

INSPECTION REPORT

**THE LINCOLN BISHOP KING CHURCH OF ENGLAND
PRIMARY SCHOOL**

Lincoln

LEA area: Lincolnshire

Unique reference number: 120630

Headteacher: Mr D G Tinsley

Lead inspector: Mrs R J Schaffer

Dates of inspection: 21 – 23 June 2004

Inspection number: 258144

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:	3 to 11 years
Gender of pupils:	Mixed
Number on roll:	264
School address:	Kingsway Lincoln Lincolnshire
Postcode:	LN5 8EU
Telephone number:	01522 880 094
Fax number:	01522 880 095
Appropriate authority:	The governing body
Name of chair of governors:	Mrs O Kerswill

Date of previous inspection: 6 July 1998

CHARACTERISTICS OF THE SCHOOL

The Lincoln Bishop King Primary School is similar in size to other schools of its type with 245 boys and girls aged rising three to eleven, including 38 children who attend the nursery part-time. The school is accommodated in five separate buildings with no covered walkways between. The year group sizes differ considerably and currently there are three classes with mixed Year 5 and 6 pupils. Currently about 27 per cent of pupils are in receipt of free school meals and this is higher than in most schools. The proportion of pupils with special educational needs, at 34% is much greater than in most schools. The proportion of pupils with a statement of special educational need is greater than the national figure. The nature of these pupils' needs is mainly moderate learning difficulties but a few have particular needs relating to emotional and behavioural difficulties. The school has two pupils at an early stage of learning English in addition to the language they speak at home. Almost all pupils are of white United Kingdom heritage. Around two per cent come from other ethnic minority groups with no one group predominating. The school admits pupils from Gypsy and Traveller minority ethnic backgrounds; these numbers fluctuate but currently there are five. There are more pupils than in most schools who move in and out of the school, other than at the normal time of admissions. The school is in a locality that has seen change in recent years including a fall in its socio-economic circumstances. Many of the houses around the school have been let for multiple occupancy, and this has led to a fall in the school's roll. The attainment of most pupils on entry to the school is below average. The school runs courses for adults arranged by the local adult education service and has just become involved with the national Sure Start initiative in order to provide for children before Nursery. It has the Investors in People status and received the DfES achievement Award in 2003.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
23698	R J Schaffer	Lead inspector	Geography History Areas of learning in the Foundation Stage English as an additional language
9146	M Brennand	Lay inspector	
32283	D Goodchild	Team inspector	Science Art and design Design and technology Music
30590	P Tuttle	Team inspector	Mathematics Information and communication technology Physical education
32548	J Raczkowski	Team inspector	English Special educational needs

The inspection contractor was:

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

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

The school provides a sound education for its pupils. Standards by the end of Year 2 and Year 6 are below the national average, but overall pupils' achievement is satisfactory. The headteacher and governors lead the school well. In the last two years, they have properly directed staff and resources towards the main areas in need of improvement. Although much of the teaching is good, overall it is satisfactory. Christian values underpin the school's work. There are some aspects of management in need of development. The school provides sound value for money.

The school's main strengths and weaknesses are:

- The good leadership of the headteacher, ably supported by the deputy headteacher, has resulted in significant improvement in pupils' attitudes to learning and these are now good.
- Relationships within the school are good.
- The Nursery provides a very good start to children's education.
- Pupils' learning is enriched by a good range of activities that take place out of school hours.
- Standards in English, mathematics and science are not high enough.
- Subjects and aspect leaders are not given enough opportunity to contribute to raising standards.
- Inconsistencies in the quality of teaching and learning have not been fully remedied by a rigorous process of evaluation and improvement.

Although in the last two years, good efforts have been made to improve weaknesses, overall improvement since the previous inspection in 1998 is **unsatisfactory**. For a lengthy period, the school suffered disruption because of changes in the leadership. During this time, the local education authority identified that the pupils' behaviour and attitudes had deteriorated drastically. The need to remedy this was urgent and action to do so has been carried out successfully.

STANDARDS ACHIEVED

Results in National Curriculum tests at the end of Year 6, compared with:	all schools			similar schools
	2001	2002	2003	2003
English	D	E	D	B
mathematics	E	E	E	D
science	E	E	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' achievements are satisfactory. In all year groups, the proportion of pupils with special education needs is well above average, and so it is reasonable to expect lower standards. Never- the-less, fluctuations in pupils' achievement affects standards. Over the past four years, results in national tests at the end of Year 2 have been below or well below average. Currently, standards in English, mathematics and science are below average. In one Year 2 class, pupils' attainment has been boosted but this has not happened in the other class. In 2003 in the national tests for pupils at the end of Year 6, results in comparison to similar schools were above average in English and well above in science. Current standards in all

three subjects are below average. This represents an improvement in mathematics reflecting improved provision. However, in science, standards have dipped reflecting both a difference in the make-up of the group of pupils sitting the test and the lack of challenge in some aspects of the science work done this year. Pupils with special educational needs, those learning English as an additional language and pupils from Gypsy and Traveller minority ethnic backgrounds generally make sound progress in relation to their prior learning, except in writing where progress is too slow. Children in the Foundation Stage start with attainment below expected levels for their age. Overall their achievement is satisfactory. By the end of the Reception Year, children are unlikely to attain the levels set for them in communication, language and literacy and personal, social and emotional development. In other areas of learning, they are likely to attain expected levels. Pupils' achievement in information and communication technology (ICT) is good.

There is good provision for pupils' spiritual, moral, social and cultural development. Pupils' attitude to their school and to their learning is good. Pupils' behaviour is satisfactory overall, despite good behaviour from most, because some still need a great deal of support to behave acceptably. Attendance is unsatisfactory.

QUALITY OF EDUCATION

The quality of education is sound.

Teaching is sound overall. In the Nursery, teaching is good and the quality of the learning environment is excellent. In nearly all year groups, there is good teaching in science, mathematics and in the use of strategies to improve pupils' skills in speaking and listening. However, some of the methods used to teach writing, are not effective. In consequence, some pupils, particularly those who learn more slowly than others, are reluctant writers from the start and remain so as they move up the school. There are examples of both good and very good practice in most subjects throughout the school but they are not used sufficiently to influence others. For instance, marking and the use of targets is done very well in some classes, but in others, marking does not give pupils a good enough idea of how they can improve their work or how well they are working towards their targets. Teachers develop good relationships and pupils generally feel they are treated fairly and so they listen attentively and work willingly. Effective strategies and good resources, including the use of outside visits, capture pupils' imagination. Curriculum planning is satisfactory and teachers identify good links between subjects to increase pupils' interest. There is sound teaching of pupils with special educational needs, those from Gypsy and Traveller minority ethnic backgrounds and those learning English as an additional language. However, as with other pupils, they are not always clear about what they need to do to improve and how well they are moving towards their individual targets. There is currently no provision for swimming which limits pupils' achievement in physical education, but the school has good plans to remedy this. There is good provision for pupils to learn through activities and clubs outside of the school day. The school is housed in five separate buildings and this is a barrier to aspects of provision such as the use of ICT and developing a strong school community.

LEADERSHIP AND MANAGEMENT

Leadership is good and management is satisfactory. The headteacher, supported well by the deputy headteacher, has given the staff and school community a sense of purpose and his leadership is good. He has been determined in his approach to improve the ethos of the school and the quality of teaching and learning. Governors have worked hard to improve their contribution to the school and now provide good governance. However, the school's drive for improvement is sometimes lessened because there is not enough rigour in the process of

checking and evaluating developments, and subject and aspect leaders are not sufficiently empowered to contribute fully to driving up standards.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

The majority of parents are satisfied with the school and appreciate the improvements that have occurred over the past two years. However, there are a few parents who are dissatisfied and have grievances which the school has tried to understand but has not as yet fully resolved. Pupils have positive views of their teachers and their school.

IMPROVEMENTS NEEDED

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

- Raise standards in English, mathematics and science.
- Develop the contribution of subject and aspect leaders to the raising of standards.
- Improve the processes of checking, evaluating and taking action to improve the quality of teaching and learning.
- Continue to seek ways to bring the school together under one roof.
and, to meet statutory requirements:
- Provide pupils with the opportunity to learn to swim.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning and subjects

Pupils start their education with standards below expectations for their age. Children's achievement is satisfactory in the Foundation Stage but they are unlikely to achieve all the goals set for them by the end of the Reception Year. In Years 1 to 6 pupils' achievement is satisfactory. By the end of Year 6 they attain standards well below average in English and science and below average in mathematics. Pupils' achievements are good in ICT. Overall standards achieved are satisfactory.

Main strengths and weaknesses

- Children's achievement is good in the Nursery.
- Children in the Reception class are unlikely to attain the goals set for them by the end of the Reception Year in communication, language and literacy and personal, social and emotional development.
- By the end of Year 2, standards are well below average in English, mathematics and science but there is a marked difference in the achievement of pupils in the two Year 2 classes.
- By the end of Year 6, standards are well below average in English and science and some pupils have not achieved well enough in science.
- The school's focus on raising standards in mathematics has resulted in improved standards by the end of Year 6.
- All pupils, including those with special educational needs achieve well in ICT.

Commentary

- 1 Standards at the time of the previous inspection in 1998 were average at the end of both Year 2 and Year 6. However, there have been changes in the locality and the use of housing around the school since the time of the previous inspection and there are now more pupils with special educational needs than at that time and there are also more pupils who join and leave the school part way through their primary education because of disruptions to their home life. The school has analysed the effect of these transient pupils and school evidence shows that they have impacted on the levels attained at the end of Year 6 in national tests. However, the difficulties caused by uncertainties and changes in the leadership of the school have also contributed to the low standards. Overall improvement has been unsatisfactory.
- 2 In the Nursery children start with attainment that is below average. They settle quickly into the Nursery routines and benefit from good teaching and very high quality experiences that develop their spoken language and knowledge and understanding of the world around them very quickly. The children currently in the Reception Year did not have the advantage of this good provision when they started in the Nursery and their achievement is satisfactory although they are unlikely to attain the goals in communication language and literacy and personal, social and emotional development by the end of the Reception Year. They are on track to attain the goals for mathematical and creative development, and knowledge and understanding of the world because of good teaching in these areas.

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

Standards in:	School results	National results
Reading	13.6 (13.7)	15.7 (15.8)
Writing	13.5 (13.7)	14.6 (14.4)
Mathematics	15.3 (15.8)	16.3 (16.5)

There were 39 pupils in the year group. Figures in brackets are for the previous year

- 3 Pupils in Years 1 and 2, started with attainment well below average as a result of under achievement in the Foundation Stage. The current standard of work of pupils in Year 2 is different in the two Year 2 classes. In one class, pupils have achieved well and the standard of their work is average. Pupils in this class are competent readers for their age and they write confidently using a good number of words they can spell correctly. However, in the other class, achievement has been barely satisfactory and the standard of pupils' work is well below average. Many pupils in this class struggle to write more than one or two sentences without adult help. The school acknowledges this difference; it has had to manage a difficult staffing situation with a sudden departure of a permanent member of staff and several temporary staff members. Currently, this represents inequality of provision.

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

Standards in:	School results	National results
English	26.1 (25.7)	26.8 (27.0)
Mathematics	24.5 (25.5)	26.8 (26.7)
Science	28.6 (26.8)	28.6 (28.3)

There were 46 pupils in the year group. Figures in brackets are for the previous year

- 4 The upward trend in the school's results in national tests for the end of Year 6 has been faster than nationally. There has been an increase in the school's point scores each year for English and science since 1999. In 2003, the school received the DfES Achievement Award in recognition of this improvement. Current un-validated test results for English and mathematics both show an improvement on those of 2003, especially in respect of the proportion of pupils attaining higher levels. These results show that the school has met the targets that it set for itself in English and mathematics for 2004. In mathematics, almost double the number of pupils have attained the higher level in comparison to 2003 and more pupils with special educational needs have moved up a level in mathematics. The improvements in this subject look secure as pupils in Years 3 and 4 are achieving well. There has been a good improvement in the number of pupils attaining the higher level in English but the numbers in the very lowest level is too great. This is because the school has not focused sufficiently on checking the progress of these pupils in relation to their prior attainment as shown on their individual education plans with enough rigour. In science this year, standards have fallen back when compared to those of 2003. In the current Year 6 group of pupils sitting the tests there are more pupils with special educational needs than in 2003. This does not, however, fully answer the drop in standards in science because pupils' work indicates that there has not been enough challenge for those of average and higher attainment in science through the current year. This represents unsatisfactory achievement for some pupils in science. Overall, achievement of the pupils in Year 6 is satisfactory, when consideration is given to the proportion who leave and join between Years 3 and 6 and the impact that this transience has on the school's results.
- 5 Lower attaining pupils and those with special educational needs have made satisfactory progress in relation to their prior learning in mathematics, science and reading. Their achievement in writing, however, has been unsatisfactory because the methods used to help them reach the targets in their individual education plans are not always helpful. Pupils from Gypsy and Traveller ethnic minority backgrounds achieve well in relation to their prior learning when they are in school but their progress is delayed when they are absent from schooling for long periods of time on account of

their nomadic lifestyle. They are supported well by staff from the local education authority Traveller Education Service and this helps them to settle quickly into school. In Years 1 and 2 the difference between the achievement of boys and girls is very marked with boys lagging behind the girls but in Years 3 to 6 the difference is less marked than nationally.

- 6 The standard of pupils' work and knowledge and understanding in ICT is average. Teaching is generally good. Pupils gain in confidence in their use of computers as they move up the school. The school's own system of assessment shows that the achievement of all pupils, including those with special educational needs is good.

Pupils' attitudes, values and other personal qualities

Pupils' attitudes are **good**. Behaviour is **satisfactory**. Personal development is **good** particularly the way in which the school promotes spirituality. Although the school takes good steps to improve attendance, it is **unsatisfactory**.

Main strengths and weaknesses

- The school promotes good attitudes and relationships well.
- A small number of disruptive pupils continue to have unsatisfactory behaviour.
- The pupils' understanding of spirituality is developed very well and their moral and social development is good.
- The level of attendance is below average.

Commentary

- 7 This school has worked hard to develop good attitudes amongst its pupils and has generally been successful in this endeavour. This is an improvement on the previous inspection when attitudes were satisfactory. Being a church school, the Christian belief in forgiveness is central to its aims and this ethos has had a positive impact on the majority. Interviews with pupils across the age ranges confirmed that they like their school. By Year 6, they demonstrate a good level of common sense and maturity, particularly those who are members of the School Council. In lessons where the teaching is good, pupils show high levels of enthusiasm. Much of the reason for these good attitudes is the way in which teachers develop positive relationships with their pupils. For example, in a mathematics lesson in Year 4, the teacher's warm relationship with the pupils inspired them to learn and, as a consequence, they demonstrated real enthusiasm. Similarly, in a lesson in geography in the Year 2 and 3 class, pupils good relationship with their teacher, with many smiles and a keenness to respond made them eager to work. Pupils with special educational needs have similar good attitudes to others, with the exception of those very few pupils whose needs relate to behaviour and emotional difficulties. These pupils are making good progress towards the targets in the individual behaviour plans but they still have times when they need support to behave acceptably. In the Nursery, children make good progress in their personal, social and emotional development. In the Reception class, however, daily routines are not securely established and this has an adverse effect on some children's behaviour. Overall, they are not likely to reach the level expected of them by the end of the Reception Year.

- 8 For the majority behaviour is good and often very good. However, there continues to be a small number of pupils, predominantly boys, whose behaviour is unacceptable at

times. The effect can be seen in the high number of exclusions together with disquiet amongst a number of parents about the way behaviour is managed. The school has a difficult balancing act; on the one hand attempting to pursue a policy of inclusion and forgiveness for all, whilst ensuring that the needs of the behaving majority are not overlooked. The fixed term exclusions below relate to six pupils. Some of these pupils have now left and the management of their unacceptable behaviour was part of the challenge that faced the headteacher on his arrival at the school. The systems in place to deal with bullying or harassment are similar to those of other schools and careful records are kept of incidents as they occur. Pupils report that they are confident that adults will listen to them and proper action taken, but some still feel that the one or two involved in such things as name calling do not get noticed on all the occasions when this happens. Currently there are good systems in place to manage behaviour. Good behaviour is recognized with merits and awards and those who behave badly receive sanctions and proper encouragement to improve. However, the school must continue to explore every avenue to create a situation where there are no exclusions and behaviour for all can be considered to be good.

Exclusions

Ethnic background of pupils

Categories used in the Annual School Census
White – British
White – any other White background
Mixed – White and Black African
Mixed – any other mixed background
Asian or Asian British – any other Asian background
Black or Black British – Caribbean

Exclusions in the last school year

No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
250	19	0
6	0	0
3	0	0
1	0	0
2	0	0
2	0	0

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

- 9 Improvement since the previous inspection in pupils' personal development has been good. Provision for their spiritual development is very good and their moral and social development is good. Cultural development is satisfactory.
- 10 The lessons provided for pupils to discuss health, social and citizenship issues are helpful in developing pupils' awareness and understanding of their place in society. Assembly times are used well to establish a feeling of school community and this is an achievement in view of the scattered nature of the school's accommodation. A good number of pupils attend the many activities out of school time and these foster a good understanding of relating to others outside their age group. A notable example of the staff's commitment to this aspect of pupils' development are the hiking days organised by one teacher for one Saturday each half-term when a group of pupils set off for the day in a mini bus to share experiences, challenges and rewards beyond those possible in the classroom.
- 11 Fostering curiosity and creating opportunities for spiritual development, by providing interesting experiences, is an inherent part of life at Bishop King. From the time children enter the nursery they are exposed to a range of spiritual experiences in the oasis that is the nursery garden. Here they can experience the sensory garden with its variety of fragrances, the wonderment of helping flowers to grow through planting seeds and watering flowers and seeing how organic material decomposes in the compost heap. Both staff and parents have worked hard to create this haven and in so doing they have established a marvellous resource to enlighten children's minds. This strong sense of spirituality is continued as children progress through the school. Collective Worship provides many opportunities for reflection. Comments from pupils, and written work in religious education, show that a number of them value this time. Other good initiatives which have helped to broaden pupils' appreciation of those less fortunate than themselves, are the contact they have with adults with disabilities who help in school and initiatives such as the planting of a 'Tree of Hope' as part of the recognition of Holocaust Day. Pupils are given a good understanding of their own culture through history lessons and use of the locality to broaden their knowledge of their own city. Music and art and design are generally taught well. Pupils have satisfactory opportunities to develop their understanding of cultures of the wider world.

Attendance in the latest complete reporting year (%)

Authorised absence	
School data	6.3
National data	5.4

Unauthorised absence	
School data	0.3
National data	0.4

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

- 12 Attendance for the year-ended 2003 and 2004 was 92.7%, which is unsatisfactory. This is not as good as at the time of the previous inspection when attendance was similar to the national average. The school's systems for monitoring and improving attendance, however, are good. Where pupils are absent without a reason the school will carry out a first day telephone call. The computerized system allows for trends in absence to be quickly identified and this aids the work of the education welfare officer with whom the school works closely. There are weekly awards for the best attending class and within the last year the school has established a breakfast club to encourage punctuality. This has had a positive effect, being well used by an average of 25 pupils a day.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education provided by the school is satisfactory. Teaching, pupils' learning and the curriculum are satisfactory in all year groups except the Nursery where they are good. The curriculum is enriched by a very good range of extra-curricular activities. Standards of care, welfare and safety are satisfactory. Partnerships with parents and the community are good.

Teaching and learning

Overall, the quality of teaching and learning is **sound**. Teaching and learning are good in Years 3 and 4 and in the Nursery. In the Foundation Stage overall they are sound.

Main strengths and weaknesses

- In the Nursery the quality of the learning environment is excellent and teaching is good.
- Good relationships built on praise and respect for pupils' opinions, coupled with high expectations of good behaviour promote good learning, but in the Reception class some aspects of personal, social and emotional development are not taught well.
- In the best lessons, assessment is used effectively to explain misconceptions and challenge pupils, but in some lessons, marking fails to indicate to pupils how they can improve.
- The targets for pupils with special educational needs are not used well enough to improve their learning.
- Teachers' good knowledge of subjects and best methods is improving the rate of pupils' learning, but in English methods of teaching writing are not understood well by some teachers.

Commentary

- 13 In the Nursery, children's communication and language, and their knowledge and understanding of the world is developed exceptionally well because both the indoor and outdoor learning environment is of a high quality. Activities and tasks provide first-hand experiences that capture children's interest and are well-matched to their learning needs. Two particularly good examples are the Nursery garden, where the growth of flowers and vegetables provides a continual source of interest and learning, and the very well-thought out road system for children to investigate independently. The very good relationships with staff and the well-established daily routines, give children a sense of security and well-being so that when they are presented with challenges, they confidently try their best.

- 14 The school has worked hard to establish a well-understood code of conduct so that lessons are productive and not disturbed by pupils' inattention. In nearly every class, there is a calm and purposeful atmosphere that promotes learning and productive work. Teachers praise pupils' efforts and show that they pay serious attention to their opinions and views and nearly all pupils feel that they are dealt with fairly by their teachers. In Years 1 and 2, some lessons lack pace and work is not well matched to pupils' learning needs and, as a result, pupils are inattentive, leading to the teacher further delaying the lesson as good attention is re-established. In the Reception class, planning for some aspects of children's personal development is not good enough. This has resulted in children ignoring class routines such as tidying away. At times behaviour deteriorates because children are not certain what is expected of them by adults and they become truculent when more serious sanctions are applied.
- 15 In some classes, and particularly in Years 3 and 4, the pace of lessons is maintained very well because the teacher has identified specific objectives for pupils' learning in each part of the lesson. Pupils know what these objectives are because they are explained to them simply and quickly. Both teacher and pupils keep their eye on these objectives as the lesson proceeds and some pupils know the system so well they will explain to the teacher the part of the objective they have not achieved by the end of the lesson. This very good practice makes pupils responsible for their own learning and motivates them well to try of their best. Similarly good marking in Years 3 and 4 and the use of individual targets helps pupils understand how well they have done. This is in contrast to Year 5 and 6 lessons where the pupils of lower attainment are given an objective they do not always understand. They copy it as a heading for their work, even though they cannot read it properly in some cases and it does little to develop their understanding. Although there are some instances of good marking in Years 5 and 6, in the main, teachers in these years do not make enough use of marking to explain misconceptions, and targets are not used sufficiently well to move pupils on to the next stage of their learning. In science, the lack of careful use of assessment as pupils work in Years 5 and 6 has meant that pupils of higher attainment in the current year have not been challenged as well as in 2003, particularly in the use and understanding of the processes of scientific enquiry. Teachers provide satisfactory tasks for pupils to do at home which support learning in class.
- 16 The teaching of pupils with special educational needs is satisfactory and would be more effective if a focus was given to rigorously addressing specific targets included in their individual educational plans. These are stored in classrooms but are not consistently incorporated into lesson planning by all teachers. Few pupils are aware of their own targets or their progress. Tasks are generally well planned to suit particular needs and resources are adapted if needed. Teachers work hard to cater for all pupils' needs. Pupils are encouraged to talk about their work and be involved in every part of the lesson. Teaching assistants provide satisfactory support and work in partnership with teachers to support pupils. The school does not make use of the assessment procedures that judge progress in smaller steps than the National Curriculum levels and as a result some pupils appear to make very little progress as they stay at the same level for a long time. Teachers liaise well with the local education authority service for pupils from Gypsy and Traveller minority ethnic backgrounds. This helps these pupils to settle into the school quickly and they are keen to learn. They are included well in all lessons. However, the school has not looked into ways in which it could support them further, for instance, by developing learning packs for when they are absent travelling with their families.

- 17 Teachers' good knowledge of subjects and best methods of teaching is having a good effect on the quality of lessons. For instance, in a very good session on mental arithmetic in Year 4, the teacher challenged pupils of all levels of attainment well because of the range of methods used. Similarly the teacher's very good knowledge of the Viking period fascinated pupils in a history lesson in Year 3 and, in a Year 2 and 3 lesson, ICT was used very well to develop understanding in mathematics. Teachers use a range of good methods to develop speaking and listening while making sure that all in the class are involved. However, in the Reception class, Year 1 and in some classes when teachers work with pupils who learn more slowly than others, best methods and strategies to develop writing skills are not well understood and pupils' learning is delayed.

Summary of teaching observed during the inspection in 42 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	8 (19%)	20 (48%)	12 (29%)	2 (5%)	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.

18 In the table above, the proportion of good and very good lessons is higher than those of satisfactory grading. However, the school has not focused sufficiently on developing the assessment and teaching of pupils with special educational needs, as explained above, and this shortfall reflects upon the quality of teaching as a whole. There has been satisfactory improvement since the previous inspection. The particular weakness of the wasting of time at the beginning and end of lessons has been remedied. The teaching of temporary staff has played an important part in the staffing situation in the school over the past year. While teachers are friendly and welcoming to these staff members, support and guidance from subject co-ordinators have not contributed sufficiently to improving the quality of their work. This has caused a particular difficulty in Years 1 and 2 where the uneven quality of teaching in Year 2 is very marked.

The curriculum

Curriculum provision is **satisfactory** overall. Accommodation and resources for pupils in the Nursery and Reception classes are **very good**. For Year 1 to Year 6 accommodation and resources are **satisfactory**. Enrichment of the curriculum in out of lesson activities is **good**.

Main strengths and weaknesses

- Provision of outdoor facilities to support pupils' learning in the Nursery is very good.
- There are good opportunities for curriculum enrichment in sports and creative arts.
- Provision for personal, social and health education is good.
- The widespread nature of school buildings has a negative effect on the overall standard of accommodation and affects the delivery of some areas of the curriculum.

Commentary

19 The school re-organised provision for the Foundation Stage at the start of this academic year. In consequence, most of the staff are new or in different roles. The local education authority advisor has been fully involved in this process and given guidance in order to completely revise the curriculum. It has been very successful in the Nursery where the curriculum is now good. Planning for communication and language and for the development of children's knowledge and understanding of the world is exceptionally good and overall, it is good. However, in the Reception class gaps in planning for children's personal, social and emotional development and the learning expected from child initiated activities limits children's learning. There is no joint curriculum planning between the two classes and this weakens the effectiveness of the Foundation Stage. Planning does not focus enough on developing interest in writing and children's ability to use writing tools. Overall the curriculum in the Foundation Stage is satisfactory.

- 20 The curriculum provided for pupils from Year 1 to Year 6 is satisfactory. It is broad and generally balanced and with the exception of the curriculum for physical education meets statutory requirements. There is presently no provision for pupils to learn to swim as part of their physical education and therefore valuable skills are not being acquired. However, the school is negotiating the use of the facilities for swimming at a local secondary school. There is a good emphasis on developing pupils' literacy and numeracy skills but the school ensures adequate time is given to coverage of other areas of the curriculum. The school is presently, with the support of outside agencies, reviewing its curriculum with a view to making realistic links with subjects. This is in line with the national guidance and early indications are that pupils are enjoying the extra relevance and interest that this brings to their learning.
- 21 Pupils with average and higher attainment are prepared satisfactorily for the next stage of their education. However, those with lower attainment and those with special educational needs are not prepared well enough at the end of the Reception Year and by Years 2 and 6 to take full advantage of the next stage of their education.
- 22 The provision for the curriculum to be enriched beyond the school day is good. There are a wide range of sports and creative activities offered by staff and outside agencies. Older pupils are keen to support football, cricket, cross-country, athletics, art and music activities. The many interesting facets of the City of Lincoln are used effectively as a resource for learning. Residential visits to the Frieston Field Centre as well as day visits to Whisby all help to enrich pupils' experiences that have a positive impact on their learning and their life skills.
- 23 Provision for pupils with special educational needs is satisfactory. They have full access to the curriculum. Specialist support agencies offer guidance to teachers as to how the curriculum can be adapted for specific pupils. Some agencies, such as the educational psychology service, visit pupils to work on individual tasks. Teachers, classroom assistants and volunteer helpers provide valuable support and have good relationships with pupils to encourage learning. Resources are adapted according to pupils' needs and this often results in effective support. Good use is made of lap top computers with individual pupils when teaching assistants use them to clarify teaching points in whole class sessions. This is effective in helping the pupils participate in lessons and work at tasks set at an appropriate level for their learning. However, because teachers do not make enough use of pupils' individual education plans, work is not always planned to help them reach their targets and this delays their progress. Targets are often not detailed enough to break down pupils' learning into measurable small steps so that pupils gain a sense of achievement. Pupils with special needs in mathematics do not have individual plans to give them a target to work towards. The school has few specialised programs to support pupils with special educational needs on computers. The special needs coordinator has identified some of these short comings as areas for development but has only recently had sufficient time to start to remedy problems. A useful and attractive room houses resources centrally and allows groups to work productively for short times out of class but it has only recently been installed.
- 24 The provision for pupils' personal, social and health education is good. Additional emphasis has been placed on this area of the school's curriculum for its pupils. Indications are that this has had a positive impact on the development of pupils' skills and understanding. Pupils have developed good attitudes to each other, generally behave well and show positive feelings to school life. Education and guidance on sex and relationships and drug misuse is covered in timetabled 'Circle Time'. The school

works closely with parents and outside agencies in providing for this important area of pupils' 'education for life'.

- 25 There are sufficient teaching and support staff with appropriate qualifications to meet the demands of the curriculum. Accommodation and resources for nursery and reception pupils is very good. The outdoor area is developed exceptionally well in the Nursery. Classroom accommodation for pupils from Year 1 to Year 6 is satisfactory but the widespread nature of buildings means that some lesson and assembly time is lost with pupils moving from class bases to the main school or the ICT suite. As there is also only one main entrance to the school, congestion is caused as pupils move for physical education lessons and assemblies as they have to negotiate security doors. The accommodation for the ICT suite is also a concern as there is no adequate ventilation in this building. The room quickly gets warm and stuffy and this has a negative effect on pupils whilst they learn and develop ICT skills. The school is aware of all these deficiencies in accommodation and is in the process of bidding for funds for a school rebuild.

Care, guidance and support

Procedures to ensure pupils' welfare and safety are **satisfactory**. Provision for support and guidance based on monitoring is **satisfactory**. The way the school seeks pupils' views is **good**.

Main strengths and weaknesses

- Pupils feel secure and health and safety matters are dealt with properly.
- There is no fully trained child protection officer, although plans for this are well in hand.
- The arrangements for pupils new to the school to settle in quickly, and those starting in the Nursery and Reception are good.
- The school involves pupils well in checking on its provision and helping to come to relevant decisions.

Commentary

- 26 The school has worked hard to seek pupils' views in order to judge the success of the action they have taken to improve areas of school life. For the last two years it has carried out extensive pupil questionnaires and these have been analysed closely to see whether there has been an improvement in what is provided. In some areas, for example, how safe pupils feel in the playground, there has been a dramatic improvement. Younger pupils have also been canvassed, by means of a picture questionnaire, to identify the areas of the school where they feel safe and this has helped the school in its approach to care. The School Council was established over eighteen months ago and provides another avenue to hear pupils' views. Councillors were elected by their peers and they take their roles seriously. A number of improvements have resulted from their deliberations, including the provision of games for lunchtime play, establishing a friendship stop in the playground and changes to the school uniform. Not all their suggestions have been heeded however, the most obvious being the desire to improve ventilation in the ICT suite. This was found to be a concern during the inspection and is something that should be addressed.

- 27 At all times, pupils are well-supervised by staff. Relationships between staff and pupils throughout the school are good and pupils feel confident that there is someone to whom

they can turn for help. Records are kept properly with regard to all aspects of health and safety. Thorough risk assessments are carried out, for instance, when pupils are taken out on visits. Although the procedures for child protection are sound, the nominated child protection officer has still to be fully trained. Her role should also be identified in the child protection policy and all staff should be informed so that they are clear as to whom to turn to in the event of a concern.

- 28 Good procedures are in place to check on pupils' progress year on year and the deputy headteacher analyses these to identify any particular groups causing concern so that proper action can be taken. However, not all class teachers are thorough in their assessments of how well pupils are moving on to their next stage of learning. This undermines the otherwise good procedures. The assessment and systems of personal support for pupils with special educational needs and those from different ethnic minority groups are good. However, there are some areas for improvement in their academic assessments. Good support and care help to promote these pupils' confidence and self-esteem when they are in larger group activities.
- 29 Induction arrangements for pupils new to the school are good. New parents are welcomed with clear information and support if needed. Care is taken to ensure that new pupils have friends to help them feel part of the school quickly. They report their satisfaction with their new school. Useful meetings are held for parents and children who are starting their education either in the Nursery or Reception class. These meetings cover all housekeeping arrangements and also provide guidance to show parents how they can support their children at home. For children entering the Nursery parents are given the option of a formal home visit or coming into school. Most choose the latter but the choice shows that the school is sensitive to parents' needs. Parents are also encouraged to stay with their children in class for as long as is necessary at the beginning of the term until such time as their children are fully settled into their new surroundings.

Partnership with parents, other schools and the community

The school has established **good** links with parents and the community. The quality of educational support programmes provided for parents is **good**. The links with other schools and colleges are **satisfactory**.

Main strengths and weaknesses

- The school has worked hard to establish a good relationship with parents that provides support for pupils' learning.
- A small number of parents hold negative views of the school which have not yet been fully resolved.
- The links with and the use made of the local community benefits pupils' personal development.
- The family numeracy programme and breakfast club are worthwhile new initiatives and they are beginning to have a positive effect on pupils' learning.

Commentary

- 30 This is a school which has worked hard to foster positive links with parents and in the main it has been successful in this. The majority of parents are pleased with the quality

of education which their children are receiving and they confirm that their children like the school. Parents feel that staff are approachable and they will listen and act upon concerns. Since his arrival the headteacher has introduced a wide range of good initiatives to encourage closer ties with parents. The weekly newsletters; termly curriculum sheets detailing information on topics of study; regular parent assemblies; annual questionnaires; open forums to discuss areas of concern and an open door policy to see parents without an appointment are just a sample of the strategies that have been adopted. The vibrant Friends Association provides a further forum for parental involvement through fund raising and social events.

- 31 Regrettably some of this good work has been undermined by a couple of serious incidents of bad behaviour when unoffending pupils have been hurt. As a result, there are a number of parents who continue to have negative views of the school, particularly relating to the way it manages behaviour. The headteacher acknowledges that their concerns are not without validity and is aware that he needs to continue his efforts to improve their perceptions of the school. The inspection has found that much has been done to put matters right; the headteacher and governors have sought proper ways to reconcile these parents. However, in the case of parents whose children have suffered an injury as the result of bad behaviour, it is understandable that there is still going to be a sense of grievance.
- 32 The school uses the local environment very well to broaden pupils' education and view of community concerns. For example, in Year 2 and 3 pupils have recently undertaken a walk around the local area to study litter and to study the process of map making. Religious education and spirituality are enhanced through close links to St Botolph's Church. Members of the clergy deliver assemblies and the whole school attends a service in the church once a term. The City of Lincoln has a rich heritage and provides an excellent resource for topics such as the Romans and local waterways allow pupils to look at the way in which the area has been drained. Through its involvement in the Sincil Action Group, pupils have submitted designs to improve local leisure facilities. The school enjoys productive ties with Lincoln City Football Club who run the weekly after school football club and the club chairman has also been to the school to present certificates.
- 33 In conjunction with Lincoln Adult Education, the school has run two courses to help parents support their children with work in mathematics and English. Whilst the courses themselves were good, with those who attended gaining considerably, the fact that only a few did so, meant that there has been a limited impact on raising standards. However, the courses are to continue and the hope is that they will gradually draw in more parents. The school is in the process of establishing support from Sure Start, a national initiative to benefit children's experiences before they start school.

LEADERSHIP AND MANAGEMENT

Leadership is **good** and **management** is satisfactory. The leadership of the headteacher and deputy headteacher is good. Some management systems are not as effective as they could be. The governance of the school and financial management is **good**.

Main strengths and weaknesses

- The good leadership of the head teacher has created a common sense of purpose within the staff.

- The deputy headteacher makes a significant contribution to the leadership of the school, particularly in promoting good teaching and learning.
- Governors share the headteacher's vision and play a significant part in shaping the direction of the school. Only one statutory duty is not fulfilled.
- The process of school improvement has been effective, but on-going evaluation is not linked closely enough to pupils' achievement nor is it checked with enough rigour in some instances.
- Although some subject leaders take responsibility for the standards in their subject, others are not yet contributing enough and the management structure does not fully empower them to do so.

Commentary

- 34 The headteacher provides good leadership. He has been successful in creating a staff team that share a common sense of purpose. He has promoted a positive ethos and environment and, as a result, the school is a calm and pleasant place in which to learn and work. On his arrival in the school some two years prior to the inspection, there was much to be done to rectify the attitudes of pupils to their lessons. This aspect of the school had been identified by the local education authority as a matter causing concern. The headteacher with the good support of the deputy headteacher identified the main areas in which action needed to be taken. A purposeful approach and a consistent effort have resulted in the good attitudes seen today. Staff, including lunchtime staff, understand the school's agreed systems and apply them consistently. The headteacher has thus established a firm foundation upon which to raise standards. Although improvement in the school as judged by the previous inspection report is unsatisfactory, this does not give a true picture of recent events. Taking local education authority reports into consideration, improvement has been good for the last two years.
- 35 There is a satisfactory timetable for the monitoring and evaluation of teaching and learning in each subject and aspect of the school's work. Subject and aspect leaders check teachers' planning, pupils' work and some observe teaching and thus are generally in a reliable position to contribute to the school's improvement plan. However, checks on the coverage of the curriculum have been a focus of much of this work with too little emphasis on identifying the achievement of different groups of pupils. Governors also contribute to the identification of strengths and weaknesses and use data from the school's test results along with information from outside agencies and school staff. Mathematics was thus identified and good action taken for its improvement. Although this action has not yet impacted on the school's end of year national curriculum results, there is good evidence that standards of pupils' work is improving in all year groups. There has also been considerable improvement in the provision for pupils' work in ICT and improvements in the provision for children in the Foundation Stage.
- 36 However, the effectiveness of school improvement planning is weakened because the criteria for establishing the success or otherwise of proposed improvements is not closely linked to pupils' achievement. Although the school analyses assessment data thoroughly and identifies the rate of progress of different groups of pupils, including tracking the progress of its pupils from Gypsy and Traveller minority ethnic backgrounds, it does not link this information sufficiently to the way in which it evaluates its provision and the success of action plans. For instance, the school has a much greater number of pupils with special educational needs than other schools but a focus on raising their attainment has only just been implemented despite the fact that their low

attainment is a factor in the school's below average results. Provision is now satisfactory for these pupils, but there has been too little urgency in meeting their needs. There are still improvements needed which have been identified by the SENCO whose leadership is good but who has had too little opportunity to manage this aspect well. There are few innovative methods in use to support their learning, indicating that the school has not researched all possibilities as thoroughly as it could have.

- 37 Improvements in assessment and teaching methods have been instigated well by the deputy headteacher whose knowledge of best practice and using assessment effectively is very good. However, the monitoring and evaluation of the way in which teachers respond to the guidance and training in these aspects has not tracked down inconsistencies. As a result, not all teachers mark work well or let pupils know how well they are doing by providing useful targets. In addition, individual education plans are not always considered when teachers plan for pupils with special educational needs and this has not been highlighted by the member of staff managing this area sufficiently or brought to the notice of the headteacher. A system of relating teachers' performance by checking the rate of progress of a selected number of pupils in each class helps teachers take on responsibility for their work, but could detract from a thorough review of each pupils' progress. Performance management is carried out properly and has resulted in improved skills and knowledge for staff. The school has received Investors in People status in acknowledgement of good quality training procedures.
- 38 The current management structure does not give sufficient prominence to the subject leaders' key responsibility of raising standards. Though the development of their role is included in the school improvement plan it does not have a high enough priority. Leadership is generally good because of the commitment and enthusiasm of most co-ordinators, but they have not been given enough direction in the best ways to manage improvements in their subject. Most are knowledgeable good practitioners, however, others are not well enough informed on new best practice and, in consequence, do not give teachers the guidance available, despite the ease of access via the internet. The lack of rigorous procedures to monitor pupils' achievements by subject leaders means that weaknesses in provision are not identified. This presents a barrier to further driving up standards.
- 39 The governing body share the headteacher's vision for the future of the school as an integral part of the community. Governors are very supportive of the school. They produce evaluative reports on teaching and learning and aspects of the school such as attitudes and behaviour. They understand the school's strengths and weaknesses and take into account national data in forming these views. Governors track developments through meetings with staff and make a contribution to the process of school improvement planning. They check that the school is meeting all its statutory responsibilities. They are aware that the lack of swimming on the curriculum is in breach of their duty to ensure full coverage of the National Curriculum and support the headteacher in his negotiations with those who have the appropriate facilities in order to put the matter right.
- 40 Financial management is good. An efficient administrator ensures that day-to-day expenditure is carefully managed and all issues raised in the last audit have been addressed. The school adheres to principles of best value. There is cross-reference between educational and financial planning in the school improvement plan which is monitored effectively through the financial committee. The governors plan well ahead

and as a result they are in a good position to manage the reduction in funds brought about by the decline in the number of pupils on roll.

Financial information for the year April 2003 to March 2004

Income and expenditure (£)	
Total income	676,230
Total expenditure	659,826
Expenditure per pupil	2,170

Balances (£)	
Balance from previous year	18,769
Balance carried forward to the next	16,403

- 41 Bearing in mind the satisfactory education provided and the standards achieved the school provides satisfactory value for money.

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

Although provision in the Nursery is good, overall provision in the Foundation Stage is **satisfactory**.

Main strengths and weaknesses

- Children's achievement in the Nursery is good because of high quality activities, especially those outdoor, that delight and captivate children's interest.
- Parents are involved well in their child's early learning.
- The Nursery and the Reception class are not yet planning together as a team.
- Developing an interest in using writing tools and communicating through writing does not have a high enough profile and is not taught well in the Reception class.

Commentary

- 42 The children start their nursery experience in the September of the year before their third birthday. Parents may choose whether their child attends the morning or afternoon session. They join the Reception class in September or January depending on when they become five. This means that some children have four terms in the Nursery. On entry to the Nursery the children's attainment is below that expected for their age. Although a few children are verbally advanced, the majority have a limited vocabulary and knowledge and understanding of the world. There are two children in the Nursery from the Gypsy and Traveller minority ethnic community and they receive good support from the local education authority service and their achievement is good. One child, at a very early stage of learning English in addition to his home language, has only been in the Nursery for a few weeks but has settled happily. Children with special educational needs are identified early and in most aspects their needs are provided for well.
- 43 The Nursery has a delightful grassed and hard surface outdoor area with a wealth of attractive resources, both permanently in place or set out daily. Thriving garden beds, established with the help of parents; a complex road system for bikes; wooden climbing apparatus, tunnels to crawl through; playhouses and many features to wonder at, captivate children's interest and develop language and learning. The children in the Reception class spend their playtime in the area and enjoy the resources tremendously but it does not fully contribute to their learning because it is not linked to their class work. This is because there is no joint planning between the Reception class and the Nursery. Planning for the development of writing is not sufficiently linked to play activities in both classes. Staff have established very good relationships with parents. There is a warm welcome to parents and children as they arrive in the morning. Parents clearly feel they can exchange information or discuss any minor concerns with staff. There has been satisfactory improvement since the previous inspection.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Provision is **satisfactory**.

Main strengths and weaknesses

- All adults encourage good behaviour through the use of frequent praise.

- Well focused short talking times help children feel valued.
- In the Nursery, children's achievement is good because routines are securely established and they feel safe, but in the Reception class this is not always the case.

Commentary

- 44 Although teaching in the Nursery is good, overall in the Foundation Stage, it is satisfactory. Many children will meet the goals by the end of the Reception Year but a significant proportion will not. In the Nursery, the good provision for personal, social and emotional development helps to set the tone for learning in other areas. Although many of them start school finding it difficult to sit and listen attentively, they gradually learn to do so over time. Staff set a very good example by modelling courtesy and clear speech for the children to follow. Very clear parameters for behaviour are simply but firmly explained. As a result, behaviour is generally very good. Any minor infringement is corrected, but quickly followed by a warm comment or gesture. In both the Nursery and the Reception class, short sessions of talk are used effectively to value children's opinions and ideas and to teach moral, social and personal development.
- 45 In the Nursery, there are well-established routines and systems which nearly all children understand and follow sensibly. Planning for snack-time and the start and end of the day, all contribute well to children's personal development. Tidy-up time is satisfactory, although it could be improved by raising the profile of its importance or some fun tactics, as quite a number of children manage to leave most of the work to the enthusiastic few.
- 46 In the Reception class, children generally respond well to adults and know what is expected of them at listening times, for example. Teachers praise good behaviour and generally manage children well, using strategies such as fun songs and finger games to gain attention or encourage children to follow rules. However, some of the daily routines are not well established. Tidying away, in particular, is not done well when requests from adults are ignored by a significant number of children and perfunctory tidying is accepted. When children use resources such as the well-stocked area for picture and model making, a considerable amount of sticky shapes and paper find their way to the floor. The lack of clear routines for the use of such things as the sand tray and building blocks undermines children's feelings of security and the outcome is bad behaviour. Those children who have particular needs with regard to social and emotional difficulties are adversely affected by this, although often managed well at other times.

COMMUNICATION LANGUAGE AND LEARNING

Provision is **satisfactory**.

Main strengths and weaknesses

- Children's keen interest in the high quality activities in the Nursery encourages them to talk and use language confidently.
- In both Nursery and Reception classes, stories and rhymes are used very effectively to promote learning.
- Staff are skilful in teaching letter sounds, but less knowledgeable about the best methods to teach children to write using the letter sounds and shapes they know.

Commentary

- 47 In the Nursery teaching is good and in the Foundation Stage overall it is satisfactory. Children's achievement is satisfactory overall, except in writing where it is unsatisfactory. Overall children are not on track to achieve the goals set for them in writing although most will achieve them in the other areas. Children with special

educational needs make good progress in developing their spoken language and knowledge of letter sounds but as with others they make too little progress in writing.

- 48 Planning for the development of children's use of spoken language is very good and is embedded in the organisation of the day. At the start of the week and the day, the teacher in the Nursery discusses with children what their learning is going to be about. For example, in the week of the inspection it was water. During the activity times, children copied adults in their use of words and phrases such as 'pouring', 'splashing,' 'water running', 'floating' and 'sinking'. Their enthusiasm for exciting tasks such as building a water channel or bridge over a stream encouraged them to communicate to each other as well as to staff. In the final session learning is consolidated well. As children sit quietly round the teacher, they are asked to describe what they have done that day, thus putting their sentence structures into the past tense. The only missed opportunity, is the link with writing as the teacher does not model a simple recording of one or two words which would lay a good basis for the understanding that writing is used to record events.
- 49 In both the Nursery and the Reception class, teachers are skilful at using a variety of methods, often linked to an action, picture or other visual clue to help children learn letter sounds. Good assessments identify those children in the Reception class who have slipped behind in this learning. They are given extra practice in short sessions with a classroom assistant and quickly build up the deficit. Nearly all children in the Reception, even those who find paying attention difficult, join in with the many songs and rhymes that are clearly well-known. In the Reception class, a story about zoo animals was used well to encourage children to recognise the sequence of events in a story. However, opportunities to increase their interest and consolidate learning were missed because there were few links to the play activities set out for the day. For instance, plastic models of zoo animals, similar to the ones in the story heaped on a table were not looked at by the children with any great interest because the teacher missed the opportunity to draw the children's attention to the links with the story. A challenge to line up the animals in the same sequence, or to put them into boxes as described in the story, would have resulted in good creative play.
- 50 Many of the children show signs of having rarely picked up a writing tool prior to starting in the Nursery and children's unaided attempts at writing in the Reception year indicate that for many this is an on-going condition. They show little interest in writing. Both classes have writing areas but they were mainly ignored as an area of choice. In the Nursery children's early morning activity involves following a line that waves or curls and children are encouraged to write their names but name cards are not prominently visible. Staff miss opportunities to model writing, as described above and there are no sign-up sheets or tick-off lists for activities so that staff, when supporting other learning, could themselves add their name to encourage children to try. Children's writing books in the Reception class indicate that methods used to teach writing are not always based on best practice as children do not make good progress through the year in writing words using the letter sounds they know. Too often adults write a sentence for children to copy with the result that they do not achieve success in their own attempts. The hooks that tempt children to write are not prominent in either class. In both writing areas, resources consist of colouring sheets rather than a written challenge which would intrigue children to respond, all be it if they are at the stage of making marks.

MATHEMATICAL DEVELOPMENT

Provision is **good**.

Main strengths and weaknesses

- Children's achievement is good.
- Teachers assess children's understanding well and provide tasks that build on their previous knowledge.
- More use could be made of role-play and other activities to encourage counting and recording of numbers.

Commentary

- 51 Teaching is generally good because it is based on good assessments. With the exception of a few children with special educational needs, children are on track to achieve the goals by the end of the Reception Year. In a good session in the Reception Year, the teacher used pairs of socks as a resource to capture children's interest in counting in twos. This was a good strategy as later on the socks were hung out on the washing line in pairs and much talk was encouraged to identify odd socks which laid a good grounding for the start of their understanding of odd and even. Higher attaining children worked well with the teacher to record their counting in twos and those of average attainment consolidated their understanding of numbers up to 10. A good feature of the session was that the teacher always prompted children to start their count at zero when necessary. In both the Reception class and the Nursery, teachers make good use of rhymes and stories for counting up and down.
- 52 Adults take every opportunity to encourage use of counting as children play, and many activities involve identifying the size and shape of spaces when children build or move items. However, in the Reception class more use could be made of areas such as the role-play area and the sand to develop mathematical learning, either by a challenge to record numbers or one to solve a problem.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Provision is very **good**.

Main strengths and weaknesses

- Teaching in the Nursery is excellent and good in the Reception Class.
- ICT is used well to develop children's learning.
- The outdoor area is used very well in the Nursery.

Commentary

- 53 Many children's experiences before Nursery are limited and the rich learning environment inside and outdoors in the Nursery provides stimulation to their thinking, their senses and curiosity. Because they are given good opportunities and challenges based on practical experiences their learning is enhanced. For instance, a group of children, working on the challenge to make water run along a long channel of plastic guttering, fed by one child pouring water from a bottle, learnt for themselves that one end needed to be higher than the other. Most children are on track to attain the goals set for them by the end of the Reception Year. Children's understanding is assessed very well and activities matched to their level, with language and problem solving included with the gaining of knowledge. In the Nursery, three children with lower attainment fished in the water tray with small nets. They were fascinated by the names of the creatures they caught, lurking in a swirl of real sea-weed. Although they struggled to speak well-known words clearly they could remember the names of the 'lobster', 'prawns' and 'octopus' that they caught and knew they were found in the sea. A carefully structured programme of ICT based activities linked to a simple but effective assessment procedure gives children experiences that link to all areas of their learning.

CREATIVE DEVELOPMENT

Provision is **good**.

Main strengths and weaknesses

- Children's creativity is developed through role-play and imagination.
- Children are given good opportunities to investigate paint and other media from a well defined starting point.

Commentary

- 54 Teaching is good and children's achievement is good. Although only one lesson was seen in the Reception class, examples of children's work and the opportunities identified in teachers' plans provide good evidence that this aspect is taught well. In a good lesson in the Reception class, the teacher introduced a piece of material as a magic flying carpet. With eyes closed and an intense expression she set off for an imagined flight while all the children sat quietly and waited to hear where she had gone and what she could see. They were completely wrapped up in the pretence and, when it was their turn to sit on the material, they too imagined where the flying carpet took them. Many described what they could see thus developing their spoken language. The experience was used as a starting point for their paintings and the results showed how successful it was as children painted with concentration and involvement.
- 55 In both Nursery and the Reception class, children are provided with paint and other materials to investigate picture making for themselves with adults giving guidance on how to control shape and colour but allowing children freedom to explore. Role-play areas provide costumes and starting points for imaginative play. No music lessons were observed but children's singing heard was tuneful and enjoyed.

PHYSICAL DEVELOPMENT

No overall judgement made as too few lessons or activities in this area were seen.

Main strengths and weaknesses

- The outdoor area provides very good opportunities for children to develop physical skills.
- Some activities develop children's control of small tools well but on occasions opportunities are missed and objectives not clearly defined in small tool tasks.

Commentary

- 56 The outdoor Nursery area, shared at playtimes by the Reception class children provides very good opportunities for climbing, jumping sliding and crawling. The hard surface area is well set out for the use and control of bikes. On one occasion six children developed a snaking follow-my-leader game on the bikes with the lead cyclist changing pace and direction while those following behind delighted in copying. Gardening is developed very effectively to give children not only an understanding of plant growth but also controlling such equipment as watering cans and small hoes. In both the Reception and the Nursery class, children used pegs to hang up washing. Focusing on the need to grip and release a peg was good development for fingers. However, on occasions opportunities are missed in both classes to develop fine motor skills, which is much needed for the majority. In the Reception class, for instance, in the picture making area, children stuck on ready cut up shapes and pieces of string when most would have learnt more by having to use scissors to cut the size they needed. In the Nursery, one or two

children spent some time turning the handle of a toy screw driver but without any particular aim in mind. The need to control this carefully would have provided good development of control if either real or imagined screws, integrated into the purpose for their play, had needed tightening. Malleable material such as play doh is available but not made challenging by a specified outcome with an increase in difficulty if achieved.

SUBJECTS IN KEY STAGES 1 and 2

ENGLISH

Provision in English is **satisfactory**.

Main strengths and weaknesses

- A good proportion of pupils are working at the higher level in Year 6, but standards are well below average because of a high proportion of pupils at the lowest level.
- Pupils' achievement in one Year 2 class is good but in the other class, their achievement is unsatisfactory and standards are well below average.
- Good teaching of speaking and listening and reading in Years 3 to 6 develops pupils' interest in language and books well, but strategies to help those of lower attainment write are weak and these pupils do not make enough progress in writing.
- Marking and the setting of targets for individual pupils is not contributing enough to pupils understanding of how well they are doing in Years 5 and 6.
- Improvements in the subject are not managed well enough.

Commentary

57 Although the school's point score has gone up almost every year since 1999, standards by the end of Year 6 are still well below average. The school's results in 2003 were well below average. In the current year, the unvalidated National Curriculum test results indicate a significant rise in the number of pupils attaining the higher level. However, there is a greater proportion of pupils working at a standard well below the expected level and thus the point score is brought down significantly. In the current group of pupils in Year 6, the numbers with special educational needs is higher than in 2003, and there are some who have joined the school late in their primary education who have special educational needs. However, evidence from these pupils' individual education plans indicate that the school does not always use best methods to help these pupils learn to spell and write. Their progress in writing over several years is not satisfactory. The school has not challenged itself enough to raise the standard of these pupils' work from the lowest level to the next level up by seeking out the best methods now available for their support.

58 Good teaching and lively lessons develop pupils' skills in speaking and listening and this is a success because many start in the Nursery with limited vocabulary and little confidence to make their views known. By the end of Year 2 and Year 6 pupils' attainment in speaking and listening is similar to expectations for their age. In lessons, pupils have good opportunities to discuss answers to teachers' questions with their "talking partner". Most pupils listen well and enjoy opportunities to participate in drama and role-play. In Year 6, most pupils speak confidently and organize their ideas appropriately. They are confident to speak to a larger audience when presenting their work. Those with special educational needs gain well from this teaching. Many grow in confidence as their vocabulary increases and they structure verbal sentences correctly. This was seen in a Year 6 lesson when lower attaining pupils and those with special educational needs enjoyed a colourful text from Africa; at the end of the lesson they confidently posed questions of their own to the central character in a well organised session of 'hot seating', when one pupil takes on the role of the story character and others ask questions.

- 59 Pupils from Gypsy and Traveller minority ethnic backgrounds also benefit from this good teaching in speaking and listening. They fall behind with their work when they are absent from school for long periods on account of travelling and this delays their progress. Although they receive good support on their return from the local education service for this group and some make up satisfactory ground, the school has not devised any study packs to match in with school work for them to practise their skills during their absence.
- 60 Class lessons are effective in helping pupils develop interest and enjoyment in reading. Texts are explored well in lessons where pupils' interest is maintained by good relationships and a lively pace to the session. Reading sessions, when the teacher supports a group of pupils on the same text, are effective in one Year 2 class and, as a result, pupils in this class have moved on well with their reading. They use a good range of strategies to tease out unknown words and they generally read well with expression and interest. However, the same session, in the other Year 2 class, is not organised well, pupils' efforts are not assessed properly and they make little progress. This class has had a number of temporary teachers for some time and support for the use of good methods has not been sufficient to help these temporary teachers. In consequence, standards at the end of Year 2, overall are well below average. By Year 6, higher and average attaining pupils read at the standard expected for their age. Pupils of lower attainment make good progress. They are taught in a class group with others of similar attainment and so the teacher can adapt the National Literacy Strategy appropriately to meet their needs. This is effective, and although these pupils are below average in their reading skills their achievement is good through this year, although most had not achieved as well in previous years.
- 61 As with reading, standards in one Year 2 class in writing are average and pupils' achievement is good while in the other Year 2 class pupils struggle to write independently. Methods of teaching early writing are not securely established in the Reception Year and, in consequence those who fall behind do not pick up well by Year 2. Letter sounds are taught well using a good range of methods, including those that link to actions and visual prompts. However, the next step in writing of putting these sounds together to write a word independently is not well established through the school. Some teachers use good methods and writing improves well in their classes but others do not. While average and higher attaining pupils learn to spell satisfactorily, those of lower attainment struggle and some pupils become anxious about writing without words provided for them to copy. In Years 5 and 6, for instance, pupils write sentences copying jumbled up words from a prompt sheet. This type of activity does not improve their understanding of how to structure a sentence or their confidence in their own ability to write. Because they do not do enough independent writing, all be it at a lower level than others, to express their own ideas, they do not make enough progress year-on-year and their achievement is unsatisfactory. The achievement of pupils in Year 6 of average attainment is satisfactory and those of higher attainment achieve well. In Years 3 and 4 pupils achieve well because grammar and writing is taught well and pupils are given a good understanding of how to improve from useful comments in teachers' marking and the use of targets. In Years 5 and 6, work is not always marked so that pupils understand how well they have done and what they need to do to improve, and the presentation of pupils' work is not given a high profile.
- 62 Although teaching is good in one Year 2 class, Years 3 and 4 and in teaching of higher attaining pupils in Years 5 and 6, overall it is satisfactory because inconsistencies affect pupils' progress. In the good lessons, teachers tell pupils the objectives of the lessons

and this helps them to focus on the important learning points. Preparation for lessons is good and adult support is used appropriately. Pupils often participate actively in teachers' explanations, for instance, pupils at the front of the class in Year 1 showed others how to build up words and in Year 3 how to identify features of a letter. Many pupils read with an adult in school and take a reading record and book home. This provides good support for those with special educational needs. Work done at home makes a satisfactory contribution to pupils' learning. The school provides catch up programmes for those who have fallen behind with skills but these were not in action at the time of the inspection so the quality could not be judged. All classrooms have a selection of reading books but in some classes their location does not encourage reading for pleasure or information.

- 63 The leadership of the subject is satisfactory but its management is unsatisfactory. Standards have not risen since the last inspection and despite good work in some areas, improvement is unsatisfactory. The coordinator has good enthusiasm for English and this is communicated well to staff and pupils. Curriculum development is, however, restricted by the lack of up-to-date information on best methods and support materials now available on the internet. Assessment procedures are good but not always used consistently by teachers and this makes them less effective. Priorities to develop English have been identified but are not linked sufficiently to a thorough audit of teaching and learning, and information from assessment data. The school does not currently have a central library area which limits pupils' research and independent reading skills.

Language and literacy across the curriculum

- 64 Pupils have satisfactory opportunities to develop their English skills across the curriculum. Speaking and listening activities are included well in most lessons when pupils can discuss previous work or share ideas. In music, for instance, pupils work sensibly as they discuss how to create a percussion piece. An investigation in Years 5 and 6 about water pollution in Lincoln shows how pupils are able to skim text to select information to produce an interesting display. To promote healthy eating, pupils design posters and text for media presentations. In design and technology, labels are used to highlight the features of a vehicle. In science pupils use note taking during their investigations. However, teachers' expectations of written work are not always high enough when pupils write in other subjects and presentation in Years 5 and 6 is sometimes weak.

MATHEMATICS

Provision for mathematics is **satisfactory**.

Main strengths and weaknesses

- The school's focus on improving teaching and learning is proving successful as pupils' achievement is good in Years 3 and 4 and standards by the end of Year 6 have improved from well below average to below average.
- Good teaching is promoting pupils' interest and enthusiasm for mathematics.
- The marking of pupils' work is done well in some classes but not others, and there is insufficient guidance to pupils to enable them to improve their work.
- Good use is being made of 'interactive teaching programmes' and ICT in numeracy lessons.

Commentary

- 65 The school's results in the national tests for pupils at the end of Year 2 and 6 in 2003, were well below the national average, with the same low performance levels being attained when compared with similar schools. Present standards from inspection evidence, indicates that pupils in Year 2 are still well below the national average. Pupils in Year 6 have improved, with standards being below instead of well below. The pupils in Year 2, started with attainment well below average as teaching and learning in the Foundation Stage was not moving them on enough. Their achievement is satisfactory overall, although it is much better in one Year 2 class than in the other because of frequent changes of staff in one class. The achievement of pupils from Years 3 to 6 is good. Unvalidated test results show that the number of pupils in line to attain the higher levels in mathematics in Year 6 has almost doubled from the numbers last year. Improvement since the previous inspection is unsatisfactory as standards were average at that time. However, this does not fully reflect the good work that has taken place over the past year.
- 66 The quality of teaching varies but overall it is good, it ranges from being very good to unsatisfactory; only one unsatisfactory lesson was seen during the inspection. Teachers' planning is based on the National Numeracy Strategy and for the vast majority of lessons, it is very effective in matching to the needs of the pupils. Where this is not the case, as in one lesson, pupils struggled to understand and made little progress in their learning. Pupils throughout the school show a keen interest in their work and have good attitudes. Minor instances of inappropriate behaviour are well managed by teachers and support assistants. In two very good lessons, good planning and use of resources to support teaching and learning enabled pupils to make good progress and achieve very well. In both of these lessons, teachers used the National Numeracy and ICT interactive teaching programs very effectively. Pupils in a Year 2 lesson, attained a very good level of understanding and learned the skills of dividing using this approach. By the end of the lesson, higher attaining pupils were able to divide accurately and understood how remainders are shown. Most other pupils in this lesson learned to divide using simple numbers. Standards attained in this lesson were good as a result of the very good quality of the teaching. Pupils in Years 5 and 6 are taught in groups of similar attainment. This is proving effective with all pupils making good progress and achieving well. In one Year 5 and 6 lesson, where pupils needed additional support, very good teaching with the use of practical resources resulted in pupils with special educational needs gaining a very good understanding of simple fractions and mixed numbers. Although support in lessons is generally good, pupils with special educational needs in mathematics have not been identified by the school or provided with individual education plans to help them make greater progress.
- 67 Procedures for assessing pupils' work are satisfactory. National and optional test results are analysed carefully to track pupils' progress and to identify any lack of knowledge and under-developed mathematical skills of the pupils. Some targets are set for the pupils but they are not involved in this process and so the targets are not as effective as they could be in motivating pupils. Marking of pupils' work is not consistent; some teachers do acknowledge successes and explain how to improve work but others give little or no guidance for their pupils.
- 68 The subject is well led by the experienced co-ordinator and she manages her subject to a satisfactory level. The co-ordinator has a clear action plan to help to raise standards

and has appropriately identified that 'using and applying mathematics' is an area for further staff training. There is some monitoring of teaching and learning but clear differences between the standards being attained within a similar year group class has gone unchallenged. This has resulted in standards being lower than they should be for pupils at the end of Year 2.

Mathematics across the curriculum

- 69 The use of mathematics in other subjects is satisfactory. Pupils use graphs to illustrate their findings in investigative science. In design and technology pupils measure various materials they use in creating their designs. Year 5 and 6 pupils use their mathematical skills effectively in ICT when they input data into spreadsheets and databases.

SCIENCE

Provision in science is **satisfactory**.

Main strengths and weaknesses

- There is a good emphasis on practical work which helps to develop pupils' skills of enquiry and this is improving the quality of teaching overall.
- Standards by the end of Year 2 are below average and well below average by the end of Year 6.
- Pupils in Years 5 and 6 are not challenged sufficiently to pose questions and look for answers.
- The quality of teaching and learning is checked, but assessment is not used to tell pupils what they need to do to improve.

Commentary

- 70 In 2003, end of year teacher assessment showed that standards by the end of Year 2 were well below average. Current standards are below average and this is an improvement. Pupils' achievement is satisfactory. However, in one Year 2 class achievement is good, and better than in the other class where pupils' achievement has been affected by the problem of staffing changes. Current standards are well below average by the end of Year 6. This is a downturn on the average standards achieved in 2003 national tests when the percentage of pupils attaining the higher level was above the national average. The difference between the two year groups goes some way to explaining this. The current year group has a larger proportion of pupils with special educational needs and those who joined the school late in their primary education. However, some of the pupils' work shows that those of average and higher attainment have not been given enough challenge, particularly in devising investigations. This is the main reason why the school has not maintained the good results seen in the tests for Year 6 at the end of 2003. Progress is good within Years 3 and 4 because the challenge is high in these year groups. Lower attaining pupils and those with special educational needs make satisfactory progress in relation to their prior attainment. They receive good support from teaching assistants, but information from assessment does not always pinpoint what they need to do to improve. Improvement since the previous inspection when standards were average is unsatisfactory. Although the school has worked hard to improve teaching and learning in the past two years, improvements have not been fully maintained because the school's process of checking the success of developments is not thorough enough.

- 71 Teaching overall is good with an emphasis on investigations. Pupils have opportunity to observe, describe, classify and record. This combined with good relationships produces enjoyable lessons in which pupils are productive. Investigations also provide a context in which pupils can use their literacy skills in writing reports and number skills to measure and record results in tables and graphs.
- 72 All strands of science are covered and teachers carefully build on and extend pupils' knowledge. In a Year 1 lesson pupils used their knowledge and understanding of plant parts to explain that leaves were wilting because there wasn't any water in the soil for the roots. In a Year 2 and 3 lesson pupils compared mini-beasts found in the school grounds with those found on a local common and, with the support of a visiting expert, identified key features of insects. In a Year 4, lesson pupils investigated how heating and cooling can change materials. Higher attaining pupils used their knowledge of materials to describe how heating would burn some materials and not melt them.
- 73 By the time pupils are in Year 6 they have a good understanding of what is a fair test. However, they are not challenged to use this and their good subject knowledge to propose an initial hypothesis or create a scientific investigation by choosing a suitable approach and apparatus. This limits their ability to achieve the higher levels in national tests. Marking is positive but not consistent in giving pupils guidance. In the best examples, pupils in Year 3 and 4 are given clear guidelines as to what they need to do to improve. This best practice and high expectations is one of the reasons why pupils in these years make good progress.
- 74 Because the co-ordinator is absent, the subject has a member of staff care-taking the leadership. Leadership and management are currently satisfactory with the school following the good action plan left behind by the post holder. This properly identifies the need to improve the use of assessment to track individual pupils' progress and to set targets for them. Records of monitoring teaching and learning indicate that the school has been through a good process of improving teaching, especially with regard to the teaching of investigative work.

INFORMATION AND COMMUNICATION TECHNOLOGY

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

Main strengths and weaknesses

- Teaching and learning are good and this leads to good achievement for all pupils.
- Pupils have positive attitudes to learning and this helps them to achieve well.
- Resources to support teaching and learning in ICT are good.
- The subject is very well led and well managed by the co-ordinator and this has led to good improvement.
- Apart from mathematics and history, there is limited use of ICT in the classroom to support pupils' learning in other areas of the curriculum.
- The computer suite is sited a long walking distance from most class units and, as a result, teaching time is lost in travelling 'to and fro'.
- There is inadequate ventilation in the computer suite.

Commentary

- 75 By the end of Years 2 and 6 standards attained by pupils in ICT are in line with national expectations. Pupils of all levels of attainment, including those who have special educational needs, achieve well. This is as a result of the good well-planned use of resources in ICT lessons that enable pupils to develop their skills in this subject. Standards have been maintained since the previous inspection and improvement has been good because there is a higher expectation than at that time.
- 76 Only a few ICT lessons were observed during the inspection. From the analysis of pupils' completed work which is stored on disk, together with printed work in portfolios and discussions with pupils, teaching and learning are judged to be good. All teachers have received appropriate training and show a confidence in teaching ICT. This is seen to good effect when lessons are taken in the computer suite. Year 3 pupils showed good computer skills when they designed labels and slogans to support the work they did in a history and design and technology lesson. Pupils in Years 5 and 6 understood features of multimedia presentations as they used the 'power point' programme in support of their history work on Ancient Greece. In one lesson, about a half of pupils effectively imported text and images from the internet. They built up separate slides that would be used in their final presentations. Discussions with Year 6 pupils, indicate that they have covered all areas of study within the ICT curriculum but their experiences of the 'control and modelling' elements are limited. This strand of learning is now taught in Years 3 and 4 but present Year 6 pupils did not have this opportunity to cover this in the past.
- 77 Some teaching time is lost when pupils, based in buildings well away from the computer suite, travel to and from their classes. Pupils work well once they are settled in the computer suite but the time lost in travelling does have a negative impact on teaching and learning. Ventilation in the suite is inadequate and the room quickly gets warm and stuffy. Pupils have a real interest in the work they do and are very keen to learn. They show positive attitudes and generally behave well. Good support is given by the teachers and the support assistants to ensure all pupils achieve well.
- 78 Leadership of the subject is very good, with management being good. The co-ordinator has produced a very informative action plan to improve on the present provision and with the view to raise standards even further. She has identified areas for additional training for staff and matched training programmes to each staff member's needs. Pupils track their progress through individual diaries of coverage. Assessment is presently satisfactory and plans show that future strategies for recording progress and achievement are good. There is a clear locally produced policy, shared and agreed with parents, on internet protection for pupils. With 95% protection this does not totally protect pupils from internet intrusion. The school is aware of this and is working closely with a provider to improve protection further.

Information and communication technology across the curriculum

- 79 ICT is used well to support the teaching and learning of mathematics. Teachers use ICT resources effectively in teaching mathematics through the National Numeracy Strategy 'interactive teaching programmes'. Teachers in Years 2 and 3 were seen to use this strategy very effectively during the inspection. ICT work in support of history and design and technology is satisfactory. However, there is limited use of ICT in support of other areas of the curriculum such as science. Laptops are available for use in classrooms. Although they are used well to support pupils with special education needs, they are presently underused in some classes for general purposes.

HUMANITIES

Insufficient evidence was gained to write a full report on geography. The standard of pupils' work, by the end of Year 2 in history, was not judged because of insufficient evidence.

History

Provision in history is **satisfactory**.

Main strengths and weaknesses

- Pupils are enthusiastic in their interest in the subject.
- The locality is used particularly well to bring history alive.
- Whole school planning is good, providing a secure framework for pupils to build up their skills, knowledge and understanding from one year to the next.
- Pupils' work in Year 6 is not of the same good standard as seen in Years 3 and 4.

Commentary

- 80 History is planned well and pupils' knowledge and understanding are built on effectively year-by-year. This has resulted in pupils gaining a good understanding of several historical periods and being able to place them in a reasonably accurate time frame by the time they are in Year 6. Good practice in teaching is responsible. In a Year 3 lesson, for instance, when the pupils were learning about different rulers during the Viking period, the teacher continually drew their attention to the period that had gone before and made reference to those that were to come.
- 81 Pupils speak with pride of their city because they understand some of the aspects of its historical past. In particular, they know features of the Bishop's life whose name their school bears. By the time they are in Year 6, they fully understand the part that artefacts, buildings and information from historical sites and archaeological digs play in informing knowledge about the past. One average attaining pupil, for instance, could explain that a Roman coin found at a site in Britain might mean the Romans had been in that area or it might mean that a local person had brought the coin back from Rome.
- 82 In a lesson in Year 1, the teacher introduced the pupils to finding out about the past from books and from information stored on computer. Children's interest was captured as they sought to identify features of Stephenson's Rocket from a range of books and a computer program. However, the lesson was not as effective as it could have been because most of the books were too difficult for the pupils to read, indicating an area where resources need improving.
- 83 In Years 3 and 4, pupils' work indicates that teachers have high expectations. Pupils are given good opportunities to develop their thinking and to produce good quality written work, diagrams and charts. Many pupils attain standards beyond expectations for their age. This standard is not maintained in Year 6. Although the pupils attain the standard expected for their age, the quality of their work is not as high as in Year 3. Their project folders on Ancient Greece, for instance, had front covers and contents pages but presentation, both of these and simple time lines, was weak; there was little independent written work and much use of worksheets and pages of information from the internet. Marking in Years 5 and 6 does little to indicate how improvement could be made, in contrast to the good marking in other years.

- 84 The co-ordinator is new to the subject and has audited provision, but not identified this marked difference. Links with other subjects, for instance, design and technology in Year 6 are useful but more needs to be done to help the subject contribute to success in English and mathematics. The co-ordinator's enthusiasm for the use of the locality and outside visits shows good commitment but there now needs to be more focused monitoring of standards and the use of assessment. Improvement has been satisfactory since the previous inspection.

Geography

- 85 The work of pupils in Year 6 in geography is of a higher standard than that of history. Written work, map work and diagrams are completed with care. The range of work is good and develops pupils' thinking through investigations such as one carried out to discover the total amount of water used in a household each day. However, in discussion with pupils in Year 6, there was much less enthusiasm for geography than history which might have resulted from the fact that the amount of fieldwork done in later years is reduced. Some aspects of their knowledge was good, particularly their understanding of the regions of the British Isles, cities and geographical features. Despite their recent study on water they were less knowledgeable about its effects on the landscape and the features of rivers. Generally, the school makes good use of the locality and endeavors to provide opportunities for fieldwork. A good project in Years 2 and 3 provided well for this. Pupils were properly prepared before going out into the local streets to record where the most litter was to be found. This enabled them to use the information they gathered to draw conclusions and develop their understanding of geographical enquiry. From limited evidence, standards by the end of Year 2 and 6 are average.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

Insufficient evidence was obtained to make overall judgements about provision in art and design, design and technology, music and physical education.

Art and design

- 86 Two lessons were seen in Years 1 and 2. Year 1 pupils made satisfactory progress in developing their understanding of sewing and weaving in a lesson in which the teacher promoted their interest in these skills and support from the classroom assistant and a parent helper contributed well in helping those having difficulties. Pupils in Year 2, however, made unsatisfactory progress in creating a collage of natural materials because the teacher failed to explain the task sufficiently and missed opportunities to support and guide pupils by questioning and clear explanation. As a result, pupils were not on task for much of the time. The work displayed around the school and the co-ordinator's collection of samples of work indicate that pupils generally make better progress than this and that a satisfactory range of experiences are provided.
- 87 By the end of Year 6, pupils have had opportunity to work with an appropriate range of materials and use a range of different skills. They have studied and created work in the style of different artists and from other cultures such as Sri Lanka. They have opportunities to enrich and extend their experiences through visits to art galleries, artists in residence and an after school art club. Whole school planning provides satisfactory

guidance to support teachers' planning and pupils' work is checked at the end of each unit of work. Standards are average by the end of Year 2 and Year 6. This is similar to those seen at the last inspection.

Design and technology

88 By the end of Year 2 pupils have investigated simple mechanisms such as scissors, experimented with different joins, made puppets and simple four wheeled vehicles with a fixed axle. In a Year 3 and 4 lesson pupils' understanding of a sliding mechanism was developed well through clear explanation and good use of resources. Pupils were then able to draw and design a moving picture that would incorporate this mechanism. In a Year 5 and 6 lesson pupils made a framework which would support headgear. Pupils had previously evaluated the purpose and function of different types of headgear and considered how this influences choice of materials, colour and constituent parts. Discussion with pupils and analysis of pupils' work indicate that pupils have opportunity to engage in all elements of the design process and their understanding is secure. The subject is contributing well to pupils' enjoyment of learning because of good links with other subjects. Standards at the end of Years 2 and 6 are average. This is similar to those seen at the last inspection.

Music

89 Pupils enjoy music and make good progress because teaching is very good. Two lessons were seen, and a discussion held with the subject leader. In both lessons which spanned years 3 to 6, pupils were full of enthusiasm as they sang, played instruments, composed, performed and evaluated each other's work. Time was used productively because of good management of pupils and resources. Pupils make good progress because activities were challenging and teachers provided clear explanations and demonstrations. Standards seen in these two lessons were above average. In assembly pupils sang in tune and time with good phrasing. They have good opportunities to listen to music and reflect on its significance. A choir, a recorder group and visiting musicians provide further enrichment to their musical experiences. The subject contributes well to pupils' spiritual, social and cultural development.

Physical education

90 A limited number of lessons were observed during the period of the inspection. No lessons were seen in Year 1 or Year 2. In the lessons observed all pupils warmed up effectively and enjoyed developing skills in throwing and catching. Pupils in Year 5 and Year 6 improved their performance, carrying out these skills at speed. These developed skills were put into practice effectively during a game of rounders later in the lesson. Pupils' physical skills are developed through a good range of out of school sporting experiences. Football, cricket, cross-country running, sports' hall athletics and sports events all contribute to the development of pupils' physical skills and their social awareness. From discussions with the school, it is evident that pupils do not have a full access to the National Curriculum for physical education, as there is no provision for swimming. However, the school has made very good efforts to get this provision in place and is currently negotiating with a local secondary school for the use of their swimming baths.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

Provision for pupils' personal, social and health education and citizenship is **good**.

Main strengths and weaknesses

- Teachers value pupils' opinions and give them good opportunities to discuss their views and to listen to the views of others.
- The school council is used well to promote understanding of citizenship.
- Teaching is good in lessons dedicated to personal, social and health education.
- The aspect is well promoted in all aspects of the school's life.

Commentary

- 91 Teachers are very sensitive to pupils' feelings; they encourage an appreciation of others views through organising "talking partners" activities in most lessons. Here pupils learn how to discuss topics and views and share ideas with their peers. Year 4 pupils can sensibly debate why they believe some laws, such as the minimum age in which someone can own a pet, are useful. By Year 6, pupils show a good sense of responsibility, confidence and belonging to a group. They support younger pupils in the playground and are often seen around the school helping to organise resources, set up equipment for assembly, and take messages between buildings. Several displays around the school show that a healthy lifestyle is keenly promoted in all classes. A fruit snack option is provided at playtime. Encouraging pupils to learn about a healthy diet is included in the school improvement plan as a strategy to improve their learning and concentration. Pupils have good relationships with adults and work well together in lessons, reflecting one of the school rules, "To care for each other".
- 92 Teaching in lessons when pupils are given opportunities to discuss the full range of issues within the subject is good. Pupils listen attentively to others and a good pace is maintained by a range of different strategies to keep pupils' attention. Visits and visitors are used well to enhance pupils' understanding of citizenship. Links with the local church and members of the parish and local community also contribute well. Assemblies help pupils to consider wider issues and meet with people who have different roles in the community and beyond. All pupils understand the role the school council plays in the life of the school. It is well managed and gives pupils the opportunity to develop their understanding of the responsibilities that come with involvement within a community. There has been good improvement since the previous inspection. The subject is co-ordinated by the same member of staff as for religious education and there are good links between the subjects. Co-ordination is good and has contributed well to the good quality work in the school.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

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

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