's success in English has been largely due to additional support from the local education authority, staff training and the introduction of target setting. There has been some improvement in results in mathematics although this has been less marked. Results in science dipped. Results at the higher than expected level, Level 5, are below average in English and well below average in mathematics and science. Overall, the trend of improvement is in line with the national trend. Inspection evidence indicates that most pupils attain average standards in reading but few are successful writers. Standards in mathematics and science are below average. The weaker aspects of mathematics and science are in investigating and solving problems.
4. Throughout the school, most pupils' sound achievement reflects the satisfactory standard of teaching in most lessons. Pupils with special educational needs and those for whom English is an additional language also achieve soundly due to the helpful support they receive from teaching assistants. Several factors have had an impact on the school's overall performance. These include the above average percentage of pupils with special educational needs, including those with statements. The school works hard to compensate for these barriers. Detailed evaluation of the pupils' performance in tests has given the school clear targets for improvement. These include raising the quality of teaching to a consistently good standard and providing more challenge for more able pupils. The school's data shows that pupils who attend the school from the reception year make at least satisfactory gains in their learning and achieve soundly in terms of their prior attainment. Test results show variations in the performance of boys and girls but these were not evident during the inspection. The school sets appropriate targets each year for performance in national tests at the end of Year 6. Inspection evidence indicates that the targets are likely to be met.

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

Standards in:	School results	National results
English	26.6 (25.6)	26.8 (27.0)
mathematics	25.7 (25.2)	26.8 (26.7)
science	26.8 (27.7)	28.6 (28.3)

There were 33 pupils in the year group. Figures in brackets are for the previous year

Pupils' attitudes, values and other personal qualities

The school promotes pupils' personal development well. As a result, pupils' attitudes, behaviour and personal development are all good. Their spiritual, moral, social and cultural development is good. Attendance is close to the national average and punctuality is good.

Main strengths and weaknesses

- Pupils enjoy school and bring positive attitudes to their learning.
- Almost all pupils respond well to the school's consistently high expectations of good behaviour.
- A tiny minority of pupils have difficulties in controlling their behaviour and a few older pupils are sometimes too boisterous in the playground.
- A strong Christian ethos underpins the school's good provision for pupils' spiritual, social, moral and cultural development.

Commentary

5. Pupils enjoy school and bring positive attitudes both to their work and to all the special days, visits and clubs provided. They particularly value the friendly relationships they have with each other and with all adults in the school community. In lessons, they generally work industriously and are always keen to be actively involved.
6. The children's positive attitudes towards school are evident from the earliest age. Children in the reception classes are happy and settle in quickly at the start of each session. Staff help them to feel secure and proud of themselves. Most behave appropriately but some become restless while sitting on the carpet, if their attention is not engaged. The children are on course to meet the early learning goals in their personal, social and emotional development by the time they start in Year 1.
7. The behaviour of most pupils is good. They are friendly and polite to adults and respect class rules because they have helped to write them. The school has a good discipline policy and teachers display consistent and high expectations of good behaviour. However, there are a very few pupils who have difficulty in controlling their behaviour and on occasion disrupt learning in the classroom or cause hurt to others in the playground.
8. A number of parents have expressed concern about the disruptive behaviour of a very few pupils and the results of the pupils' questionnaire also indicate that many pupils are at times upset by the behaviour of a few. The school works hard to support pupils who have behaviour difficulties and to limit the disruption they cause to the learning of fellow pupils. The provision of one-to-one support by a learning mentor means that little of teachers' time is taken up in dealing with behaviour problems. Although the misbehaviour of this tiny minority occasionally upsets others in the class there is no evidence that it is affecting pupils' progress. The school is aware that it must continue to monitor the situation closely and take further steps to minimise the risk of pupils being hurt or upset in class or in the playground.
9. A minority of parents expressed concerns in the questionnaire about bullying and harassment. There is no evidence to support these concerns: incidents of bullying are rare and the school deals with them effectively. Most incidents which occur are a result of arguments rather than bullying. In the playground pupils play together harmoniously but a few older pupils are sometimes a bit boisterous. Pupils said that they would like more things to do at playtime and also playground markings; they think that this would help to stop arguments occurring. The school has plans to develop the playground as part of its school development plan.
10. A strong Christian ethos underpins all aspects of the school's work. As a result of good guidance and the good role models which adults provide, pupils develop into caring and responsible members of the school community. In lessons, they collaborate well, show respect for each others' views and take pleasure in each others' successes. Pupils throughout the school are given responsibilities appropriate for their age and are very keen to be helpful. Older pupils help well with the running of the school; for example, Year 6 pupils help reception

children at lunchtime and afterwards at play and have very caring and supportive relationships with them.

11. Assemblies are well planned and make a very good contribution to pupils' spiritual development. They give pupils an opportunity to reflect on the experiences of others and gain an insight to the plight of others less fortunate than themselves. Pupils value the chance to talk about issues that are important to them in circle time and this, together with the charitable work which they undertake, helps them to see things from another point of view and develop a good understanding of social and moral issues. Pupils learn about some of the celebrations and beliefs of the Christian and other faiths in religious education. They take part in local church events such as, the flower festival, and the oldest pupils perform Caribbean music and dance for a nearby flower parade and carnival. Pupils appreciate art in its various forms, and there are good examples of pupils responding to the work of famous artists. Pupils' knowledge of their own and other cultures is further developed through visits to places of historical interest.
12. Attendance is close to the national average and the school has good procedures for monitoring it.

Attendance in the latest complete reporting year (94.3%)

Authorised absence	
School data	5.5
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.

Exclusions

Ethnic background of pupils

Exclusions in the last school year

Categories used in the Annual School Census
White – British
White – any other White background
Mixed – White and Black Caribbean
Mixed – any other mixed background
Black or Black British – any other Black background
Any other ethnic group

No of pupils on roll
215
3
2
1
1
1

Number of fixed period exclusions	Number of permanent exclusions
6	0
0	0
0	0
0	0
0	0
0	0

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

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The school provides a **satisfactory** quality of education for its pupils and enables them to make sound progress. Teaching and learning are satisfactory overall and the curriculum meets national requirements. The school provides a satisfactory curriculum, which provides good opportunities for enrichment. This is a caring school with good links with parents and the community.

Teaching and learning

The quality of teaching is **satisfactory** and most pupils learn **soundly**. Pupils with special educational needs are included in all activities and are given satisfactory support. The use of assessment is **unsatisfactory**.

Main strengths and weaknesses

- Teachers share with pupils what they want them to learn and pupils are clear what is expected of them.
- Good relationships and an insistence on high standards of behaviour help to create a purposeful learning environment.
- Teachers provide good opportunities for collaborative work.
- Lesson introductions are too long, pupils do not sustain good concentration and there is not sufficient time for pupils to complete their work.
- Assessment is not used effectively to match work to the full range of pupils' abilities and more able pupils are not sufficiently challenged.
- Marking does not guide pupils sufficiently on how to improve.

Commentary

13. The quality of teaching in the Foundation Stage is satisfactory overall, with a number of strengths and a few weaknesses. It is better than reported at the last inspection. Staff have a sound understanding of the needs of young children. The curriculum is well planned. There is a good balance between adult and child-initiated activities, direct teaching and opportunities for children to pursue their own interests. Staff effectively foster the personal, social and emotional development of children and give a strong emphasis to promoting their independence. They focus appropriately on the use of language and role-play and satisfactorily develop children's awareness of early reading and writing. Their mathematical skills are soundly developed through number rhymes, games and practical resources. They compensate well for the children's lack of knowledge and understanding by giving them good opportunities to investigate new ideas; for example, in planting seeds in the garden. Assessment and recording procedures are linked closely to the national guidance. In some sessions adults do not adequately gain all the children's attention and involvement and in these instances children do not learn very much. On occasion, when children are playing independently staff do not intervene and valuable learning opportunities are missed.
14. Overall, the quality of teaching and learning in Years 1 to 6 is satisfactory and enables pupils to make sound gains in their learning. Examples of good teaching can be found throughout the school. Teachers' subject knowledge is secure and lesson planning is generally of a sound quality; it indicates the learning objectives, structure and activities which children will do. All staff foster very good relationships with their pupils and pupils gain confidence in speaking aloud knowing that their contributions will be valued. Particularly effective are the opportunities for pupils to work pairs and small groups. Overall, the teaching of literacy and numeracy is sound. In both subjects, basic skills are taught systematically, following the objectives set out in the literacy and numeracy frameworks. However, there are not enough opportunities for pupils to apply what they have learned in other subjects for example, in geography and history.
15. When teaching is good, teachers expect much of their pupils through the tasks and activities they provide and pupils respond well to these challenges. There is good use of resources to help pupils grasp new ideas and effective use of teaching assistants to ensure that small groups work productively. In these lessons, teachers remind the pupils what they have learned through the skilful use of questions which extend pupils' thinking and provide useful information about their understanding. Explanations are clear and pupils have a good understanding of what is expected of them; consequently, their learning proceeds at a good pace. The teachers compensate for the limited range of vocabulary of some pupils by using precise language in

their introductions and insisting that pupils use these terms in their explanations. This is beginning to have an impact, particularly in mathematics and science.

16. When lessons are less successful teachers' expectations of pupils are too low, staff do not use assessment well enough to plan challenging activities especially for some more able pupils and they do not achieve as well as they could. In some lesson introductions are too long; sometimes pupils are kept sitting on the floor for too long and they are not given sufficient time to produce good quantities of work. In these lessons, pupils do not sustain good concentration and the pace of learning is slow.
17. Pupils with special educational needs make satisfactory progress towards their individual targets and achieve soundly. They take part fully in lessons and teachers ensure that they are drawn into discussions. They are helped in this by the sensitive help given to them by teaching assistants. The appointment of a learning mentor to help pupils who find difficulty controlling their behaviour supports these pupils very well and they are included in lessons unless their behaviour disrupts others or creates a risk to health and safety. The few pupils who are at an early stage of learning English receive extra support from local authority teaching staff. They work closely with teachers to devise effective work programmes for the pupils, who make sound progress in learning English and are included in all aspects of the school's work.
18. Overall, assessment is unsatisfactory. Formal assessment procedures and data analysis of statutory and non-statutory test results in English, mathematics and science have improved. The headteacher has recently introduced a tracking system which records pupils' progress. Assessment procedures in other subjects are still informal. Assessment information is used well in assessing pupils with special educational needs and English as an additional language but is less successful in identifying the next steps in learning for more able pupils. Work is regularly marked and there are some good examples of marking giving good guidance to pupils but this is inconsistent. Marking is not linked precisely enough to the pupils' recently introduced targets in writing.

Summary of teaching observed during the inspection in 39 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0 (0%)	1 (2%)	12 (31%)	24 (62%)	2 (5%)	0 (0%)	0 (0%)

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

The curriculum

The school provides a satisfactory curriculum with good opportunities for enrichment. The accommodation is good. The outdoor environment is very attractive and used well to enhance learning. Resources are satisfactory overall.

Main strengths and weaknesses

- Provision for personal, social and health education is very good.
- There is a wide range of extra-curricular activities.
- All pupils are fully involved in all aspects of the school's work.
- There is a lack of challenge for some more able pupils.
- The use of cross-curricular links is limited.
- There are too few opportunities for pupils to develop their literacy and ICT skills across the curriculum.

Commentary

19. Overall, the curriculum is broad, balanced, relevant and planned satisfactorily for continuity and progression. It meets the requirements of the National Curriculum; and Code of Practice for pupils with special educational needs. The curriculum includes sex and relationships and drugs education, which are taught as part of the school's programme of personal, social, health and citizenship education. The school follows the local diocesan syllabus for religious education.
20. There have been satisfactory improvements in the planning of the curriculum since the last inspection. There are policies and schemes of work based on national guidance for all subjects, which is an improvement since the last inspection. Recent initiatives have included the involvement of a member of staff in extending opportunities for gifted and talented pupils through the 'Excellence in Cities' project but it is too early to judge its impact. The planning of the curriculum takes account of the needs of pupils of different ages and backgrounds, ethnicity and gender and all pupils have access to all areas of the curriculum including extra-curricular activities. This is apparent in the examples of good practice observed, which included the additional support given to visually and hearing-impaired, and pupils with a physical disablement so that they can work and play alongside other pupils.
21. The school's curriculum framework is currently being updated to take account of the re-organisation of classes. This ensures that all aspects of all subjects are covered, and that skills are progressively developed through the school. Teachers' planning is securely based on the National Literacy and Numeracy Strategies; however, there are some weaknesses. There is a lack of challenge for some more able pupils and pupils' literacy skills are not sufficiently well developed in other subjects. There are good links between subjects in the Foundation Stage and work in art and design is appropriately linked to other subjects. However, links between other subjects so that pupils can apply the knowledge and skills learnt in one subject to others are not established and there were few examples seen of ICT supporting learning in lessons observed.
22. The provision for pupils with special educational needs is sound. The school provides very caring support for these pupils. Individual education plans, which describe the school's strategies for supporting pupils' progress towards clearly stated targets, are drawn up for all pupils requiring them. Targets are precisely expressed and carefully monitored. For the majority of the time pupils are helped within their classrooms; on occasion, they are appropriately withdrawn for additional activities by the teacher with responsibility for special educational needs. Where necessary, they are effectively supported by outside agencies, with which the school maintains very good relations.
23. One of the school's strengths is the provision for extra-curricular and out of school learning. Extra-curricular clubs are many and varied. Sport clubs include football, athletics and cross-country. Chess, recorder, choir, ICT, needlework and drama clubs are well attended and contribute positively to the pupils' enjoyment and learning. The curriculum is enhanced further by book weeks, music and science workshops. Educational outings and residential visits, such as the visits to Denver Mill, Church Farm and Freiston Environmental Centre contribute positively to pupils' social and personal development, improve team-building skills and enhance self-esteem. In addition visitors such as theatre groups, the clergy, nurses, fire service personnel, musicians, local residents and an ornithologist make a strong contribution to the curriculum and develop pupils' knowledge of the wider world.
24. Accommodation is good and the school makes very good use of its attractive environment to support the curriculum for geography and science. There are firm plans for the covered outdoor area for children in the Foundation Stage. Resources for ICT are good; for other subjects they are satisfactory. There is a recently installed computer suite and a good range of software. The match of teachers and support staff to meet the demands of the curriculum is satisfactory. The very strong links with the receiving secondary schools which include induction visits, shared projects and teacher exchanges ensure that transition between primary and secondary education is smooth.

Care, guidance and support

The school provides good care for pupils and satisfactory support and guidance based on the monitoring of pupils' achievement and personal development. The school listens to pupils' views but does not yet involve them systematically in its work and development.

Main strengths and weaknesses

- The school has very effective measures for ensuring pupils' health and safety.
- Pupils are confident in turning to adults for help when they are upset.
- The school is sensitive to pupils' individual needs and has good strategies to meet them.
- The school does not consistently make good use of assessment information to provide well targeted academic support for each pupil.

Commentary

25. The school gives a high priority to matters concerning health and safety and has good procedures for ensuring that the school is a safe place and that risk assessments for outside visits are carried out appropriately. A governor who is a buildings inspector provides useful assistance with the inspection of the building. The school highly values the work of the caretaker in ensuring that the premises are kept safe on a day today basis. The school is rightly concerned about the safety implications of congestion caused by parents' cars at the entrance of the school and has organised "walk to school" weeks to try to improve the situation. It has invited parents to become involved in drawing up a school travel plan.
26. All staff display very caring attitudes to pupils and as a result pupils feel secure and are confident in turning to adults when they are upset. In accordance with its aims the school values all its pupils and works hard to meet their individual needs. A learning mentor gives good help to pupils who have low self-esteem, behaviour difficulties or other problems. The school has effective procedures for child protection and for the care of looked after children. Parents are pleased with the good arrangements which the school has to help children settle into the reception class.
27. The school is in the very early stages of developing target setting as a tool for improving pupils' achievement. In the last year, writing has been a special focus for development and all pupils are given writing targets. Teachers know pupils well and are keen for them to do well. However, there are weaknesses in assessment and, with the exception of pupils who have special educational needs, and those who are at an early stage of learning English, pupils are not systematically given individual targets which show them how they can move forward to the next stage of learning in different areas of the curriculum.
28. The school listens to pupils' views and older pupils are confident in coming to the headteacher with their ideas. For example, a group of older pupils asked to do a "Blue Peter" sale and organised it themselves. However, there is no school council to provide pupils with a formal means for putting forward their views and to enable the school to regularly consult pupils.

Partnership with parents, other schools and the community

The school has a good partnership with parents, who hold the school in high esteem. Good links with the community and very good links with other schools enrich pupils' education well.

Main strengths and weaknesses

- The school is very welcoming to parents and keeps them well informed.
- The school listens to parents' views but a minority of parents do not feel there is sufficient consultation.

- The family learning programme is a very successful means of showing parents ways in which they can support their children's learning.
- Parents give very good support to the school through the Friends of the School and by helping in classrooms.
- Good links with the community and very close links with other schools help to enrich pupils' education.

Commentary

29. Parents value all that the school does for their children and speak highly of the friendliness of the school and the approachability of staff. Most parents are supportive of their children's learning and help by listening to their children read and supporting homework. The school recognises the importance of its partnership with parents and promotes this well; it keeps parents well informed about school events, the curriculum and about their children's progress through a good range of printed information, newsletters, three consultation evenings and satisfactory annual reports on pupils' progress. Parents value the open days held each year when they are able to sit with pupils in literacy and numeracy lessons; for those parents able to attend this gives good insight into how these subjects are taught.
30. The school consulted parents through a questionnaire last year and valued parents' constructive response to this. Parents' views were considered when the school drew up its development plan. For example, several parents asked for more guidance on how they can best support their children's work at home and the school plans to hold workshops or information evenings to meet this need. Parents are generally very positive about the school. However, in the parental responses to the questionnaires and at the parents' meeting prior to the inspection, a significant minority of parents expressed the opinion that the school does not take account of their views. Some parents expressed a range of concerns about homework, mixed-age classes and the behaviour of a tiny minority of pupils. Pupils' behaviour and the firm way in which the school deals with infrequent incidents of bullying are considered elsewhere in this report. The school works hard to take account of the views of all parents. The quality of homework is satisfactory.
31. The family learning programme is a very popular and successful way of helping parents to understand the school's work while at the same time giving them guidance on how they can help to support their children's learning. Parents or relatives of Year 1 pupils attend a twenty-week programme which is broken into tutorials on teaching techniques used in literacy and numeracy followed by one-to-one adult to child support where the emphasis is on making learning enjoyable. Parents and grandparents spoke with great enthusiasm about this programme and how it has given them lots of ideas about how they can help their children at home. Another positive result of this programme is that several parents help in school on a regular basis.
32. Parents give very good help to the school in a number of ways. There are about twenty volunteer helpers who come into school on a regular basis to help in the classroom or with hearing readers. The school highly values the work of the Friends of the School, a very active association which has contributed funds towards the information technology suite and has also earmarked money for the development of the playground.
33. The school's good links with its parish and with the community help to extend pupils' experience well. For example, during the inspection parents helped pupils to make floral arrangements for the Church Flower Festival. Pupils had also made costumes and masks for the carnival procession at the Spalding Flower Parade on a Caribbean theme. The school works closely with other schools and values the supportive networks and shared training it benefits from as part of the Excellence Cluster and local School Improvement Partnership. Pupils gain directly from the links; for example, Year 6 pupils have the chance to meet children from other primary schools when they participate in a weekly after-school art and dance project. The school has established good systems to ensure effective transfer to secondary education and pupils are well prepared for the next stage of learning.

LEADERSHIP AND MANAGEMENT

Leadership and management are satisfactory. The headteacher leads the school well and provides a clear sense of direction. Overall management is satisfactory. The school is soundly governed.

Main strengths and weaknesses

- The headteacher is providing strong leadership.
- The revitalised senior management team's effective management review has identified relevant priorities for maintenance and development.
- Governors' minutes confirm useful improvements in their role of monitoring educational provision and standards.
- English and mathematics co-ordinators have made an effective start in the leadership and management of their subjects.
- Other subject co-ordinators have made a positive start but further developments in their management procedures are required to ensure consistent improvement.

Commentary

34. Building on the school's long-established and effective provision for the personal care of its pupils, the new headteacher has set a clear course to raise standards. With the keen support of the deputy and senior management team, this has made a significant contribution to the school's development. This is recognised by staff, governors and parents. He has drawn usefully on the staff's and governors' positive teamwork to help shape a well-structured development plan with appropriate priorities for the school. His incisive evaluation of the school, which informed this plan, was clearly reflected in the comprehensive pre-inspection documentation he assembled. This identified the headteacher's reorganisation of the school's management structure, the introduction of procedures for analysing pupils' performance and the establishment of systems for the shared monitoring of teaching and learning. It is too early to judge their overall effectiveness, but the inspection confirmed they were key developments for the headteacher to implement. Of the respondents to the parents' questionnaire, 82 per cent considered the school to be well led and managed.
35. The significant feature of the headteacher's restructuring of the school's management is the involvement of all staff through the senior management team or subject co-ordination in taking responsibility for raising standards. To this end, the senior management team collates monitoring and data analysis findings. Subject co-ordinators' tasks cover monitoring of planning, pupils' work, and classroom practice, analysing assessment data and identifying attainment and pupil needs across the school. These tasks are in addition to the wide-ranging support and guidance they currently give their colleagues. However, amongst the subject co-ordinators there is wide variation in the procedures for assessment, determining standards across the school and examining samples of pupils' work. Monitoring of teaching and learning is established in English and mathematics and is intended to provide a useful model for other subjects. However, all procedures have yet to be set within a structured, timetabled programme for the school. Therefore, leadership and management of subjects are unsatisfactory overall.
36. The provision for pupils with special educational needs is managed satisfactorily by the conscientious co-ordinator who works the equivalent of one full day per week in school. She works closely with teachers in drawing up individual education plans and supports individual

pupils and groups regularly, as well as attending to administrative duties. She is involved fully in the early identification and ensures a sound system is in place to analyse assessments and monitor progress. Resources for special educational needs are satisfactory and are used well.

37. The governing body is composed of a good mix of experienced and new governors who make good use of their personal and professional expertise to inform their practice. Overall, they meet statutory requirements through their work on the governing body and its appropriate committees. There are suitable policies to promote inclusion and equal opportunities. They strongly support the schools practice in promoting effective race relations and in providing for those with disabilities. Governors maintain very good relations with the school. They take responsibilities for different aspects of the curriculum and make agreed visits to the school to inform their understanding of its delivery. Their written reports of these visits are shared with other governors and used appropriately to inform their practices. Governors take a key role in strategic planning, and monitor the implementation of the school's development plan at their termly meetings. Their financial management has improved with their adherence to the principles of best value. They are appreciative of the support they receive from the headteacher. In particular, his circulation of national documentation on standards and his own assessments of educational provision. This is helping them to develop more rigorous procedures for their monitoring of these areas. This was a role they had not been fulfilling effectively.
38. The school has appropriate development priorities. It has effectively engaged with local authority advisers in the evaluation of its practices. Improvement since the last inspection has been satisfactory. The staff and governors positive responses to the new headteacher's initiatives indicate the school has a clear capacity for sustained improvement.

Financial information for the year April 2002 to March 2003

Income and expenditure (£)	
Total income	533,070
Total expenditure	514,794
Expenditure per pupil	2,019

Balances (£)	
Balance from previous year	19,430
Balance carried forward to the next	18,276

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

Children in the Reception year make a good start to school and overall provision has improved since the last inspection. It is now satisfactory. Staff have received training, and they follow the national guidance for children in the Foundation Stage and the national literacy and numeracy programmes for children in the reception class. The curriculum is carefully planned to promote the six areas of learning. These areas are linked well, which helps to give continuity to learning. There is an appropriate balance of teacher-directed activities and those which children choose for themselves, and there are more opportunities for children to learn by exploration and play but staff do not always intervene effectively to extend children's learning. Children's attainment on entry to school is carefully assessed and progress along the 'stepping stones'¹ towards the early learning goals is tracked and recorded appropriately.

Children are admitted into the reception classes in the September before they become five. At the time of the inspection, there were 34 children on roll. Most children have attended the local pre-school play group. A particular strength is the carefully planned introduction to school which establishes strong links with parents. As a result, children generally settle into the reception classes well.

Early assessments and observations indicate that, although there is a wide range of attainment, overall attainment on entry is below and in some aspects well below that expected. Speaking and listening skills are particularly weak and many children have underdeveloped social skills. Although the children make sound progress in their communication, language and literacy, mathematical development and knowledge and understanding of the world, few children are likely to meet the early learning goals by the time they start in Year 1. The children make good progress in their personal, social and emotional development because staff give a strong emphasis to this area of learning and most children are on course to attain the early learning goals for this area of learning by the time they start in Year 1.

Leadership and management are satisfactory. Adults work well together, and small class sizes and generous staffing ensure children benefit from close attention when they are introduced to new skills. Children with special educational needs are well supported because staff have a good understanding of the children's specific needs. Although the outdoor area is not yet covered, plans have been approved and very good use is made of this area to support learning. The accommodation is good and resources are satisfactory.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Main strengths and weaknesses

- Children achieve well and feel secure and confident because adults provide caring role models and consistently encourage and praise children's efforts.
- A strong emphasis on social development ensures that children develop good relationships.
- Independence is promoted effectively as children are expected take responsibility and to make choices.

¹ 'Stepping stones' show the knowledge, skills, understanding and attitudes that children need to learn during the Foundation Stage in order to achieve the early learning goals.

Commentary

39. Most of the children are likely to achieve the expected standards in this area of learning by the time they enter Year 1. The majority settle quickly into the reception class, learn how they are expected to behave and become familiar with the routines of the school. For instance, they know they must walk in the reception area and always tidy up at the end of sessions. They form good relationships with one another and the adults with whom they work. They play happily together and become more aware of the needs of others; for example, in learning to take turns and to share equipment fairly. They show good independence in classroom routines such as dressing themselves, getting ready for lunch and tidying up well at the end of sessions. They select their own resources and plan their activities during the afternoon sessions, They are willing to take responsibility; for example, by taking registers to the office and working and playing independently of adults. Lunchtimes are sociable occasions when children sit together in their classrooms with some of the oldest pupils.
40. Teaching and learning are good. The children's welfare is a high priority. Adults set high standards for children's behaviour and their own behaviour demonstrates attitudes of care and consideration. Adults value the contributions of children; for example, when they listen to their news. They use praise and encouragement to reward effort and to promote children's confidence and self-esteem.

COMMUNICATION, LANGUAGE AND LITERACY

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

Main strengths and weaknesses

- Role-play extends and enhances children's speaking and listening skills.
- The teaching of letter sounds is good.
- There are too few opportunities for children to engage in writing activities.

Commentary

41. Most of the children start in the Reception year with very low attainment in this area of learning, a few are reluctant to speak or have speech problems. They achieve satisfactorily; however, by the time they start Year 1, they are unlikely to have met the expected standards. Good opportunities for children to engage with one another during role-play in the home corner, the greengrocers or the garden centre provide valuable experiences for children to speak purposefully and listen to their peers. They play with toy animals and some make up stories which they share with their friends. However, adults do not sufficiently intervene in these activities to develop children's learning. The children generally listen attentively to their teachers and enjoy hearing stories for instance 'Farmer Duck' or 'We're All Going on a Bear Hunt'. Some join in enthusiastically with the parts they know and are keen to predict what might happen next, but many are passive listeners and leave the responses to others. They enjoy looking at books and the more able show a good awareness of how books are organised. They mostly know the sounds that letters make (phonics) and a few more able children are reading simple texts independently. Other pupils are encouraged to read simple words, to use picture dictionaries and to share books with adults. Most children find reading difficult but understand that text carries meaning. There are too few opportunities for children to develop their early writing experiences through play. For example, they do not develop their writing skills during role play or for practical purposes like making lists, writing letters, and instructions.
42. Teaching is satisfactory but the hour devoted to literacy is too long for some children. The youngest children are expected to sit and listen for too long and they lose concentration. Adults do not always intervene in children's activities to promote learning, and writing materials are not always available as part of the everyday environment so that children develop the idea of writing

for a purpose. The staff encourage parents to become involved in their children's learning through reading diaries; this benefits the children and enhances their learning.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **satisfactory**.

Main strengths and weaknesses

- Good use is made of number rhymes to develop children's counting skills.
- Some of the activities do not match children's needs closely enough.

Commentary

43. Most children will not meet the expected standards in mathematical development but given their prior attainment, their achievement is satisfactory. Most children count forwards to ten correctly but few can count backwards. Not everyone is engaged during counting activities and some children are reluctant to join in. Most are confident in ordering numbers from zero to ten, and in the greengrocer's shop, a few more able pupils add numbers to nine successfully; for example, they add up the cost of two items in the shop. They understand mathematical terms such as *one more than* and *one less than* in practical activities. Other children find difficulty in working with numbers beyond five. Most can identify which object is bigger or smaller than another; for example, when they build towers with construction toys. Their understanding of words such as above, below, in front and behind to describe position is weak. They know the names of simple shapes and recreate repeating patterns correctly using two or three beads or shapes. They enjoy discovering patterns in nature. Their sense of time is effectively developed through early morning routines when staff discuss and display the timetable for the day.
44. Teaching is satisfactory and classroom displays help to promote a good understanding of number, shape, position and measures. Children's mathematical development is also developed by encouraging children to sing counting songs and exploiting opportunities to make mathematical activities more purposeful.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

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

Main strengths and weaknesses

- Very good use is made of the outdoor area.
- Teachers plan an interesting range of activities which extend learning well.
- Teaching assistants support children well.

Commentary

45. The children make good gains in their knowledge and understanding of the world, they achieve well but few will attain the early learning goals in this area of learning by the time they start in Year 1. The staff plan many good opportunities for children to investigate their surroundings and to develop an understanding of the wider world. They walk around the attractive school grounds and observe the features of the changing seasons. For example, in autumn they collect conkers and leaves and use them to make decorative mobiles. In spring, they visit the new born lambs at a nearby farm. They plant seeds and bulbs and watch them grow. They know that plants need light, warmth and water to live. Listening in the playground, they identify other children at play, and birds and aeroplanes by the sounds they make. They make kites and watch them fly in the wind; the more able know that balloons fly best when they are full of air. Their knowledge of the physical world is developed well. They explore and describe the

properties of different materials; for example, the difference between wet and dry sand. Daily events and pupils' own experiences are used effectively to teach about the passing of time. They use a range of construction kits and learn how to fit the parts together to make objects of their choice. They show an interest in how things work and show one another how to do things. Children become familiar with computers and use the mouse confidently to move images across the computer screen; for example, when they dress and undress figures.

46. Teaching is good because staff provide good opportunities for children to observe closely, to ask questions and to talk about what they have found. Teaching assistants give good support by working with children in small groups. Children look forward to the many visitors who help to enrich and extend their knowledge and understanding. Teaching assistants make a strong contribution to this area of learning. Children's work is displayed but there are few tables and corners set up to invite children to examine objects or explore materials independently.

Physical development

47. It was not possible during the inspection to gather enough evidence to make a secure judgement about provision. The following points were noted, arising from observing children in their classroom and in the outdoor area and from discussions with the teacher. When children start in the reception class their physical skills are generally in line with those expected for their age. Each day they have opportunities to develop these skills by using balancing equipment and playing with large, wheeled toys in the outdoor area. Children also have regular sessions in the school hall which help to promote their development. There is a satisfactory range of practical activities to develop children's manipulative skills as they pot plants and handle tools carefully. They generally use pencils, scissors and construction toys confidently, and most handle the computer mouse to dress characters with good control and co-ordination.

Creative development

48. No teaching was observed during the inspection but the range of work, together with brief examples of planned activities, indicate that children are given a satisfactory range of experiences to develop their creativity. They use a range of media for their art work and have regular access to paint, crayons and collage. There are good examples of mosaics, marbling and printing. Children use the role-play areas imaginatively and there were good examples of children playing co-operatively. However, staff miss opportunities to challenge children through intervening in these activities to extend their speaking skills. The children enjoy listening to music and are beginning to develop a sound repertoire of songs but there is not enough emphasis on children making music.

SUBJECTS IN KEY STAGES 1 and 2

ENGLISH

The provision for English is **satisfactory**.

Main strengths and weaknesses

- Standards in speaking, listening, reading and writing are below average at the end of Year 2.
- Standards in writing are below average at the end of Year 6.
- There is not enough time for pupils to develop their writing skills in some lessons.
- There are good opportunities for collaborative work.
- The work set is not always sufficiently challenging for the more able pupils and too few reach above average standards.

Commentary

49. By the age of seven, standards in reading and writing are below those expected of pupils of their age. By the age of eleven, almost all pupils are likely to reach the expected standard in reading and a minority will attain above. Standards in writing are below average and very few pupils are likely to attain above the expected level. Through Year 3 to Year 6 pupils make better progress in reading than writing. Overall, achievement is satisfactory but a small group of more able pupils do not achieve as well as they could because the work they are given is not sufficiently demanding.
50. Standards in speaking and listening are below those of most seven-year-olds. Many pupils still answer questions with single words and phrases and although pupils generally listen well to their teachers for short periods of time, they do not listen well to one another. However, progress in speaking and listening is good because staff model language well, help pupils to develop a good technical vocabulary and provide good opportunities for them to work collaboratively. Consequently, by the age of eleven, standards in speaking and listening are average.
51. These findings differ from those of the previous inspection when attainment at the end of both Years 2 and 6 was found to be close to the national average. The main contributory factor is the higher than average number of pupils with special educational needs in these cohorts. These pupils receive sound support from teaching assistants. They sit alongside them in lessons and help focus their attention. This enables them to make satisfactory progress. No significant difference was found in the performance of boys and girls.
52. By the age of seven, most pupils read accurately because the school has a systematic approach to the teaching of letter sounds, and pupils' knowledge of letter sounds (phonics) is good. However, they do not read fluently or with good expression because they do not have a good range of strategies to deal with unfamiliar words and their understanding is weak. A few better readers read fluently, with accuracy and expression, and recall events quickly and accurately. By the age of eleven, most pupils read fluently, with good expression and understanding. Many pupils are avid readers who confidently discuss what they read, explaining their preferences, and are gaining a good appreciation of different authors and genres. For instance, they enjoy the books of Philip Pullman, JR Tolkien and Jacqueline Wilson, and speak enthusiastically about studying some of Shakespeare's plays. For example, during a reading session pupils quoted accurately, with feeling and good expression, passages from the witches' scenes in 'Macbeth'. Reading is promoted strongly in the school and there is an effective link between home and school, through reading diaries, which ensures that pupils' enthusiasm begins at an early age.

53. Standards in writing are unsatisfactory overall. Pupils in Years 1 and 2 have studied a satisfactory range of different texts which they use as models for their own writing. Their work is well presented but punctuation is not as developed as it should be and many pupils forget to use punctuation in their writing; full stops and capital letters are often missed. A few more able pupils write interesting stories, which engage the reader's attention, with good descriptions and an imaginative vocabulary.
54. By Year 6, pupils write for different audiences and for a variety of purposes, and there are good examples of pupils writing autobiographies, biographies and persuasive texts. Pupils use a range of punctuation and most pupils organise their work into paragraphs. The quality of creative and descriptive writing is improving and a few pupils in Years 5 and 6 reflect a good depth of reading experience in written work and use exciting language to convey meaning and develop ideas. However, not enough pupils are using complex sentence structures which would help them to achieve the higher levels. The emphasis which is being given to developing pupils' writing skills is beginning to result in higher standards. These include the use of assessment to set targets which help pupils to know what they have to do to improve their work and the introduction of booster classes to raise attainment. Spelling is below average in most classes but due to the introduction of an intensive programme pupils learn to spell appropriate banks of words and by Year 6 spelling is satisfactory overall. Presentation and handwriting are generally neat, and by Year 6, pupils write in an attractive, cursive style of which they are proud.

Teaching and learning are satisfactory. Strengths include:

- Teaching assistants make a valuable contribution to the learning of pupils, particularly in speaking and listening and reading
- Teachers' planning clearly identifies what they want pupils to learn, and well-organised groupings enable pupils to work at appropriate levels
- Clear learning objectives are shared with pupils so that they know what is expected of them.
- Teachers give pupils good opportunities to work in pairs and small groups
- Homework is making an effective contribution to raising standards in English, especially reading.

Weaknesses in teaching and learning include:

- Lesson introductions are sometimes overlong; this leaves less time for the main activity and slows the pace of learning
- Teachers do not always use carefully enough the results of assessments and their expectations of more able pupils are not sufficiently high
- Marking does not always give pupils sufficient guidance to improve their work.

55. The joint co-ordinators, in post for two terms, have made a good start with the introduction of a more rigorous and regular tracking system. They have a clear view of what the school needs to do next in order to improve but the monitoring of teaching and learning is in the initial stages. Both are determined to raise standards higher, especially in writing, and a good start has been made. Resources are satisfactory and used satisfactorily to support pupils' learning.

Language and literacy across the curriculum

56. Language and literacy are generally being used satisfactorily in other subjects throughout the school. Examples include listening to and carrying out instructions during physical education lessons and using specific vocabulary in writing up science experiments. In history and geography although skimming, scanning and note-taking skills are reinforced as pupils research topics, they do not use and apply their writing skills well and this has an adverse effect on the standard of their written work.

MATHEMATICS

Provision in mathematics is **satisfactory**.

Main strengths and weaknesses

- Teachers make good use of national recommendations for their planning.
- The subject co-ordinator has made a good start in the newly designated post.
- There is not sufficient consistent challenge for more able pupils.
- Assessment is not used effectively to match work to the full range of pupils' abilities.

Commentary

57. Standards overall are below average at the end of Year 2 and Year 6. Throughout Years 1 and 2, there is variation in pupils' progress with most pupils making sound progress; however, some of the more able pupils do not make sufficient progress over these years. There was little evidence in the work samples seen of such pupils being challenged consistently over this period. Examples of appropriate activities were given on occasion, but there was no sustained programme of such tasks to help these pupils attain above expected standards. Pupils' achievement is satisfactory overall; that of a small group of more able pupils is unsatisfactory. Inspection evidence suggests that, by the end of Year 6, many of the pupils are likely to attain the expected standard, with a minority attaining above that. Almost all pupils make satisfactory progress throughout Years 3 to 6, but there is a small group of more able pupils whose progress is unsatisfactory. In the work sample seen, there was little evidence of a developing programme of work which was pitched at challenging these pupils on a sustained basis throughout the year. Examples of such work were seen in observed lessons and in later work samples but did not emerge as part of a coherent on-going programme. Consequently, while achievement for most pupils is sound, that of this small group is unsatisfactory. Across Years 1 to 6, pupils with special educational needs make sound progress; they do as well as they can and their achievement is satisfactory. Given the small sample of pupils, these results are not significantly different from those over the years since the last inspection. Although there is evidence, from the aggregation of pupils' results over several years, to indicate some differences in the performance of boys and girls, no such evidence emerged during the inspection.
58. Pupils enjoy mathematics and they respond eagerly to the work set for them. By the time they are seven, they add and subtract simple numbers mentally, and read and order numbers to 100, with some pupils going beyond that. They know the names and characteristics of two and three-dimensional shapes. They measure and draw accurately using metres and centimetres, and they compare mass and capacity by sorting into groups which are greater than or less than a kilogram or a litre respectively. They record data appropriately using pictograms and block graphs. By the age of eleven, pupils work successfully adding, subtracting, multiplying and dividing a range of numbers. They study factors, multiples and square numbers. They sort two-dimensional shapes and identify the names and properties of different triangles and quadrilaterals. They measure and draw accurately angles to the nearest degree. They describe sets of data by examining their range, mode and average. Throughout the school, there are few examples of pupils undertaking investigations, tackling problems or solving puzzles. Often, extension work, included on worksheets, is left unexplored.
59. Teaching and learning range from unsatisfactory to good in Years 1 and 2; they are satisfactory overall. In Years 3 to 6, they are satisfactory. Strengths include:
- Teachers draw usefully on national guidelines for their structured planning
 - Lesson objectives are shared with pupils and they are clear about the lesson's purpose
 - Teachers make good use of mathematical terms and insist pupils use them appropriately

- Staff give clear explanations and pupils work effectively because they know what is expected of them
- Teachers make effective use of pupils' responses to assess understanding, reinforce basic concepts and develop their skills
- Staff require pupils to explain their methods and justify the conclusions they have reached
- Teachers help pupils identify appropriate strategies to solve a range of tasks.

Weaknesses in teaching and learning include:

- Teachers give insufficient guidance, introductions are too long and learning pace slows for pupils
 - Staff do not use assessment well enough to plan activities appropriate to pupils' abilities, and marking does not give pupils sufficient guidance to improve their work
 - Teachers do not give pupils sufficient opportunity to explain their thinking
 - Staff expectation is not high enough and pupils are not challenged sufficiently
 - Teachers' questions are not demanding enough and pupils' understanding is not explored effectively.
60. The co-ordinator has made a good start in her newly designed role. Her analysis of test results, the recording of pupils' progress and their distribution to staff are useful features of this. However, a reliable overview of standards across the whole school is not yet in place. Overall, assessment procedures are good, but outcomes are not used consistently to match work appropriately to pupils' needs. Resources are satisfactory and used satisfactorily to support pupils' learning.

Mathematics across the curriculum

61. Teachers promote the use of mathematics satisfactorily in other subjects. This extends to measurement, reading scales and the logical ordering of tasks in science and design and technology. In music, time keeping and sequencing draw on mathematical skills.

SCIENCE

Overall, provision in science is **satisfactory**.

Main strengths and weaknesses

- Throughout the school, science terms are promoted by staff and used appropriately by pupils.
- In Years 1 to 6, teaching of scientific knowledge is sound, but there are too few opportunities for pupils to develop their skills in scientific enquiry.
- Subject co-ordinator has made a sound start to the newly designated post, but overall leadership and management are not established, and, therefore, are unsatisfactory.

Commentary

62. Although standards are below average by the end of Year 2 and Year 6, almost all pupils make steady progress, building soundly on their learning as they move through Years 1 and 2; they do as well as they can and their achievement is satisfactory. The exception is a small number of more able pupils who are insufficiently challenged and their progress is unsatisfactory. They do not do as well as they should and their achievement is unsatisfactory. By the end of Year 6, most of the pupils are likely to attain the expected standard with a minority attaining above. Across Years 3 to 6, most pupils make sound progress and because they do as well as they can their achievement is satisfactory. However, some more able pupils are not being challenged sufficiently and their achievement is unsatisfactory. They do not make the progress they should. The inspection scrutiny of the pupils' work sample, from Years 1 to 6, indicates that much of the work is pitched at the expected standard; there is insufficient variation in the work to match the range of pupils' abilities. There is no evidence of a planned course of work to

offer sustained challenge above the expected standard. Pupils with special educational needs make sound progress and because of the appropriate support they receive their achievement is satisfactory. During the inspection, no significant differences were apparent in the performance of boys and girls.

63. By the age of seven, pupils identify the parts of a plant and explain the differences between living and non-living things. They examine a range of materials and suggest appropriate uses that can be made of them. Pupils distinguish correctly between natural and man-made lights. They observe what happens when different objects are pushed and pulled. By the age of eleven, pupils consider the feeding relationships between animals and plants; they develop appropriate food chains identifying predator and prey. They know the function of the heart and explain how blood circulates around the body. Pupils distinguish between solids, liquids and gases and explain how changes may take place between these states. They study different forces and their effects. During the inspection, pupils' enjoyment of investigations was clear and their recordings indicate a sound understanding of procedures; for example, the notion of a fair test. However, as they move through the school pupils undertake too few investigations to develop their skills in scientific enquiry to a higher standard.
64. In Years 1 and 2, the quality of teaching and learning are satisfactory. In Years 3 to 6, they range from satisfactory to good; overall, they are satisfactory. Strengths include:
- Staff have good relationships with their pupils which helps them to manage their classrooms effectively to support pupils learning
 - Teachers' well-structured plans have clear lesson objectives which are shared with the pupils
 - Teachers' use of a range of questions to target all pupils helps to extend their learning;
 - Teaching assistants give effective support to pupils, in particular, those with special educational needs
 - Teachers use scientific terms with pupils and insist pupils use appropriate scientific language in their explanations.

Weaknesses in teaching and learning include:

- Teachers' expectations are not high enough and, as a result, pupils' work is not matched appropriately to their abilities; especially the more able
 - Pupils' progress is hindered by a lack of clarity in some explanations given to them
 - Teachers' marking does not offer pupils sufficient guidance to help them improve their work or understand how well they are doing
 - In Years 1 and 2, weaknesses in pupils' language skills inhibit the quality of their recordings and explanations.
65. The subject co-ordinator has made a positive start in the newly designated role. The co-ordinator offers advice and support to colleagues, monitors planning and pupils' files and maintains resources. She is aware that data analysis needs developing; however, school improvement planning has not given science development a high enough priority. The co-ordinator does not yet have an overview of standards across the school, formal assessment procedures have only just been introduced and management systems are not established; therefore, leadership and management are unsatisfactory. Resources are satisfactory and generally used appropriately to support pupils' learning.

INFORMATION AND COMMUNICATION TECHNOLOGY

66. It was not possible to report on ICT for a number of reasons: Timetabling arrangements meant it was not possible to observe a range of ICT lessons in the computer suite. Although the work sample covered all aspects of the curriculum it was limited in the ability range and years included. There were few examples seen of ICT supporting learning in lessons observed. Discussion with staff and pupils, examination of planning and plans for lessons not seen

confirm that the ICT curriculum meets statutory requirements and that ICT is used satisfactorily to support learning in other subjects.

67. The scrutiny of pupils' work sample indicates that, by the end of Years 2 and 6, pupils attain the expected standards for their age. In the instances observed, pupils talked with interest about their use of ICT and showed confidence in using a range of equipment to support their learning. This included computers, calculators, audio-recorders and programmable toys. They were competent handling a mouse and using a keyboard. They drew down appropriate menus and selected useful operations, and demonstrated retrieval, saving and printing of their own work. A group of Year 6 pupils displayed confidence and effectiveness in accessing the internet to locate appropriate information to support their studies of the Caribbean Islands. A group of Year 5 pupils used a spreadsheet to record and analyse the results of a science investigation.

HUMANITIES

Geography and History

68. Due to timetabling arrangements it was not possible to observe any lessons in either **history** or **geography** during the inspection. Planning, and discussions with staff and pupils indicate that all the recommended National Curriculum programmes of study are covered appropriately throughout the school. Work scrutiny shows that standards are affected by pupils' limited literacy skills. Resources are adequate. The subject co-ordinators have made a positive start in their new roles and are aware that monitoring and assessment require more rigorous attention.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

69. Because of timetabling arrangements it was not possible to see any lessons in **art and design**, **design and technology** and **music**. Discussions with pupils and staff and analysis of pupils' work, teachers' planning and talking to pupils indicate that the curriculum is covered appropriately.
70. In **art and design** appropriate attention is given to developing pupils' basic skills in drawing, painting and in using three-dimensional materials such as clay. Pupils in Year 6 have some knowledge of the techniques used by Van Gogh, Monet and Seurat. Particularly good examples of textiles, inspired by a visiting artist are displayed around the school. Pupils benefit from visiting artists who enable pupils to experiment with a wide range of techniques. In **design and technology**, they gain experience of a wide variety of materials, and successfully develop expected skills by designing, making and evaluating a range of products. Pupils listen to a range of **music** during assemblies. They sing enthusiastically and enjoy hymn practices especially, when they are practising their songs for community festivals, for instance, the church's flower festival. There are good opportunities for pupils to learn a range of musical instruments and to take part in school productions.
71. Only two lessons were seen in **physical education**. Both were concerned with developing pupils' ball skills; one with throwing and catching, the other dribbling a football. Staff make good use of the fully-equipped hall and extensive outdoor facilities to provide a full physical education curriculum which meets statutory requirements. Pupils in Years 3 to 6 benefit from regular swimming sessions and by the time they leave the school almost all pupils are able to swim at least 25 metres. One pupil is a talented swimmer and as an active member of a local swimming club benefits from additional coaching.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

72. This is an important aspect of the school's work. All pupils, including those in the reception classes are aware of the school rules. The programme for sex and relationships education and teaching about the beneficial use and misuse of drugs is well planned. All staff are involved in promoting healthy attitudes and the school is working towards the 'Healthy School's Initiative'. Pupils develop good social awareness during planned 'Circle Times' when they take turns, listen to others and share their ideas and concerns. Pupils are given increased responsibility as they move through the school. Children in the reception classes return registers, share snacks and help with classroom routines. Those further up the school help in the reception classes at lunchtime and operate the electrical equipment in assembly. At present there is no school council. However, pupils report that the school responds well to their ideas. Assemblies foster a strong sense of the school community and the school's good links with the community have a positive impact on pupils' developing sense of citizenship.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
The overall effectiveness of the school	4
How inclusive the school is	3
How the school's effectiveness has changed since its last inspection	4
Value for money provided by the school	4
Overall standards achieved	5
Pupils' achievement	4
Pupils' attitudes, values and other personal qualities	3
Attendance	4
Attitudes	3
Behaviour, including the extent of exclusions	3
Pupils' spiritual, moral, social and cultural development	3
The quality of education provided by the school	4
The quality of teaching	4
How well pupils learn	4
The quality of assessment	5
How well the curriculum meets pupils needs	4
Enrichment of the curriculum, including out-of-school activities	3
Accommodation and resources	3
Pupils' care, welfare, health and safety	3
Support, advice and guidance for pupils	4
How well the school seeks and acts on pupils' views	4
The effectiveness of the school's links with parents	3
The quality of the school's links with the community	3
The school's links with other schools and colleges	2
The leadership and management of the school	4
The governance of the school	4
The leadership of the headteacher	3
The leadership of other key staff	5
The effectiveness of management	4

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