

# INSPECTION REPORT

**THE KIRKBY-ON-BAIN CHURCH OF ENGLAND  
PRIMARY SCHOOL**

Woodhall Spa

LEA area: Lincolnshire

Unique reference number: 120623

Headteacher: Mr P Douglas

Lead inspector: Mrs M Fitzpatrick

Dates of inspection: 21 – 23 June 2004

Inspection number: 258137

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: 97

School address: Wharf Lane  
Kirkby-on-Bain  
Woodhall Spa  
Lincolnshire  
Postcode: LN10 6YW

Telephone number: 01526 352715  
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Appropriate authority: Governing body  
Name of chair of governors: Mrs R Dymoke

Date of previous inspection: 15 June 1998

## CHARACTERISTICS OF THE SCHOOL

The school is much smaller than average with 97 pupils from four to 11-years old. Children join the school in the year that they are five. The overall attainment of children when they join the school varies from year to year; in the current school year the attainment of children in Reception is above average. Very few pupils are eligible for free school meals (4 per cent) and this is below the national average. Approximately 20 per cent of pupils are identified as having special educational needs which is above average. There is one pupil with a Statement of Special Educational Need, which is below the national average. There is one pupil who speaks English as an additional language, who is now fluent enough to learn without additional support. The school draws some of its pupils from the local RAF base and this creates high mobility of pupils in some years as families move in and out of the area. In the last school year a fifth of the pupils joined after the start of the school year and seven pupils left. This rarely impacts on the learning of pupils because of the school's excellent provision for care and guidance, but there is evidence of some impact of this mobility in the current infants class (Years 1 and 2). The school takes part in the Primary Leadership Programme and has won several awards in recent years, including: the Basic Skills Quality Mark, The Lincolnshire Environment Award and the Education Extra Award. Religious education and collective worship are the subject of a separate inspection commissioned by the Diocese of Lincoln.

## INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
24326	Mrs M Fitzpatrick	Lead inspector	English English as an additional language
9189	Mr J Horwood	Lay inspector	
30243	Mrs A Heakin	Team inspector	Mathematics Science Information and communication technology Art and design Design technology Music Physical education Foundation stage Special educational needs
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## PART A: SUMMARY OF THE REPORT

### OVERALL EVALUATION

**This is a very effective school.** The outstanding ethos provides excellent opportunities for pupils' personal development and creates a happy, secure and vibrant environment in which relationships are excellent and pupils' learning is paramount. Overall standards are above average and pupils achieve well. Teaching and learning are good overall. Pupils' enthusiasm for learning is outstanding; their confidence and self esteem are very high because of excellent relationships and a very high proportion of very good and excellent teaching in most classes. The headteacher provides very good leadership and management for the development for the school. The school has many strengths, some of them outstanding, and few weaknesses. The school serves its pupils and community very well and provides very good value for money.

The school's main strengths and weaknesses are:

- The high standards it achieves.
- The vision and very good leadership and management of the headteacher and key staff.
- Although overall standards are above average, they could be better by the end of Year 2, where the behaviour of a few pupils has slowed learning for the rest.
- The very good teaching and support for pupils' learning through a stimulating and exciting curriculum and the very good provision for pupils who have special educational needs.
- The very good provision for children in the Reception class.
- The excellent provision for the care and guidance of pupils, and the excellent attitudes to learning that this promotes.
- The very good contribution that governors make to the development of the school.
- The lack of a school hall.
- Partnership with parents is excellent.

The school is much more effective than it was at the time of the last inspection. Overall standards have risen – although they have slipped in the infants, they are now higher in the juniors. There has been very good improvement to the governance of the school and in the school's relations with all parents. The curriculum has been very well developed. The school site has been very well developed improving accommodation and provision for outdoor learning for Reception children. The school's self-evaluation is more rigorous and accurate in identifying the correct priorities for improvement, such as the additional support provided for learning in Years 1 and 2.

### STANDARDS ACHIEVED

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

*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 good overall.** In Years 3, 4, 5, and 6 the achievement of pupils is very good. Results in the national tests have been in line with the national trend of improvement

in the last five years. The school's performance in the National Curriculum tests in 2003 was well above those of similar schools and shows that those pupils made very good progress from the results they achieved when they were in Year 2. Pupils now in Year 6 exceed the expected level in English and mathematics and are well above the expected level in science. Pupils in Year 2, reach the expected level for their age in reading, writing and mathematics. Their achievement is satisfactory but could be higher. Results in the National Curriculum tests for seven year olds in the current year show that the senior management team's intervention has been effective in improving on last year's tests results, despite behavioural difficulties in the class impacting on the rate of learning. For example, in writing there was a higher percentage of pupils who reached the higher level than in previous years, and in mathematics almost half the pupils reached the higher level. Children in the Reception class achieve well because they are very well taught and cared for. By the time they start Year 1 they will have exceeded the goals set for all areas of their learning. Achievement is good because, with the exception of a few pupils in Year 1 and 2, pupils have **excellent attitudes** to learning and they behave **very well**, so that time is used very efficiently for learning. Their personal development is **very good** because of the school's **very good** provision for their spiritual, moral, social and cultural development.

## **QUALITY OF EDUCATION**

The quality of education provided by the school is **very good**.

Teaching is **good** overall and there is a very high percentage of very good and excellent teaching in the Foundation Stage and the junior classes (Years 3 to 6). In Years 1 and 2 teaching is satisfactory. Strengths of teaching include: very good planning for different groups; a very high commitment to developing pupils' independence in learning; a strong focus on pupils learning from practical activities and well planned, imaginative links between subjects which enthuse and motivate pupils very well. Assessment is very good and well used to plan appropriately for the learning needs of all in the juniors and the Reception class. It is satisfactory in the infants (Years 1 and 2).

The curriculum is very well planned. It is enriched with very good links in the community to extend learning beyond the classroom and takes very good account of pupils' interests and strengths. Provision in the Reception class has improved with the development of an outdoor learning area and is very good. Provision for out of school activities and clubs is very good. The school's care for pupils is excellent. Accommodation and resources are good overall, though staff have to work hard to overcome the constraints of having no school hall.

## **LEADERSHIP AND MANAGEMENT**

Leadership and management of the school are **very good**. The headteacher, key staff and governors monitor the work of the school rigorously and respond promptly and very effectively to any perceived weaknesses, such as the one mentioned above. Governance of the school is now very good and governors ensure that all statutory requirements are met.

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

Parents hold the school in very high esteem. They value the high quality teaching and care that their children receive and the fact that all staff in the school are approachable and supportive.

Pupils are very pleased with their school. They love the exciting lessons and the many opportunities they have to take the initiative and organise events and activities for themselves and the community. They particularly like the very friendly and happy atmosphere in their school.

## **IMPROVEMENTS NEEDED**

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

- Continue to raise standards by the end of Year 2.
- Investigate ways of providing a school hall.

Both of these improvements are already contained in the school's current improvement plan.

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

### **STANDARDS ACHIEVED BY PUPILS**

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

Overall standards are **above** the national average and pupils' achievement is **good** overall.

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

- Children in the Foundation Stage make good progress in their learning and they achieve well. Most are likely to exceed the goals set for their learning by the time they start Year 1.
- The standards reached by pupils in Year 2 have been adversely affected by the behaviour of some pupils in the class.
- By Year 6 pupils exceed the level expected for their age in most subjects.
- Pupils who have special educational needs, including gifted and talented pupils and the pupil with English as an additional language, all achieve very well.

#### **Commentary**

1. The attainment of children when they join the Reception class varies from year to year and ranges from below to above average. Children who are currently in the Foundation Stage joined the school with attainment that is above the expectation for their age. Children make rapid progress in all areas of learning because they are very well taught and cared for. The teacher has a very good knowledge of children's needs and is flexible in the arrangements for children's learning so that they are able to achieve their best. Careful and thorough assessment ensures that their learning is well tracked. The teacher uses this knowledge to plan activities that provide the correct level of challenge to keep the children moving forward at a good rate. By the end of Reception, the vast majority of children will achieve the goals set in all areas of their learning and many will exceed them, especially in communication, language and literacy and personal, social and emotional development. By the start of Year 1 children are very well prepared for the next stage of learning.



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

Standards in:	School results	National results
Reading	16.2 (17.4)	15.7 (15.8)
Writing	14.2 (14.9)	14.6 (14.4)
Mathematics	14.4 (17.4)	16.3 (16.5)

*There were 10 pupils in the year group. Figures in brackets are for the previous year*

2. Results in the National Curriculum tests in 2003 for pupils in Year 2 were in line with the national average in reading, below the national average in writing, and well below the national average in mathematics. Compared with schools in the same free school meals group, these results were well below average. Overall, boys' performance in the tests was better than girls'. The results reflect in part the composition of the group that sat the tests, which had a high proportion of pupils with special educational needs, mainly associated with behavioural difficulties and in part the inexperience of the teacher who had to deal with a sudden influx of pupils with special needs. Prompt action by the senior management team has brought about improvement in this year's results (2004) which are much improved on last year's and show a higher percentage of pupils reaching the higher level in the writing and mathematics tests. The dip in results in 2003 has meant that the school's four-year trend of improvement dropped below the national trend.
3. Pupils now in Year 2 reach the expected level in their reading and writing, but for a few the ability to listen attentively is below the expectation for pupils who are seven. In mathematics and science they reach the level expected for their age. Their achievement in these subjects is satisfactory. Pupils reach the expected level in information and communication technology, because they have good opportunities to apply their skills in different subjects. In history they reach the level expected for their age and respond positively to the visits which enrich their learning in the subject. In music they exceed the expectation for their age because they are well taught by a subject specialist. Overall standards are lower than they were at the last inspection because teaching is not of such high quality and there are more challenging pupils in the group than formerly.

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

Standards in:	School results	National results
English	25.6 (28.8)	26.8 (27.0)
Mathematics	27.5 (27.0)	26.8 (26.7)
Science	28.8 (27.7)	28.6 (28.3)

*There were 13 pupils in the year group. Figures in brackets are for the previous year*

4. Pupils who are now in Year 6 exceed the national expectation in English and mathematics because they are very well taught and are given good opportunities to use and develop their skills in other subjects. Their language skills are very well developed and put to very good use in both speaking and writing. In mathematics they are adept at problem solving, because they have many opportunities for practical investigation and make very good use of ICT. In science a very high proportion of pupils exceed the expectation and work at the higher level, because the subject is very well planned, the team teaching is excellent. Their

learning is based firmly on investigation which excites and motivates pupils and helps them to achieve very well.

5. By the end of Year 6, they exceed the expectation for their age in information and communication technology and show very mature attitudes to working independently with computers, cameras and microscopes, as well as with a wide range of software. Pupils exceed the expectation in history and geography because the curriculum is very well planned and taught, and is enriched with a very good range of visits and visitors. In music they exceed the expectation because they are very well taught by the subject specialist and all pupils from Year 3 to Year 6 have instrument tuition at lunchtime. In all of their learning, pupils are given plenty of opportunity to work independently and collaboratively and this adds to their achievement by allowing them to pursue aspects of a topic which interests them. Their basic skills, in literacy, numeracy and ICT, are well developed and consolidated through the frequent opportunities they have to use them in other subjects.
6. Pupils who have special educational needs achieve very well. This is because teachers have a very good knowledge of pupils in their care and quickly identify any pupils who falter in their learning. Very good provision is made for their learning through Individual Education Plans that are well written, with measurable and attainable targets for pupils, so they are able to see how well they progress. Pupils who sat the Year 6 national tests in 2003 made better than expected progress from Year 2 to Year 6 because of the very good support they receive for their learning. Pupils who are recognised as gifted or talented have their needs very well met and they achieve very well. By working alongside pupils in a higher class they are able to work at a level which challenges them and allows them to learn at a very good rate. The pupil who has English as an additional language joined the school in the autumn term unable to speak English. He is now almost fluent and can learn without additional support because of the very good provision the school made to help him learn English. He is fully integrated in all lessons and learns very well with the support of the teacher and his peers.
7. The school sets challenging targets for pupils in national tests that are based on very good knowledge of their current learning. The school met the targets set for the national tests in 2003 but the targets for this year are not likely to be fully met, because one pupil left the school before sitting the tests.

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

Attitudes to learning are **excellent**; behaviour is **very good**. Attendance and punctuality are **very good**. The spiritual, moral, social and cultural development of pupils is **very good overall**.

### **Main strengths and weaknesses**

- The Christian ethos of the school, supported by the commitment of all who work in the school, promotes high standards of behaviour.
- Pupils develop excellent attitudes to learning because of the high quality of teaching and the exciting curriculum.
- Pupils are eager to enter into the life of the school and willingly take accept responsibility and take initiatives.
- Excellent relationships between pupils and the adults in the school demonstrate how highly pupils value being part of the school community.

- The school is addressing the poorer behaviour of a very small minority of pupils well.
- Attendance is well above the national average.

## Commentary

8. The school's outstanding ethos, which is firmly rooted in Christian principles, promotes excellent relationships between all pupils and adults and supports very good behaviour and attendance. The very good provision for pupils' spiritual, moral, social and cultural development creates an environment in which everyone feels they belong to a secure and caring community. As a result pupils have very good opportunities to show initiative and take responsibility and this in turn creates a learning environment in which pupils can learn very well. Older pupils are mature and give a very good lead through their example in organising and managing different aspects of school life. They have a very good understanding of their role as leaders in the small community and take very seriously any tasks that are allocated to them. Because of the very good opportunities for personal development pupils are very well prepared for the challenges of secondary school.
9. Children in the Foundation Stage mirror the excellent attitudes they see around them. Their behaviour matches the very good standard set by older pupils with whom they have frequent contact. They work happily, sharing and building very good work habits. They are responsive to their teacher and very willing to work independently and try hard to do all that is asked of them. Their personal and social skills are very well developed so that they will exceed the targets set for them in their personal, social and emotional development by the end of the year.
10. Pupils are very proud of their school and very enthusiastic about all aspects of school life. They enjoy working hard and delight in pleasing their teachers with their achievements. They find lessons very interesting, enjoy the tough challenges set and value the frequent opportunities to collaborate with peers to complete tasks. High numbers of pupils attend lunchtime and after school club activities and all pupils learn to play the recorder. Pupils are encouraged to care for each other and for the disadvantaged in the wider world. For example, older pupils look after younger pupils at playtime, younger pupils share books with their reading buddies and pupils suggest ways in which money can be raised to sponsor a child in Uganda. Pupils are encouraged very well to use their own initiative. For example, in response to vandalism in the school's nature reserve, pupils wrote polite letters to local residents to heighten their awareness of what was happening.
11. Pupils demonstrate an open, genuine understanding of the difference between right and wrong, and a very well developed sense of spiritual awareness. They are very caring in their dealings with others because of the very good example they are set by all adults in the school. Whole school assemblies, which are held every day, provide very good opportunities for pupils to respond to music and share their feelings about what they hear. In a very good assembly involving pupils from the drama club, the story of the Good Samaritan was very well told, allowing pupils of all ages to see clearly the importance of God's message about everyone being your neighbour. Lessons in personal and social education and circle time provide very good opportunities for pupils to raise issues that concern them as well as giving time for pupils to consider possible solutions. The school's strong emphasis on valuing pupils' ideas and suggestions is a significant factor in their personal development which creates in pupils a genuine sense of their importance in the school community.

12. Behaviour throughout the school is very good and the school has had no exclusions. However, the behaviour of a minority of infant pupils has given the school some concern over the past year. The school has vigilantly sought the advice of external professionals and has put effective strategies in place to help these pupils to improve. When the school visits the swimming baths, the behaviour of pupils is exemplary both in and out of the pool. For example, pupils wait very patiently for their session in the pool and are prompt to leave it when asked to do so. Elsewhere, pupils behave very well without direct adult supervision, as when they work on computers in the school library for short periods during lessons. The quality of pupils' behaviour makes a very good contribution to their learning as they are always alert to the teacher's requests, responding promptly to instructions so that no time is lost in lessons.
13. Pupils in all classes are taught about their own and other cultures through religious education topics about world faiths and in geography about the way of life in other countries. Teachers are quick to seize upon any opportunities to enrich pupils' cultural knowledge and understanding and in the last year have developed links with Hong Kong, through the family of a Chinese pupil who joined the school as well as topics on Thailand, following the visit of one of the teachers. Older pupils have links with a Canadian school and exchange e-mails to compare their experiences with those of Canadian children. The school's strong commitment to music and involvement in the arts give pupils further opportunities to learn about their own and other's cultural traditions. Display of pictures, artefacts and greetings in different languages constantly remind pupils of the rich cultural diversity of the society of which they are a part.
14. Parents are supporting the school very well by ensuring that their children attend school regularly and lateness is rare. The school has no unauthorised absence. The school keeps very good records and recent analysis shows that authorised absence is slightly higher than that published for the full year at 4.2% but is still below the national average.

**Attendance in the latest complete reporting year 2003 (%)**

Authorised absence	
School data	3.3
National data	5.4

Unauthorised absence	
School data	0.0
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**

Categories used in the Annual School Census
White – British

**Exclusions in the last school year**

No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
96	0	0

Chinese	1	0	0
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*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 **very good** quality of education for its pupils. Teaching is **good** overall; the quality of the curriculum, including opportunities for enrichment, is **very good**. The quality of care provided for pupils is **excellent** and the school has **excellent** partnership with parents.

### Teaching and learning

Teaching and learning are **good** overall. Assessment is **very good**. There is a very high proportion of very good and excellent teaching in the Foundation Stage and in Years 3 to 6, which helps pupils to achieve very well. Teaching and learning in Years 1 and 2 are satisfactory.

### Main strengths and weaknesses

- Relationships are excellent; they support the very high expectations that most teachers have, as well as giving pupils the confidence to take the initiative with their learning.
- Most teachers know their pupils very well and offer demanding but attainable challenges to all.
- Teachers make imaginative links between subjects and set thought-provoking tasks.
- Pupils who have special educational needs are very well supported to achieve as well as their peers in lessons.
- Pupils' learning in Years 1 and 2 has been slowed because of the time given to managing the misbehaviour of a few pupils.
- Pupils' natural curiosity and enthusiasm for learning are well directed through teachers' planning and the range of methods they use to allow pupils to learn from practical activities.
- Homework is imaginative and flexible, giving pupils a good choice in how they research and present information.

### Commentary

15. There is a higher proportion of very good and excellent teaching in Years 3 to 6, than was seen at the last inspection and the impact of this is seen in the very good achievement of pupils in these classes. The improvement in the quality of teaching here owes much to the developments in curriculum and assessment that have occurred since the last inspection. Improved links between subjects and sharper assessment of pupils' needs have led to better learning opportunities for pupils in these classes. There is a very good emphasis on developing pupils' independence in learning from an early age and this has a significant impact on their confidence and enthusiasm for learning. The quality of teaching has declined in the infants (Years 1 and 2) since the last inspection and it is now satisfactory. There has been an increase in the number of pupils in the class and many of those joining since the start of Year 1 have presented behavioural difficulties which has slowed the learning of pupils generally in the class. The school has taken effective action to address this situation, but nevertheless, the quality of teaching and learning seen here are not as high as in other parts of the school.

16. In the Foundation Stage children settle quickly to the demands of learning because of the very clear routines that are established when they join the school. Teaching is consistently very good and children achieve very well. The teacher has very high expectations of children's behaviour and concentration which she balances well with encouraging independence and initiative. Planning is very effective in capturing children's interest and preparing activities which allow children to select activities for themselves so that they develop confidence and independence. The teacher makes very good links between areas of learning so that children can see the connections and apply their skills across all their learning experiences. Because of the very thorough tracking of children's learning, the teacher is able to plan activities to challenge each child which results in very good use of time and builds well on their enthusiasm for learning.
17. Where relationships are excellent, in Years 3 to 6, pupils learn at a very good rate because they want to please their teachers. They listen closely during whole class teaching sessions and are eager to contribute to discussion. Teachers make very good use of pupils' response in these sessions to direct and phrase questions to individual pupils to assess their learning and develop their thinking. The level of discussion in many lessons is high because pupils have the confidence to explore ideas through talk and build upon the suggestions of others. In a Year 5/6 science lesson, where teaching and learning were excellent, pupils learned much from each other during a well led discussion which considered what was happening while yeast was fermenting. Lower attaining pupils were supported by the teacher's very good questioning to conclude that the bubbles they saw contained carbon dioxide. They were then delighted to realise that they had reached this conclusion well ahead of most of their classmates.
18. In many lessons teachers make imaginative links between subjects, which enhances pupils' learning by allowing them to make connections and sometimes to explore how one thing can impact upon another. Recent work by Year 5/6 pupils linking their earth and space studies in science with a design and technology project gave pupils the opportunity to apply their mathematical skills and scientific knowledge to produce some very high quality models of the planets that orbit the sun. Pupils were very proud of their high quality finished products and in discussion were keen to point out how the scale of their models was the result of very careful calculations based on good research about the different sizes of planets. Most teachers make good use of pupils' basic skills in other subjects and this both consolidates and develops these skills. The range of writing that teachers plan across different subjects is impressive and pupils are confident writers because they see the purpose of writing such as letters expressing their indignation when their carefully planted nature reserve was damaged by vandals.
19. The teaching of pupils who have special educational needs is very good. The excellent relationships within the school impact favourably making pupils interested in the activities planned for them. Classroom assistants are well informed and work closely with class teachers providing consistent expectations and encouraging pupils to do their best. Individual educational plans and appropriate intervention procedures based on very good assessment information enable pupils who have special educational needs to achieve very well. In the short sessions when pupils are withdrawn for intensive support they make very good progress because the teachers and classroom assistants have a very good understanding of their needs and make very effective use of good resources. The school also makes very good provision for pupils who are gifted and talented by carefully assessing their needs and ensuring they work at the correct level. This is achieved mainly by placing pupils in a higher age group so that they are set work which will challenge them

and will be able to work at an appropriate rate. The pupil who joined the school with no spoken English in the autumn term has made very good progress because of the very good support he has received from the ethnic minority support service, his class teacher and the pupils who give him regular support to improve his English in and out of lessons.

20. Pupils in all classes benefit from activities that give them opportunities for independent thought and collaboration with peers. These strategies add greatly to pupils' confidence and enthusiasm. In a very good lesson in Year 3/4, pupils relished having to make suggestions for Henry VIII's problem in securing a male heir to the throne. They entered into lively discussion in their groups and gave due consideration to the constraints that were upon him. Very careful staging by the class teacher meant that they were able to develop their ideas and arrive at some very sound suggestions: '*adopt a boy*'; '*let his daughter be the next ruler*'; '*don't go to court and he won't fall in love with the ladies there!*' The ability of all pupils to enter into this kind of learning is a hallmark of the provision teachers make to help pupils make sense of their world.
21. Teachers' knowledge of their pupils is detailed. They make very good use of this knowledge to plan work at the correct level, to pair pupils for different activities and to give pupils the correct level of freedom to help them develop their independence further. For example, in a Year 3/4 writing lesson, the teacher wisely adapted her plan to place pupils of similar attainment into pairs when she realised the enthusiasm of one pair of boys would be blunted if they did not work together. Her decision to allow them to work together paid off in very good concentration and writing of which both boys were very proud.
22. Pupils enjoy the opportunity to choose how they will present certain homework tasks and work hard on researching *Exploration*, because they can follow their own interests and choose explorers from any era. For this particular piece of homework one pupil chose to make a video presentation, with herself interviewed as the explorer. Other homework tasks in mathematics and science rely on practical activities and problem solving, which is a strength because this ensures pupils are eager to complete homework tasks. Older pupils commented how much they liked these kind of tasks rather than always doing written work.

### **Summary of teaching observed during the inspection in 23 lessons**

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
5	13	4	1	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 quality of the curriculum is **very good**. Enrichment of the curriculum through clubs, visits and visitors is **very good**. The quality of resources is **good** and they are used well to support learning. Accommodation is **satisfactory**, although space is limited, it is managed very well to overcome any restraints it could otherwise place on learning opportunities. The lack of a hall for whole school activities, including assemblies and provision for indoor physical education lessons is a weakness that the school copes with very well.

## **Main strengths and weaknesses**

- The curriculum is exciting and enriched through many experiences.
- All pupils learn to play a tuned instrument and to read music before they leave the school in Year 6.
- The curriculum is very well planned to make meaningful links between subjects and to consolidate pupils' basic skills.
- The curriculum is innovative and is continually being improved.
- Equal opportunity is central to the work of the school.

## **Commentary**

23. In the Foundation Stage (Reception class), there is a very good balance between activities directed by the teacher, those selected by the teacher that give opportunities for exploration and those chosen by the children. All the required areas of learning are linked together very well to make good use of time. There is very good emphasis on communication, language and literacy and personal and social development at levels appropriate to the children's needs, so that they are very well prepared for the next stage of their learning.
24. For pupils in Years 1 to 6, all the subjects of the National Curriculum together with religious education and collective worship are fully included. The curriculum is reviewed regularly to initiate further improvement. For example, in the last year, provision in religious education and geography have been reviewed and enriched with new topics and new methods of working to ensure greater involvement of pupils in their learning. Practical experiences, the use of visits and visitors are embedded in planning to ensure that they are memorable and enrich learning. Teachers are quick to seize on opportunities which will extend the curriculum and allow pupils to develop their own interests and enthusiasms. For example, in the last school year, a group of older pupils took part in the county environmental challenge by linking their work in science with their interest in bumblebees. Research led them to create a suitable habitat in their school nature reserve. Their efforts not only won them the county environmental prize, they also inspired a younger group of pupils to establish their own butterfly habitat by following their example. This practice of sharing and linking curriculum extension is typical of the many innovations which are continually being developed.
25. Teachers set clear objectives for lessons, and frequently specific objectives for groups or individual pupils to ensure that they capture their interest and allow them to choose the direction of their learning. This approach has had a most beneficial affect on the attitude of many pupils, especially boys, towards their work. Being allowed to choose how homework will be presented, for example, has generated real enthusiasm and a good commitment to what was once seen as a chore. Another strength of the curriculum provision is that of teaching every pupil to play the recorder. Despite placing an onerous burden on teachers and a parent volunteer, the school is committed to ensuring that every pupil can read music and play in an ensemble by the time they are in Year 6. Lessons take place at lunchtime so as not to take time away from other subjects.
26. Teachers in each class plan their own sequence of lessons carefully to link subjects and make effective use of time. Literacy and numeracy skills are used well to support and record learning in other subjects as well as being consistently developed wherever



possible and this contributes well to the standards attained. For example, imaginative and creative writing are frequently used in a fresh and exciting way to reinforce pupils' knowledge in history and religious education, while numeracy skills are linked very well with science and design and technology when pupils calculate scale to produce models of the planets moving around the sun. By Year 6, pupils produce high quality multi-media presentations for different audiences, again reinforcing literacy and numeracy skills.

27. The provision for pupils who have special educational needs is very good. It is very clear that both the academic and personal needs of individual pupils are central to the work of the school. All pupils who have special needs have individual educational plans and where appropriate pupils are involved in discussing their targets and reviewing their progress. Different strategies are used to support those with learning difficulties or specific talents in a particular area. For example, very high attaining pupils are moved into suitable groups so that they work at the correct level, regardless of their age. In the current school year there are pupils from Year 2 who are working in the Year 3 /4 class, while two girls from Year 4 find themselves well challenged and learning at a good rate in the Year 5/6 class. Pupils who have learning difficulties are similarly well provided for. There are high quality intensive sessions to improve their literacy skills which target their needs precisely and help them progress very well. They are also supported very well in class by the teacher's careful planning, which is sharply based on the targets in their individual education plan. Provision for personal social and health education is very good, and there are suitable arrangements in place for good quality support for sex education and drugs awareness.
28. There is a very good range of extra-curricular sports, music and other activities, including drama and chess clubs. These are very well supported by the pupils who attend in large numbers, and by their parents, some of whom run after school clubs. The school's provision for swimming is another example of the many opportunities that the school provides for pupils to learn alongside and from each other. In the summer term the whole school takes swimming lessons together in the local pool. This allows younger pupils and those who are the early stages of learning to swim to learn from the example set by older and more proficient swimmers. Older pupils set an excellent example to younger ones and make good use of the opportunity to exercise care for them as they encourage and help them get changed and then take a shower after the session.
29. Resources for learning are good. They are very well organised to make use of the space available, easily accessible and well used. Space is also well used and extremely well managed. The whole school gathers in the Year 5/6 classroom at the start of every afternoon for assembly. This is organised by older pupils without any fuss and everything runs smoothly. However, despite teachers and pupils managing very well without a school hall this does impose considerable restrictions on certain activities and is a weakness that the school is constantly at pains to resolve. There are sufficient teachers with the necessary skills to teach the curriculum to all age groups. Classroom assistants are well deployed to give support to pupils who need it. The use of teachers' specialist expertise to teach subjects such as physical education and music across the school, ensures that pupils gain the maximum benefit from teachers skills.

### **Care, guidance and support**

The school provides **excellent** care for its pupils. Comprehensive procedures for health and safety and for child protection are in place. The **excellent** relationships within the school

facilitate very good support and guidance for pupils. Pupils are all very well involved in the work of the school.

### **Main strengths and weaknesses**

- The excellent relationships and the high adult to pupil ratio help to ensure the excellent care of pupils who are all well known to the staff.
- There are very good induction procedures for new pupils.
- The school council contributes well to excellent opportunities for pupils to express their views.
- The health and safety procedures require review.

### **Commentary**

30. The school has a sound approach to health and safety but the procedures have not been reviewed recently to ensure that they reflect the excellent work done in the school and to confirm that all current legislation is fully covered; for example, risk assessments are carried out as required for school trips but the requirement for them is not clearly identified within the health and safety procedure. The school has very good medical facilities for a school of this size and records of accidents and treatments are kept. Child protection procedures are comprehensive. There are currently no children at school who are in public care.
31. Parents and pupils agree that everyone in school is treated fairly; there are appropriate policies for equal opportunities and race equality in place. Pupils were in agreement that they have excellent relationships with at least one adult who they trust and would confide in. The school ensures that all pupils are included in all activities as far as is practical, with adequate access for the disabled.
32. The major contributor to pupils' care and welfare is the relatively large number of adults in the school with one adult for every 16 pupils. This ensures that all activities can be well supervised. All pupils are brought into school by an adult where they are met by at least one teacher. The very few that arrive late have to report to the office as doors are locked as part of the security procedures.
33. Very good links with external agencies means pupils who have special educational needs receive their entitlement to any extra resources that might help them benefit from the school provision. All adults are able to give well-informed advice and guidance to pupils who are confident that they can ask for help and discuss their work. This boosts self-esteem and helps pupils who have special needs to achieve very well.
34. Within the school all staff work as a team committed to pupils' welfare. Pupils are well known to staff who are sensitive to their needs and can therefore provide good support and guidance. An example of the excellent care provided is the support given to a pupil from Hong Kong who had no spoken English when he arrived. In addition to arranging language support through the local authority ethnic minority support service, the staff and pupils developed skills to support him when this provision was not available.
35. Induction arrangements are very good for new pupils and parents are pleased with how quickly the children settle. Those who join the Foundation Stage benefit from a well-planned programme of visits and introduction to the older children. The first three weeks

of the first term are programmed to be a gradual introduction to the school experiences. Pupils who join during the year are invited to visit and be shown round the school – they will normally be allocated a friend when they arrive to help them settle.

36. Seeking pupils' views and involving them in the work of the school is well established with a very effective school council which meets regularly and is very well organised. There is strong leadership of the council with the older pupils supporting the younger ones. Members are elected for a twelve-month period to give a larger number of pupils the opportunity to be involved; all pupils can raise issues through their class representative who also provide feedback after the meetings.

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

**There is an excellent partnership with parents and very good links with both the community and with other schools.**

### **Main strengths and weaknesses**

- Parents are provided with excellent information about the school and their child's progress.
- Parents have very good opportunities to express their views on the school and to talk to staff over any problems.
- There are very good partnerships with the local community and other schools which support the curriculum.
- Many parents are actively involved in supporting pupils' learning in the school.

### **Commentary**

37. The information parents receive about the school and their children's progress is excellent. They receive a well-produced prospectus, regular newsletters and other correspondence. Parents have the opportunity for a formal interview to discuss progress with the class teacher every two weeks by appointment – the demand from parents means these appointments are always taken but the school has an open door policy and will always arrange a meeting to discuss any concerns. The annual reports to parents are good, with information about progress in all subjects as well as the required attendance information. Parents appreciate the content but many feel that they are too detailed and would prefer more of a summary to enable them to see comparisons with expected performance – the school is currently reviewing the format of reports in response to this concern.
38. Parents are extremely satisfied with the school. They are extremely pleased with how their children like the school and believe that teaching is very good. They know that staff expect their children to work hard but also provide a very good range of activities outside the classroom for them. In addition they are extremely pleased with how the school seeks their opinions. There were no parents who returned the questionnaires who disagreed with these opinions. Some parents identified that their child had been bullied but written comments indicated that the school deals well with bullying. Of the few written comments from parents there were twice as many supportive comments as those with individual concerns. All the views were investigated and contribute to the findings in the report.
39. Parents support their child's education by attending parents' evenings and by supporting the school. Many parents have attended courses run by the school to explain how they

can help their child with, for example, literacy and numeracy. Parents are also sent curriculum information so that they know what is being studied and the homework diaries have a space for parents to communicate with the teacher. Parents provide very good support to the school by helping in school and with trips as well as through the active Friends Association.

40. The school has very good links with parents who are always welcomed into the school. The ongoing cycle of parental visits means that teachers and parents have regular opportunities to discuss the progress of pupils with special educational needs and parents are kept fully informed.
41. The school has very good links with the community including environmental projects with which the pupils are involved – the school has won a Lincolnshire Schools Environmental Award. The school has strong links with the local church and the nearby Nursery. There are several sports links which improve the opportunities for pupils to develop sport skills, as well as several industrial links such as with a local wooden toy manufacturer and a sportswear company. Pupils also benefit from visits into the local community and further afield as well as from visitors into school to enrich the curriculum.
42. The very good links with other schools include close liaison with both the Nursery and the secondary schools for pupil transition. Local primary head teachers meet as a group every half term and this is now being extended into groups for deputy heads and for administrative staff. Schools also organise joint training days. Local secondary schools have recently obtained specialist status which is providing improved partnership links with the primary schools. There has been very good improvement in all of the partnerships since the last inspection.

## **LEADERSHIP AND MANAGEMENT**

The leadership and management of the school are **very good**. The governance of the school is **very good**.

### **Main strengths and weaknesses**

- The headteacher provides very good leadership for the development of the school. He manages change very well.
- The subject leaders and the Foundation Stage leader provide very good leadership and management for curriculum development.
- The headteacher's excellent development and promotion of teamwork has created a shared vision which allows the school to respond quickly and very effectively to change.
- The governors have very good knowledge of the school and use this very well to support and challenge the school's development.

### **Commentary**

43. The headteacher provides very good leadership for the school. He has a very clear vision of what the school should offer to pupils and communicates this extremely well to staff in the school, to parents and to governors. Because of his considerable ability to do this effectively, teamwork in the school and partnership with parents are of the highest order. Everyone connected with the school gives very good support to the school's aims and values and helps to create its outstanding ethos. The headteacher has provided an

excellent lead in ensuring that every child in the school is equally valued and has the same access to learning opportunities, ensuring that their confidence and self esteem are very high. Since the last inspection the headteacher has very effectively led change on many fronts. The curriculum has been very well developed; the provision for and the teaching of information and communication technology have improved and so has the quality of teaching in the school overall, despite a slight dip in quality in Years 1 and 2. These and many other improvements have been brought about through careful planning and consultation so that teachers and support staff have been clear about their role in improvement. They have been able to discharge their role very effectively because the pace of change has been measured and very well managed.

44. The leadership and management of key staff in the school are very good. Subject leaders have a very good knowledge of strengths and weaknesses in their subjects through well planned and rigorous monitoring procedures. They have played a significant role in identifying and leading improvements, particularly to the curriculum and assessment procedures. They are expert and highly committed to improving the school and give very good support to each other. The result is that improvement is a continuous process and teachers and support assistants alike are involved in implementing and assessing the impact of change. The open, consultative management style that begins with the headteacher's skilful delegation to colleagues, is a strength of the school's strategy for managing improvement. The leadership of the Foundation stage is also very good and has brought about significant improvements to outdoor provision since the last inspection. The strong team spirit within the school means that ideas and suggestions are quickly translated into practice, as teachers and classroom assistants are eager to learn from each other.
45. The management of special educational needs provision is very good. The co-ordinator is conscientious and well informed. The provision is organised well, the small size of the school is an advantage and communication between staff is very good. Staff are well informed about those pupils who have special educational needs; this is reflected in their teaching and pupils achieve very well.
46. The role of governors in the strategic management of the school has improved significantly since the last inspection. Under the skilful leadership of the Chair, governors now play a full part in identifying the school's strengths and weaknesses and in supporting the headteacher to decide priorities for improvement. They share the headteacher's ambitions for high quality provision and high standards in pupils' work. They have established a very effective committee structure which makes very good use of the different expertise and experience of governors. While they give very good support to the headteacher they are prepared to question and challenge priorities or the direction of improvements. For example, they responded promptly to the dip in attainment in Year 2 by requesting that an action plan to improve this be incorporated in the school's overall development plan. In class support from the headteacher, advice from the local authority behaviour support unit and close liaison with parents brought about improvements to the behaviour of those pupils who were causing disruption to the learning of others. Governors ensure that all statutory requirements are met and that the school's inclusion policies are well implemented and monitored. They ensure that spending is well managed and are active in supporting developments in the school's accommodation. They have been instrumental in acquiring a playing field for the school and new classroom accommodation since the last inspection. The school's finances are very well managed

and members of the finance committee ensure that the principles of best value are well applied to the school's spending and its use of resources.

47. The school benefits from very good parental support, which helps pupils with their learning at home. The school is also very welcoming of parent support in the classroom and on school visits which makes another significant contribution to pupils' learning. The headteacher and key staff have been quick to develop links with external agencies that can bring expertise and advice into the school. This has led to a good expansion in out of school learning for the pupils, which has a very positive impact on their learning and development of new interests.

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

Income and expenditure (£)	
Total income	208,330
Total expenditure	202,583
Expenditure per pupil	2,226

Balances (£)	
Balance from previous year	1,300
Balance carried forward to the next	7,230

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

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

Provision in the Foundation Stage is **very good**.

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

- Teaching is consistently very good and results in good achievement.
- Excellent links with parents mean that children, and their families, feel secure and happy about coming to school and induction arrangements are very good.
- Excellent attitudes from children result in enthusiastic learning and good achievement.
- The excellent care and guidance provided by school staff ensure children's personal and academic needs are central to the provision.
- Ongoing assessment of children's responses ensures staff know children very well and are able to meet their individual needs.
- The absence of a school hall or covered outdoor area restricts activities when the weather is inclement.

#### **Commentary**

48. The children, achieve at a good rate overall, because of consistently very good, caring teaching. Individual lessons are planned very effectively to catch interest, and carefully managed so that the children get on with their tasks busily. Detailed planning makes sure that teaching is focused and demonstrates that the curriculum is properly balanced. Planning shows clearly how activities match the required stepping stones towards the Early Learning goals and beyond to the National Curriculum expectations for children who exceed these standards. The philosophy of encouraging children to learn through play is successful, resulting in very good opportunities for all children to achieve well. The atmosphere is harmonious; children are very happy and enjoy the wide range of learning opportunities provided for them. The quality of the accommodation is very good, having improved since the last inspection. Due largely to the efforts of parents, there is now a delightful outdoor play area and a good range of out door resources so children can move around freely and explore their environment. Parents are welcomed and encouraged to support their children, contributing in no small way to their children's good achievements. Leadership and management of the Foundation Stage are very good, based on very good understanding and experience of the learning needs of young children and very good observations of their reactions and responses. Improvement since the last inspection, when teaching was judged as good and outdoor play area felt to be limited, is good. The attainment of the current Reception class was above average when they joined the school and almost all will exceed the early learning goals in all areas by the time they begin Year 1.

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

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

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

- A very high priority is given to this area of learning.
- Teaching and learning are very good and lead to very good achievement.
- The very good relationships and excellent care and guidance make a considerable contribution to learning.

## Commentary

49. The children reach a very good level of personal, social and emotional development by the end of the Reception class. This is because of very good teaching in this area. The teacher and the NVQ (National Vocational Qualification) student model good relationships and teach children to consider the feelings of others and to value each other. As a result children work and play as a group, applauding each other's efforts and helping each other when a task is difficult. The very broad curriculum based on play gives children a very good start and prepares them well for the next stage of their school career. Staff are very sensitive to children's educational and personal needs, the small number of children in the class and the community 'feel' within the school ensures that children's individual needs are quickly identified and supported. The children are alert and confident, full of ideas and comment but can sit quietly when required, and their behaviour is consistently very good. The 'Star of the Day' badge is highly prized, motivating children to conform to class rules. Children are given very good opportunities to show independence in making decisions about their activities and tidying up their own equipment. Equally they are encouraged to take turns and co-operate with others.

## COMMUNICATION, LANGUAGE AND LITERACY

Provision in communication, language and literacy is **very good**.

### Main strengths and weaknesses

- Teaching and learning are very good and result in very good achievement.
- Communication skills are encouraged in all activities.
- Children are confident, eager to learn and respond very well to the opportunities to read, write, speak and listen.

## Commentary

50. Teaching is very good and learning reflects this. Standards in speaking and listening are above average when children first start school. The children achieve well in all aspects of communication, language and literacy and by the time they reach Year 1 almost all have attained the Early Learning Goals and most are attaining beyond this. The teacher has high expectations and very good relationships. As a result children achieve well. They quickly learn to read because of the strong home school partnership, for example taking reading books home, and having regular reading practice. The theme at the time of inspection was *The Seaside* and children had visited Skegness a week earlier. To fit in with the theme, class reading was based on a giant postcard. Children recognised the address section and the majority are confident in knowing full stops mark the end of sentences. They enjoy lessons where they match letters to sounds, understand that combinations of sounds make words and happily chanted *The Alphabet Rap* as they consolidated their understanding of letters. Because their teacher teaches the link



between letters and sounds thoroughly relating it to spelling and reading, a good proportion of children already read common words in a range of contexts and can read simple sentences independently.

51. Role-play is an important element of the very good provision. With part of the classroom set up as an aeroplane, all children enthusiastically take the parts of pilots, cabin crew, checkout staff and passport control. Due to careful, structured teaching all children understand the roles and play collaboratively and sensibly because they know their tasks. The teacher is very good at standing back and letting children learn and play independently. This gives very good opportunities for children to discuss and negotiate imaginative play with each other leading to very good standards of speaking and listening. Throughout lessons children learn to listen to each other, confident in the knowledge they will all get a turn to make suggestions or ask questions. The visit to Skegness had been used effectively to encourage children to write three or four sentences about the objects they observed on the beach. The more able children adding in descriptive words 'I smelt the salty, sandy water' or 'I saw a dead smelly crab'. Children's ideas are skilfully built on; they respond well to the challenge of writing on the board, writing their postcards and recording on checklists their participation in class activities.

## **MATHEMATICAL DEVELOPMENT**

Provision in mathematical development is **very good**.

### **Main strengths and weaknesses**

- Teaching and learning are very good leading to good achievement.
- A good range of accessible resources supports children's learning.

### **Commentary**

52. By the time children reach Year 1 almost all have achieved, and many exceed, the expected levels. Children's excellent attitudes to mathematics contribute greatly to their good achievement. Registration is used effectively so children learn dates and ordinal numbers. The majority can count in tens to a hundred and the more able recognise one hundred pence make one pound. They gain an understanding of measurement when they sort seeds according to size. Children acquire counting and matching skills; they know the names and can recognise two and three-dimensional shapes. The Beach Shop set up outside provides an ideal opportunity for practical numeracy as children buy, sell and count out change. Children have many opportunities within classroom activities to practise relevant skills such as counting sorting and measuring. Adults have very good relationships with the children and continually check their level of understanding. As a result children are confident about answering questions and in trying activities for themselves.

## **KNOWLEDGE AND UNDERSTANDING OF THE WORLD**

Provision for knowledge and understanding of the world is **very good**.

### **Main strengths and weaknesses**

- The school provides a wealth of interesting and accessible resources for children to investigate.
- An expectation that children will evaluate their construction work prepares them well for the next stages of school life.

## Commentary

53. Many children enter school with a keen interest in the world around them, and achieve very well in the elements of knowledge and understanding of the world. Teaching is very good, creative and engaging, and children respond very well to the good quality, first-hand experiences and learn well about and from the world around them. For example a visit by a pilot, a local police officer and a dental nurse, as well as visits to Skegness, the recycling plant, local church and river bank and discussions with grandparents, stimulate learning back in the classroom and promote a good grasp of time and place. Information technology is taught well and children confidently use computers to access literacy and numeracy programs and produce individual weather diaries. The nature reserve developed by the school provides a further source of exploration and discovery. There are very good opportunities for children to design, build and construct with a wide range of objects or use a variety of tools. Children working on their photograph frames listened carefully and made a very good job of measuring, sawing and checking their pieces of wood and understood the need to make 'square corners' for their frames. A particular strength is the expectation that children will evaluate their designs and models such as windsocks and wind chimes, deciding what has been difficult and what they feel is successful. This forms a firm basis of skills that are extended as children move through the school.

## PHYSICAL DEVELOPMENT

54. Insufficient lessons were observed to make an overall judgement about teaching and learning. Standards of attainment in physical development are above average when children start school. By the time they enter Year 1 they all attain the Early Learning Goals and many exceed them. Children show very good ability in fine motor skills, such as moving the cursor on the computer screen and cutting paper for creative activities. Reception children join the rest of the school for swimming lessons in the summer term.

## CREATIVE DEVELOPMENT

Provision for creative development is **very good**.

### Main strengths and weaknesses

- Teaching and learning are very good.
- The emphasis on developing pupils' imagination is very effective.

## Commentary

55. Standards of attainment in this area are above average when children start school. By the end of Foundation Stage almost all children have attained and many exceed the Early Learning Goals and their achievement is good. Teaching and learning are very good. Children learn to apply paint and manipulate modelling and construction materials. Linking with environmental work they design and make seed packets containing salt dough seeds, symmetrical butterfly patterns and rainbow collage. Regular opportunities in lessons and assemblies encourage children to sing and enjoy music. A strength of the provision is the high focus on developing

imaginative play. The very good planning provides a structured approach to creative development ensuring all children have very good opportunities to express themselves creatively.

## **SUBJECTS IN KEY STAGES 1 and 2**

### **ENGLISH**

Provision in English is **very good**.

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

- High standards are achieved by the majority of pupils in all aspects of the subject.
- The learning of pupils in Years 1 and 2 is adversely affected by the misbehaviour of a few pupils.
- Excellent teaching in Years 3, 4, 5 and 6 leading to very good achievement for pupils.
- Writing is very well used in all subjects so that pupils have real purposes for their writing.
- There is very good promotion of speaking and listening, which is well used to share ideas and increase the rate of learning for pupils.
- Pupils who have special educational needs are very well supported to achieve as well as other pupils in their learning.

#### **Commentary**

56. By the end of Year 6, pupils reach standards that are above the expectation for their age and they achieve very well. There have been very good improvements to the curriculum and the quality of teaching since the last inspection and the high standards found then have been maintained in Years 3 to 6, though there has been a dip in standards in Years 1 and 2.
57. Standards in Year 2 are in line with the expectation for pupils aged seven and their achievement is satisfactory. Pupils speak clearly and confidently and all are able to enter into class discussion. For some pupils, listening is not at the expected level and this weakness reflects the impact of some unsatisfactory behaviour in the class, which has resulted in pupils' not concentrating as fully as they might on their learning. Reading is well promoted and pupils enjoy sharing books and talking about what they read. Standards in reading are at the expected level. Writing is also at the expected level, though for some pupils handwriting is still not as legible and well formed as it should be by this age. There has been a considerable impact on the learning of pupils in this class due to the influx of a high number of pupils at the start of Year 1. This influx changed the balance of the class, as most of these pupils had behavioural difficulties and took some time to respond to the school's expectations for behaviour. Effective action by the senior management team has brought about improvement in the learning of these pupils and the targets set for the class in National Curriculum tests have been exceeded this year as a result of senior management interventions.
58. Standards are high in all aspects of the subject in Years 3, 4, 5 and 6, and by Year 6, pupils exceed the level expected for their age. All pupils speak clearly, confidently and are prompt to answer and ask questions about their learning. They make very effective use of talk to extend their own and other's thinking and have a very good sense of the give and take of discussion. Because of their very good listening skills and their mature

attitudes, pupils are able to retain their learning very well and this has a significant impact on their overall attainment. Pupils of all attainments read with great enjoyment and very good understanding. They read for pleasure and for information from books, CD-ROM and the Internet. They have good skills of skimming and scanning for information because they have so much practice through the opportunities they are given in this and other subjects. Pupils' writing skills are very well developed through the many opportunities they have to write in other subjects. By Year 6, pupils write for a very wide range of purposes and have a very well developed sense of audience. They know that to catch the reader's attention they must write powerful opening sentences and that to sustain the reader's interest they must structure their writing effectively. Most pupils have a very good vocabulary which has been enhanced by their wide reading, and which they use to very good effect when writing about science experiments, the reasons for Henry VIII's many marriages or to express their outrage at the damage to the school's nature reserve. Standards of presentation are very high and pupils' written work shows how highly they value learning and how much they want to please their teachers.

59. Pupils' enjoyment in learning and the excellent attitudes they develop in Years 3 to 6, begin with very careful planning by teachers who have a very good knowledge of their pupils' needs, aptitudes and interests. They use this knowledge very effectively to set tasks that interest and challenge pupils and present them with a variety of ways to learn and record their learning. Because of this, pupils are eager to listen closely and enter fully into the lesson from the outset. They volunteer answers quickly and build upon each other's suggestions naturally, so that learning progresses at a brisk pace. They respond very positively to working in pairs or groups to consider ideas and decide on ways of presenting information or writing poems. Pupils in Year 3/4 were fired with enthusiasm for writing poems because of the teacher's very good explanations and examples of word play. They created very good lines: *Can you swallow your Adam's apple? ...or the frog in your throat ?* and *Can you adjust the rein in the sky?* as a result of the detailed preparation for their writing. Teachers make clear to pupils their high expectations of effort and care and they set targets for pupils to help them improve. Pupils are keen to meet these expectations and work very hard both during whole class sessions and when they are set to work individually or in pairs. Pupils in Years 5 and 6 showed high levels of concentration and very good collaborative skills when they worked together on the minutes of a controversial planning meeting to discover what exactly the different arguments for and against a proposed housing development were. Higher attainers compared the minutes of the planning meeting with the newspaper report and were able to discover where matters had been exaggerated or played down. They were delighted at the end of the lesson to have pleased their teacher by producing such high quality responses. In Years 1 and 2 teaching and learning are satisfactory but pupils do not show the same very high levels of enthusiasm for tasks as they do in other classes. Sometimes they do not concentrate as well as they might and are easily distracted from following instructions, so their rate of learning slows.
60. Teachers make very good use of classroom assistants and these make a significant contribution to pupils' achievement. They have a noticeable effect on the concentration of pupils, particularly in Years 1 and 2, where their ability to teach reading is very well used for small groups of pupils during guided reading sessions. All teachers make good use of ICT to support pupils' learning, either for developing spelling strategies or to devise different ways of presenting their work.

61. The subject is very well led and managed. There is regular monitoring of standards and teaching and learning, and findings are promptly acted upon. For example, the dip in standards in Year 2 in 2003 was quickly tackled with a detailed action plan, which identified additional support and a focus on raising the attainment of particular pupils. The effectiveness of this response is seen in the improved results for this year, with a good rise in the proportion of pupils reaching the higher level in writing. The subject leader has ensured that literacy skills are well promoted and consolidated in other subjects and this is raising standards, particularly in writing across the school. There has been very good improvement in the subject since the last inspection.

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

62. Teachers make good use of pupils' good literacy skills in other subjects. In all lessons pupils are provided with many opportunities for discussion with learning partners to help them clarify their understanding and to develop ideas. This strategy is used to very good effect in science and mathematics lessons where pupils explain their hypotheses and calculations to each other fluently and clearly. Teachers plan writing activities in other subjects so that they will provide opportunities for pupils to use the skills they have learned in literacy lessons to write in different styles for history, geography and religious education. In the course of a week pupils have many opportunities to practise their reading as they research in books and on computers and plenty of choice about how they will present their written work.

## **MATHEMATICS**

Provision in mathematics is **good**.

### **Main strengths and weaknesses**

- Very good teaching for pupils in Years 3, 4, 5 and 6 lead to high achievement.
- Pupils in Years 3,4,5 and 6 have very positive attitudes to the subject.
- The behaviour of a minority of pupils in Years 1 and 2 restricts their learning.
- Management of the subject is very focussed and is resulting in improved standards.
- Investigative and practical approaches are being used effectively to raise standards.

### **Commentary**

63. Inspection findings show the present Year 2 cohort is broadly in line with national expectations with a significant number of pupils achieving higher levels and the present Year 6 is functioning above the expected level. This indicates that standards are rising and the percentage of pupils attaining higher levels is increasing. Pupils' achievement is satisfactory in Year 2 and it is good in Year 6.

64. Teaching overall is very good, with excellent teaching seen in the Year 5 and 6 class. This impacts positively on learning and is the main reason why pupils are achieving well. In Years 1 and 2, teaching and learning are satisfactory. Lesson plans are clear and teachers teach mathematical skills with competence and in a systematic way. This is essential because of the mixed age classes; teachers ensure that pupils are taught appropriately for their age and ability, successfully organising their lessons and activities to encourage individuals to do their best. As a result learning is good. Classroom displays include the key vocabulary for calculations and problem solving and samples of

pupils' work showing the results of their investigations into for example pupils' travel arrangements. Not content with analysing data and presenting it in a range of graphical forms, pupils then consider how the data can be used to improve school travel arrangements.

65. Pupils are generally positive about the subject. They know their lesson objectives and respond enthusiastically to the mathematical challenges of the lessons resulting in good achievement. However, a small number of pupils in Years 1 and 2 are slow to respond to classroom instructions and expectations. This results in a loss of teaching time for all the pupils in the class and restricts their learning.
66. Teachers place a strong emphasis on investigation and practical activities. Pupils make very good use of their literacy skills in explaining verbally or in writing their rationale for calculations. The 'buddy' system in Years 3 and 4 is effective, pupils discuss their calculations and reason in a mature way. Homework is given regularly and is of a practical nature, for example finding out the capacity of the fuel tank in the family car. This type of activity is fun and pupils see the relevance of mathematics to everyday life. Year 6 pupils run the school bank. Pupils take this responsibility very seriously; they double check transactions and enter the information into computer records. Just as in a high street bank the 'bank staff' are eager to check the computer records against the transactions to make sure everything balances.
67. The subject leader oversees and manages the subject very well. Teaching is regularly monitored; teachers review their planning on a daily basis based on their assessments of pupils' learning. All teachers track pupils' progress and make well considered projections of future attainment. The results of national tests are carefully analysed and the staff work together effectively to adjust their teaching focus or to prioritise particular aspects of the subject. Improvement since the last inspection is good.

### **Mathematics across the curriculum**

68. Pupils make good use of their good mathematical skills across the curriculum. For example they use time lines in relation to their history. In Years 3 and 4 pupils use their data handling skills well to survey birds in the class garden and older pupils use number and data handling skills in scientific investigations of shadows. Linking with work on the Ancient Greeks pupils investigate the theories of Greek mathematicians such as Pythagoras. The use of ICT is used well to extend and consolidate pupils' mathematical knowledge.

## **SCIENCE**

Provision in science is **very good**.

### **Main strengths and weaknesses**

- The very high standards of attainment represent very good achievement by the pupils and are a direct result of very good and excellent teaching.
- Pupils' excellent attitudes to the subject have a very positive impact on their learning.
- A very well planned curriculum ensures that pupils' have a broad base of knowledge and skills and plenty of opportunities for investigation.

- Very good subject leadership and management promote very good development of the subject.

## Commentary

69. Pupils' achievement is very good in Year 6 and they reach standards that are well above what are expected by the age of 11. This is because of the very good teaching of a very well planned scheme of work. In Year 2, where teaching is good, pupils' achievement is good and they reach standards that are above the expectation for their age. There is a very strong emphasis on learning through practical investigation and pupils enjoy the challenge of setting hypotheses and testing them through investigation. Scientific principles of fair testing and control of variables are constantly reinforced when seeking the answer to questions. Since the last inspection scientific enquiry, the quality of teaching and assessment and pupils' attitudes to the subject have all improved very well.
70. In Year 6 the majority of pupils work at the higher level of attainment in all aspects of the curriculum. Pupils show a very good understanding of the processes of scientific enquiry, when they test the response of micro-organisms (yeast) to different conditions for growth. All pupils identify factors that can change and how these affect the organism's response. They use fair tests and careful control of factors to establish differences. Pupils show very good knowledge and understanding of how micro-organisms grow in different conditions. Pupils in Years 5 and 6 improve their understanding of scientific principles through close observation and discussion of what they see. Pupils in Year 3 and 4 explore the school grounds to discover the variety of trees and shrubs that grow there. They make good use of computers to research and identify the specimens they find and most work at above the expected level as they classify the leaves according to type, size and shape. Drawings of specimens that pupils found during a visit to Snipe Dales Nature Reserve show very good attention to detail and a close knowledge of the different parts of flowers, grasses and mini-beasts. Pupils in Years 1 and 2 have good observational skills and identify trees from the shape and size of their leaves. They sort leaves into groups according to these criteria and make good use of talk to help them formulate questions to ask about the leaves as they sort them.
71. Pupils are very enthusiastic about science. In discussion, older pupils said they always found the work interesting because there were so many different parts to it, such as using computers and microscopes to look closely at what was happening and cameras to record and compare results with other groups. Younger pupils in Years 1 and 2 enjoy the subject and show good attitudes to finding out for themselves. They enjoy collecting materials for investigation and develop good observational skills because they have plenty of opportunities for looking closely at the physical world. Good links between science and history and geography help younger pupils see relationships between the implements they see at Church Farm Museum and the push pull mechanisms they learn about in science. Analysis of older pupils' work, in Years 3 to 6, shows a very good volume of work at a very challenging level. The quality of their work shows how highly they value the subject and their speed of working in lessons demonstrates that they are eager to please their teachers.
72. Teaching and learning are very good overall in Years 3 to 6; and good in Years 1 and 2. In the lesson in Year 5 and 6, where teaching and learning were excellent, pupils made rapid progress on a broad front because the teacher's planning included investigative tasks, detailed recording of observations and research into the benefits of micro-

organisms to people. Pupils' made excellent use of the time available and organised themselves very effectively in their groups to cover the topics thoroughly. The use of a second teacher to team teach in this lesson gave lower attaining pupils excellent opportunities to develop their ideas through talk, in response to very sharp, well posed questions. This enabled all pupils to achieve very highly by the end of the lesson. Excellent relationships were a key factor in the very good learning and high enthusiasm in a Year 3/4 lesson. All pupils worked very closely to collect and identify leaves and flowers and shared their research from books to help each other learn at such a good rate.

73. The subject is very well led and managed. The scheme of work is well structured to interest and involve pupils' in their learning through practical activities. The full programme of study is taught very well and this is a factor both in the attitudes pupils have towards the subject and in the high standards they achieve. Scientific enquiry is evident in all the topics studied and there is a very good balance between factual knowledge and pupils' use of this to answer scientific questions. A very good system of assessment tracks pupils' learning and identifies areas of weakness. There has been very good improvement since the last inspection in the quality of teaching and learning, the breadth of the curriculum which is very well linked to learning in other subjects such as design and technology, mathematics and geography.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

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

### **Main strengths and weaknesses**

- The subject is managed well.
  - The school uses ICT effectively to support learning across the curriculum.
  - Developments have been delayed because the original training for staff did not meet their needs sufficiently.
74. Improvement since the last inspection is good. The subject is well managed and the school has taken the decision not to include designated ICT lessons on the timetable. Staff analyse the requirements of national guidance and the progression of skills that pupils are required to learn. Teachers then examine their planning for all subjects and incorporate the ICT skills necessary across the full curriculum. This strategy is proving to be successful. ICT is fully integrated and used to support pupils' learning well. The school is well resourced with computers in all the classrooms and in the library, a whiteboard, digital cameras and microscope. After an unsatisfactory start, the school reviewed the training provision and has already taken steps to procure good quality training for staff, with further training planned.
75. No specific ICT lessons were seen. Overall teaching of ICT in other subjects is very good and pupils learn very well because they are able to apply newly acquired skills in an appropriate context. The impact of the integrated approach is exemplified by the confidence of pupils throughout the school in using technology independently and successfully. Achievement is good and standards continue to be high throughout the school. The Internet is used effectively for research, each class has an e-mail address and links are maintained with a Canadian school. Each pupil has their own folder to store their work and is encouraged to share this with parents when they visit school. Pupils in Year 2 build data bases of information about eye colour and birthdays. They use art applications



to draw self-portraits and literacy and numeracy programs to consolidate their learning in English and mathematics. Pupils in Year 6 use word processing to present information in nearly all subjects. They construct graphs and charts for work in history and geography and use microscopes and spreadsheets to observe and record their investigations in science. Pupils in Year 6 are adept at creating multi-media presentations such as the one that a group of pupils took to the Lincolnshire Show to demonstrate their work on the environment.

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

76. The use of ICT across the curriculum is good, ensuring that pupils have plenty of opportunity to consolidate their well developed skills. Links with science are especially strong. Pupils in Years 3 and 4 used a program to help classify leaves, and Year 5 and 6 pupils used the camera to photograph yeast experiments, comparing conditions for growth and examining the fermentation process using the microscope program. In maths, a good range of software is available and pupils use control technology well in learning about space, shape and measurement. Very good use was made of mathematical software and electronic whiteboard to ensure that Year 5 and 6 pupils fully understood the relationship between metric and imperial measure, changing scale and the concept of capacity. The school has recently been involved in an environmental project. Year 6 pupils created very high quality multimedia presentations of this for the county show. They skilfully combined visual information about the school nature reserve with text and for presentation to the public. Pupils confidently explained the techniques they had used and their concern for the local environment.

### **HUMANITIES**

Two lessons were seen in history but none in geography, so no evaluation can be made of the overall provision for this subject. However, inspectors looked at a sample of pupils' previous work for both subjects, had discussions with Year 6 pupils and staff and looked at teachers' planning.

### **GEOGRAPHY**

77. A scrutiny pupils of pupils' previous work and displays around the school indicate that pupils' knowledge, understanding and skills are broadly similar to those expected at the end of Year 2 and above those expected at the end of Year 6. Standards have been maintained since the last inspection at the end of Year 6 but have declined in Year 2. However, the school has good plans in place to raise attainment in Year 2. Achievement in the infant class is satisfactory and good in the work of junior pupils. No overall judgement of teaching can be made as no lessons were seen. However, pupils' work indicates that teachers' planning and challenge is very effective in Years 3 to 6 and pupils produce well-presented, lengthy and very relevant responses. Visits and visitors are central to capturing pupils' interest and Year 6 pupils described very well how they brought the subject to life. Through fieldwork, pupils have a good knowledge of their local area and environmental issues, which promote citizenship education very well. Pupils' work in Years 3 and 4 on weather around the world shows that they have a good understanding of contrasting countries and how their lives differ from people living in different environments. Likewise, Years 5 and 6's study of life in the Lake District settlement of Keswick made good comparisons with their own environment of Kirkby-on-Bain. Pupils' achievement in mapping skills is enhanced through work on maps of different sizes and scales.

78. The leadership and management of the subject are very good. Geography is currently the focus of whole-school development, with the subject leader and headteacher working together to review and revise classroom practice. The school has adopted the framework of national guidance in its scheme of work, but has adapted it very well to suit the school over a two-year rolling programme and to the visits and visitors that will be made. The subject leader has attended courses and in conjunction with the rest of the staff has implemented effective strategies to capture and maintain the interest of all pupils, for example to incorporate locations that are currently in the news. Teachers have successfully begun to implement a new assessment system that is more relevant to the school's scheme of work. Very positive links are planned with other subjects, for example pupils created good graphs of temperatures in different countries and day-length in the northern hemisphere compared to Mexico City.

## **HISTORY**

Provision in history is **good**.

### **Main strengths and weaknesses**

- By the age of 11 standards are above those expected for the pupils' age.
- Standards are lower than at the last inspection in Year 2.
- Pupils are very enthusiastic, which promotes good achievement in Years 3 to 6.
- Visits and visitors enrich the subject very well.
- There are very good links with literacy, ICT and geography.

### **Commentary**

79. By the age of seven, pupils attain standards that are broadly in line with those expected for their age. This is lower than the judgement on standards at the last inspection. The school is very aware of a change of dynamics and behaviour within the Year 1 and 2 class and is taking positive action to raise standards. Scrutiny of pupils' work in this class shows that they achieve satisfactorily. Year 6 pupils attain standards above the national expectation. Achievement accelerates in Years 3 to 6 and is good, because teachers push pupils' learning forward, build on their excellent attitudes to work and set very challenging work in interesting ways. In line with the school's very good focus on inclusion, pupils with special educational needs are supported very well and as a consequence achieve as well as their peers.

80. The quality of teaching is satisfactory in Years 1 and 2. This is a decline from the last inspection. Although a good lesson was observed, pupils past work indicates that this has not always been the case. For example, the work in pupils' books shows little opportunity for pupils to answer key questions about topics and is too reliant on writing frames which hinder the achievement of higher attaining pupils. Teaching and learning in Years 3 to 6 are very good, which is an improvement from the last inspection report. In the best lessons teachers' planning is very thorough and is adapted to allow all pupils to take an active part. Older pupils research from books and the internet co-operatively and confidently try to answer historical questions. Pupils are encouraged very well to compare 'then' and 'now' and difficulties experienced in the past, although there are sometimes missed opportunities for this in the infant class. Pupils are very motivated by visits that support their work in lessons, such as to Church Farm Museum in Skegness. These deepen

pupils' cultural understanding. Pupils extend their skills in other subjects very well. For example, pupils in Years 5 and 6 practised their letter writing skills to thank the Bradford Industrial Museum after their visit. Very good map-work evolved from class topics such as the explorations of Captain Cook and a study of Ancient Greece. Homework enriches class-work in interesting ways and this group of pupils carried out their own very good research projects of different explorers.

81. The leadership and management of the subject are very good. The school has adapted national guidance very well into a two-year rolling programme to meet the needs of mixed-age classes and the headteacher monitors teachers' planning rigorously. Classroom practice and pupils' work is monitored more stringently when the whole school focus is on a particular subject. The focus for history is planned for Autumn 2004. The school has identified relevant key areas of learning in the subject and teachers have begun to assess the attainment and progress of each pupil effectively at the end of each unit. Teachers help pupils very well to understand how they are doing and how they can improve. There is good improvement since the last inspection.

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

82. Provision in **art and design** is not judged because no teaching was seen. Pupils' portfolios and sketchbooks indicate pupils have good opportunities to make observational drawings and to investigate colour and texture within their work. A particular strength within art and design is the imaginative way that teachers plan for artwork to link with other subjects. When pupils wrote to the President of the United States as Neil Armstrong after his moon landing as part of their history and English work, they also produced chalk and charcoal drawings of an imaginary lunar landscape. Pupils design jewellery for Aphrodite and headwear for mythical characters such as Poseidon. Literacy skills are used very well because pupils are expected to label their sketches and indicate the materials and colours to be used in their final piece. The work of known artists such as Lowry, Van Gogh and Monet is used effectively as a basis for discussion prior to pupils creating their own work. Pupils progress well acquiring a good range of skills and taking an obvious pride in their work.
83. It is not possible to make a judgement about provision in **design and technology** because no lessons were observed. However, it is clear the subject is considered to be an important element of the full curriculum. The subject is very well managed; teachers put a lot of thought into planning for the subject, which is taught in blocks rather than every week. The subject frequently links with science. For example after work on space and planets, pupils constructed their own solar systems, showing the relationship of planets to each other and the earth's orbit around the sun. A display of moon buggies, resulting from scientific work on friction, demonstrated the care with which pupils in Years 3 and 4 investigated and developed ideas, measured accurately and produced models based on their designs. Pupils throughout the school learn to consider success criteria when making their designs and evaluate their final efforts against those criteria. Literacy skills are used very well as pupils write evaluations of their periscopes, cookies, healthy lunch boxes and burglar alarms, and also write instructions for other people to follow. The school makes a practice of photographing every pupil when they have completed a design project, building up a fascinating record of their achievement. Analysis of pupils' books confirms they achieve well in this subject.

84. Only one lesson was seen in **physical education**, when all pupils in the school went for a swimming lesson to the local pool. This provision runs every summer term for 12 weeks and provides very good opportunities for improving skills as well as for the personal development of pupils. Older pupils displayed excellent attitudes of care towards younger pupils and were very effective in helping them change quickly so that no time was lost in getting into the pool. Teaching by two of the pool staff, three teachers and two parents was very effective in developing skills among beginners, improvers and those who were already proficient swimmers. The pace was brisk and all pupils made very good progress during their time in the water. By the time they leave the school all pupils can swim the distance expected for 11 year olds.
85. The school promotes sport and physical education very well. After school sports clubs are run throughout the year, with seasonal changes to the activities so that pupils have plenty of opportunities to develop a good range of skills. These are very well supported with over half of the school regularly attending. In the last term the school conducted a pilot to explore how it could improve the fitness of pupils. Each morning, for 25 minutes, the whole school took part in a physical education lesson designed to take pupils through some energetic activity. Both staff and pupils felt the benefits of this daily exercise not only on physical fitness but also on the mental alertness of pupils when literacy lessons began. The school is now considering introducing this as a longer pilot in the autumn term. Such activities are typical of the way the school continually addresses curriculum development.

## **MUSIC**

Provision in music is **good**.

### **Main strengths and weaknesses**

- Specialist teaching is very good and helps pupils achieve well in lessons.
- The subject is well managed, ensuring the full curriculum is delivered to all pupils, including those with special educational needs.
- Parental support assists the delivery of the music curriculum.
- All pupils in Years 3, 4, 5 and 6 learn to read music and play the recorder as part of the curriculum.

### **Commentary**

86. The school has maintained the good provision noted at the time of the last inspection. Standards are above national expectations throughout the school. The specialist teacher ensures that pupils enjoy a balanced music curriculum. They learn to perform, compose and appreciate music and have very positive attitudes to the subject.
87. Teaching and learning are consistently very good throughout the school. Pupils' books show very clear progression from the recognition of long and short notes and exploring sound in Year 3 to the creation of melodies for a purpose in Year 6. Taped evidence of pupils' work shows clearly they know the learning objectives when they compose music, understand the purpose of rhythm and beat in creating mood and atmosphere, and are able to evaluate their work in a mature and reasoned way. Pupils are confident in performing their compositions and are supportive of each other's efforts. They achieve well throughout the school.

88. All pupils learn to play the recorder a part of the curriculum, and a parent governor takes a beginners group to assist the music teacher. Though the pupils in this group are still learning the rudiments and trying not to make their recorders' squeak', they enjoy the sessions learning to understand basic tempo and notation. Every day pupils attend assembly where they have good opportunities to sing together and to appreciate the works of a wide range of composers from Henrik Gorecki to Henry Mancini. Pupils' work shows they study such composers as Holst and Vivaldi in more depth and learn about the traditional instruments of different countries.
89. The school is proud of the work done in the environment. The music teacher has made a good link with this topic. For homework Year 6 pupils composed jingles based on waste disposal and during their lesson used untuned instruments to create rhythm and beat, devising melodies and performing the jingles for each other.
90. The subject is managed well. Extra flute and brass tuition is provided by the LEA Music Tuition service. Most importantly music is enjoyed by pupils in school and with other schools at the local music festival in Horncastle.

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

91. The school places very high value on developing pupils' knowledge of themselves and their responsibilities for the world in which they live. Pupils are taught about the possible harmful effects of some medicines or drugs. Issues surrounding growth and personal relationships are dealt with specifically when necessary. Pupils involvement in many environmental projects bears testimony to the emphasis the school gives to allowing pupils to discover for themselves what issues they are eager to tackle. The development of these positive and responsible attitudes is not restricted to PSCHE lessons. For example Year 5/6 pupils, used literacy lessons to prepare a campaign against vandals who had destroyed the Nature Reserve that pupils had so carefully cultivated. The school presents pupils with many opportunities to discuss issues that concern them and to plan ways of improving the school. Currently pupils are involved in helping work out safer and more efficient ways of travelling to school by working on a travel plan. Members of the School Council are very effective in collecting and collating suggestions from pupils for ways of improving the school. In these and many other ways the school promotes excellent personal development of pupils and ensures that they are always willing to consider issues and accept responsibility for themselves and their community.

## PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
<b>The overall effectiveness of the school</b>	<b>2</b>
How inclusive the school is	2
How the school's effectiveness has changed since its last inspection	2
Value for money provided by the school	2
<b>Overall standards achieved</b>	<b>3</b>
Pupils' achievement	3
<b>Pupils' attitudes, values and other personal qualities</b>	<b>1</b>
Attendance	2
Attitudes	1
Behaviour, including the extent of exclusions	2
Pupils' spiritual, moral, social and cultural development	2
<b>The quality of education provided by the school</b>	<b>2</b>
The quality of teaching	3
How well pupils learn	3
The quality of assessment	2
How well the curriculum meets pupils needs	2
Enrichment of the curriculum, including out-of-school activities	2
Accommodation and resources	3
Pupils' care, welfare, health and safety	1
Support, advice and guidance for pupils	2
How well the school seeks and acts on pupils' views	1
The effectiveness of the school's links with parents	1
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>2</b>
The governance of the school	2
The leadership of the headteacher	2
The leadership of other key staff	2
The effectiveness of management	2

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