

# INSPECTION REPORT

**THE NORTH HYKEHAM ALL SAINTS CHURCH OF  
ENGLAND PRIMARY SCHOOL**

North Hykeham, Lincoln

LEA area: Lincolnshire

Unique reference number: 120533

Headteacher: Mrs Christine Budge

Lead inspector: Mr David Page  
Dates of inspection: 14 – 16 June 2004

Inspection number: 258148  
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: 4 to 11 years  
Gender of pupils: Mixed  
Number on roll: 300

School address: Moor Lane  
North Hykeham  
Lincoln  
Lincolnshire  
Postcode: LN6 9AB

Telephone number: 01522 681 417  
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Appropriate authority: The governing body  
Name of chair of governors: Revd Richard Eyre

Date of previous inspection: 27 April 1998

## **CHARACTERISTICS OF THE SCHOOL**

The school is bigger than other primary schools (320 pupils compared with the average size nationally of 241 pupils). The percentage of pupils known to be eligible for free school meals (1.3 per cent) is well below the national average. The majority of pupils are white with small numbers of Chinese, black Caribbean and Asian pupils. The percentage of pupils learning in English as an additional language (0.4 per cent) is low. There are no pupils at an early stage of English language acquisition. The percentage of pupils identified as having special educational needs, including statements, (14.4 per cent) is broadly in line with the national average. The percentage of pupils with statements of special educational needs (1.6 per cent) is broadly in line with the national average. Most pupils with special educational needs have specific learning difficulties such as dyslexia; social, emotional and behavioural difficulties or autism. There are small numbers of pupils with severe learning difficulties and speech and physical difficulties. There are two traveller pupils on roll. In some years, pupil mobility is high. The socio-economic characteristics of the school's intake are in line with national averages. Attainment on entry to Foundation Stage is below average.

## INFORMATION ABOUT THE INSPECTION TEAM

| Members of the inspection team |                   |                | Subject responsibilities   |
|--------------------------------|-------------------|----------------|--|
| 1028                           | David Page        | Lead inspector | English<br>Information and communication technology<br>English as an additional language                             |
| 9798                           | Vivienne Ashworth | Lay inspector  |  |
| 21893                          | Vivienne Brittain | Team inspector | Geography<br>History<br>Music<br>Religious education<br>Areas of learning for the Foundation Stage                   |
| 3942                           | Keith Sanderson   | Team inspector | Mathematics<br>Science<br>Art and design<br>Design and technology<br>Physical education<br>Special educational needs |

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## PART A: SUMMARY OF THE REPORT

### OVERALL EVALUATION

**This is a good and effective school.** Pupils achieve well in their time at the school because teaching is good. Leadership and management provided by the headteacher, senior team and governors are good. Pupils' attitudes, values and personal qualities are good, and the school's ethos is good. In light of the above, the value for money the school provides is good.

The school's main strengths and weaknesses are:

- Leadership and management by the head; senior team and governors are good.
- Teaching throughout the school, and the overall provision in Foundation Stage, are good.
- The provision for pupils with special educational needs is very well managed.
- Marking does not help pupils improve their work.
- The presentation of pupils' work is untidy.
- Attendance is very good.
- Standards are high in music but more emphasis should be given to practical investigation in science.

Overall, the school has improved well since the last inspection report. Despite the attainment of pupils on entry to the Foundation Stage having fallen, average standards have been maintained because teaching and learning have significantly improved. Good improvements have been made in pupils' achievement; the curriculum; care and guidance; partnership with parents; leadership and management and the governance of the school; and progress on the key issues from the last report.

### STANDARDS ACHIEVED

| Results in National Curriculum tests at the end of Year 6, compared with: | all schools |      |      | Similar schools |
|---|-------------|------|------|-----------------|
|   | 2001        | 2002 | 2003 | 2003            |
| English   | C           | C    | C    | B               |
| Mathematics   | B           | C    | C    | B               |
| Science   | A           | C    | C    | B               |

*Key: A – well above average; B – above average; C – average; D – below average; E – well below average  
Similar schools are those whose pupils attained similarly at the end of Year 2.*

**Overall, pupils' achievement at the school is good.** On entry to the Foundation Stage, pupils' standards are below average. Overall, standards by the end of Foundation Stage have risen to be average and remain so throughout the school. Achievement in Foundation Stage is good due to good teaching, and children reach the goals expected nationally. A significant number of children exceed the goals in personal, social and emotional development. Standards in literacy; numeracy; science, and information and communication technology are average throughout the school. The downturn in mathematics results at the end of Year 6 over the last 2 years has been reversed by teaching which has been well-focussed on pupils' areas of weakness.

Achievement is good in Years 1 to 6 because, despite standards on entry to the Foundation Stage being lower than in the previous inspection, the school has worked hard and successfully to maintain standards throughout the school. This has been achieved by significant improvements in teaching since the last inspection report. The percentage of lessons in which teaching is good or better has been substantially increased and there is no unsatisfactory teaching. Achievement is very good in music in Years 3 to 6 due to very good teaching. With good teaching, achievement is good in English; mathematics; information and communication technology; and music in Years 1 and 2. Satisfactory teaching leads to satisfactory achievement in science and religious education. Pupils

with special educational needs, and from minority ethnic groups, achieve well, in line with their peers due to good support. The presentation of pupils' work is untidy. Standards in experimental and practical science are lower than other aspects of the subject.

Pupils' **personal qualities, including their spiritual, moral, social and cultural development, are good.** Attendance is very good. Pupils' attitudes and behaviour are very good in Foundation Stage and good in Years 1 to 6.

## **QUALITY OF EDUCATION**

**The quality of education provided by the school is good. Teaching and learning are good overall.** This is a significant improvement since the last inspection report when teaching in Foundation Stage was satisfactory. In the previous report 65% of teaching was good or better. Currently, 82% of teaching is good and better. This is leading to good achievement throughout the school. Teachers insist on high standards of behaviour and lessons are well planned. However, teachers do not always insist that pupils' work is well presented and neatly written. Although the teachers' marking of pupils' work is generally encouraging it seldom shows pupils how to improve. The curriculum is good overall and opportunities for enrichment are good. Overall provision in the Foundation Stage and most subjects is good, and in science and religious education it is satisfactory. The care, guidance and support for all pupils are very good. Partnership with parents and the community are good with very good links to other schools and colleges.

## **LEADERSHIP AND MANAGEMENT**

**Leadership and management are good.** The head teacher, and senior staff provide good leadership. Governance of the school is good. Governors have a very clear understanding of the strengths and weaknesses of the school and shape the direction of the school very well. The head teacher very effectively shares responsibility for the leadership and management of the school with her senior team and together they provide good leadership for the school. The head's focus on the welfare of pupils ensures that the school is very effective at including all of its pupils in the life of the school. Financial control by the governors is very good.

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

Overall, parents are very well satisfied with the school. They particularly appreciate the good teaching; the progress their children make, and the safe environment in which they learn. Some parents feel that there is little feedback on homework. They feel behaviour has improved since the introduction of the new Golden Rules and school listens to all concerns. The inspection found that the reading record is well used, however, the use of the homework diary is variable. The annual pupil reports are satisfactory, but do not always include sufficient detail on targets to be achieved. Overall, pupils consider this is a good school. They appreciate having to work hard, and the help given them by teachers. They have concerns about the behaviour of other pupils although the inspection found behaviour to be good. Although the pupils do not have full ownership of the school council, they do feel that school listens to them.

## **IMPROVEMENTS NEEDED**

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

- Marking needs to be developed so that it helps pupils improve their work.
- In addition to rough working, teachers need to get pupils to produce well-finished pieces of work in all subjects.
- Improve the teaching of science to place more emphasis on investigation.

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

### **STANDARDS ACHIEVED BY PUPILS**

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

Achievement is good throughout the school. Standards throughout the school are average.

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

- Pupils' standards on entry to Foundation Stage are below average and by the time pupils leave the school, standards have risen to be in line with the average.
- All pupils regardless of gender; ethnicity, or special educational need, achieve well.
- The downturn in mathematics results in national tests at the end of Year 6 over the last 2 years has been reversed.
- While satisfactory, achievement in science is lower than the other core subjects.
- Presentation of pupils' work is untidy.
- Standards in literacy; numeracy and information and communication technology are average.

#### **Commentary**

- 1 Overall, pupils' achievement at the school is good. By the end of Year 2 in 2003, results in writing were above the national average, and in reading and mathematics were in line with the national average. There is no significant difference between the relative performance of boys and girls. The trend in improvement has been faster than the national trend in mathematics; slightly faster than the national trend in reading, and broadly in line with the national trend for writing. Results for writing have varied dramatically from year to year. In 2003, relatively high percentages of pupils attained higher National Curriculum levels in writing. In reading and mathematics, there is no significant difference between the relative performance of higher attaining pupils and their peers.
- 2 By the end of Year 6 in 2003, the test results in English, mathematics and science were all in line with the national average. When compared to similar schools on the basis of the pupils' prior attainment at the end of Year 2, results were above average for English, mathematics and science. There is no significant difference between the relative performance of boys and girls. Trends in improvement in English, mathematics and science have been broadly in line with the national trends over the last five years. Over the last 2 years, the results in mathematics have fallen. There is no significant difference between the relative performance of higher attaining pupils and their peers. The school fell just short of its statutory target in English but well short in mathematics. As a result, the school took vigorous action to raise standards in mathematics. Inspection evidence, in line with the school's data, suggests that the school is on track to meet the targets for the current year.
- 3 Overall, standards by the end of Foundation Stage have risen to be average and remain so throughout the school. Achievement in Foundation Stage is good and children reach the early learning goals expected nationally. Achievement is very good in the area of personal, social and emotional development, and good in all other areas of learning. In the subjects inspected in depth, current standards are above average in art and design, and music in Years 3 to 6. Standards in English; mathematics and science, and in all other subjects inspected, are average throughout the school.
- 4 Standards in literacy; numeracy; science, and information and communication technology are average throughout the school. The downturn in mathematics results at the end of Year

6 over the last 2 years has been reversed by teaching which has been well-focussed on pupils' areas of weakness.

- 5 Achievement is good in Years 1 to 6 because, despite standards on entry to the Foundation Stage being lower than in the previous inspection, the school has worked hard and successfully to maintain standards throughout the school. This has been achieved by significant improvements in teaching since the last inspection report. The percentage of lessons in which teaching is good or better has been substantially increased and there is no unsatisfactory teaching. Achievement is very good in music in Years 3 to 6 due to very good teaching. With good teaching, achievement is good in English; mathematics; information and communication technology; and music in Years 1 and 2. Satisfactory teaching leads to satisfactory achievement in science and religious education. Pupils with special educational needs, and from minority ethnic groups, achieve well, in line with their peers due to good support. The presentation of pupils' work is untidy. Standards in experimental and practical science are lower than other aspects of the subject.

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

| Standards in: | School results | National results |
|---------------|----------------|------------------|
| Reading       | 16.1 (15.7)    | 15.7 (15.8)      |
| Writing       | 15.6 (14.0)    | 14.6 (14.4)      |
| Mathematics   | 16.4 (15.7)    | 16.3 (16.5)      |

*There were 45 pupils in the year group. Figures in brackets are for the previous year*

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

| Standards in: | School results | National results |
|---------------|----------------|------------------|
| English       | 26.6 (27.5)    | 26.8 (27.0)      |
| Mathematics   | 26.6 (27.1)    | 26.8 (26.7)      |
| Science       | 28.7 (28.7)    | 28.6 (28.3)      |

*There were 51 pupils in the year group. Figures in brackets are for the previous year*

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

Pupils' attitudes, values and personal qualities are good. This is a similar picture to that in the last inspection. Pupils' spiritual, moral, social and cultural development is good. Attendance is very good.

**Main strengths and weaknesses**

- Attendance is very good.
- The behaviour system works well and ensures that the majority of pupils have good attitudes to learning.
- Good pastoral care encourages good relationships.
- A very small minority of children do not respond well to the behaviour strategy.

**Commentary**

- 6 In Foundation Stage, pupils' personal, social, and emotional development is very good. Behaviour throughout the school is generally good. Most pupils enjoy coming to school.

In some lessons, where teaching is strong, behaviour is very good. Most parents are happy with the standard of behaviour, although a number of pupils feel that on occasion, some pupils do misbehave in class. The inspection found that the behaviour system works well and ensures that the majority of pupils have good attitudes to learning.

- 7 However, a very small minority of children do not respond well to the behaviour strategy. There is a clear behaviour policy which is applied consistently and the school works very hard to maintain high standards. The school is anxious to develop further strategies, with outside support, for those pupils who find it more difficult to accept the school's standards.
- 8 The school promotes good relationships well and there is very little evidence of any form of harassment. Any bullying is dealt with effectively. The school is very good at including all pupils in the life of the school.
- 9 Pupils either bring their own packed lunches or go home for dinner. Lunchtimes are well supervised and the pupils enjoy the social occasion. The pupils understand the importance of the Golden Rules for behaviour and have debated their value in the school council. They feel trusted by the staff, although some pupils feel that they could be trusted more. The school provides positive role models. Good attitudes towards work and each other are encouraged at all times with praise and positive guidance. The pupils display confidence and growing self-esteem when showing their achievements in the Good Work assemblies where parents are invited to join the celebration of achievement. They take advantage of all the opportunities offered to take responsibility. These opportunities increase as the pupils move up the school. In Year 6 pupils undertake a wide variety of responsible tasks which include helping younger pupils, moving equipment at the beginning and end of the day in the Foundation Stage room, and assisting with small administration tasks. The pupils take these jobs seriously and appreciate that everyone has a chance to do something during the year.
- 10 Pupils with special educational needs respond positively to the extra support offered. Currently, a group of pupils with special educational needs, including some higher attaining pupils, is visiting a local secondary school for further tuition. This strategy is part of the school's plans to support gifted and talented pupils, although currently, the school considers it has no pupils who fall into this category.

## Attendance

- 11 Pupils' attendance at school is very good and their punctuality is good. Almost all parents want their children to attend regularly and on time. However, some parents continue to take family holidays during term time. This absence adversely affects their children's progress.

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

| Authorised absence |     | Unauthorised absence |     |
|--------------------|-----|----------------------|-----|
| School data        | 4.1 | School data          | 0.2 |
| National data      | 5.4 | National data        | 0.4 |

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

## Exclusions

- 12 The school has found it necessary to exclude three boys for a total of 20 days for disruptive behaviour during the current academic year although none were excluded last year.
- 13 The overall provision for pupils' spiritual, moral, social and cultural development is good and has been maintained since the last inspection. As a church school, Christian values and beliefs are well taught and opportunities are given to reflect on these as well as the values and beliefs of others. Spirituality is developed in class by, for example, the use of well chosen works of art and pieces of music. Opportunities for Foundation Stage children to explore the world around them have improved greatly since the last inspection. Staff act as good role models and relationships in class are positive with pupils working well together. Residential visits for Year 5 and 6 contribute strongly to pupils' personal and social development. Personal, social and health education lessons are well planned to enable pupils to discuss social and moral issues. Arrangements to manage pupils' play at lunchtimes have been improved. Among other changes, older pupils have been given responsibility as playground friends to help promote harmonious play. Pupils are given many opportunities to learn about their own culture. The teaching of other cultures is good and reflects the school's emphasis on preparing pupils for the cultural diversity of the wider community.

## QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

Teaching and learning are good. The curriculum is good. Care, welfare and safety of pupils is very good. Support, advice and guidance for pupils is good. The school's partnership with parents and the community are good, and with other schools and colleges is very good.

### Teaching and learning

Overall, teaching and learning are **good**. Provision for assessment is **satisfactory** with some very good features.

### Main strengths and weaknesses

- Teaching is good and all pupils, regardless of gender, ethnicity or special educational need, are very effectively involved in lessons and helped to achieve well.
- Teachers insist on high standards of behaviour.
- The presentation of pupils' work is untidy.
- Marking of pupils' seldom identifies ways in which pupils could have made their piece of work better.
- While satisfactory, the teaching in science does not place enough emphasis on investigation and practical work.

### Commentary

- 14 Teaching and learning are good in Foundation Stage and throughout the rest of the school. This is a significant improvement since the last inspection report when teaching in Foundation Stage was satisfactory. In the previous report 65% of teaching was good or better. Currently, 82% of teaching is good and better. Teachers insist on high standards of behaviour. Lessons are well planned and pupils are well managed. As a consequence pupils are well motivated and apply themselves well to their tasks.

- 15 In English, planning is detailed and very effectively addresses the mixed age classes. In the best lessons, class management is particularly skilful and contributes significantly to pupils' learning. In some lessons, the learning objective could be shared with pupils more forcefully and could be more prominent in some lesson summaries, to more effectively reinforce pupils' learning. In mathematics, teachers display good subject knowledge and they interact with pupils in a confident, enthusiastic manner. Teachers are increasingly attempting to offer work of appropriate challenge to groups of pupils of different prior attainment. In science, well planned tasks and appropriate use of worksheets, especially to support those less confident pupils, all offer good support. However, teachers place insufficient emphasis on investigative science. In information and communication technology teachers make excellent use of the interactive white board during the introduction of the lesson in order to model the tasks pupils are going to carry out. Questioning is lively, is directed at many in the class, and as a consequence ensures pupils are very well involved.
- 16 Teachers rightly encourage pupils to produce initial drafts in rough. However, they need to get pupils to build on these efforts to produce neat, well-finished pieces of work. Marking of pupils' work is generally encouraging, however, seldom identifies ways in which pupils could have made their piece of work better. Homework is used satisfactorily to support and extend pupils' learning. All pupils, regardless of gender, ethnicity or special educational need, are very effectively involved in lessons and helped to achieve well. Provision for gifted and talented pupils is planned although currently the school has no pupils identified as needing such provision. Teaching and learning are good in most subjects and very good in Years 3 to 6 in music. Teaching and learning are satisfactory in science and religious education.

#### **Summary of teaching observed during the inspection in 32 lessons**

| Excellent | Very good | Good     | Satisfactory | Unsatisfactor<br>y | Poor   | Very Poor |
|-----------|-----------|----------|--------------|--------------------|--------|-----------|
| 0 (0%)    | 7 (22%)   | 19 (60%) | 6 (18%)      | 0 (0%)             | 0 (0%) | 0 (0%)    |

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

- 17 Pupils with special educational needs are taught well; receive good support, and achieve well. They are supported primarily in the classroom as part of lessons, although some specialist support, such as speech therapy, occurs outside class. Teaching assistants support pupils very well. They know the pupils well and work hard to discuss, explain and to boost pupils' self confidence. There is a good range of learning resources to support this work.

### **Assessment**

Provision for assessment is **satisfactory**.

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

- Assessment in Foundation Stage is very good.
- Target setting in English and mathematics is very good.
- The use of assessment data to inform curriculum planning is very good.
- Marking does not help pupils improve their work.

### **Commentary**

- 18 Due to the high level of staff turnover at the school, the assessment co-ordinator has only been in post since Easter. However, she has already established a very thorough system for

assessment. Each pupil has a very detailed individual record with all the basic skills being assessed twice a year. Results from national tests, and other nationally recognised forms of testing, are regularly used and recorded. This wealth of information is used effectively to modify curriculum planning. For example, a weakness in pupils' vocabulary was identified and a subsequent focus on this in lessons helped raise standards in writing.

- 19 Assessment in the Foundation Stage is very good. Assessment procedures and the use of assessment are very good and enable staff to build on what children understand and can do. Individual pupil targets are set in English and mathematics. These targets are very good, they are detailed and effectively designed to help pupils understand how they can progress in these subjects. These targets are shared with parents at parents' evenings. Currently, science and the foundation subjects receive less detailed attention, although there are plans to revise this. The pupil's record of achievement is good and involves them in assessing their own progress. The depth of detail entailed in this is increased as pupils move up the school. Due to the short time the assessment co-ordinator has been in post, monitoring of the school assessment policy has yet to be carried out.
- 20 Good improvement has been made in assessment. Assessment was unsatisfactory with many subjects making little use of assessment data and insufficient notice taken of pupils' prior attainment. These problems have now been resolved, although, marking remains to be improved.

## **The curriculum**

The curriculum provides a good range of experiences for all pupils and meets their needs well. There has been good improvement in provision since the last inspection. Opportunities for enrichment are good. Staffing; accommodation and resources are good.

## **Main strengths and weaknesses**

- The provision of enrichment activities both within and outside the school day is good.
- The curriculum is well planned to ensure equal opportunity for all pupils, including those with special educational needs.
- Curriculum innovation is beginning to make learning even more interesting and meaningful for all pupils.

## **Commentary**

- 21 Since the last inspection the school has addressed weaknesses in the curriculum by a complete overhaul of the planning system. In the Foundation Stage, changes to the curriculum in recent years have strengthened provision for areas of learning other than literacy and mathematics, giving children more opportunities to explore the world around them. Schemes of work for all subjects now ensure that knowledge and skills are developed systematically as pupils' progress through the school. In particular, there have been good improvements for the Foundation Stage, English, mathematics and the use of information and communication technology in other subjects. Staff evaluate their lesson plans so that adjustments can be made where needed. Thorough monitoring by senior managers identifies areas for development.
- 22 The National Literacy and Numeracy Strategies have been successfully adapted to meet the needs of pupils. However, the general rise in standards over recent years has not always been reflected in other subjects because of the time taken up by mathematics and English lessons. Governors and staff are committed to providing a broad and rich curriculum. Recent staff development has focused on ways to provide a better balance and increase enjoyment, while retaining rigour. Good cross-curricular links have been identified between subjects, for example Year 6 pupils were given opportunities to use their knowledge of World

War 2 to write reflective poetry. Recent focused weeks for art, and for promoting Healthy Lifestyles, were well received by pupils. Other innovations have been the introduction of French lessons for all pupils in Years 3 to 6, and the use of some specialist teaching in Years 3 and 4.

- 23 The curriculum is well planned to teach personal, social and health education in discrete lessons and through other subjects, for example, in religious education. Teachers' planning explicitly addresses the needs of pupils with special educational needs and as a consequence these needs are well met.
- 24 The school provides a wide range of experiences to enrich the basic curriculum. They generate real enthusiasm for learning. Visits, such as Year 1/2 classes to a farm museum, are planned to link directly with topics being covered in the classroom. Visitors including authors, artists and musicians enrich the curriculum. There is a wide range of after school clubs, including sport, which are well supported. The orchestra and instrumental tuition are open to all pupils and have a positive impact on standards in music. There are regular opportunities for all age groups to participate in public performances; Year 6 are currently practising for their end of term musical production. Residential visits for Year 5 and 6 contribute strongly to pupils' personal and social development.
- 25 The match of teachers and support staff to the needs of the curriculum is good. There is a good mix of youth and experience. The school's accommodation is good. Recent developments have included providing a new Foundation Stage classroom, new information and communication technology suite and improvements and extension to the school's administration area. These developments enhance the school's facilities and, along with the good displays of pupils' work around school, help create a better environment in which to work. The school library needs to be further developed as a stimulating resource. Resources to support learning are good overall. The school makes good use of specialised resources to support pupils with particular problems for example the use of radio microphones for pupils with hearing impairment.

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

Overall the care and guidance for pupils are very good and the support the school provides is good. This shows a good improvement since the last inspection. The extent that the school seeks and acts on pupils' views is good.

### **Main strengths and weaknesses**

- Pupils are cared for very well.
- Procedures for ensuring the welfare, health and safety of the pupils are very good.
- Pupils have a good opportunity to have a voice in the running of the school.

### **Commentary**

- 26 The pupils are very well cared for and feel very secure in their environment. This is recognised and valued by parents. Routines for dealing with health and safety, fire and first aid are very well established and several members of staff are qualified in emergency first aid. The school has recently had an independent survey carried out to look at health and safety in the school, which has proved to be positive and helpful. The head teacher is the designated person for child protection. There are good arrangements in place and very good relationships have been established with outside agencies. The head teacher is now ready for updated training. The school participates in the healthy schools programme and provides fruit for the pupils daily. Pupils are also encouraged to have drinking water available in the

classrooms. During the hot weather, pupils are encouraged to bring hats for protection when working and playing outdoors.

- 27 Pupil progress is well monitored and recorded and the teachers know the pupils well. Most pupils have at least one adult in school in whom they would confide. The school is good at promoting strong and trusting relationships. Induction arrangements on entering the Foundation Stage are good. Those who join school at a later stage are shown round by Year 6 pupils and looked after as part of a buddy system to make the transition as easy as possible. All pupils generally settle quickly and well.
- 28 The school has involved the pupils by seeking their views via the school council, particularly about school rules and healthy eating. The council is also involved in the walk to school campaign, where families are encouraged to park and walk, to reduce congestion on the roads and improve pupils' general health through exercise. Although the pupils do not have full ownership of the council, they do feel that school listens to them and the school responds well to their suggestions. Their next task is to survey each class to see how pupils think they can improve their school.
- 29 The school makes very good use of the local education authority learning support services to help pupils with special educational needs. As part of this service, a learning support teacher visits school each week and is deployed within school to areas of pressing need. Individual education plans are written by class teachers, supported by the special educational needs co-ordinator. These are well used in the classroom to provide appropriate starting points and tasks.

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

Links with parents and the community are good. Links with other schools and colleges are very good. This is a good improvement since the last inspection.

### **Main strengths and weaknesses**

- Parents are mainly very happy with the school's provision; they particularly appreciate the good teaching and the progress their children make and the safe environment in which they learn.
- The school has very good links with a local college and secondary school providers.
- The pupil reports and use of homework diaries could be further developed.

### **Commentary**

- 30 Parents are generally very happy with the school and there are no areas of major concern. Some parents feel that there is little feedback on homework and although the reading record is well used, the use of the homework diary is variable. Inspection evidence bore this out. Some diaries get lost and others do not get fully completed. The school is aware that the present system is not working well. Parents feel behaviour has improved since the introduction of the Golden Rules and school listens to all concerns. At the last inspection, communication with parents was found to be unsatisfactory. There is now a very attractive prospectus which meets requirements, a helpful governors' annual report to parents, regular curriculum information, newsletters and a home-school agreement in place which nearly everyone signs. The annual pupil reports are satisfactory, but do not always include sufficient detail about targets to be achieved. There are, however, nine formal opportunities during the school year for parents to discuss their children's progress. The school also encourages parents to discuss any problems as soon as they arise. In this way the school is able to deal with concerns and complaints effectively.

- 31 A survey of parents' views was conducted in 2002 and which the school found helpful. The school intends to repeat the survey every other year. Generally parents are well involved with their children's learning through hearing them read, for example, and helping in school, both in lessons and on trips. They support assemblies, school productions and raise money for the school via the Friends of the School, which is a very active parent teacher association.
- 32 Links with the community are good. There are close links with the church, and both lay preacher and clergy take assemblies in school. The Christmas and summer fairs are well attended by parents and the community. Local businesses sponsor prizes and dance troupes give displays. The school building is hired out for dance, for example, and the St. John's Ambulance Brigade, guides and scouts have use of the field.
- 33 Links with secondary schools and the local college are very good. The links with a local high school provide French teaching in Year 6 which has now resulted in French being taught from Year 3. Another local high school helps with dance and art and allows school the use of a local theatre for the junior drama production. The school greatly appreciates this link which also involves mathematics and literacy. The transition arrangements for pupils in Year 6 are very well organised and give a high priority to pastoral care. The school greatly values its association with a local college. Student teachers from the college are placed in school and three newly qualified teachers are in post. The college invites the school to assist in student interviews and offers continuing professional development to the staff. The school uses outside agencies well to support pupils with special educational needs.

## **LEADERSHIP AND MANAGEMENT**

The leadership and management of the school is good. The governance of the school is good. The leadership of the headteacher and other key staff is good. The effectiveness of management is good.

### **Main strengths and weaknesses**

- Governors have a very clear understanding of the strengths and weaknesses of the school and shape the direction of the school very well.
- The head teacher very effectively shares responsibility for the leadership and management of the school with her senior team, and together they provide good leadership for the school.
- The head's focus on the welfare of pupils ensures that the school is very effective at including all of its pupils in the life of the school.
- Financial control by the governors is very good.

### **Commentary**

- 34 Governance of the school is good. Governors have a very clear understanding of the strengths and weaknesses of the school. They have close links with individual subjects and interrogate data about the school thoroughly with the help of the head teacher. As a consequence, governors are closely involved in helping to manage the school in the long term. They see the school development plan as their responsibility and hence shape the direction of the school very well. Governors support senior staff and fulfil their statutory duties well.
- 35 The head teacher and her senior team provide good leadership for the school. The senior team work together very well, sharing views openly and coming to collegiate decisions. The

head teacher has a clear view of the most important aspects which she wants the school to achieve: raising standards through improving the quality of teaching; the welfare and happiness of pupils and staff, and developing creativity in line with the national agenda. The head's focus on the welfare of pupils ensures that the school is very effective at including all of its pupils in the life of the school.

- 36 Management of the school is good. The school is good at evaluating how well it is doing, and does so using extensive data on the performance of pupils. Subject leadership is good overall. Staff turnover has caused some subjects to be led by teachers on a short-term basis. In science, this has restricted leadership to being satisfactory. Subject leaders use a good range of strategies to check on pupils' progress. In recent years, there has been a significant turnover in staff, due to promotions, and the school has been effective in settling new staff in to its systems. Performance management is used well to support school development. For example, improving standards in mathematics in Years 3 to 6 have been incorporated into the head teacher's performance management targets. Leadership and management of the Foundation Stage are good.
- 37 Development planning is very good. The school development plan is a very comprehensive and detailed document spanning the years 2003 to 2006. The long term view is a very good feature. There is a clear statement of the school's aims which focus on literacy and numeracy in the context of a broad and balanced and relevant curriculum; the nurturing of personal development within a broad Christian ethos; a preparation for life, and the promotion of equal opportunities.
- 38 The school administrator has developed effective systems for recording and monitoring spending. Budget positions are reconciled with local authority figures on a monthly basis. The school administrator is a member of the governing body's finance committee and financial control by the governors is very good. Governors check and evaluate the effectiveness of some areas of their spending, for example on photocopying and grounds maintenance. Overall governor's approach to best value is satisfactory.
- 39 Overall, improvement since the previous inspection is good. Governance was satisfactory, although there was insufficient focus on the impact of spending on attainment. Governance is now good and financial management very good. Leadership and management of subjects were inconsistent and are now good overall. Provision for pupils with special educational needs was good and is now very good.
- 40 Provision for special educational needs is very good overall, and is very well managed and co-ordinated by the special educational needs co-ordinator. Documentation is well organised and up to date. This reflects the lengths the school, parents and support services go to in order to offer a full range of educational opportunities to pupils with a range of difficulties, physical, behavioural and learning. The school is very positive in its approach to special educational needs. Pupils' needs are effectively identified very early. The school begins the process with visits to the partner nursery school. The school's priority is to ascertain swiftly, and put in place as quickly as possible, support to alleviate difficulties and ensure a pupil's inclusion in school life. Overall, there is a strong sense of partnership that pervades the whole of special needs provision within the school.
- 41 There are currently no pupils learning in English as an additional language who are at an early stage of language acquisition. However, the school has effective systems in place, supported by the local education authority, to identify and respond should such needs arise.

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

|                            |              |
|----------------------------|--------------|
| Income and expenditure (£) | Balances (£) |
|----------------------------|--------------|

|                       |         |
|-----------------------|---------|
| Total income          | 646,444 |
| Total expenditure     | 598,009 |
| Expenditure per pupil | 1,780   |

|                                     |        |
|-------------------------------------|--------|
| Balance from previous year          | 63,836 |
| Balance carried forward to the next | 48,435 |

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

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

Provision for children in the Foundation Stage class is good and is better than at the time of the previous inspection when it was satisfactory. Changes to the curriculum in recent years have strengthened provision for areas of learning other than literacy and mathematics, giving children more opportunities to explore the world around them. Topics are used well to link the areas of learning and make activities more meaningful. These improvements have been well led and managed by skilled practitioners who know how young children learn, and this has been an important factor in enabling them to achieve well. Children enter Foundation Stage in the September before they are five. Most children have received some form of pre-school education and there are good links with pre-school providers, and with parents, to enable children to settle down quickly. Attainment on entry shows wide variation but is generally below average. The new coordinator for the Early Years has identified relevant priorities to improve provision further.

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

- Relationships between children and between staff and children are very good and children feel confident and secure.
- Teaching is good in all areas of learning and consequently children achieve well.
- Assessment procedures and the use of assessment are very good and enable staff to build on what children understand and can do.
- Thorough planning has a positive effect on the quality of lessons.
- There is a strong partnership between teachers and their assistants which ensures that all children are supported well, including those with special educational needs and from ethnic minorities.

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

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

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

- Staff have high expectations of children's capabilities and they respond well to these.
- Children work in a calm, caring environment in which the development of good relationships features strongly.
- Well prepared activities increase the independence of children.

#### **Commentary**

- 42 This area of learning is given a high priority and this enables children to settle down quickly and begin learning. Almost all children have reached the early learning goals with a significant number exceeding these.
- 43 Children respond well to the good teaching and have very good attitudes to their learning. Consequently they achieve well and almost all have reached the early learning goals, with a significant number achieving above them. Children feel secure because of the well-ordered routines and because they know what is expected of them. They are

confident to share their ideas, knowing that they will be valued. Children are provided with well-structured free choice activities so that they can become independent learners, exploring the world around them for themselves. Children's concentration in group and class sessions is very good. They listen to each other and know how to take turns in speaking. Most children persevere and stay on task when working independently at a chosen activity. They are able to co-operate when, for example, they play together with construction kits. Snack times are used well to develop relationships in an informal setting. There are specific lessons to develop this area of learning

## **COMMUNICATION, LANGUAGE AND LITERACY**

Provision in this area is **good**.

### **Main strengths and weaknesses**

- Basic skills for reading and writing are well taught and enable children to achieve well.
- Very good assessment procedures chart children's progress in order to plan appropriately for each child.
- Teachers' questioning needs to allow sufficient time for children's responses.

### **Commentary**

44 Children achieve well and most have reached the early learning goals.

45 Children are given many opportunities to speak and to listen, although, on occasions, the teacher's questioning does not allow time for extended responses. Most children are able to express themselves well and some children have mature vocabularies for their age. When children learn through play and investigation they are skilfully encouraged to talk about what they are doing. The teachers' questions and explanations increase vocabulary. Children enjoy listening to a variety of stories and are beginning to recognise rhymes and repeating patterns. The basic skills of reading are well taught. All children have reading books and almost all are beginning to read simple sentences, using picture clues and phonic strategies to help them. Reading and story books are taken home daily to share with parents and carers and this has a good impact on standards in reading. Children's writing is developing well alongside their reading and most children are beginning to write their own sentences, using their phonic knowledge to help them.

## **MATHEMATICAL DEVELOPMENT**

Provision in mathematical development is **good**.

### **Main strengths and weaknesses**

- Opportunities are used throughout the day to develop children's mathematical understanding and language.
- Assessment systems are very good and the information gathered is used well to plan challenging activities.

### **Commentary**

- 46 Most children will have achieved the goals for this area because of good teaching.
- 47 Although only number activities were seen, photographic evidence and assessments from earlier this term show that children's experiences include early measuring, pattern making and shape recognition activities. In a lesson where the teaching was very good, most children were able to count confidently to thirty and give the number following a given number. Questions were well targeted to challenge individuals. A thorough input on the value of coins was followed by well planned and resourced shopping activities which motivated children to want to learn. Planning was built around careful assessment so that activities gave a high level of challenge for all. This enabled higher attaining children to pay confidently for toys with coins of more than one value. Teaching assistants provided very good support and enabled all children, including those with special educational needs, and those from minority ethnic backgrounds, to achieve very well.

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

Provision is **good**.

### **Main strengths and weaknesses**

- A wide range of activities are planned to extend children's experiences.
- There is a very good balance between teacher-directed and child-initiated exploration and investigation.
- Staff have skilful questioning techniques which develop children's knowledge and understanding.

### **Commentary**

- 48 Children are achieving well because of good teaching and they are likely to exceed national expectations in this area by the end of the year.
- 49 Teachers plan a wide range of interesting activities which stimulate children's curiosity so that they want to learn. During the inspection, teacher-directed activities included the making of Gingerbread Men and food tasting. Questioning was used very effectively to extend children's thinking about taste and texture when they were sampling food. Foodstuffs were very well chosen to enable children to distinguish between, for example, those which were sweet, sour or salty and this helped to develop children's vocabulary. Very good relationships between teacher and children encouraged almost all of them to try new tastes. Free choice activities are interesting and encourage children to explore materials. For example, in an outdoor session, a group were totally absorbed in blowing and chasing bubbles, experimenting with ways to blow one large or many small ones. Children use computers regularly and are developing keyboard and mouse skills appropriately.

## **PHYSICAL DEVELOPMENT**

- 50 It was not possible to make an overall judgement of provision or standards because there were few opportunities to observe physical activities during the inspection. Children have daily access to climbing frames and other apparatus, both indoors and outside. There are tricycles and other wheeled vehicles and children ride them with dexterity and control. In a free choice outdoor session, opportunities were missed by staff to develop children's ball skills. There are good opportunities to develop fine motor skills using a range of tools.

Teachers ensure that pencils and scissors are held and used correctly and children were seen to be handling scissors well.

## **CREATIVE DEVELOPMENT**

Provision in the aspects seen during the inspection is **good**.

### **Main strengths and weaknesses**

- There is a good range of activities planned to stimulate children's imagination and creativity.
- Resources are well chosen for interest.

### **Commentary**

- 51 Evidence indicates that children achieve well and have reached the early learning goals in this area.
- 52 Daily activities are planned to enable children to express their feelings through exploring a range of media and materials, music and movement and through imaginative play. Role-play areas are attractive and this encourages children to use them. They also role play regularly, focussing on real world activities. Children enjoy imaginative painting although they are limited in their experimentation by the use of ready mixed paints. In one session children made stick puppets which will be used in acting out the story of the *Gingerbread Man*. There are many planned and impromptu opportunities to sing and children learn to use percussion instruments.

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

### **ENGLISH**

Provision in English is **good**.

### **Main strengths and weaknesses**

- Leadership and management of the subject is good.
- Teaching is good and ensures all pupils, including higher attainers, are effectively challenged to achieve well.
- There has been good improvement since the last inspection report.
- Marking to improve pupils' work needs to be improved.
- Pupils' work is untidy.

### **Commentary**

- 53 Inspection evidence, corroborated by the results of standardised tests, show that pupils' standards on entry to the school are below national expectation. By the end of Year 2 in 2003, results in writing were above the national average, and in reading were in line with the national average. There is no significant difference between the relative performance of boys and girls. The trend in improvement has been slightly faster than the national trend in reading, and broadly in line with the national trend for writing.
- 54 By the end of Year 6 in 2003, results in English were in line with the national average. When compared to similar schools on the basis of prior attainment at the end of Year 2, results

were in line with the average for English. There is no significant difference between the relative performance of boys and girls. Trends in improvement in English have been broadly in line with the national trend over the last five years.

- 55 From inspection evidence, while there is a wide range, current standards overall are in line with national expectations in all aspects of the subject and throughout the school. By the end of Year 2, pupils are becoming more confident in speaking and listening, particularly when the subject interests them. They speak clearly and listen carefully. In reading, most pupils demonstrate understanding and can express opinions about the main points of a story. In writing, pupils choose interesting words and develop their work into a sequence of sentences, usually correctly punctuated with capital letters and full stops. The form of letters is usually accurate.
- 56 By end of Year 6, pupils talk and listen confidently, thoughtfully developing ideas and describing their opinions with clarity. Higher attainers are very assured in their speaking and listening. They read with a clear understanding of the most significant features of a piece of text and are beginning to be able to infer ideas. Their writing is often lively and thoughtful with ideas being developed well and words chosen adventurously and for effect. However, much of the written work is presented as a rough draft, and there are insufficient opportunities for pupils to produce well-finished pieces of work.
- 57 Pupils' achievement is good. The amount of good and better teaching has improved significantly since the last inspection and has led to good achievement throughout the school. All pupils regardless of gender, ethnicity or special educational need achieve well. Pupils from ethnic minorities achieve at least as well as their peers. Higher attainers are effectively challenged by being provided with tasks that stretch them. There are currently no pupils identified as being gifted or talented, although strategies are in place to address their needs.
- 58 Overall, teaching and learning are good. Planning provides very effectively for the mixed age classes. In such classes, the planning has different learning objectives for each year group and for different levels of prior attainment. As a consequence, tasks are well matched to the needs of individual pupils. In the best lessons, class management is particularly skilful and contributes significantly to pupils' learning. In some lessons, the learning objective could be shared with pupils more forcefully in order to ensure they are clearer as to why they are carrying out the tasks. In addition, the learning objectives could be more prominent in some lesson summaries, to more effectively reinforce pupils' learning. Well chosen tasks ensure higher attaining pupils are challenged effectively. Pupils' attitudes to the subject are good, they settle well at the beginning of lessons and are well engaged by the tasks. They listen well to the teacher and are confident to contribute to class discussion.
- 59 Overall, assessment is satisfactory. Individual pupil target setting is very good. Targets are detailed and effectively worded in order to make it clear to pupils how they can make progress in the subject. Marking of pupils' work is generally encouraging, however, seldom identifies ways in which pupils could have made their piece of work better.
- 60 Leadership of the subject by the two subject co-ordinators is good. They have a clear sense of the subject's future development. Management of the subject is good and a wide range of strategies are used by the co-ordinators to monitor how well pupils are doing. National guidance is being used effectively to identify appropriate places in the curriculum where information and communication technology can be used.
- 61 Improvement since the previous inspection is good. Pupils' progress in Years three to six, and teacher's curriculum planning to support pupils' progressive improvements, have both been significantly improved. The use of the library has now been improved, however the library itself needs further development as an area which celebrates books and stimulates pupils to read.

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

- 62 Literacy standards are below average overall when pupils enter the school but, by Year 6, are average and are adequate to enable pupils to make progress in all subjects. The school has a literacy policy and staff have received significant amounts of training, both by the subject coordinators and consultants from the Local Education Authority. Schemes of work, most of which are based on national guidance, include planning to support literacy. The national literacy strategy is well embedded in the school's practices and teachers' planning reflects this.
- 63 Key words are displayed in many classrooms in order to promote literacy. Spelling, grammar and punctuation are sometimes, although not always, corrected. Pupils make extensive use of drafting in all subjects which encourages them to improve their choice of vocabulary. In all lessons, pupils are given many opportunities to develop their speaking and listening skills. Information and communication technology lessons provide more opportunities for pupils to develop reading proficiency, and the library is used more extensively than in the previous inspection report.

## **FRENCH**

- 64 French was sampled. Only one Year 4 lesson could be observed. Other evidence was gathered from discussions with pupils, and an analysis of work in pupils' books. Overall, standards are above expectation. During the inspection, it was possible to observe only one lesson. In this lesson, almost all pupils were able to respond to what they saw and heard using single words and short phrases, and standards were above average. In their written work, higher attaining pupils demonstrate an understanding of clearly presented single words. Middle attaining and lower attaining pupils, needed some additional support, often in the form of pictures. Work on Easter allowed pupils to gain a knowledge of the French for basic colours; the calendar, and numbers. Standards in written work were in line with average, although, higher attaining pupils were working above average. All pupils regardless of gender, ethnicity or special educational need achieve well.
- 65 Teaching and learning in the one lesson seen were good. The lesson was conducted at a fast pace and a majority of the class discussion was held in the target language. English was used appropriately to support pupils with new phrasing and this frequent mix of languages was effective at keeping pupils well engaged in the lesson. Pronunciation was generally good and provided a good model for pupils. Pupils were keen to contribute to the lesson and were well used to classroom routines. Activities were well chosen to keep pupils engaged and, at some points, was successful in getting them very excited about the subject. Higher attaining pupils were well challenged, and all pupils achieved well regardless of their gender, ethnicity or special educational need.

## **MATHEMATICS**

Provision in mathematics is **good**.

### **Main strengths and weaknesses**

- Teaching is good and helps pupils achieve well.
- Subject leadership is good.

- Marking does not give sufficient indication to pupils as to how they can improve.
- Pupils' work is untidy.

## Commentary

- 66 Analysis of pupils' work, and observation of work in lessons, indicates that by the end of Year 2 and the end of Year 6, pupils' standards are in line with those expected nationally. For pupils in Year 6, this reverses the downturn over the last 2 years. As a consequence of this trend, the headteacher and subject leader have initiated a rigorous appraisal of the school's work in mathematics with pupils in Years 3 to 6. An action plan was drawn up, vigorously implemented, and its beneficial impact is clear in the improved standards shown in the Year 6 pupils' work.
- 67 By the end of Year 2, pupils are able to try different approaches when solving problems and are beginning to understand place value of numbers to 1000. They are able to classify different shapes according to their properties. By the end of Year 6, pupils are able to check that their results are reasonable and try out their own ideas. They can calculate fractions and percentages and know the angle sum of a triangle.
- 68 The quality of teaching is good across the school. This is a significant factor in helping pupils achieve well. Teachers display good subject knowledge and they interact with pupils in a confident, enthusiastic manner. There is generally a strong focus on teaching numeric skills. Pupils are given good opportunities to learn different ways of calculating. Older pupils are confident with applying basic number facts to spatial problems, and employ checking methods effectively. In more than one lesson, pupils showed they relished tackling this kind of challenging work.
- 69 Teachers are increasingly attempting to offer work of appropriate challenge to groups of pupils of different prior attainment. Where pupils are put in mathematics sets, according to prior attainment, teachers recognise that within the set there is still a range of attainment. As a consequence, different tasks are sometimes offered to groups within the set. This is good practice that successfully supports pupils' learning. Overall, the school includes all its pupils very well, regardless of ethnicity or special educational needs, with all groups making good progress and achieving well. Pupils with special educational needs, well supported by teachers and teaching assistants, achieve as well as their peers. There is a consistency of approach that supports pupils well.
- 70 The school gathers a good range of information from its assessment tests and uses it well to set appropriate work for pupils. However, the marking of pupils' work is inconsistent. Teachers generally mark work conscientiously but much of this consists of ticks and encouraging comments. Comments designed to challenge pupils' thinking, or to indicate to them how they can improve, are not used consistently. Teachers encourage pupils to demonstrate their working and methods of calculating, and this works well at reinforcing learning. However, there are insufficient opportunities for pupils to produce clearly presented answers and conclusions, and well organised passages of work, as well as the working and calculations. As a consequence, pupils work is untidy.
- 71 The subject is well led. Monitoring of standards, planning and teaching is used to effectively identify strengths in the subject but also the weaker areas. Teaching is good overall, the subject is well led and pupils are achieving well. Consequently the school is

well placed to continue developing its curriculum, further extending opportunities for pupils to apply the knowledge they have acquired.

- 72 Improvement in mathematics since the previous inspection is good. This is largely due to the consistently good teaching and good use of assessment information, enabling tasks to be well matched for all groups of pupils.

### **Mathematics across the curriculum**

- 73 The standards of numeracy across the school are average. Overall, the support for mathematics in other subjects is satisfactory. Examination of pupils' work indicates that effective use of mathematics is made to support subjects such as science, design technology and information and communication technology. The school has clear plans to develop its systematic planning of these cross-curricular links.

## **SCIENCE**

Provision in science is **satisfactory**.

### **Main strengths and weaknesses**

- In their time at the school pupils make good progress.
- More opportunities are needed for pupils to plan and carry out investigations.
- Marking does not give pupils clear guidance on what they need to do to improve.
- Resources need organising and enhancing.

### **Commentary**

- 74 Achievement throughout the school is good. From a low base pupils progress well and by the end of Year 2 and the end of Year 6, standards are in line with national expectation. There are no differences between the achievement of boys and girls and all pupils achieve well regardless of ethnicity or special educational needs.
- 75 Teaching and learning are satisfactory overall. In the lessons seen during the inspection, teaching varied between satisfactory and good. Well planned tasks and appropriate use of worksheets, especially to support those less confident pupils, all offer good support. There is evidence, both from lessons and from examination of pupils' previous work, of teachers trying to give pupils experiences of investigative science, but this is limited. While many pupils know that a scientific test needs to be fair, opportunities for pupils, especially older ones, to set up and carry out their own fair tests are limited. Such investigations as there are, are often very teacher directed. Teachers work well to help pupils understand basic scientific principles, but limited opportunities for pupils, especially higher attaining ones, to utilise this knowledge in planning and carrying out investigations, restricts learning. This leads to standards in science being lower than in English and mathematics.
- 76 The school has recently been without a permanent subject leader and while the temporary arrangements have worked satisfactorily, there is a need for knowledgeable, consistent leadership to lift the profile of the subject and move its development forward. While marking is often ticks and comments of praise, one or two teachers are trying to offer comments to help move learning on. Such probing comments as 'Is it the size or strength of the magnets that makes the difference?', challenge pupils' thinking, and give

clear guidance to pupils in what to find out next. Investigative skills and opportunities for independent learning need broadening, and the use of information and communication technology to support learning is inconsistent. Improvement since the last inspection report has been satisfactory. Standards have been maintained and achievement is now good and was satisfactory.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

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

### **Main strengths and weaknesses**

- Teaching is good and ensures all pupils, including those with special educational needs and from minority ethnic backgrounds, are effectively challenged to achieve well.
- Leadership and management of the subject is good.
- There has been good improvement since the last inspection report.
- While satisfactory, the range of opportunities for pupils to experience the use of information and communication technology in measuring and control need to be further developed.
- Marking to improve pupils' work needs to be improved.
- Opportunities for pupils to create well-finished pieces of work need to be created.

### **Commentary**

- 77 Achievement in information and communication technology is good throughout the school due to good teaching. By the end of Year 2, standards are in line with national expectation. Pupils are able to use information and communication technology to generate and amend their work and can discuss their experiences of information and communication technology. They enter and save work with considerable confidence. By the end of Year 6, standards are in line with national expectation. Pupils are able to use information and communication technology to present information in a variety of ways and can control events using appropriate software. They are able to use sensors confidently to measure such things as the varying temperature of the air. All pupils regardless of gender, ethnicity or special educational need are well supported to achieve well.
- 78 Teaching and learning are good. In the best lessons, Pupils are very keen and very well motivated by the chance to use the interactive white board. Pupils are well motivated by the tasks and work very well together in pairs at the keyboard, freely sharing turns. Pairs of pupils made up of different genders or races work harmoniously together. Questioning is lively, samples the class widely, and as a consequence ensures pupils are very well involved. Lessons are delivered at a lively pace and this helps to maintain pupils' concentration on their work. Pupils with special educational needs are identified by the teacher in the lesson planning, and are given work appropriate to their needs which ensures they achieve well, in line with their peers. Planning is very detailed and tightly linked to national guidelines.
- 79 In some lessons, the learning objective could be shared with pupils more clearly in order to ensure they are clearer as to why they are carrying out the tasks. Lesson summaries could be more thorough in involving pupils themselves in reviewing what they have learned. Word-processed work is neatly printed, however, overall presentation of work is often in rough draft form. Pupils are not encouraged to produce well-finished pieces of work often enough.
- 80 Assessment is well used to identify pupils' level of attainment and helps to ensure that tasks are well matched to the needs of individual pupils. However, marking to improve pupils' work needs to be developed in order to ensure that they know how to improve their work.

- 81 Leadership of the subject is good and the co-ordinator has a clear plan for developing the subject further. The priorities in this plan include increasing the number of opportunities to use information and communication technology in measuring and controlling. Management of the subject is good. The co-ordinator uses a good range of strategies to monitor how well pupils are doing. Staff are well involved in the discussion of the subject's future development, which ensures priorities for resourcing are appropriate.
- 82 Improvement since the last inspection report has been good. Standards in control technology have now been raised to match the other areas of the subject. Teaching has improved and is now good. Assessment was unsatisfactory and has been significantly improved. Aside from marking, assessment is now satisfactory with a number of very good features.
- Information and communication technology across the curriculum**
- 83 Pupils' competence in information and communication technology is average across the school. The provision of information and communication technology across the curriculum is satisfactory. In most subjects pupils use information and communication technology to research and sometimes present their work. The school uses national guidelines to identify appropriate points in all subjects to use information and communication technology to support learning. These opportunities are identified in subject plans. As a consequence, pupils are given opportunity to use information and communication technology in ways which help them understand the importance of this. For example, Year 4 pupils, while working on databases, linked the work with their current topic in science on minibeasts. A study of the history of the school's locality also led to work on databases. The current extent of these links is limited by the school's resources for information and communication technology. As a consequence of being in the local education authority's last phase of development for information and communication technology, the school has only recently acquired a suite of computers. Clear plans exist to extend the number of computers, and Internet access, to allow pupils to work with information and communication technology in their classrooms as well.

## **HUMANITIES**

### **HISTORY and GEOGRAPHY**

#### **Commentary**

- 84 Geography and history were sampled. Discussions with pupils indicate that standards in both subjects are around expected levels by the end of Years 2 and Year 6. Samples of written work show that subject skills are being taught alongside knowledge and this indicates a good improvement in planning since the last inspection. However, the quality and presentation of pupils' work in Years 3 to 6 is variable and generally lacking in depth. This is because less time has been given to these subjects in recent years because of other priorities. Good attempts are being made to find links between subjects to counteract this. Year 6 pupils' present study of World War 2 has included role-play, and poetry writing as well as wartime music. Visits and visitors play an important part in making work interesting and this encourages the development of pupils' knowledge and understanding.
- 85 Good use of the locality has involved pupils of different ages in exploring present day North Hykeham and finding clues about the past. Year 3 and 4 pupils have been helped by the assistance of a local historian. Subject leaders have identified relevant developments to support other staff. For example good work in history supports staff in skills development. Leaders have a role in monitoring planning and work is sampled. Leadership in history is satisfactory. No overall judgements can be made about teaching because of limited evidence.

- 86 In geography map skills are developed appropriately throughout the school. Pupils in Year 2 recognise some countries on a world map and realise why they go on holiday to Spain by plane. They identify features of their locality and compare it to a seaside environment. Year 6 pupils have satisfactory knowledge and understanding of places they have studied and geographical skills are developing appropriately. Their knowledge of physical features such as river formation is less secure. One lesson was seen. Excellent relationships and skilful questioning enabled pupils to discuss topical issues in the news and distinguish between fact and opinion. However, the geographical content was insufficient to make learning in the subject more than satisfactory.
- 87 Year 2 pupils are beginning to realise the meaning of history and use phrases such as 'in the past' and 'long ago'. They know that household artefacts have changed since Victorian times because of the invention of electricity. In Year 6, pupils talk about aspects of the periods they have studied and have a good sense of time. This is because the use of time lines is developed well across the school. They understand the differences between secondary and primary sources. Some pupils' show a good understanding of the use of propaganda in World War 2 to influence public morale and are developing their understanding of ways in which history can be interpreted. Teaching was good in the two lessons seen. Pupils achieved well and developed their enquiry skills because of teachers' confident subject knowledge, well-chosen resources and effective questioning skills.

## RELIGIOUS EDUCATION

Provision in religious education is **satisfactory**.

### Main strengths and weaknesses

- Good use is made of visits and visitors to strengthen the teaching of Christianity.
- There are good links with the curriculum for pupils' personal and social development.
- Planning for other religions has been improved.
- Timing of lessons for younger pupils can adversely affect learning.
- Written work lacks depth.

### Commentary

- 88 Much of the teaching of religious education takes the form of discussion and this enables pupils to practise their speaking and listening skills. Pupils' written work often lacks depth and does not reflect the knowledge and understanding shown by Year 2 and Year 6 pupils in discussion. Standards are in line with the expectations of the locally agreed syllabus. For pupils in Year 2, this is an improvement since the last inspection. Their achievement is satisfactory. These pupils know the significance of major Christian festivals and can retell some stories of Jesus. Year 6 pupils show a good understanding of the key beliefs and teaching of Christianity and a satisfactory knowledge of other major world faiths. They have a developing awareness of a spiritual dimension to life and understand how moral and social issues, such as the need to care for and support others, can be related to religion. Teaching and learning are satisfactory. Teaching was satisfactory in the one lesson seen in which pupils in a mixed Year 1 / 2 class learned about ways to identify members of a community. The lesson was well planned to achieve the learning objective but the teaching strategy, a discussion, was not suited to the short time allotted.
- 89 The subject is well led and good links have been made with representatives of other faiths, and these enrich provision. These links are well-embedded in the planning for

the subject, which is an improvement since the last inspection. The subject leader has developed a useful portfolio of work to exemplify standards and monitor achievement across the school. There are good links made with the PSHE curriculum and religious education makes a good contribution to pupils' personal development.

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

### **Music**

Provision for music is **good**.

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

- Pupils are achieving well across the school and very well in Years 3 to 6.
- The strong extra curricular provision helps to maintain high standards.
- Pupils are given regular opportunities for public performance.

### **Commentary**

90 Only two lessons were seen but other evidence has been gained by listening to recordings of pupils' compositions and performance. By the end of Year 2, standards in singing are above those expected nationally and are average in other areas. Pupils sing tunefully and with clear diction. Good teaching in a Year 1/2 class enabled pupils to create different sounds. It was effective because of the strong subject knowledge of the teacher and the very good range of instruments for pupils to investigate. By the end of Year 6, standards in singing, composition and performance exceed expectations. Very good teaching by a music specialist in Year 6 led to high achievement. Skilful questioning ensured that pupils were fully involved in interpreting a graphic score, choosing appropriate body percussion sounds, which they then performed. They evaluated their performance maturely and made sensible suggestions to improve their performance. Pupils enjoy making music and this has a positive effect on their achievement.

91 Extra-curricular activities both enrich the basic curriculum and help to maintain standards. A high number of pupils receive instrumental tuition from school and peripatetic staff. The school orchestra meets weekly and is open to all. Throughout the year all pupils are involved in public performances. The curriculum is also enriched by visits from musicians from different traditions. Provision for music is well led and managed by two enthusiasts who also have subject expertise which they use to support others. Standards are monitored by the collection of taped samples of pupils' work.

### **Art and design, Design and technology and Physical education**

92 Art and design; design technology and physical education were sampled. Only one lesson was seen in art and design, one in physical education, and none in design technology. It is therefore not possible to make firm judgements about provision in these subjects.

93 In the one lesson seen in art and design, teaching was good, with careful attention being paid to the skills of painting with water colours, using the work of artist Richard Tuff as inspiration. It is evident from the displays around the school, that the work planned is

varied and interesting and pupils clearly enjoy the subject. Standards are above average. Particularly effective in fostering enthusiasm was the recent Arts Week. Based on the four elements, Earth, Wind, Fire and Water, the school invited 4 artists to work with groups of pupils in developing one theme, with some particularly eye-catching results.

- 94 Scrutiny of finished work, and of pupils' designs and evaluations, show that standards in design technology are in line with those expected. In making a variety of shelters, older pupils used appropriate materials and joining techniques. Particularly effective were a range of temples in the Greek style, linking with pupils' history and geography work. Electrically powered fairground rides showed detailed designs and evaluations and effectively utilised pupils' scientific skills.
- 95 In physical education, one lesson was observed, in games, and standards of work were in line with those expected. The school offers an appropriate programme of activities with particular strengths in gymnastic and games provision. Good use is made of outside expertise such as that from Nottingham Forest F.C., Lincoln Golf Club and coaching in athletics. There are opportunities for pupils to compete in inter-school competitions in football, rugby and athletics, and use is made of a local swimming pool for pupils' swimming. By the time pupils leave school about 95% can swim 25m or further.

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

### **Commentary**

- 96 Personal, social and health education and citizenship was sampled. Due to the arrangement of the weekly timetable it was not possible to observe any lessons. The school has two co-ordinators for personal social and health education, one focusing on Years 1 and 2 and the other co-ordinator responsible for Years 3 to 6. These co-ordinators have had the opportunity to receive good training from the local education authority. This has been effective in planning for the requirements of the national curriculum to be met and resources for the subject are adequate. The co-ordinators have had an effective opportunity to provide in-service training for their teacher colleagues.
- 97 Further training has been used to support the introduction of circle time, an activity where pupils work together, listening to each other and developing their skills and understanding. Links are made with other subjects, for example religious education, to explore personal, social and health education issues. The agenda for the school council is used to discuss some of these issues further. For example, the school's programme about healthy eating, and the availability of drinking water during the day, grew out of such discussions.
- 98 Leadership of the subject, especially the long term planning, is very good. Management of the subject is good with co-ordinators having good opportunities to monitor pupils' experience of personal, social and health education through sampling pupils' work and teachers' planning. Such analysis has led in the past to an increase in emphasis being placed upon health education. Good use is made of national guidance in curriculum planning. Sex education and drugs awareness education meet statutory requirements. Training in these issues has been provided to governors.



## PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

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