

INSPECTION REPORT

**THE LINCOLN ST PETER AT GOWTS
CE PRIMARY SCHOOL**

Lincoln

LEA area: Lincolnshire

Unique reference number 120563

Headteacher: Mrs P. Ward

Lead inspector: Mr D. Speakman

Dates of inspection: 10th – 13th November 2003

Inspection number: 258145

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 Controlled
Age range of pupils: 3 - 11
Gender of pupils: Mixed
Number on roll: 208

School address: Pennell Street
Lincoln
Postcode: LN5 7TA

Telephone number: 01522 880071
Fax number: 01522 880072

Appropriate authority: The governing body
Name of chair of governors: Mr R. Merryweather

Date of previous inspection: 01/10/2001

CHARACTERISTICS OF THE SCHOOL

This average sized Voluntary Controlled Church of England Primary School serves the local area, which is a disadvantaged area close to the centre of the town. An above average number of pupils join or leave during the school year. Most of the pupils are White British, with very few pupils coming from other ethnic backgrounds. Three pupils speak English as an additional language and are at an early stage of English language acquisition. An above average percentage of pupils have been identified as having special educational needs, including moderate learning difficulties, social emotional and behavioural problems, physical disabilities and autism. The proportion of pupils claiming a free school meal is below average. Pupils' attainment on entry to reception is well below average. The school has been awarded a SRB grant due to its level of social deprivation. This is used to run Family Literacy and Numeracy courses.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
20086	Mr D. Speakman	Lead inspector	Science, Information Communication and Technology, citizenship, geography
15181	Mrs M. Hackney	Lay inspector	
1411	Mr J. Good	Team inspector	Mathematics, art, design and technology, physical education, religious education
10611	Mr M. James	Team inspector	English, history, music, Foundation Stage, special educational needs, English as an additional language

The inspection contractor was:

Altecq Education
102 Bath Road
Cheltenham
Gloucestershire
GL53 7JX

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REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	6
PART B: COMMENTARY ON THE MAIN INSPECTION FINDINGS	
STANDARDS ACHIEVED BY PUPILS	8
Standards achieved in areas of learning, subjects and courses	
Pupils' attitudes, values and other personal qualities	
QUALITY OF EDUCATION PROVIDED BY THE SCHOOL	11
Teaching and learning	
The curriculum	
Care, guidance and support	
Partnership with parents, other schools and the community	
LEADERSHIP AND MANAGEMENT	16
PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING, SUBJECTS AND COURSES	18
AREAS OF LEARNING IN THE FOUNDATION STAGE	
SUBJECTS IN KEY STAGES 1 & 2	
PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS	33

PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This is an **effective** school that provides a **good quality of education** and gives **good value for money**. As a result of good teaching, high levels of inclusion and a very good ethos of care, pupils are interested in school, achieve well and, starting from a low base, attain average standards in English and mathematics and generally satisfactory standards in other subjects. Leadership is good overall with the headteacher providing very good leadership. Management systems are effective.

The school's main strengths and weaknesses

- The leadership of the headteacher is very good and is fundamental to the school's drive to improve.
- The quality of teaching and learning is good overall.
- Assessment procedures are good and the information is used well to ensure that all pupils are provided with challenging work.
- All groups of pupils, including those with special educational needs, pupils with English as an additional language and those at different levels of attainment, achieve well.
- Starting from a well below average baseline, pupils attain average standards in English, mathematics and most other subjects.
- Resources in information and communication technology are insufficient and prevent the pupils from achieving satisfactory standards.
- Attainment in science is below average by the end of Year 6 and in geography it is below that expected nationally for pupils of this age.
- As a result of very good provision for their personal development, pupils have good attitudes towards school and their behaviour is good.
- The curriculum is of a good quality and benefits from very good levels of enrichment.
- The school looks after its pupils very well and this reflects its very caring ethos.
- Links with parents are good and the school has productive contact with other schools, including those from which pupils come and those to which they move onto.
- The headteacher is well supported by other staff with responsibility in the school.
- The governors make a good contribution to the school's development as they have a very good understanding of the strengths and weaknesses of the school.

The level of improvement since the previous inspection has been very good. Two years ago, the school was identified as having serious weaknesses in standards, the quality of teaching and in providing challenge for significant groups of pupils. The headteacher, who was very new to her post at that time, staff and governors have worked very hard and the identified areas of weakness are now strengths. As a result, standards have risen and the school no longer has serious weaknesses.

STANDARDS ACHIEVED

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

Key: A - well above average; B – above average; C – average; D – below average; E – well below average
Similar schools are those with similar percentages of pupils eligible for free school meals.

Pupils start the nursery with well below average attainment. All pupils **achieve well** and by the time they reach the end of Year 6, standards in English and mathematics are average. Standards in science remain well below average, especially in their investigative and experimental skills. Standards in most other subjects are satisfactory. In geography and information and communication technology, standards are below those expected for pupils of this age. The school's unsatisfactory

resources limit pupils' achievement in these subjects and means that attainment is below average overall.

Pupils' personal development is good. This is supported through **good provision** for their **spiritual, moral, social and cultural development.** Pupils' **attitudes** towards school and learning are **good** and their **behaviour** is **good.** **Attendance and punctuality** are **satisfactory** and the majority of pupils arrive at school in good time.

QUALITY OF EDUCATION

The quality of education provided by the school is good.

Teaching and learning are **good in the Foundation Stage** and at **Key Stage 2** and **satisfactory at Key Stage 1.** Teachers have good subject knowledge and use this well to plan suitable activities based on reliable assessment data. As a result, teaching usually meets all pupils' needs and enables generally good progress. Teachers have very high expectations of their pupils' behaviour. Teaching for pupils with special educational and other specific needs is good; teaching assistants often provide valuable support and are effective in what they do. **Procedures for assessment are very good** in English, mathematics and the Foundation Stage. **The information is used effectively** to plan the next stages in learning in these areas. The recently introduced whole-school system for assessment in science and the non-core subjects is currently not being used effectively to raise standards.

The **curriculum** is **good.** The school provides a broad and balanced curriculum that has many areas of strength, including a good focus on sport and the arts. There is a **very good range of extra-curricular activities.** Unsatisfactory resources cause the information and communication technology curriculum not to meet statutory requirements, whilst all other subjects do fully meet requirements.

LEADERSHIP AND MANAGEMENT

Leadership is **good** and that of the **headteacher** is **very good.** She has a very clear vision of the needs of the school which is based on rigorous and very reliable school self evaluation and analysis of assessment data. Plans for school improvement are very well thought out and very appropriate to the school's needs. She is effectively supported in this work by other staff with responsibility. The governors provide good levels of support and contribute well to the work of the school. Together, the headteacher, staff and governors have developed good management systems that are effective in identifying the school's needs and moving it forward at a very good pace.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents are happy with the school. They feel their children are making good progress and that the quality of teaching and learning is good. Parents are confident that their children like school, are cared for whilst there and are expected to work hard and do their best. Parents feel they can make their views clear and that they are listened to. They feel well informed about how their children are getting on. Pupils have positive views about the school. They enjoy school and feel that they are finding out new things. They say that they will be well supported if they have problems.

IMPROVEMENTS NEEDED

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

- improve standards in science at the end of Year 6;
- improve the resources in information and communication technology and thereby raise standards;
- improve the quality of teaching and learning where it is currently satisfactory, so that it matches that in the rest of the school;
- improve the use of assessment in science and in non core subjects.

And, to meet statutory requirements:

- ensure that all the National Curriculum statutory requirements for information and communication technology are fully met.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

Standards are average at the end of Year 6. Because pupils enter the school with well below average attainment, **their overall achievement is good.** Achievement in **the Foundation Stage is good, satisfactory** for pupils in **Key Stage 1 and in Key Stage 2, it is good.** Standards in English and mathematics are average and in science are below average at the end of Year 6.

Main strengths and weaknesses

- Children in the Foundation Stage achieve well. Starting from a well below average , overall attainment remains below that expected nationally for their age.
- Pupils in Key Stage 1 make satisfactory progress, whilst those in Key Stage 2 make good progress overall.
- Standards in English and mathematics remain below average at the end of Year 2, but are average at the end of Year 6.
- In science, standards are below average at the end of both Years 2 and 6.
- Overall, standards in information and communication technology are below average, but where the pupils have the opportunity to learn and use their information and communication technology skills, standards are average.
- Standards in all other subjects are average at the end of Year 6, except in geography, where they are below.
- Standards in core skills of language and literacy, numeracy and information and communication technology are satisfactory in other subjects.
- All groups of pupils, regardless of gender, race or ability, achieve well overall.

Commentary

1. Children in the Foundation Stage achieve the early learning goals by the end of reception, except in communication, language and literacy, mathematics and in their knowledge and understanding of the world, where standards remain below expectations by the time they enter Year 1.
2. Since the school was identified as having serious weaknesses in October 2001, results in the National Curriculum tests have improved in English and mathematics, but in science results have shown insufficient improvement and have remained well below average. Results for Year 6 pupils were well below average in all three subjects when compared to schools nationally. Results in 2003 are now below average in English and average in mathematics. Although the proportion of pupils attaining the nationally expected Level 4 or above in English was above average, the percentage attaining the higher Level 5 was below average. This had the effect of depressing the comparison with national data.

Key Stage 1

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

Standards in:	School results	National results
reading	14.5 (12.5)	15.7 (15.8)
writing	14.3 (12.8)	14.4 (14.6)
mathematics	15.3 (13.8)	16.3 (16.5)

There were 24 pupils in the year group. Figures in brackets are for the previous year

Key Stage 2

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

Standards in:	School results	National results
English	26.1 (27.4)	26.8 (27.0)
mathematics	27.2 (26.8)	26.8 (26.7)
science	26.8 (26.8)	28.6 (28.3)

There were 28 pupils in the year group. Figures in brackets are for the previous year.

- Standards in English are below average at the end of Year 2. Pupils in Year 2 currently lack adequate communication skills. Their vocabulary is limited and many of them do not yet speak in full sentences or clearly explain what they are trying to say. Reading is better. Pupils have the necessary skills to enable them to attempt unfamiliar words, but the majority are not yet able to read with full accuracy or with clarity and expression. Their writing shows weaknesses in the use of punctuation and in their spelling. The quality of their handwriting is satisfactory. By Year 6, pupils have made good progress and they are at the nationally expected level in all aspects of language and literacy. The situation in mathematics is similar, with standards at the end of Year 2 being below average and average at the end of Year 6. Although pupils have a secure understanding of smaller numbers and simple number operations and know how to use these to solve problems, too few pupils show competence in using numbers greater than 20. By the end of Year 6 the majority of pupils attain the levels nationally expected for pupils of this age. In science, pupils lack sufficient knowledge and understanding of fair testing and this has a negative impact on the acquisition of skills and knowledge in other aspects of the science curriculum.
- From a very early age, pupils are taught basic computer skills and become familiar with the keyboard, using the mouse and a good range of programs in different subjects. This secure start enables pupils to maintain sound standards in information and communication technology in the aspects studied. However, limited resources means that pupils' experiences are limited and they are not able to learn skills and knowledge in control and monitoring to a sufficiently high level. This means that standards are unsatisfactory overall by the end of Year 6. Standards of information and communication technology seen in other subjects are satisfactory.
- Pupils in Year 6 have an insufficiently wide range of experience in geography and because of this standards are below average. However, standards are as expected in Year 5, so this means that achievement is generally satisfactory, but unsatisfactory in Year 6. Standards in all other subjects are average.

Pupils' attitudes, values and other personal qualities

Pupils' attitudes to school are **good**, as is their behaviour. The provision for spiritual, moral, social and cultural development is **good**. Attendance is **satisfactory**.

Main strengths and weaknesses

- Pupils' behaviour is good, both in lessons and around the school.
- The behaviour and attitudes of children in the Foundation Stage are very good.
- The school has high expectations of pupils' behaviour.
- The school's provision for all aspects of spiritual, moral, social and cultural development is good.

Commentary

6. All pupils, including those with special educational needs and English as an additional language, have good attitudes to school. Children in the Foundation Stage are given a very good start in developing positive attitudes towards school and they very quickly settle to the expectations that the school sets. This benefits them as they move up through the school. Boys and girls work well together and all groups are well integrated into the life and work of the school. Pupils say they enjoy life in this school because work is interesting and sometimes exciting and because the school is a welcoming place. They are happy in school and parents support this view. The school places a very high priority on this aspect and it is a significant factor in successfully delivering its various aims, especially in relation to the progress that pupils make.
7. Behaviour is good overall and that of a number of pupils is very good. This is because the school places such a positive emphasis on good behaviour, courtesy and caring for others. All these things are frequently celebrated in the school, with the pupils regularly being praised for maintaining the high standards. Pupils are well supported in lessons by staff and sometimes other pupils and they respond accordingly by working hard, concentrating well and persevering in both independent and group work. Discussions are used effectively to talk about and resolve any disagreements that might arise and to reflect on the importance of working and playing well together. Pupils say that as a result of this the school is a friendly place where any form of bullying is not tolerated.

Exclusions

Ethnic background of pupils

Exclusions in the last school year

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	203	2	0
Asian or Asian British – Indian	2	0	0
Black or Black British – African	1	0	0
Chinese	2	0	0

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

8. The school makes particularly good provision for pupils' spiritual, moral, social and cultural development. School assemblies are used particularly well for this purpose and they are a real pleasure to attend. Pupils are provided with a wide range of information and they listen and respond with great interest. They are also provided with many moments of quietness to reflect on all they hear, which effectively helps them consider others and their needs. Suitable opportunities are provided for pupils to take on responsibilities, both within the classroom and around the school. They respond with commitment and maturity. The school also makes good provision for making pupils aware of the multi-cultural society in which they live. Lessons in religious education, visitors to the school and displays of pictures and artefacts ensure pupils' understanding and tolerance of people from different faiths.

Attendance

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data:	94.3	School data:	0.6

National data:	94.1
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National data:	0.5
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The table gives the percentage of half days (sessions) missed through absence for the latest complete reporting year.

9. Attendance and punctuality are satisfactory. Although the majority of pupils have a good record of attendance, there are a small number whose attendance is spasmodic. The school works hard to encourage good attendance and parents are reminded regularly of its effect on pupils' progress. Unauthorised absence is above the national average.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education provided is good. Teaching is **good in the Foundation Stage** and in **Key Stage 2**. It is **satisfactory in Key Stage 1**. The **assessment** of pupils' work is **good** and **very good in the Foundation Stage**. Data is mostly used effectively to ensure appropriate match of work to individual pupils' needs. The curriculum is good and **very good for children in the Foundation Stage**. **Links with parents and the community are good.**

Teaching and learning

Teaching and learning is good overall. Teaching and learning are good in English throughout the school and in mathematics and religious education at Key Stage 2. Teaching and learning are satisfactory in all other subjects inspected. Assessment is good overall.

Main strengths and weaknesses

- Teachers have good subject knowledge.
- Planning is good, based on reliable assessment data. As a result, teaching usually meets all pupils' needs and enables good learning in the Foundation Stage, in English throughout the school and in mathematics and religious education at Key Stage 2.
- Teachers have high expectations of their pupils and set challenging tasks and expect good standards of behaviour.
- Teaching for pupils with special educational needs is good; teaching assistants often provide valuable support and are effective in what they do.
- All pupils are fully included in all learning opportunities, regardless of ability, gender or background. Teachers and assistants are fully aware of inclusion issues.
- Procedures for assessment are very good in English, mathematics and the Foundation Stage. The information is used effectively to plan the next stages in learning in these areas.
- Statistical data from national tests is carefully analysed and used well to identify areas in need of further development.
- The recently introduced whole-school system for assessment in science and the non-core subjects is currently not being used effectively to raise standards.

Commentary

10. There has been a significant improvement in the quality of teaching since the previous inspection. Leadership and management have ensured that all of the issues that were weak in the last inspection have been fully addressed. Areas that were weak then, such as teaching in Key Stage 2, teachers' knowledge of their pupil's needs and their use of assessment, are now strengths of the school. At the time of the previous inspection, 11 per cent of teaching was judged to be unsatisfactory. This has now improved, with no unsatisfactory teaching seen during this inspection and the good quality of teaching and learning being maintained in the Foundation Stage.

Summary of teaching observed during the inspection in 43 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
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0	7 (16%)	30 (70%)	6 (14%)	0	0	0
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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.

11. Based on their good subject knowledge and effective planning, teachers give clear explanations in their teaching and provide good guidance so pupils at all levels of attainment feel confident in their learning. This has a positive impact on attainment and the progress that they make. All teachers are fully trained in teaching the National Literacy and Numeracy Strategies and the quality of teaching and learning in English and mathematics is good overall. Staff knowledge and understanding in information and communication technology is sound, but the school does not have the resources to enable teachers to bring their pupils up to the required levels in all aspects of the information and communication technology National Curriculum. Although teaching in information and communication technology is satisfactory, this means that pupils' learning is insufficient.
12. Teaching assistants are competent and have been well trained effectively to support the pupils in their care. This is particularly effective when they support pupils who require a little extra support. This is provided through the nurture group, which effectively helps these pupils to learn the necessary social skills. The same quality support is seen for pupils with special educational needs. These pupils are supported well both in class and in withdrawal groups. Pupils benefit from focused learning activities. This also supports the inclusion of pupils in all the learning opportunities that the school has to offer.
13. The school has a good range of effective procedures for analysing statistical data from tests and assessments. The information is used effectively to identify those pupils who need additional help and support. Pupils' performances in the National Curriculum tests at the end of Years 2 and 6 are analysed and the English and mathematics subject leaders make very good use of this data. They accurately identify strengths and weaknesses and adapt their development plans to focus upon any newly identified weaknesses. As a result, standards in these subjects are rising.
14. All teachers keep detailed and comprehensive records of their pupils' achievements and levels of attainment. Good use is made of these details to track pupils' progress across the school and to inform pupils' individual targets and end of year reports. However, in some classes, teachers do not use assessment information well enough to prepare tasks that will extend pupils' learning, particularly the small groups of more able pupils.
15. The recently introduced assessment procedures for tracking pupils' attainment in science and the non-core subjects is an important development and improvement. However, insufficient use is currently being made of this data to identify areas for development and raise standards, especially in science. Pupils' work is marked regularly but does not always give an indication of the standard achieved or how the work can be improved.

The curriculum

The quality and range of learning opportunities are good. The school provides a broad and balanced curriculum that has many areas of strength. The statutory requirements for the National Curriculum are fully met in all subjects except information and communication technology because of factors beyond the school's control. Unfortunately, these deficiencies mean that the **curriculum is, overall, unsatisfactory.** There is a **very good range of extra-curricular activities** that are well supported by the pupils.

Main strengths and weaknesses

- The range and quality of learning experiences provided for children in the nursery and reception classes are very good.

- Provision for pupils with special educational needs is good.
- There is a very good range of extra-curricular activities.
- All subjects of the National Curriculum are taught, but the statutory requirements for information and communication technology are not fully met.
- Learning opportunities for the most able pupils are variable in the infants.
- Good provision of support staff.
- Accommodation is very clean and well maintained.
- There is a good outdoor secure play space for children in the Foundation Stage.
- Good resources are used effectively for the teaching of mathematics and English.
- Resources and accommodation for information and communication technology are unsatisfactory.
- Lack of a grassed play area limits opportunities for sports.

Commentary

16. The school provides a broad and balanced curriculum. The programme for children in the nursery and reception classes is especially good. It gives children plenty of practical work linked to activities that they enjoy. The quality of the provision allows all children to make good progress in improving their personal and educational skills. There is a wide range of extra-curricular activities that extends the school's curriculum well beyond the statutory requirements. Pupils join after-school and lunchtime clubs that cater for those interested in sporting, musical, artistic, creative or environmental activities.
17. The requirements of the locally agreed syllabus for religious education are fully met and the school makes good provision for developing pupils' spiritual, moral, social and cultural education. The provision for sex and relationships, drugs and health education are satisfactory, but the leader for personal, social and health education has recently completed a comprehensive scheme of work due to be implemented in the New Year. The weaknesses identified in the previous report relating to the National Literacy and Numeracy Strategies have been addressed. There are wider opportunities for writing across the curriculum and reading is being used to seek information. For example, Year 6 pupils write extended accounts in religious education and in art and design they use reference material before starting to decorate their Greek vase. In mathematics there is a greater emphasis upon adopting a practical approach and to giving pupils more opportunities to use their acquired numeracy skills to support their learning in other subjects. Both the Literacy and Numeracy Strategies are having a positive impact on the curriculum, upon pupils' learning and the standards being achieved. The recent emphasis in the school development plan upon improving pupils' literacy and numeracy skills has resulted in pupils making good progress in developing most areas of these key skills.
18. Teachers' long, medium and short-term planning is of a good standard and this represents a good improvement since the last inspection. All teachers follow the school procedures, which results in consistency. Subject leaders have responsibility for monitoring their colleagues' planning on a regular basis. They also review the curriculum in order to ensure that it is meeting the needs of the pupils. Scrutiny of pupils' previous work shows that most teachers are successfully planning tasks to extend the learning of all pupils. The school goes to great lengths to provide those with special educational needs with good support and this enables them to successfully participate in all normal classroom activities and make good progress in their studies. However, the challenge for higher-attaining pupils is variable particularly in infant classes.
19. The provision for pupils with special educational needs has improved and is now good. Clear procedures are in place and they closely follow the Code of Practice on the identification and assessment of pupils. The Code has been most carefully and effectively implemented. Individual education plans are provided for pupils and these are of good quality. Care is taken to

ensure that the work provided for pupils is closely suited to their needs. Pupils are involved in the full range of school activities.

20. The school has sufficient teachers who are suitably qualified to teach the National Curriculum. The provision of support staff is good. In addition, pupils benefit from regular visits by teachers from the Ethnic Minority Achievement Service, Travellers Support Service and the Education Inclusion Service.
21. The accommodation overall is satisfactory and is good for the Foundation Stage. The building is very clean and well maintained through the commitment of the site manager. The entrance to the school and the administrative area has recently been remodelled resulting in improved facilities and security. In all subjects apart from information and communication technology there is sufficient space for the teaching of the National Curriculum. Although attempts have been made to provide a very small information and communication technology area, this is insufficient for the teaching of large groups and limits learning opportunities. The school has a large and attractive library which is used well by groups of pupils. Classrooms and resource base facilities are good and all areas are in continuous use. The large hall is a good resource and accommodates the whole school. In the Foundation Stage there is good and secure outdoor play space for the youngest children. The large hard surface playground is large enough for the number of pupils on roll, but the lack of grassed play area places some limitations on opportunities for sports.
22. There are good resources to support the teaching of mathematics and English and provision has recently been improved. Insufficient resources are available for the teaching of information and communication technology and the number of computers is inadequate. There is also insufficient software. In all other subjects and the Foundation Stage, resources are satisfactory.

Care, guidance and support

The **provision for pupils' care, welfare and health and safety is very good**. Pupils' **progress and personal development are very well monitored** and staff provide very good support, advice and guidance. The school values pupils' views and involves them effectively in decision-making.

Main strengths and weaknesses

- The school is a very happy and secure environment where pupils are very well cared for.
- There are very good procedures to monitor pupils' personal and academic progress.
- Staff have very good relationships with pupils and know them well.
- Pupils with special educational needs are well supported.
- Good induction arrangements ensure that children settle quickly into school.
- Through the school council pupils in all classes have a voice in the organisation of the school.

Commentary

23. The school has very good procedures for ensuring pupils' well-being and safety. Pupils are happy in school and in all classes they are provided with very good advice and guidance. Pupils are very well supported by staff who know them well and are committed to ensuring that all pupils learn in a happy and secure environment. Very good procedures are consistently followed to monitor pupils' personal and academic progress. The very good relationships and the school's positive Christian ethos of care and celebration raise pupils' self-esteem and confidence. This makes a strong contribution to their progress and personal development.
24. The nurture group which provides support for pupils who need a little extra personal support is good and well organised. Pupils with special educational needs receive good support from teachers and support staff. This enables them to take part in the full range of activities and to

make good progress. All pupils have access to outside support agencies. Pupils with English as an additional language and traveller children are well supported through specialist provision. Child Protection procedures are very good and the headteacher ensures that all staff are aware of their responsibilities. Health and Safety issues are well monitored through regular checks and identified concerns are dealt with promptly.

25. Good induction arrangements ensure that children settle quickly into the nursery and reception class and that parents are well informed about the school. Pupils in Year 6 are very well supported prior to transfer through the school's close links with the secondary schools.
26. Pupils value the school council and feel that their ideas are listened to and frequently acted upon. They are proud of the fact that their suggestion for a healthier lifestyle with fruit snacks at playtime has been adopted by the school. Their suggestions have also resulted in improvements to the outside areas with additional play resources and litter bins.

Partnership with parents, other schools and the community

There are good links with parents and the school extends a genuine welcome to parents to be involved. **Links with the community and other schools are good** and enrich the curriculum well.

Main strengths and weaknesses

- Parents think well of the school.
- The welcoming nature of the school encourages the good links with parents.
- A significant number of parents are attending Family Learning courses.
- The school works hard to involve parents through regular communication.
- Good information is provided for parents, including clear information about pupils' progress.
- Parents of children in the Foundation Stage are involved well.
- Good links with the church and local community are well established.
- Links with other schools support the curriculum.

Commentary

27. The school is very welcoming to parents and they are very satisfied with the quality of education provided and their children's progress. Parents agree that the headteacher and staff are very approachable and that their views are sought and taken into account. They appreciate the fact that teachers are readily available to speak to them each morning. The school keeps parents well informed about activities and organisation through regular friendly and helpful newsletters. Each term parents receive good quality information about the targets set for literacy and numeracy and a list of topics which children will be learning. Annual reports provide a good amount of clear information about pupils' progress and their targets for improvement. Parents of pupils with special educational needs are involved well in individual education plans, behaviour programmes and assessment and review meetings.
28. Many parents are very supportive of the work of the school and provide valuable help with their children's learning at home. There are also a significant number of parents who find it difficult to maintain a partnership with the school. An increasing number of parents provide valuable regular help in classrooms listening to reading and assisting in group activities. During the inspection parents were observed cooking with pupils and helping with a task in a Year 2 history lesson. The Family Learning courses in literacy successfully attracted a significant number of parents and a larger number are about to start a literacy and numeracy course. Reading workshops organised by the school are well attended and parents' attendance at the courses has made a considerable impact on pupils' progress. The Friends of St Peter's are an active group of parents who organise regular successful fund-raising events to provide the school with additional resources.

29. The school has good links with the church and the local community, which enrich the curriculum and extend pupils' experience. The vicar is a regular visitor to lead assemblies and the church is used very effectively for school services and as a learning resource. Pupils take part in a range of community and church events. Lincoln City Football Club supports the school well with regular football coaching and sports development. Pupils have the opportunity to take part in a design and technology club organised by Siemens Engineering Ambassadors Programme. Local businesses are very supportive of the school and contribute generously to fund-raising events. Good links with other schools, including the secondary schools and a special school, support the curriculum well through joint activities such as with ICT and taking part in a joint maths trail.

LEADERSHIP AND MANAGEMENT

The **leadership of the headteacher is very good. Subject leaders and others with responsibility support her generally well.** The governance of the school is **good. Management systems are effective** in supporting the school's drive for improvement.

Main strengths and weaknesses

- The headteacher provides very good leadership and she has a very clear vision for the continued development of the school.
- The role played by the governors is good and their understanding of the strengths and weaknesses of the school is very good.
- Co-ordinators provide good overall leadership for their subjects and areas. The leadership of English and mathematics is very good. The leadership of science is unsatisfactory.
- Financial management by all concerned, including the headteacher, governors and school administrator, is very good.

Commentary

30. The quality of leadership and management by the headteacher is very good. She leads and manages the school both efficiently and effectively and her strong leadership gives the school a very clear educational direction. She has achieved much in her short time in charge and has contributed very significantly to the very good improvements that have taken place since the previous inspection. The action taken in addressing the key issues from that report has been very successful. There continues to be a significant degree of commitment amongst staff to continue these and other improvements still further. The very valid aims of the school are well reflected in the work of the school and there is a most positive Christian ethos founded on very good personal relationships.
31. Governors successfully fulfil their statutory duties in helping to shape the direction of the school and their involvement in the running of the school is now good. The chairman, in particular, is keenly involved in school life, being very supportive of the headteacher and staff. All governors are now active in formulating, supporting and monitoring initiatives for school improvement, especially in relation to the action plan and the school development plan. They are also frequent visitors and are most committed to carrying out their monitoring roles in their particular areas of responsibility. This involvement has led to their very good understanding of the school's many strengths and its few areas for development.
32. The overall leadership and management of other members of staff, in their particular areas of responsibility, are good. This includes the provision for pupils with learning difficulties, as well as for those with English as an additional language. The co-ordinators for English and mathematics play a particularly strong role in monitoring pupils' work, observing lessons and in identifying areas for improvement in their subjects. This has led to the much improved standards now evident. However, the leadership of science is unsatisfactory. There is little evidence of any identification of ways in which to improve standards in the subject, nor of any

close study of provision. As a result, improvement in standards in science lags well behind those being achieved in English and mathematics.

33. Financial management of the school is very good and it is efficiently monitored by the governing body. This management is well supported by a most detailed school development plan, which fully addresses appropriate areas for school improvement. All funds are carefully matched to the priorities that have been established in the plan. There are clearly defined routines, which enable the headteacher and governors to monitor the deployment of resources. Best value principles are well used when measuring improvements in the quality of teaching and standards achieved and when purchasing resources.

Financial information for the year April 2002 to March 2003

Income and expenditure (£)		Balances (£)	
Total income	469,991	Balance from previous year	19,239
Total expenditure	455,854	Balance carried forward to the next	33,376
Expenditure per pupil	1,915		

34. Day-to-day financial management and administration are also very good. Routine administrative procedures operate efficiently and unobtrusively. The school administrator gives very good support to both staff and pupils. Good use is made of information and communication technology systems to maintain financial control and accountability and this administration effectively supports the smooth running of the school.
35. Taking into account the use of available resources, the quality of teaching and learning, the progress achieved by pupils, the improvement since the last inspection and the income that is received, the school gives good value for money.

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

The overall **provision for children in the Foundation Stage is good**. The induction processes for new children are good and the curriculum provided is very good. The leadership and management are very good. Children's behaviour is very good. There is good teaching overall and, as a result, children's achievement is also good.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Main strengths and weaknesses

- Children are on course to achieve the expected level by the end of reception.
- Children are polite and very well behaved.
- They work and play well together, readily taking turns and sharing the resources provided.
- Children show some independence in their work.
- Teaching is very good and this allows children to achieve very well.

Commentary

36. Children are on course to meet the early learning goals in this area of learning by the time they reach the end of the reception year. Through clear and high expectations of behaviour, children learn how to behave well in school. Teachers plan a very good range of formal less structured opportunities in which children learn to become an effective part of a social grouping. In the nursery, children readily share items, take turns and play together. Those in reception learn to eat their snack and drink their milk in a civilised and calm manner through the careful support and guidance provided by adults in the classrooms. Teachers and other adults provide children with a good appropriate mix of directed activities and those that encourage independence. Children respond well and in time learn to make their own choices wisely.

COMMUNICATION, LANGUAGE AND LITERACY

Provision for communication, language and literacy is **good**.

Main strengths and weaknesses

- Although their achievement is good, children are not likely to attain the expected level by the end of reception.
- Children have limited speaking skills.
- They enjoy handling books and developing their early reading skills.
- Children confidently use pencils to produce simple writing.
- Teaching is good, with opportunities being provided to develop all appropriate skills.

Commentary

37. Teachers make good use of large storybooks to encourage children to enjoy listening to stories. Children enjoy looking at books and in reception they recognise a number of words and they read these to others. Children's speaking skills are less well developed. A small number of children speak clearly and fluently, whilst others speak in single words, not knowing the vocabulary nor having the confidence to use full sentences or to sustain conversation. However, teachers skilfully ask questions to encourage the children to talk clearly. Teachers

provide children with suitable opportunities to learn to write their names and simple commentaries to go with pictures.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **good**.

Main strengths and weaknesses

- Children are likely to be below the expected level by the time that they leave reception. However, they achieve well.
- Children know a range of songs and rhymes that help to develop their understanding of number.
- Whilst most children can count up to ten, when working together, many are uncertain in relating a number of items to the appropriate numeral.
- Many older children know a suitable range of simple mathematical vocabulary related to shape, measure and number.
- Teaching is good, with, for example, a range of counting and shape activities provided for the children.

Commentary

38. Teachers provide many opportunities for children to count and use counting rhymes. In the nursery, children count cartons of milk. Teachers provide good opportunities for children to match the correct number of items to a written number, but many find this difficult. In counting exercises, children in reception successfully add 'one more', but they are less sure of finding 'one less'. Teachers ensure that children develop a sound mathematical vocabulary and in reception they have developed this sufficiently to enable them to talk with understanding about different ideas such as 'big' and 'small', as well as to name basic two-dimensional shapes. Teachers provide children with a good variety of mathematical tasks and games that help them to effectively develop their knowledge of number, shape and measures.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

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

Main strengths and weaknesses

- Children are likely to be below the expected level when they enter Year 1. Their achievement is good.
- Children are beginning to develop their understanding of plants and animals, as well as different places, although some have difficulties explaining what they know.
- Children successfully carry out practical activities, such as cooking.
- Teaching is good, with a rich and stimulating variety of activities provided for the children.

Commentary

39. Teachers provide children with a good range of suitable activities and experiences that enable them to learn about the world in which they live. Children in the nursery learn, for example, about the body and the senses, whilst those in reception learn about plants. Similarly, the children learn about different places and those in reception study maps and a globe linked to the travels of 'Barney Bear'. A number of children explain what they know with some confidence, whilst others, with more limited language skills, sometimes find understanding and explaining more difficult. These children are not always confident to talk about this work. Practical activities, such as preparing food, are a regular feature in both the nursery and reception and pupils in reception particularly enjoy making and tasting porridge.

PHYSICAL DEVELOPMENT

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

Main strengths and weaknesses

- Children are on course to achieve the expected level by the time they leave reception. The children achieve very well.
- They use a range of tools and equipment with increasing dexterity and confidence.
- They have sound control of their bodies in physical education lessons.
- Teaching is very good, with many opportunities provided for children to develop their physical skills.

Commentary

40. Children benefit from the range of activities provided daily. Pencils, crayons, scissors, play dough and a variety of construction toys and large apparatus are readily available and children use them with enthusiasm. In the nursery, children cut and stick shapes and thread beads onto a string. In reception they successfully use play dough to produce models of houses and animals, as well as letter shapes. Younger children use outdoor equipment well, climbing confidently and safely. Older children develop these skills further during lessons in the hall. Teachers teach them well, providing clear demonstrations and much encouragement. They are also most careful to ensure the children's safety at all times.

CREATIVE DEVELOPMENT

The provision for creative development is **very good**.

Main strengths and weaknesses

- Children are on course to reach the expected level by the end of reception.
- They are presented with a wide variety of activities in music, painting, model making and using their imagination, to which they respond very well.
- Children are particularly keen to take part in role-play activities.
- The very good teaching stimulates children's imagination, allowing them to achieve very well.

Commentary

41. In both nursery and reception a wide range of activities is provided, which the children undertake with enthusiasm. Children play instruments in time, sing songs satisfactorily together and learn new songs very well. When painting and making models, children make very good progress in their use of paint and paint brushes and in making simple drawings. They use construction sets, such as building blocks, imaginatively and carefully to create different structures. Children are especially happy to take part in activities in both the 'Home Corner' and the 'Health Centre' and they show good levels of imagination when working with others. Teachers and teaching assistants complement each other very well in supporting, encouraging and stimulating the children.

SUBJECTS IN KEY STAGES 1 and 2

ENGLISH

Provision in English is **good**.

Main strengths and weaknesses

- Standards in all aspects of English are below average at Year 2 and average at Year 6. Based on their prior attainment, pupils' achievement is good. Standards have improved at Year 6 since the time of the previous inspection.
- The quality of teaching and learning is good, with assessment being very good.
- Other subjects make good use of pupils' literacy skills.
- Pupils' attitudes and behaviour and the presentation of their work are good.
- Teachers' marking of pupils' work is usually good.
- Curriculum co-ordination is very good.
- Very good levels of improvement have taken place since the previous inspection.

Commentary

42. While listening to their teacher reading stories or giving instructions, Year 2 pupils sit quietly and listen carefully. However, their lack of language skills means that a small number of pupils do not understand clearly what they have been told. When given the opportunity, a minority of pupils are able to speak clearly and confidently and these pupils feel able to provide extended answers and comments. The majority of pupils, however, speak either in single words or in short phrases, lacking the vocabulary or the confidence to express themselves at length. Year 6, pupils listen carefully in a variety of contexts, such as during teacher instruction or class discussions. A number of pupils are articulate speakers, who provide detailed answers, explanations and arguments. They speak clearly and put their points confidently and concisely. Whilst some are less confident, most are happy to speak in front of other people.
43. In Year 2 a minority of pupils read their texts accurately, sometimes introducing suitable expression into their reading, and confidently explain what they have read. Most read their books successfully, but with little expression or fluency. Other pupils read individual words, but have some difficulty in reading the full text. Most pupils have appropriate phonic skills that enable them to attempt to read words that they do not know. Pupils achieve well in Key Stage 2 and by Year 6 most pupils read with fluency, accuracy and evident enjoyment. They readily talk about what they read, making appropriate reference to characters and events in the stories. Pupils regularly use reference books to find information and many of them have mastered the skills of skimming and scanning to help them find that information.
44. At Year 2, many pupils write stories, news and poems. Most, however, do not use capital letters and full-stops consistently, correctly or independently to structure their writing. Many pupils find spelling difficult, but most usually produce spellings of simple words that are phonetically acceptable. Pupils' handwriting skills are reasonably sound, although a number of pupils produce letters that are sometimes incorrectly formed and variable in size. However, a small minority of pupils are now starting to join their letters in a neatly produced script. In Year 6 many pupils successfully write for a variety of purposes and they place emphasis on the use of adverbs and adjectives to add detail to their writing, as well as an increased range of punctuation, including inverted commas. By Year 6, pupils write more sustained pieces of writing, with appropriate levels of imagination and depth of interest. Most pupils join their letters in a clear and neat handwriting style. Pupils' spelling is usually good and they use dictionaries and a thesaurus to improve their work still further.
45. The overall quality of teaching and learning has improved and is now good. Teachers have good subject knowledge overall. Lessons are suitably planned and organised, with teachers

carefully following the requirements of the National Literacy Strategy. Teachers provide many opportunities for pupils to listen to stories and various forms of instruction and they provide pupils with chances to speak, sometimes at length, which help them to develop better communication skills. Teachers are careful to provide reading books for pupils suitable to their needs. They are provided with appropriate opportunities to read and suitable support and encouragement is provided by teachers and teaching assistants. Pupils are usually keen to read and even when they find the text difficult most are prepared to tackle the words presented.

46. Teachers throughout the school provide a good range of writing activities for their pupils and they also provide detailed help and support for pupils with spelling and handwriting. Further, teachers assess pupils' work regularly, with the result that the new work that is given is well suited to their particular needs. Pupils respond well to the opportunities provided in all areas of English and they work well for extended periods. As a result, all pupils, including those with special educational needs and English as an additional language, are able to achieve well.
47. Good relationships exist between teachers and pupils, and teachers provide good support during lessons. They are provided with a good level of help from the teaching assistants. Pupils' attitudes to English are good. Most work well on their own and in groups when required and they generally persevere with the work set. Most pupils try hard to produce neat, readable work in their exercise books. Teachers mark pupils' work regularly and they usually provide clear advice to pupils about improving their work. Suitable use is made of homework to give pupils further opportunities to practise and develop their skills.
48. The co-ordinator supports her colleagues very well with advice, when necessary, and she regularly observes lessons to see for herself the standards being achieved. She has worked very effectively to identify recent weaknesses in pupils' performance and in helping to bring about improvements. The impact of her leadership role is very good.

Language and literacy across the curriculum

49. The school is keen to develop pupils' language skills, both within English and in other subjects of the curriculum. Significant amounts of writing are produced in, for example, design and technology, history and religious education, and these subjects are used well to enhance pupils' literacy skills. This is an improvement since the previous inspection.

MATHEMATICS

Provision in mathematics is **good**.

Main strengths and weaknesses

- Standards in the juniors have improved significantly in the last two years.
- Pupils make good progress and achieve well by the end of Year 6.
- There is very good support for pupils with special educational needs which enables them to make good progress.
- Very good assessment procedures are in place for tracking pupils' progress across the school. The data is used very well in addressing areas of weakness and plotting the way forward.
- The subject co-ordinator gives a very good lead to the subject and she has a clear picture for future development that is firmly based upon further improvement in standards.
- Standards are well below the national average in Year 2.
- Too little use is made of information and communication technology in pupils' learning.
- In some classes, higher-attaining pupils are given insufficient challenge to achieve to their full potential.

Commentary

50. Standards in mathematics are improving. In the national tests at the end of Year 6 in 2003, pupils achieved standards that were above average in reaching Level 4 and average in gaining Level 5. This means that the school has maintained the improvement of the previous two years when the results were the best that had been achieved by pupils at the end of Year 6. This very good improvement has resulted from a combination of:
- better leadership and management by the co-ordinator;
 - very good use of statistical and assessment data to set targets;
 - revision of the schemes of work to involve more investigation and practical work;
 - rigorous monitoring of teaching, learning and provision;
 - involving governors and teachers in work scrutiny workshops;
 - taking the action necessary to remove weaknesses and consolidate strengths.
51. About three-quarters of Year 2 pupils achieve standards as expected for their age. They have a satisfactory knowledge of addition and subtraction facts to 20 and use this information in solving mental problems. However, few pupils have a secure understanding of numbers greater than 20 and the majority are unable to apply their basic skills to larger numbers. Higher-attaining pupils recognise sequences of numbers and can count on in twos and threes. They correctly order numbers to 100 and recognise common two-dimensional geometric shapes. Most of these pupils use their number skills accurately to solve simple problems involving money and length. Many of the remaining pupils are on the school's register for special educational needs. Although they are reaching standards that are below expectation, overall their achievement is satisfactory. Teachers and their assistants give them very good support and this enables these pupils to make good progress in developing numeracy skills.
52. Just over three-quarters of the pupils in Year 6 are currently reaching the standard expected for their age. They have a good grasp of place value and are confident in using numbers to 1000 and to two decimal places. During plenary sessions they quickly and efficiently recall facts of the 2, 3, 4, 5 and 10 multiplication tables and can explain their method of calculation when solving mental problems. In an observed lesson these pupils show that they have a secure knowledge and understanding of how to calculate perimeters and areas. The majority competently find the area of compound shapes and explain their methods of working. In conversation, the higher attaining pupils explain how they can write equations to calculate perimeters and areas. This is more than is normally expected for pupils of this age. All pupils, including those with special educational needs, are very well supported in class. They make good progress and they achieve well.
53. During the inspection the quality of teaching ranged from satisfactory to very good, but was good overall. All lessons are well planned with clear learning objectives. Teachers have good subject knowledge and this enables them to explain new knowledge simply and in a way that is understood by the pupils. During the inspection a feature of all lessons is the very good teamwork between teachers and their assistants. They are fully aware of their individual roles and they give very good support to pupils. This results in pupils trying hard and co-operating fully. They have good attitudes and behaviour in class is good. The best teaching is in the juniors because teachers are more consistently meeting the needs of all pupils, particularly those with above average ability. Teachers have high expectations of what these pupils can achieve in terms of quantity and quality of work. Throughout the school, teachers make insufficient use of information and communication technology to support pupils' learning.
54. Pupils' work is marked up to date but the quality of marking is variable. Too often, it consists of a series of ticks with no identification of the standard of the work. Although pupils have individual targets, in some classes they are given insufficient information on how they can achieve a higher standard. The presentation of pupils' written work varies in standard from very good to unsatisfactory and is generally in need of improvement.

55. The National Numeracy Strategy has been sensibly introduced and has been adapted to meet the school's needs. The recent revision of the schemes of work has led to a greater emphasis being placed upon using and applying mathematics. Scrutiny of pupils' previous work shows that there is now a clear focus upon providing pupils with a more hands-on experience. In conversation, Year 6 pupils talk enthusiastically about their practical experiences and their enjoyment in finding things out for themselves and trying out their theories. The school offers its pupils a good curriculum experience in mathematics.
56. The subject co-ordinator gives a very good lead to the subject. She is aware of what steps need to be taken in order to raise standards further, particularly at the end of Year 2. She is adapting the development plan in order to focus upon these issues. There are very good systems in place for collecting and analysing assessment data. This data is used effectively in tracking pupils' progress across the school, identifying pupils who need additional support and in setting targets for improvement. The school has made very good progress since the last inspection and has successfully addressed the various items listed as key issues for action.

Mathematics across the curriculum

57. Numeracy skills are being successfully developed across the curriculum. Pupils make good use of their acquired skills in supporting their learning in other subjects. In design and technology they accurately measure the length of materials before cutting them to the correct size. Scrutiny of pupils' previous work in art and design reveals the use of ratio and proportion in drawing portraits and rotation of geometrical shapes in designs. In science, pupils use graphical representations to analyse experimental data, and accurately read scales in recording temperatures and measuring volumes. Other examples include timelines in history and data analysis and recording in geography. In conversation older pupils show a good understanding and recall of mathematical language and terminology.

SCIENCE

Provision in science is **unsatisfactory**.

Strengths and weaknesses

- Standards are below average at the end of both Years 2 and 6.
- By Year 6, pupils' knowledge and understanding of experimental and investigative science is poor.
- Assessment procedures are unsatisfactory.
- Curriculum co-ordination is not effective and does not support a drive for improvement.

Commentary

58. At the end of both Years 2 and 6, results in science are well below average. They have remained at this level since the previous inspection and, whereas results in the National Curriculum tests for English and mathematics have risen, those for science have remained at a low level. Science has not been a priority for improvement and has not received the focus that English and mathematics have. The rate of improvement in science has therefore fallen well behind that of the other two core subjects.
59. A scrutiny of pupils' work shows that in Key Stage 1, more able pupils and those of average ability are generally working at the national average level. This means that attainment overall is below average across all areas of science. This is because pupils, particularly those capable of higher attainment, are not given work that is sufficiently challenging. In the lesson seen, where pupils were investigating a range of materials to test different properties, all pupils, regardless of ability, were given the same materials and all were given the same chart, which required simple ticks, to record their findings. This did not challenge higher attaining pupils

sufficiently. However, because pupils enter Year 1 with below average levels of attainment, their achievement is satisfactory.

60. Pupils achieve well in the earlier years of Key Stage 2 because the quality of teaching and learning is good in these classes. Clear introductions to lessons show the teachers have good knowledge of the subject and provide pupils with secure knowledge and therefore confidence. Well thought out questions enable pupils to practise and consolidate what they learn from their observations and pupils are encouraged to try hard and do well. Good scientific method is encouraged to good effect. Expectations of pupils' behaviour are clearly high and support the good standards of behaviour seen in all classes observed. Pupils' work indicates that by Year 5 standards are approaching those expected nationally for pupils of this age. However, by Year 6 the situation is similar to that in Year 2, with higher and average attaining pupils be working at nationally expected levels and some working below in all attainment targets. This again means that standards are well below average. Although achievement appears to be satisfactory overall, it is good up to Year 5, but unsatisfactory at the end of the key stage. In Year 4, pupils demonstrate sound scientific investigation skills. They read temperatures to the nearest degree using simple thermometers, record observations in simple charts and with the support and guidance of the teacher they compare and interpret different results and recognise patterns. Again with some guidance, they interpret what their results tell them about the outcomes of their experiment. All of these skills indicate satisfactory ideas about fair testing. In Year 6, pupils' writing in science is not in an appropriate style for this subject and is narrative rather than on an analytical and scientific style. Marking is not diagnostic and does not sufficiently identify areas for improvement. Insufficient progress is seen over the year with work seen being of a similar standard at the end of the year to that at the beginning. This was also confirmed in lesson observations. However, in Year 6, these skills are poor and achievement is unsatisfactory at the end of the key stage. All pupils have a weak understanding of fair testing and this has a significant impact on the development of their knowledge and understanding in different aspects of science
61. Leadership and management of science are unsatisfactory. Too little attention has been given to science and its development is "on the back burner". Improvement in standards has not kept pace with that in English and mathematics and this is unsatisfactory as too little has been done to bring up the levels of science. No opportunity for assessing pupils' work was seen in planning and there is too little guidance for teachers on how to keep track of pupils' progress, particularly at the end of Year 2 when end of key stage assessments are teacher based.

INFORMATION AND COMMUNICATION TECHNOLOGY

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

Main strengths and weaknesses

- Resources are insufficient for the number of pupils in the school.
- The curriculum is unsatisfactory and does not meet statutory requirements.
- Standards at the end of Year 6 are below average.
- Standards in the aspects of the curriculum taught are satisfactory.
- The use of information and communication technology in other subjects is satisfactory.

Commentary

62. Standards in information and communication technology are below average because the school is failing to deliver the National Curriculum fully and to meet statutory requirements. This also means that the curriculum is unsatisfactory. Information and communication technology is in place in other subjects and is satisfactorily used across the curriculum. The current situation is similar to that at the time of the previous inspection and, therefore, there has been insufficient improvement in this subject. However, due to outside influences beyond their control, the school is not able to meet statutory requirements of the National Curriculum,

with particular reference to control technology and monitoring. The software that the school has, has not yet been installed as authorisation to load has not been received from the local education authority network and other resources are limited. This does impact negatively on standards. Resources are unsatisfactory. The information and communication technology suite is small, with five networked computers, supported by networked PCs in all classrooms. Even so, the ration of pupils to computers is too high and does not match recommended levels.

63. What the school does teach and where the pupils have the opportunity to develop and use computer skills, standards are average. Combining pictures from the Internet and from the Clip art library make the presentation of pupils' work interesting. They use well a satisfactory range of different print styles, varying size, style and colour to add interest. Pupils create tables with hidden grid lines to produce questionnaires with tick boxes for responses and word art is used effectively here, again to improve the presentation of their work. Pupils use the Internet effectively to research and produce papers for information well. They also use e-mail competently to contact other schools overseas. Year 6 pupils have completed the preparation of a PowerPoint presentation to promote themselves as contestants for Fame Academy. In this activity, they were tutored by a student at a local college with whom the school has a link. During a discussion with Year 6 pupils they reported that they have used computers in art, history, music, religious education, literature and English.
64. Year 6 pupils talk with enthusiasm about their experiences with databases, spreadsheets and graph work. This was a part of the work that higher attaining pupils undertook at the master class held by the high school for more able pupils. They recall using a programmable robot when they were younger.
65. No direct teaching of information and communication technology was seen during the week of the inspection and not even the suite was seen in use during the three days. Too little use of computers was seen during the week. Therefore, the teaching of information and communication technology as a subject in itself is a weakness because it does not occur enough.
66. Co-ordination of the subject is satisfactory. The curriculum co-ordinator is relatively new into post and has not yet been able to implement all that he has planned in the subject development plan. There has been limited progress so far and there is still much that needs to be done. The school recognises this subject as an area for development.

Information and communication technology across the curriculum

67. Pupils confirm that they use information and communication technology in lots of other subjects and for National Curriculum tests of attainment revision. They confirm the good use of computers in other subjects.

HUMANITIES

Geography

Commentary

68. As it was not possible to see enough teaching to make secure judgements in lessons in geography, pupils' books were scrutinised and this provided sufficient evidence to report the standards at the end of both key stages.
69. In Year 2, books show a good development of skills, knowledge and understanding at a level appropriate to the pupils' age and the National Curriculum requirements for Key Stage 1. Much development is supported by work focused on the Isle of Struay. Pupils effectively learn early map making skills with the use of symbols and keys. They look at the types of jobs people do

and how life is influenced by the physical geography of the location. A prominent part of their work is comparing this knowledge with what they know about Lincoln, how people adapt to an environment and how they use it. In the geography lesson seen pupils were able to focus on comparing an island to the mainland and to finding out the differences. They had a basic understanding of how to compare two localities, but skills were not yet sufficiently developed to enable them to use even basic evidence, such as photographs and simple maps to identify differences.

70. Standards of work at the end of Year 6 are below average because pupils' books show that there is very little scope for developing skills and knowledge and understanding of a sufficiently wide range of aspects of geography. Based on last year's work, pupils' knowledge and understanding is very limited. During the year, their books indicate that they have only studied five rivers and made guided notes on these with printed maps of their location. Some brief notes are made on mountainous and desert environments, but there is too little work in other areas of geography to sufficiently develop their skills in this subject.

History

Provision in history is **good**.

Main strengths and weaknesses

- Standards are broadly as expected in both Year 2 and Year 6. Pupils' achievement is good. Standards are similar to those reported at the time of the previous inspection.
- The overall quality of teaching and learning is good, with teachers making good use of resources to develop pupils' understanding. This is an improvement since the previous inspection.
- Pupils' attitudes and behaviour are good.
- The role played by the co-ordinator is good.
- Good use is made of extended writing activities to develop both pupils' understanding of history and to enhance their literacy skills.

Commentary.

71. By Year 2, pupils have a satisfactory knowledge about the past. By sequencing artefacts such as toys and looking at changes in seaside holidays, pupils are developing a sound understanding of chronology and change over time. Pupils have a secure knowledge of a number of historical figures such as Guy Fawkes and events such as The Great Fire of London and what impact these events and people had on the times. They also understand the significance of Remembrance Day, recalling the importance. By Year 6, pupils have relevant information about a number of historical periods, such as the Ancient Egyptian period the Greeks civilisation and what life was like during World War II. They readily recall the lives of famous people such as Tutankhamen and Winston Churchill and know why these people are remembered.
72. The overall quality of teaching and learning is good. Teachers successfully use photographs, artefacts and visits to foster pupils' interest and this good use of resources helps pupils, including those with learning difficulties and English as an additional language, to make good gains in their knowledge. The good provision of writing activities also helps to enhance pupils' work in the subject. Teachers know their pupils well and they regularly provide challenging activities for them, often in the form of research work. The subject leader provides suitable support for her colleagues and she has contributed well to the breadth of work provided for pupils.
73. Pupils enjoy the subject. They study artefacts, books and pictures with enthusiasm and settle well to the variety of tasks provided. They particularly enjoy searching for information on their

present topics. Pupils show good attitudes and this enables them to concentrate on their work and to make most suitable progress. Most pupils present their work well, taking care with both the drawing and the writing. Teachers add appropriate comments of praise and advice to further encourage their pupils and they provide interesting and colourful displays of pupils' work to enhance the working environment.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

Art and Design

Commentary

74. During the inspection, insufficient lessons of art and design could be seen in order to make a secure overall judgement of the quality of teaching and learning. However, based on the two lessons seen, looking at pupils' sketchbooks and their work in displays around the school, as well as talking to pupils and staff, the inspection found that the majority of pupils in Years 2 and 6 attain as expected for their age. In each year group a few pupils are developing their own artistic style and are achieving good standards.
75. Throughout the school, pupils enjoy art and design lessons. They have good attitudes, give good support to one another and share resource materials sensibly. Their teachers provide them with an appropriate range of practical experience in order to develop key artistic skills. By the end of Year 2, pupils are able to use a range of techniques and materials to express their ideas and feelings. They mix primary colours to form other shades and hues. Scrutiny of their previous work shows sound development of observational and drawing skills.
76. The work of pupils in Year 6 shows that there is good progress in developing key practical skills as pupils move through the school. Around three-quarters of them achieve the standards expected for their age but a few pupils achieve good standards. For example, five pupils working on a still life drawing of a Greek vase show particular flair and expertise. They make very good use of reference material before starting to develop their own imaginative designs in the style of the Ancient Greeks.
77. The co-ordinator gives a good lead to the subject and her role has been extended since the last inspection, although she has had insufficient opportunity to observe teaching and learning. A recently introduced system for tracking pupils' progress across the school is of good quality. However, so far it has not been used effectively to link assessment to teachers' future planning of tasks.

Design and technology

Commentary

78. During the inspection, it was only possible to observe two lessons in design and technology. As a result, it is not possible to report on the overall quality of teaching and learning. However, evidence from looking at pupils' work and displays and from talking to pupils and staff show that the majority of pupils in Year 2 and Year 6 reach standards that are expected for their age.
79. Scrutiny of pupils' previous work, teachers' planning files and the scheme of work shows that pupils experience all areas required by the National Curriculum. Strong and effective cross-curricular links are established with history, religious education and science. Appropriate time is allocated to designing, making and evaluation. Evaluation takes many forms; for example, during the inspection Year 4 pupils gleefully explained that they will evaluate the wartime meal they have prepared by eating it before the end of the lesson.

80. Pupils in Year 2 are better at making than designing and evaluating. The majority of them successfully use textiles to make Joseph's coat. Many of them successfully use needle and cotton to join the cut out pieces of fabric. They use scissors satisfactorily to cut paper, card, straws and other materials. Most of them are making satisfactory progress in developing a suitable range of key skills. Year 3 pupils have investigated ways to join wood to make a photograph frame. Their completed work is featured in an impressive display in the hall. Some of the frames are of a good standard and give evidence of the growing competence in cutting, shaping and joining materials as pupils progress through the school. In discussion Year 6 pupils talk excitedly about their experiences in design and technology. They have good understanding of the need to plan before making and evaluating the final product. They have used an appropriate range of materials and have a good knowledge of all safety regulations.
81. The subject co-ordinator gives a good lead to the subject. He is in the process of adapting the published scheme in order to make better use of staff expertise and meet the school's individual needs. The newly introduced system for assessment is used successfully to track pupils' progress across the school. However, currently it is not being used sufficiently to identify areas for future development.

Music

82. During the inspection only two lessons were seen in music and no overall judgement was made. However, in the lessons seen, which included both singing and elements of composing, standards were in line with those expected. In these lessons the quality of teaching and learning was good and the pupils achieved well. The attitudes and behaviour of the pupils were also good and they clearly enjoy 'making music'. A study of teachers' planning shows that appropriate coverage is made for the subject during the year.

Physical education

Provision in physical education is **good**.

Main strengths and weaknesses

- Teaching and learning are good.
- Pupils make good progress in developing a range of practical and team skills.
- There is a very good range of extra-curricular sporting activities.
- The subject co-ordinator gives a good lead to the subject.
- There are good links with external agencies.
- Pupils have good attitudes and they enjoy lessons.
- Staff work hard to compensate for there being no school field.

Commentary

83. By the end of Year 2 and Year 6 the majority of pupils in each year group attain standards that are expected nationally for their age. These findings are similar to those reported at the time of the previous inspection. However, in each class there are pupils who achieve well. For example, a significant number of pupils in Year 1 are achieving good standards in controlling body movement as they investigate different balance positions. Across the school, pupils, including those with special educational needs, are making good progress in developing a range of key skills. In Year 3, pupils successfully link arm, leg and body movements to music as they develop their own dance routines. Throughout the school, pupils co-operate fully and are always prepared to try hard. In all classes they are frequently given opportunities to comment on their own and other pupils' performances. When doing so, they are sensitive to their peers' feelings and make sensible and thoughtful comments. Physical education lessons make a very good contribution to the pupils' spiritual, moral, social and cultural development.

84. In the lessons seen during the inspection the quality of teaching was good. Lessons are well planned with clear learning objectives. Teachers receive very good support from their teaching assistants and together they provide pupils with a good learning environment. There is a clear focus on developing skills through practical experiences. For example in Year 6, pupils work very hard in practicing the basic ball handling skills required to play tag-rugby and enjoy the sessions that are well led by their teacher and an external coach. A feature of all lessons is the good quality of warm-up sessions. They are well led and teachers and their adult helpers join enthusiastically in all activities.
85. Pupils have good attitudes and they enjoy physical education lessons. They respond positively to the freedom given to them to develop their own ideas. Pupils in Year 5 work collaboratively in small teams to develop gymnastic sequences. They agree the type and number of rolls, jumps and turns that are to be included in their sequence, encouraging and supporting each other in perfecting their routine, appreciating each other's limitations.
86. Swimming is included in the curriculum for all pupils in Years 3, 4 and 5. Standards are satisfactory with almost all pupils able to swim 25 metres by the time they transfer to secondary education. There is a very good range of extra-curricular clubs and activities that this term includes football, netball, gymnastics and dance. Some of these activities give pupils opportunities to participate competitively and develop the skills necessary to be a successful member of a team. The extra-curricular activities are well supported by teachers, non-teaching staff and external sports providers. The activities are an important vehicle for fostering links with parents and the wider community.
87. The subject co-ordinator gives a good lead to the subject. His role has been developed since the last inspection to include monitoring of planning and provision. He is in the process of revising the scheme of work to strengthen cross-curricular links and make full use of staff expertise. Overall, the school has made satisfactory progress since the last inspection.

Religious Education

The provision for religious education is **good**.

Main strengths and weaknesses

- Very good contribution to pupils' spiritual, moral, cultural and social development.
- There are good links with the local church.
- Pupils are being well prepared for life in multi-cultural Britain.
- Lessons make a very good contribution to the Christian ethos of the school.

Commentary

88. At the end of Year 2 and Year 6, standards meet the expectations of the locally agreed syllabus. However, a significant group of pupils in Year 6 achieve standards that are above average. These findings reflect those of the previous inspection. Pupils, including those with special educational needs, are well supported in classroom activities and this enables them to make good progress.
89. Pupils in the Year 2 class are currently learning about the Jewish Festival of Lights. Approximately half of them have a clear understanding of Hanukkah, its origins and its importance to Jews. Scrutiny of previous work shows that the majority of them have a satisfactory understanding of Christianity and what it means to be a Christian. They are learning about the life of Jesus and they have a good understanding of the traditions and symbolism surrounding the major Christian festivals.

90. In the junior classes, there is a greater focus upon preparing pupils for life in a multi-cultural society. In conversation, a group of Year 6 pupils show good knowledge and understanding of the major faiths and religions. They understand that different faith communities have places of worship that are significant to them, such as a Christian church, the Muslim mosque and the Jewish synagogue. They recall the visits of a practising member of the Sikh faith, the local vicar and the Anglican Bishop's Visitor. Pupils in Year 5 are learning about the role of prayer to Christians. Most of them can remember facts about Jesus' life and can relate some of the parables. They enjoy talking about their feelings and emotions and their likes and dislikes. They discuss the meaning of words in the Lord's Prayer before writing their own short prayers in the form of a grace.
91. The quality of teaching is good overall. All lessons are well planned with clear learning objectives. Teachers have good subject knowledge and they give clear explanations of new knowledge and facts. They are well supported by their teaching assistants and they provide a good learning experience for the pupils. The best teaching is in the juniors where pupils are given more freedom to take some responsibility for their own learning. Higher-attaining pupils are given frequent opportunities to develop their own ideas and are presented with challenging tasks and activities.
92. Pupils have good attitudes. They behave well in class and during acts of collective worship. They are keen to be involved and pupils of all ages are always willing to answer questions. They enjoy the daily act of collective worship that makes a very significant input to their religious education and personal development. The lighting of a candle sets the tone for the gathering and establishes the Christian ethos that underpins all areas of school life. In discussion, pupils talk of their enjoyment in singing lively hymns, listening to interesting stories and the joy of being "all together".
93. The school has made satisfactory progress since the last inspection. The locally agreed syllabus is fully in place and long, medium and short-term plans are good. Pupils of all abilities are making satisfactory progress and overall standards are being maintained. The co-ordinator gives a good lead to the subject and is currently reviewing the scheme of work. Her role now includes monitoring teachers' planning and organising work scrutiny but so far she has had insufficient opportunity to check the quality of teaching and learning. Assessment procedures are good but insufficient use is made of data to plot the way forward in improving standards.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

Personal, social and health education and citizenship

The provision for pupils' personal, social and health education is **satisfactory**.

Main strengths and weaknesses

- Pupils achieve well throughout the school.
- The quality of teaching and learning is good.
- Personal, social and health education makes a good contribution to pupils' personal development and pupils have positive attitudes to the subject.
- Pupils in need of extra support are cared for effectively in the nurture group.
- Subject leadership is good.

Commentary

94. The subject leader has a good knowledge of the subject and she has developed a new curriculum that is carefully constructed, broad, balanced and appropriate to these pupils' needs and ready to be implemented. It is well designed to help all pupils develop the

confidence to make the most of the skills and abilities they possess and to raise their social awareness and knowledge of personal issues.

95. Pupils are especially encouraged to feel positive about themselves, to be actively involved in the life of the school and the wider community and to make wise choices about developing a healthy and safe lifestyle. The school's needs for supporting pupils' personal development have been successfully identified as a result of good analysis by the management team.
96. The school has achieved the 'Health Promoting School Advanced Award' and this has a significant impact on promoting pupils' health awareness. Good provision takes place both in and out of class. Good social skills are encouraged well generally through the school's approaches to behaviour management. A good range of extra-curricular activities provides pupils with the opportunities to work, less formally, alongside other pupils with whom they do not normally have daily contact and therefore develop their social skills. There are a number of initiatives, such as the 'Playground Squad', the 'Time Out Bench' and the 'Find a Friend Bench', that all support the development of pupils' personal skills. The school council makes a positive contribution to the life in school and there are plans to extend the impact that these pupils have on the life of the school and thereby develop citizenship further.
97. In lessons, teachers have a pleasant, warm manner and relate well to the pupils. They show sensitivity when they carefully discuss different feelings and how they could overcome sad feelings. Texts used are chosen well to illustrate a range of feelings. Teachers ensure that pupils at all levels of attainment are fully involved. This encourages pupils to develop a clear understanding of feelings. They are able to recognise and talk about good feelings such as happiness, enjoyment and pleasure and also the negative feelings of sadness and unhappiness. They clearly identify situations where these feelings arise and the importance in avoiding the situations that stimulate sad feelings. Pupils explore ways of helping others overcome negative feelings.
98. Pupils who need a little extra support in dealing with their own issues are given this in the nurture group. This is taken by two learning support assistants who have been trained and have a good knowledge of how this provision can be used effectively to give support where needed. They work well with each other to give pupils good opportunities to talk about their own experiences and things that interest them. They enable pupils to build self-confidence through speaking and listening skills, for example. Good supportive relationships are essential in this work and these are evident so pupils feel confident in forming good relationships and interactions with other pupils. This is helped through the provision of tasks of a practical nature, so that pupils are able to chat with each other and adults whilst working.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

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

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