

INSPECTION REPORT

**THE ST GEORGE'S CHURCH OF ENGLAND
COMMUNITY PRIMARY SCHOOL**

Gainsborough, Lincolnshire

LEA area: Lincolnshire

Unique reference number: 131490

Headteacher: Mrs C Stone

Lead inspector: Mr P Gadsby

Dates of inspection: 05 – 07 July 2004

Inspection number: 258165

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:	Community
Age range of pupils:	4 –11
Gender of pupils:	Mixed
Number on roll:	153
School address:	Lindsey Close Gainsborough Lincolnshire
Postcode:	DN21 1YN
Telephone number:	01427 612553
Fax number:	01427 612553
Appropriate authority:	Governing Body
Name of chair of governors:	Mr M Hewitt
Date of previous inspection	06/07/1998

CHARACTERISTICS OF THE SCHOOL

St. George's CE Community Primary School is smaller than most schools and has 90 girls on roll and 63 boys. Currently, over a third of pupils are eligible to receive free school meals, which is above average. The proportion of pupils with special educational needs is well above the national average. Four pupils have a Statement of Special Educational Need, which is above the national average. The pupils have learning, social, emotional and behavioural difficulties. There are no pupils learning English as an additional language. Two children come from traveller backgrounds. Mobility of pupils in and out of the school other than at the normal time of admission is significantly above that found nationally. The local area has high unemployment and many families face a range of economic and social challenges. When children enter the school, their attainment is well below that of children of a similar age.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
5281	Mr P Gadsby	Lead inspector	English Music English as an additional language
9874	Mr M Milwain	Lay inspector	
8864	Mr P Clifton	Team inspector	Mathematics Information and communication technology Physical education Special educational needs
22805	Mrs J Greer	Team inspector	Science The Foundation Stage Art and design Religious education Personal, social and health education
30691	Mrs K Yates	Team Inspector	History Geography Design and technology

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

The school gives its pupils a satisfactory education. Although standards are below average, achievement is satisfactory. Teaching and learning and the leadership and management of the school are satisfactory. The school gives satisfactory value for money.

The school's main strengths and weaknesses are:

- Pupils' attitudes and behaviour are good.
- The personal development of pupils is good and there are positive relationships in the school.
- The school supports pupils with behaviour difficulties very well, including them fully in school life.
- Staff work hard, are committed to improvement and contribute well to the school's good ethos.
- Pupils make good progress in reading, and achieve well.
- There is under-achievement in mathematics, in Year 6.
- Pupils are not given enough chance to work independently, are not involved sufficiently in understanding their learning and how to improve.
- Leadership of the curriculum lacks coherence, and results in skills in reading, writing, speaking and information and communication technology (ICT), that are not systematically promoted in all subjects.
- Provision for pupils with special educational needs is good.

Since the school was last inspected, six years ago, improvement has been satisfactory. Schemes of work and assessment now support pupils' learning. Comprehensive formal procedures for monitoring pupils' academic progress are now in place but the information teachers have about pupils' progress and achievement is not always shared with them. As a result, the pupils do not always understand their targets for improvement and what they must do to achieve them. Teachers plan to challenge older pupils and those capable of higher attainment, through progressively harder work. As a result, standards are improving, especially in Year 2 and through Years 4 and 5. However, the school has not fully addressed the issue of expecting pupils to take more control of their learning, working independently and being aware of how they can get better. The curriculum has an appropriate focus on English and mathematics. However, not enough opportunities are systematically planned for skills of literacy, numeracy, ICT and speaking and listening to be applied and developed through all subjects.

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	E	E	D
Mathematics	E	E	E*	E
Science	E	D	E	E

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

Overall, pupils' achievement is satisfactory. Children enter the reception class with attainment well below what is expected for their age, especially in language and personal, social and emotional skills. They make satisfactory progress in the reception class although few are likely to achieve the goals children are expected to reach by the end of reception. Pupils in Years 1 and 2 achieve well, an improvement reflected in rising national test results. Standards seen in mathematics and reading were above average; in writing they were below average. In the 2003 national tests, the performance of Year 6 pupils was well below average in English and science and very low in mathematics. The Year 6 results, when compared with schools whose Year 2 results were similar to St. George's in 1999, were well below average. However, in the work seen during the inspection, there is evidence of improving standards through Years 4 and 5. Achievement in mathematics, by the end of Year 6, is unsatisfactory, due to previous underachievement in the school. Standards in ICT are below national expectations in Years 2 and 6; achievement of pupils is satisfactory and standards are improving. Pupils with special educational needs are supported well and their achievement is satisfactory.

Pupils' personal qualities and their spiritual, moral, social and cultural development are good. They show a sense of responsibility and are clear about what is right and wrong. They form good relationships and work well together when asked to. Pupils' behaviour is good and their attitudes are very good. Attendance is slightly below average, although the school is doing a good job in promoting attendance.

QUALITY OF EDUCATION

The school provides a satisfactory quality of education for its pupils. Teaching is satisfactory. Pupils' learning is satisfactory as a result of this. Teachers have a very good understanding of what they have to teach, so that lessons are carefully planned with clear aims. They expect pupils to behave very well and to work hard. Teaching does not always give pupils to have enough time to finish their work, so learning is not consolidated in lessons. The curriculum is satisfactory. It has an appropriately sharp focus on the teaching of basic skills in literacy and numeracy, while covering the full range of subjects well. However, the leadership of the curriculum does not focus sufficiently on how it can be made to fit the needs of all pupils in the school. There are not enough opportunities provided to challenge pupils to carry out independent, investigative work, making more of their own decisions about how to carry out a task. Nor has enough attention been given to ensure that links between subjects help pupils to apply and develop their skills throughout their work. The school cares for its pupils well and has good links with their parents.

LEADERSHIP AND MANAGEMENT

Leadership and management of the school are satisfactory. The headteacher, supported by an able assistant headteacher, is committed to improvement and sound systems for school review are in place. The challenging demands of pupils with a range of learning and behavioural difficulties are met, in order to include them in all areas of school life. The headteacher is the co-ordinator for special educational needs (SENCO), a role she fulfils very well. She has not always been able to give sufficient time to leading the curriculum. Further developments need to take place in this if pupils' attainment is to be improved. Governance of the school is satisfactory. A significant number of governors are new. They are very supportive of the school, involved in it and have in place systems to identify its strengths and weaknesses. However, they are not yet in a position to fully challenge the school about its performance and the attainment of pupils. Financial management is sound and performance management

systems are fully in place. Subject co-ordinators carry out their functions well and are beginning to have a positive impact, an improvement since the previous inspection.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents are happy with the school. They believe it is well led, teaching is good and pupils make good progress. Pupils are positive about their school, feel safe in it, and like their lessons.

IMPROVEMENTS NEEDED

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

- Raise attainment, particularly in mathematics, by the end of Year 6.
- Extend pupils' capacity for independence and taking control of their learning.
- Strengthen the overall leadership and management of the curriculum and extend the use of literacy, numeracy, speaking and ICT more systematically in all subjects.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

By Year 6, the pupils' standards are below average. However, pupils' achievements are satisfactory overall. The exception to this is in mathematics, where achievement is unsatisfactory.

Main strengths and weaknesses

- Overall, standards are improving through the school, from a low starting point.
- Pupils make good progress and achieve well in reading and science.
- Standards in mathematics in Year 6 are a result of underachievement.
- Standards are lowered by pupils' limited skills in independent research and investigative work.

Commentary

1. When children enter the school their attainment is well below that expected for their age. For some, it is very low, most markedly in communication and personal, social and emotional skills. By the end of reception year, although they make steady progress and their achievement is satisfactory, few will reach the expected goals.

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

Standards in:	School results	National results
reading	15.3 (14.4)	15.7 (15.8)
writing	14.2 (13.2)	14.6 (14.4)
mathematics	15.7 (15.2)	16.3 (16.5)

There were [number] pupils in the year group. Figures in brackets are for the previous year

2. The results of the 2003 national assessments for pupils at the end of Year 2 were below average in reading, writing and mathematics. The proportion of pupils achieving the higher Level 3 was well below average in reading, writing and mathematics. Nevertheless, these results reflect satisfactory, and for some pupils good, achievement given their low starting point. Pupils with special educational needs achieve well. The school's trend of improvement is above that found nationally. Initial analysis of results in the 2004 tests indicates that this is continuing, with a significant increase in pupils achieving higher levels. In reading and mathematics, about a quarter achieved Level 3. Standards of work seen during the inspection were above average in reading and mathematics and below average in writing. Standards in speaking and listening are very poor when pupils enter the school. They have improved by the end of Year 2 but are still below what is expected for pupils of their age.

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

Standards in:	School results	National results
English	24.0 (25.5)	26.8 (27.0)
Mathematics	22.7 (24.1)	26.8 (26.7)
Science	25.9 (27.8)	28.6 (28.3)

There were [number] pupils in the year group. Figures in brackets are for the previous year

3. The results of the 2003 national tests for pupils at the end of Year 6 show that in English and science they were well below average and in mathematics in the bottom five per cent nationally. The proportion achieving the higher Level 5, were well below average in all three subjects. In 2003, the results of the Year 6 tests represented a rate of progress from Year 2 that was below average in English, and well below average in mathematics and science. The school's trend of improvement over the past five years is below that found nationally. Within this overall picture, reading is better. Unconfirmed results from the 2004 tests suggest that reading has improved and is nearer to being average. Standards of work seen in the inspection confirm that reading and science standards are average, with pupils, including those with special educational needs, achieving well. In writing standards are below average, which represents satisfactory achievement. In mathematics, standards were found to be very low, with pupils underachieving. Pupils make satisfactory progress in speaking and listening in Years 3 to 6.
4. Through its systems of self-review the school fully aware of the need to further improve writing and to raise standards significantly in mathematics. Plans are in place to achieve this, but they do not put enough emphasis on pupils carrying out independent research, investigative, experimental and problem-solving work in mathematics. Not enough opportunities are planned for pupils to carry out extended writing tasks in all subjects. Although assessment systems are comprehensive, with pupils' being carefully tracked and recorded, the pupils themselves are not made sufficiently aware of their progress, do not fully understand their targets for achievement nor are clear enough about how to achieve them.
5. Standards in ICT do not meet national expectations. This is partly to do with shortcomings in resources, and partly the fact that ICT capability is not developed sufficiently in all subjects. Achievement in ICT is satisfactory. Standards in religious

education are satisfactory and pupils' achievement is satisfactory. Not enough evidence was collected to make firm judgements of standards in other subjects.

Pupils' attitudes, values and other personal qualities

The behaviour of pupils both in the classroom and at other times is good and they have a very good attitude towards their school. Pupils' spiritual, moral, social and cultural development is good overall. The current rate of attendance is below the national median.

Main strengths and weaknesses

- Pupils behave well and show very positive attitudes both to lessons and other activities.
- The personal development of pupils is promoted well by the school, and it is good.
- Relationships are good.

Commentary

6. The good relationships in the school have a positive effect on the quality of teaching and learning. Pupils' behaviour is good in lessons, in the playground and when moving around school. They are polite and helpful. Harmony is a strong feature of the school and there is no evidence of bullying or oppressive behaviour. These standards reflect the Christian ethos of the school. Through replies to the questionnaire and in discussions with inspectors, pupils made it clear that they enjoy coming to school, they enjoy lessons and like their teachers and their friends. Pupils respect the school site; there is no litter and no evidence of damage caused by pupils. The very good attitudes of pupils and relationships in the school are a result of the school's effective systems for dealing with the challenging and potentially disruptive behaviour of a significant number of pupils. A great deal of time and effort is spent working with these pupils and their families, enabling them to be fully included in the life of the school.
7. When given the opportunity pupils are willing to take responsibility and to use their initiative. For example a group of pupils in Year 6 set out equipment in the school hall in preparation for assemblies, and operate the compact disc player. This they do with confidence. Pupils get along well with one another and work collaboratively in groups and in pairs. For example, pupils in a Year 6 lesson in personal, social and health education (PSHE) worked in small groups to discuss and record ways in which to resist peer pressure. Pupils' enthusiasm for school is reflected in the good attendance at extra-curricular activities.
8. Pupils' spiritual moral, social and cultural development is well provided for and contributes effectively to their personal development, which is good overall.
9. Provision for spiritual development is satisfactory. School assemblies contain a religious, mainly Christian, element with pupils given time for reflection. Pupils take part in services in the parish church at major Christian festivals. Assemblies are taken each month by visiting clergy from other churches in the area.
10. Provision for moral development is good. The school has a behaviour policy that is implemented through a rewards and sanctions system and is clearly understood by the pupils. Through PHSE lessons, and in assemblies, pupils learn how to distinguish right from wrong and are made fully aware of how their actions can affect others.

Opportunities are taken in other subjects, such as history, to build upon awareness and understanding of moral and ethical issues.

11. Pupils' social development is good. In lessons pupils learn to work collaboratively in pairs and in groups. In the playground they mix well together and older pupils take responsibility for looking after younger ones. Pupils are courteous and make visitors to the school feel welcome. Annual residential visits by pupils in Years 5 and 6 give them an opportunity to experience life as part of a community outside their own family.
12. The provision for cultural development is satisfactory. Pupils' have an awareness of their own culture and those of the ancient world through history lessons. Pupils have been given the opportunity to experience the music and dance of other cultures through a project at a local secondary school. In religious education and geography they study other faiths such as Buddhism, Islam and Hinduism. This makes a positive contribution to their cultural understanding. There are fewer opportunities for pupils to gain practical experience of other cultures through visitors to school.

Attendance in the latest complete reporting year (%)

Authorised absence	
School data	5.6
National data	5.4

Unauthorised absence	
School data	0.5
National data	0.4

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

Attendance

The school works hard to ensure that pupils attend school regularly. A minority of parents fail to ensure the regular attendance of their children. Most parents bring their children to school punctually in the mornings and lessons start on time. This has a beneficial effect on pupils' progress and achievement.

Ethnic background of pupils

Exclusions in the last school year

Categories used in the Annual School Census
White – British
Any other ethnic group

No of pupils on roll
150
3

Number of fixed period exclusions	Number of permanent exclusions
5	1
0	0

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

Exclusions

Pupils are excluded when their behaviour is likely to be significantly disruptive of other pupils and school life generally. Exclusion is a decision of last resort and the school is particularly good at including pupils who exhibit poor behaviour. It has good systems in place for managing them.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education provided by the school is satisfactory. Teaching is satisfactory overall, with a third of that seen good or better. The curriculum is satisfactory but does not make enough links between subjects. The school provides good care, guidance and support for its pupils and has good links with parents and other schools. Links with the community are satisfactory.

Teaching and Learning

Teaching and learning are satisfactory. The quality of assessment is satisfactory. Pupils' understanding of how to improve their own work is underdeveloped and independence is insufficiently promoted.

Main strengths and weaknesses

- In the Foundation Stage teachers know the children well but in some lessons children are not given enough independence or opportunity to make choices.
- Teachers insist on and get high standards of behaviour from pupils.
- In Year 2, the teaching is good and pupils' acquisition of skills, knowledge and understanding is good.
- In Years 3 to 6 teachers have good skills in encouraging and engaging the pupils, although the lack of expectation that pupils will work independently limits the challenges they are set.
- There are insufficient opportunities for pupils to develop pupils' independence.
- Pupils' knowledge of their own learning is underdeveloped.
- Pupils with special educational needs are supported well.

Commentary

Summary of teaching observed during the inspection in 23 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	2	6	14	1	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.

13. In the Foundation Stage, teaching is satisfactory and children make sound progress. In most lessons the teacher gives clear information to the children about what they are going to learn and there are clear expectations about behaviour. As a result of this the children are eager to be involved and respond well when asked questions. The children often have too little opportunity to decide things for themselves, or to follow up their own ideas. This limits their learning, especially in areas where personal and social skills are developed. Teachers have good knowledge about what children know and this is used satisfactorily to plan the next stages of learning.

14. Year 1 pupils are split between the reception class and the Year 2 class. In the Year 2 class, the planning indicates clearly how the needs of different groups of pupils are to be met. A significant strength of the class is the good quality of the relationships. Teachers encourage and praise pupils, which boosts their confidence and self esteem. This ensures that the pupils apply themselves to their work and they acquire new skills and understanding well. The good range of different approaches and activities used by the teacher captures the interest of the pupils. Although the pupils are reminded about what they are learning in lessons their understanding of how they can improve their work on an individual basis is under-developed. In some lessons pupils need to be given more responsibility for planning and organising their own work. In the best lessons, the teaching is very good. Teachers impart their good subject-knowledge with enthusiasm and pupils produce work of a high standard. Expectations are high; pupils are given the opportunity to think for themselves and are challenged to do well. For example in music, pupils composed music using simple notation and collaborated with each other exceptionally well.

15. In Years 3 to 6 most teaching shows that teachers have good or very good skills in the first part of lessons where they give clear introductions. Overall, teachers manage behaviour very well and promote good relationships in the class. Pupils respond very well when asked questions or set individual tasks. This is particularly evident in classes with the older pupils. Pupils have very good attitudes to their work, showing interest and enthusiasm. In some lessons, pupils are given insufficient time to respond to questions and this limits their thinking. This is most common in Year 3, where some over-anxiety about behaviour leads to the teacher interrupting the flow of lessons with unnecessary admonitions. However, despite these good skills, there are key elements of the teaching acting to slow learning. In most lessons observed, there is insufficient attention given to developing pupils' independence so that they can set themselves targets or work at length on complex problems. In the lessons seen, this lack of challenge had most impact on pupils capable of working at higher levels of attainment.

16. In all classes, teachers have to deal with high rates of movement of pupils in and out of the school. Often, pupils enter the school with emotional and behavioural difficulties due to instability in their lives. This is dealt with well, and in the examples of pupils moving into the school during the inspection, very sensitively. It is clear that, for the most part, pupils respond to the clear and positive expectations of them.

17. In English, mathematics, science and ICT teaching is satisfactory. Generally, teachers make satisfactory use of targets to improve pupils' performance but these are not specific enough or easily understood by pupils to be effective in informing pupils of how they can improve their work. Although there is a whole school policy for marking pupils' work its implementation is variable and does not consistently inform pupils of how they can improve.
18. Pupils with special educational needs are supported well. In lessons, teaching assistants are generally well deployed during group work and contribute significantly to the learning of lower attaining pupils. There were good examples of this in the reception class and in Year 5 supporting ICT, where teaching assistants engaged with pupils to extend their understanding and challenge their thinking. When the teacher is working with the whole-class, in introductory, questioning and summing up sessions, their deployment is sometimes less profitable, as their focus is not clear. Pupils are withdrawn from lessons on a regular basis to support the development of their literacy and numeracy skills. For example the teaching assistant supported Year 2 pupils well to develop an understanding of rhyme. This teaching is effective in ensuring that pupils make sound progress against specific targets identified in their individual plans.

The curriculum

The curriculum is satisfactory. The school provides satisfactory opportunities for enrichment through lunchtime and after school clubs and activities. Accommodation and resources at the school are satisfactory.

Main strengths and weaknesses

- Provision for involvement in all aspects of the arts is good.
- There are too few planned opportunities for pupils to develop independence and take responsibility for their own learning.
- There are good curriculum links with local schools.
- The use of skills of literacy, numeracy, ICT and speaking and listening in other subjects is unsatisfactory.
- Provision for pupils with special educational needs is good.

Commentary

19. The curriculum is planned to meet all requirements of the National Curriculum including religious education, sex education and an awareness of drug and alcohol misuse. The school makes effective provision for personal, social and health education, especially in science and religious education. Personal, social and health education makes a good contribution to the curriculum overall. The work planned for all subjects guides teaching well, an improvement since the school's previous inspection, when it was not the case. They are based on the national schemes adapted to meet the specific circumstances of the school. This is particularly to take account of the mixed age classes, which have differed from year to year because of changing numbers in year groups.
20. Curriculum provision for pupils with special educational needs is good. Appropriate work is well planned and provided, enabling pupils to make good progress in achieving their individual targets. Teaching assistants make a good contribution to pupils' learning because they are guided by a clear curriculum.

21. In the reception class, although the curriculum is planned in detail, it does not give children enough opportunity to choose for themselves and develop independence. Children are too reliant on the direction of the teacher for too long. This weakness remains as pupils move through the school. There are not enough opportunities provided for pupils to pursue topics independently. The fact that the curriculum does not build in more occasions when the pupils themselves can take decisions is a major limiting factor on the fostering of independent study skills and the extent to which pupils are enabled to understand their own learning. This in turn has a negative effect on the quality of teaching in the school and on learning. Pupils themselves are not made fully aware of their curriculum targets and they are not given enough information or support to enable them to take more responsibility for their own learning.
22. There are some good examples of links between subjects. They include the use of measuring, graph and data handling skills in science and design and technology and systematic use of different writing texts for a range of purposes in all subjects where writing is used. However, specific opportunities to develop literacy, numeracy, speaking and listening and information and communication technology skills as tools for learning are not systematically and sufficiently identified.
23. There is a satisfactory range out of school activities to support the curriculum, which are well attended, and pupils participate in local sports activities. There is good provision for the creative arts. Older pupils participate in music, drama, dance, art and craft activities with pupils from other schools, in events funded by a special grant. Local community opportunities are used well to support the curriculum. For instance, when a local vandalised building was renovated to provide a nursery, pupils studied the changing use of the building as part of their geography and design and technology work.
24. There are sufficient teachers to meet the demands of the curriculum. Support staff make an effective contribution to the provision for pupils with special educational needs. In the mixed reception/Year 1 class, support is only available in the mornings. This limits the provision of the range of activities necessary to secure good learning across all areas of the curriculum, given the wide age-range of children in the class.
25. The accommodation is satisfactory, with generous outdoor space, which the school is working hard to make a stimulating and enriching resource, as funds allow. There are sufficient resources for each subject to meet the needs of pupils and the demands of the National Curriculum.

Care, guidance and support

Pupils are well cared for by the school. The support and guidance given to pupils is satisfactory. The involvement of pupils in the school's work and development, through seeking their opinions, is satisfactory.

Main strengths and weaknesses

- Relationships throughout school are good.
- There are good health and safety procedures in operation.
- Pupils with special educational needs, particularly those with behavioural difficulties, are well cared for.

Commentary

26. Teachers know their pupils well and are aware of their personal development needs. Pupils say they feel safe and know who to go to if they have a problem and feel confident that it will be resolved quickly.
27. The good relationships that exist between staff and pupils are evident in the relaxed and pleasant atmosphere in school. The school has worked very hard to achieve this. Pupils' successes are recognised through praise and rewards. The school works in challenging circumstances and strives hard to ensure that all its pupils, including those with special educational needs, have full access to all that the school has to offer. This is particularly true for the significant number of pupils who have emotional and behavioural difficulties. Much time is invested in working with them, their families and support agencies, such as the advisory teacher for traveller children and educational psychologists. The outcomes of this are seen in the fact that behaviour management, inclusion of pupils with learning, behavioural and emotional problems, and relationships in the school, are good.
28. Pupils hold positive views of the school; the majority say that lessons are interesting and that teachers listen to their ideas, although there are no formal opportunities for them to express their views about the work of the school, for example, through a school council or regular questionnaires.
29. There are good induction procedures for pupils entering the reception class; a programme of visits allows parents and children to become familiar with their new surroundings. As a result pupils entering the reception class are well prepared for learning. Pupils who enter the school at various times during the year are treated especially sensitively.
30. There are good procedures for child protection in place, and the headteacher ensures that all the staff are kept up to date with current legislation. The governor responsible for health and safety, together with the headteacher and the caretaker carry out regular inspections to keep the school a safe place in which to work. Risk assessments are carried out for potentially hazardous activities both in school and on school visits.

Partnership with parents, other schools and the community

The school has a good relationship with parents and there are satisfactory links with the community. There is a good relationship with other schools and colleges.

Main strengths and weaknesses

- The school has forged a good relationship with parents and deals well with parental concerns and complaints.
- The school support parents whose children have emotional and behavioural difficulties well.
- The school works well with other local schools and this benefits pupils' learning.
- The school provides good information for parents.

Commentary

31. The results of the pre-inspection questionnaire and the comments made at the parents meeting indicate that the great majority of parents are pleased with the quality of education that the school provides. Although there are no regular formal consultation procedures by which the school can obtain parents views, parents say that they feel comfortable about approaching the school with any concerns or suggestions. The school works hard to involve parents in their children's learning. The school is particularly good at working with the parents and carers of pupils who have social, emotional and behavioural problems, which are often

caused by disruptions in their families' lives. Much time and effort is spent in enabling their children to take part in lessons, extra-curricular activities and all school events.

32. The school provides a good level of information for parents. The questionnaires indicated that the vast majority of parents said that they felt well informed about how their child was progressing. Through the school prospectus, the governor's annual report and regular newsletters parents are kept up to date about events in school. There are three parent-teacher consultation evenings each year, which give parents an opportunity to discuss their child's progress with their teachers. Annual reports, which include pupil targets and an opportunity for parents to make written comments, provide parents with helpful information on their child's academic progress.
33. Through the vicar, who visits school regularly to take assemblies, there are links with the local parish church. Pupils have been on visits to the local supermarket and the library. A local playgroup meets in the school on three mornings a week.
34. There are clear and effective arrangements for the transfer of pupils to the next phase of their education at secondary school. The school works well in partnership with local secondary schools to provide access to better resources in information and communication technology (ICT). This gives pupils an opportunity to broaden their learning in this subject. The school has links with a local college to provide its students with experience in childcare related to their course. Pupils from local secondary schools are also given an opportunity to gain work experience in school. There are good links with local schools in performing arts.

LEADERSHIP AND MANAGEMENT

Leadership and management of the school are satisfactory. The leadership of the headteacher, assistant head and senior management team, are satisfactory. The management of the school is satisfactory. Governance is satisfactory.

Main strengths and weaknesses

- The school is soundly managed, with good systems in place to ensure its smooth running.
- The leadership and management of provision for pupils with special educational needs are good.
- Governors know and support the school well and have a good knowledge of its strengths and weaknesses, although they do not challenge it enough.
- The leadership of the curriculum is unsatisfactory.

Commentary

35. The leadership of the school is satisfactory overall. The headteacher, who retired at the end of the summer term, worked extremely hard and made a major contribution to the positive ethos in the school. Much of her time and effort went in to ensuring good management of pupils' behaviour, and that pupils with challenging behaviour, including those taken on from other schools, were able to take a full part in the life of the school. This is a hard task, given the challenging nature of the community the school serves, instability in the pupil population and the need to undertake a considerable amount of work with parents and families. As a result, not enough time and attention has been given to the overall leadership of the curriculum and how it is taught. At present the very hard-working and committed assistant headteacher, who has a large number of other responsibilities, is charged with responsibility for the overview of the curriculum. As a result, the curriculum does not contribute as well as it should to raising pupils' attainment.
36. The school is satisfactorily governed. A significant number of governors, about a third, are relatively new. The governing body has effective systems and processes in place, which ensure that they are fully involved with and supportive of the school and are well aware of its strengths and weaknesses. They make some contribution to the strategic vision of the school through the development planning process, but as yet have not challenged the school sharply enough about its low standards.
37. The school is soundly managed. Effective administrators, under the supervision of the headteacher, ensure that the school runs smoothly on a day-to-day basis. Performance management systems, linked to school priorities, are fully in place. Financial management is sound. Systems for self-review and evaluation are in place. Performance data is carefully analysed and is used to identify development priorities. The school is aware of its weaknesses in standards in mathematics and writing, and is focusing on them. Teaching and learning are monitored through the analysis of planning, of pupils' work and by direct observation in classrooms, much of which is carried out by subject co-ordinators. This has been introduced recently and is having a positive impact on teaching and learning. The progress that pupils make is now carefully monitored and recorded.

38. Provision for pupils with special educational needs is carefully organised throughout the school to ensure that classes are not disrupted when pupils are withdrawn. The individual plans are of good quality and have clear measurable targets, which are used to guide planning. There is good communication between the co-ordinator, who is the headteacher, and all staff. This ensures that teachers and teaching assistants have up to date knowledge about the needs of specific pupils, which they act upon in planning and teaching. The school carefully tracks pupils' progress against targets, which are reviewed regularly. Governors are well informed about the quality of the school's provision.
39. Teachers with subject co-ordinator responsibilities discharge them well. This represents good improvement from the school's previous inspection. They undertake a great deal of review and evaluation work: analysing performance data, analysing pupils' work and observing teaching and learning in classrooms. What is lacking is the leadership necessary to pool the information gained from review, analyse it and make decisions about how the school needs, overall, to act upon it to raise standards.

Financial information for the year April 2003 to March 2004

Income and expenditure (£)	
Total income	410,410
Total expenditure	377,047
Expenditure per pupil	2,464

Balances (£)	
Balance from previous year	30,830
Balance carried forward to the next	33,363

The higher than usual surplus was due to a late and unanticipated refund from the Local Education Authority.

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

Children are admitted in September following their fourth birthday. Many children have had no previous nursery experience; some have attended playgroup. On entry children's attainment is well below children of a similar age in most areas of development, with some very low attainment in language and personal, social and emotional development. Their physical skills are similar to other children, especially in areas such as climbing, balancing, sliding, pedalling and an awareness of their bodies in space. Children make good progress in communication, language and literacy and satisfactory progress in mathematical development and in personal, social and emotional development. By the end of reception some more able children attain the expected early learning goals. However, as many children experience difficulty in learning most are unable to attain the goals they are expected to reach by the end of reception.

Admission numbers fluctuate considerably from year to year. This has necessitated a mixed age class of reception children and Year 1 pupils. This makes planning for each group's needs a challenge. Leadership and management of the Foundation Stage are satisfactory. However, the way in which they cope with the mixed-age class causes the curriculum to lack sufficient opportunities for children to work independently. Having no classroom assistant in the afternoons is an additional barrier. As a result planning for children in reception is too formal with an imbalance between adult and child-initiated activities.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Main strengths and weaknesses

- Children make good progress in following the class routines.
- Children gain confidence in a secure and caring environment.
- Children have too few opportunities to develop independence and make choices.

Commentary

40. Children entering reception are often unused to following routines. They have limited experience of sharing and taking turns. Children respond well to the secure and caring atmosphere. Teaching in personal, social and emotional skills is good so most children behave well. They take turns in whole class sessions, but some still find it difficult not to call out of turn. Children form good relationships with adults and other children. Most work and play well together without direct adult supervision. However, because of the mixed age class and the perceived greater needs of the Year 1 pupils, children have little opportunity to initiate their own activities or to make choices. This hampers their progress in independent learning and is affecting standards through the school, where older pupils continue to be very reliant on their teachers.

COMMUNICATION, LANGUAGE AND LITERACY

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

Main strengths and weaknesses

- There is good emphasis on developing speaking and listening skills.
- There is effective teaching of letter sounds and names, which children use in their reading and writing.
- Children in reception are introduced to formal literacy strategies too early.

Commentary

41. Teaching of communication and literacy in reception is satisfactory, but has weaknesses due to the early introduction of formal methods. Sometimes, children are expected to sit for too long during sessions and become unable to concentrate on the teaching. While aspects of the strategy are appropriate for more able children, the approach is not always suitable for others. It limits their opportunities for exploration of language in a range of situations. Children are introduced to a range of books and texts, although the provision for them to handle and enjoy them independently is underdeveloped. The careful and consistent way in which children are taught to recognise letters and sounds and use this knowledge to read words and sentences is a strong feature of the teaching. This forms a good basis for reading as the children progress through the school. The effect of this teaching can also be seen as children develop early writing and letter formation. Teaching puts a strong emphasis on improving children's speaking and listening skills, which for the majority are very poor when they enter the school. Good models are provided and expectations of how children respond are high. There are opportunities for children to extend their language in outdoor play and role-play, but these are not built systematically enough into provision. The teaching assistant makes a good contribution to children's and pupils' learning, especially their speaking and listening skills. She is most effective when working with small groups of children, less so in long whole class sessions. About a quarter of reception children attain the early learning goals in reading and writing by the end of reception. Another quarter attain just below the expected standard, but half the children are still below expected standards. This represents good progress from a low starting point for the large number of children who find learning difficult.

MATHEMATICAL DEVELOPMENT

Provision for mathematical development is **satisfactory**.

Main strengths and weaknesses

- Children make sound progress from very low standards on entry.
- Formal approaches are introduced too early.

Commentary

42. Satisfactory teaching is structured and systematic in whole class sessions. However, the formal approaches to mathematics adopted as the main teaching approach are not always suitable for less mature and lower attaining children, who lose concentration as they are required to sit on the carpet for too long. Follow-up activities are planned to develop children's number knowledge and understanding, but lack of adult intervention to guide their learning sometimes limits it. Not enough activities are provided to give children opportunity to explore mathematical ideas through play. The higher attaining

pupils count reliably to ten and recognise numerals, using their correct name. There is scope to increase incidental opportunities to practise counting, for example when the register is taken. More able children achieve the early learning goals, a further group are approaching the expected standard, but about half the children are still below at the end of reception.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

43. Not enough teaching was seen to make a judgement on provision. Children enter school with very limited experience beyond their home and immediate environment. A range of opportunities for role-play, dressing up and small toys is provided, but activities are not always focused sufficiently on clear learning goals which act to structure and focus children's explorations and investigations. The new outdoor area has added an important resource provision in the reception class, and the teacher is working hard to ensure that it is used effectively to further learning, with planting and growing. The voluntary help of a governor makes a good contribution to children's learning. Children have opportunity to use the computer to operate simple programs, and can find their way around them using the mouse and keyboard. For many, their skills are limited.

PHYSICAL DEVELOPMENT

44. No teaching was seen so a judgement cannot be made on provision. Resources are available for children to develop manipulative skills, particularly through art and craft activities. Outdoor play and resources are available to develop specific skills, and large wheeled toys, bicycles and small games equipment such as bats and balls are available. Children have time in the hall to develop an awareness of their bodies in space and to explore different ways of moving.

CREATIVE DEVELOPMENT

45. It is not possible to make a judgement on provision. During the inspection children were observed making trainers from card and decorating them with various materials, such as sticky shapes, pens and sparkly glue. Work on display indicates that children have at least satisfactory opportunities to use different media for painting and drawing, but there were no opportunities during the inspection of the independent use of these media. There are timetabled opportunities for music and movement, but there was no opportunity to observe children responding spontaneously to music, or exploring musical instruments.

SUBJECTS IN KEY STAGES 1 and 2

ENGLISH

Provision in English is **satisfactory**.

Main strengths and weaknesses

- Reading is taught well so that pupils make good progress and achieve well.
- The subject is well managed, leading to improved standards in Years 1 and 2.

- Standards in writing and speaking and listening remain too low in Year 6.
- There are important strengths in teaching, especially effective planning to clear objectives and good classroom management skills.
- Pupils are not given enough opportunity to carry out research using their reading skills, or to plan and execute extended writing tasks.

Commentary

46. Standards in English are rising because of the school's focus on the subject. Reading is stronger than writing. Progress in Years 1 and 2 is good, so that by the end of Year 2 attainment was just below average in the 2003 national tests in reading and writing, with the overall trend of improvement better than the national trend. Standards in reading and writing seen in the school during the inspection were at or above the national average in reading and slightly below it in writing by the end of Year 2. An analysis of the school's unconfirmed results in the 2004 tests indicates that the trend of improvement is continuing.
47. In the most recent national tests for Year 6 pupils, 2003 and from an analysis of unconfirmed results from 2004, standards in English were well below average. In reading, however, standards were at the national average (and above average when compared with school's serving similar communities). Pupils at all levels read fluently and with understanding and expression, and apply a full range of strategies to decode words and understand texts. The weakest part of reading is the pupils' command of library and research skills, which limits their ability to work independently. In writing, pupils can understand and use a full range of texts for a variety of purposes. The weakest aspect of writing is the ability of many pupils to complete more extended pieces of work. Over time, the trend in English test results at Year 6 is below that for all schools, despite some years where standards were higher. The progress made by pupils in comparison with schools which achieved similar results in Year 2 tests in 1999, is below average. Standards are adversely affected because of the large numbers of pupils who enter and leave the school other than at the normal time, and because of the high numbers of pupils with learning difficulty. The discontinuity caused by this high mobility affects the learning of pupils.
48. Work in English seen during the inspection, showed that that pupils are making good progress, especially in Years 4 and 5, building on improved standards at the end of Year 2. The targets for Year 6 in 2005, which are likely to be achieved, will represent a significant rise in national test results. This is particularly true for pupils achieving beyond the nationally expected level, where the proportion in the past has been low. There has been satisfactory improvement in English since the school was last inspected.
49. Standards in speaking in listening are below average. This adversely affects standards in other areas of English and in other subjects. The school is aware of this and has begun to put strategies, such as the use of talk partners, into place to address it. Standards in handwriting are average. By the end of Year 2 most pupils are forming letters accurately and consistently. By the end of Year 6 all writing is joined and legible, with the best being fluent and well presented.
50. Overall, pupils are achieving satisfactorily in speaking and listening, reading and writing through the school. This includes pupils with special educational needs, who receive

good teaching and support in groups, when withdrawn from the main class. There is good liaison between teachers and teaching assistants which ensures that pupils with special educational needs do not miss out on any aspects of the English curriculum.

51. Teaching of English satisfactory overall, and much that was seen was good. Strengths in teaching include good subject knowledge, which enables teachers to plan lessons with very clear learning intentions for pupils, good classroom management skills and very effective management of behaviour, which enables all pupils to be included. Questioning is used well to engage and challenge pupils' thinking and real efforts are made to match the work given to the different needs and abilities of pupils. What is lacking is more opportunity for pupils to take charge of their learning; for example to plan and carry out extended writing tasks more independently. Lessons invariably started well, exhibiting the strengths in teaching referred to. When pupils were then required to carry out activities, the structures given to support them were too prescriptive, especially for higher attaining pupils. This limits the growth of their capacity to work things out for themselves: to plan, execute and evaluate their work. The analysis of pupils' work across a range of subjects indicates that, although writing of different kinds and with different purposes is used, they are given far too few challenges in terms of seeing a task through from research to finished outcome. On the occasions when this might have been possible in lessons, enough time was seldom given. Teacher's assess pupils' work well and use the information gained in their planning. Marking, however, is patchy and seldom gives pupils' feedback on how they might make their work better. Not enough attention is given to helping pupils see what they have to do to improve, so that the targets they have been set can be reached.
52. The English curriculum is carefully planned from national schemes of work and strategies for improving literacy. It builds on pupils' previous learning in a structured and systematic way. This represents an improvement from the position at the previous inspection. Reading is taught systematically, although there are not enough opportunities for pupils to develop and practise library and research skills.
53. The subject is led and managed satisfactorily by a knowledgeable co-ordinator. She works tremendously hard, is committed to the pupils and to raising achievement. She has carried out an impressive programme of monitoring and evaluation, observing all colleagues teach and giving clear and constructive written and oral feedback. The curriculum she has put in place is very clear and guides all of the teaching in the school. This helps most pupils to learn well, but is often too restrictive for pupils capable of higher attainment, preventing them from carrying out extended activities more independently.

Language and literacy across the curriculum

54. This is satisfactory. Reading and writing are used and developed extensively across the curriculum. There is a full range of writing used for a variety of purposes. For some higher attaining pupils, though, the writing tasks are not difficult or challenging enough. Opportunities are also created and taken to utilise reading and speaking and listening skills in other subjects. At present this is not planned for systematically enough. In particular, occasions when pupils could use research skills and carry out more extended writing tasks are under developed.

MATHEMATICS

Provision in mathematics is **satisfactory**.

Main strengths and weaknesses

- Standards are improving in Year 2.
- Although standards are very low in Year 6, they are improving in Years 4 and 5.
- Achievement of pupils in Year 6 is unsatisfactory.
- Teaching promotes good attitudes to learning.
- Strategies used to enable pupils to be independent learners are underdeveloped.
- Opportunities for pupils to use their mathematical skills in other subjects are limited.

Commentary

55. Standards are above average in Year 2. Over the past four years standards have been steadily rising. In Year 2, pupil achievement is at least satisfactory and sometimes good. The teacher has established good relationships, the pupils are very attentive and work patterns well established. In Year 6, standards are very low. This is partially because this particular group of pupils has a high proportion of pupils of special educational needs. However, their overall achievement is unsatisfactory and standards should be higher. The past four years has seen a steady decline in standards, which the school has been unable to reverse. There have been significant staff changes recently in Years 3 to 6, where the mathematics co-ordinator now works, having previously been in Year 2. There are clear signs from data held by the school and lessons observed that standards are improving. In Year 5, standards are below average and in Year 4 broadly average. The better standards being achieved by younger pupils are working through to higher years. Pupils with special educational needs are well supported and make satisfactory progress, achieving the learning targets set for them.
56. Since the previous inspection the standards have declined in Year 6. However, the improving standards in other years, and particularly Year 2 indicates that there is now satisfactory improvement overall. At the time of the previous inspection, there was little evidence that pupils applied their mathematical skills. The opportunities now provided for pupils to solve problems are satisfactory, although there are fewer opportunities for capable pupils to be challenged by more complex problems.
57. The overall quality of teaching is satisfactory. In Years 2, 4, 5 and 6 good teaching was seen. As a result of this pupils enjoy lessons and want to do well. They settle quickly into good work routines and have positive attitudes. Several aspects of teaching are good. For example, in Year 6, the teacher explained division methods clearly and used pupils well to demonstrate understanding. In Year 5, a number stick was used well to support pupils' mental mathematics skills. However, there are some weaknesses, which are restricting learning. The final parts of lessons are not always as productive as they should be. They do check learning against the objectives of lessons but sometimes rely too heavily on recapping work done rather than consolidating progress and seeing where learning can be moved on. In the main part of lessons, teachers often use strategies that do not help pupils become independent learners. Teaching plans are suitably modified to ensure that pupils with special education needs are supported well.
58. Leadership and management of the subject are satisfactory. The co-ordinator has a good understanding about standards across the school through analysis of test results and lesson monitoring. The school is acutely aware of the need to improve standards and has looked to external support for guidance. This is now being acted upon as the co-ordinator's focus is more sharply on older pupils. Pupils have a broad understanding of how well they are doing. However, the feedback given to them is not sufficiently precise for them to be able to take

enough responsibility for their own learning. The marking of pupils' work across the school is inconsistent.

Mathematics across the curriculum

59. The samples of work seen show that there are limited opportunities for pupils to use mathematical skills across the curriculum. Graphs are often used well used to present data in science but mathematical applications in ICT are underused.

SCIENCE

Provision for science is **satisfactory**.

Main strengths and weaknesses

- Pupils make good progress from low standards when they enter the school.
- There are good opportunities to use graphs to present results.
- There are too few opportunities for pupils to develop independence in undertaking investigations.

Commentary

60. Pupils, who enter school with very limited knowledge and understanding for their age, make good progress with most pupils achieving the standard expected by the end of Year 2. There has been satisfactory improvement since the previous inspection. The number of pupils who go on to achieve the higher Level 3, however, is well below average. This is because there remains insufficient emphasis on investigative and experimental work. Pupils continue to make sound progress in Years 3 to 6, so that in national tests at the end of Year 6 most pupils achieve the expected Level 4. Again, very few attain the higher Level 5, so that in the 2003 tests, science standards overall were well below the national average. The current Year 6 includes a large number of pupils with special educational needs, for many of whom low attainment in English restricts their performance in science tests. More pupils in the current Year 5 are expected to achieve the higher Level 5; inspection evidence indicates that they are likely to do so.
61. Teaching is satisfactory, with some good teaching seen. Teachers plan to include practical investigations wherever possible, so pupils learn through direct observation. However too much of this practical work does not give pupils enough opportunity to develop independent skills and take responsibility for planning and carrying out tests. For example, in one lesson were given suggested ways measuring to ensure a fair test by the teacher, rather than having to work things out for themselves. Pupils' limited language skills make it difficult for them to say and write what they know, so that work in their books does not always fully reflect their knowledge and understanding. Pupils enjoy science and try hard, although too much emphasis is sometimes placed on completing revision worksheets.
62. The curriculum is planned to teach all aspects of the National Curriculum. It is planned so that all pupils cover the whole curriculum despite the changing mixed age classes. The scheme of work is adapted from the national guidelines to meet the school's needs. Although links with literacy and numeracy are not specified in the planned programme of study, there are good examples of their effective use as tools for learning

in science. There are too few examples of using information and communication technology, but its use is developing. There is good development of graphs as a means for presenting data from block graphs in Year 2 to the effective use of continuous line graphs in Year 5.

63. Pupils' learning is assessed against the criteria for success in the national guidelines for each unit of work. There has been some analysis of test questions to identify misconceptions and gaps in pupils' knowledge and understanding, and curriculum plans modified to take account of this. The identification and recording of pupils' skills of independent inquiry are less developed than those for knowledge and understanding.
64. Co-ordination of the subject is satisfactory. The co-ordinator has monitored teaching throughout the school and evaluated standards through discussions with pupils and scrutinising their books. Time is built in to enable feedback to be given and discussed in staff meetings. There are sufficient resources to meet the needs of the subject.

INFORMATION AND COMMUNICATION TECHNOLOGY

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

Main strengths and weaknesses

- Some teachers have good ICT skills which are used well to support learning.
- Resources are limiting progress in some aspects of the subject.
- The use of ICT to support learning across the curriculum is unsatisfactory.

Commentary

65. Standards are below what is expected for pupils of their age in Year 2 and Year 6. The curriculum is now carefully planned to build on skills from pupils' low starting point. Although pupils use computers with confidence and navigate their way through software to select programmes or find information on the Internet, there are some gaps in their knowledge and understanding. For example, in Year 6 skills in using spreadsheets and data handling packages are at an early stage of development.
66. Samples of work seen, talking with pupils and watching them use ICT in lessons indicates that teaching and pupils' achievement is satisfactory. Teacher's good subject knowledge is used well to help pupils acquire new skills. For example, in Year 5, pupils very confidently applied themselves to controlling sequences of traffic lights. The teaching assistant made a valuable contribution in supporting pupils with special educational needs, enabling them to understand and complete the task. Pupils in Year 2 use paint programmes well to draw self-portraits, showing good acquisition of editing, retrieval and filing skills. Pupils enjoy ICT; they have good attitudes to their learning such as when they use the Internet to research information in geography.
67. Leadership and management of the subject are satisfactory. Available funding has been used well to upgrade resources and support the curriculum. However, pupils' progress in the subject is currently limited by weaknesses in both hardware and software. The school's computers are old and do not provide an adequate ratio of up-to-date computers to pupils. There are insufficient programmes to teach 'control' within the school. The school is also at an early stage of development in using data projectors and interactive whiteboards. Some of these weaknesses have been overcome effectively by forging links with a nearby secondary school, and this has also enabled teachers to share expertise and improve subject knowledge. There are plans being developed to systematically upgrade resources.

68. The school has made satisfactory progress since the previous inspection. However continued improvement is dependent on the priorities established to fund the subject. The capacity of the co-ordinator to further develop ICT across the school is good.

Information and communication technology across the curriculum

69. Information and communication technology is not effectively used across the curriculum. During the inspection, very little use of ICT was seen outside of the direct teaching sessions. Pupils were rarely seen using the computers in the classroom. The scrutiny of pupils' work indicates some usage of ICT across many subjects but there is little evidence that ICT is used regularly or systematically to support learning.

HUMANITIES

70. No judgement was made on provision or standards in **history**, which was not being taught this term. Analysis of pupils' work shows that there is now a satisfactory curriculum in place.
71. It was not possible to make an overall judgement on **geography** during the inspection. The quality of work actually seen in books, folders and on display and in the short sessions observed was in line with expectations. Pupils in Year 2 made suitable contrasts between their lives in a small Lincolnshire town to those of children in the small village of Tocuaro in Mexico. In Year 4 pupils' mathematical, literacy and geographical skills were well challenged as good use was made of well-prepared teaching materials, tailored to the needs of different groups of pupils, to plan a holiday in India using railway timetables and costing the journey in rupees. Pupils achieved well in a Year 5 lesson, where the teacher engaged them in a lively discussion of the benefits and detriments of tourist activities on the environment. Good use was made of ICT as they researched information as to the suitability of different resorts in the Swiss Alps for skiing.

Religious education

Provision in religious education is **satisfactory**.

Main strengths and weaknesses

- The curriculum is well organised and provides support for teaching and learning.
- Pupils have a good knowledge of the major faiths.
- Pupils need more opportunity to develop their own responses to religious beliefs and practices.

Commentary

72. By the end of Years 2 and 6, pupils' attainment is similar to that expected for pupils of their age.
73. The programme of study follows the recently revised Locally Agreed Syllabus. It provides satisfactory guidance for teaching and learning with a clear focus on study of the beliefs, practices and worship in Christianity, Hinduism and Judaism. School assemblies contribute to the subject through the telling of stories from each religion's holy books. As a result, pupils develop good knowledge of the beliefs and practices of

major world faiths. There is little evidence of pupils being given opportunity to discuss their own views and responses to religion.

74. A limited amount of teaching was seen. In a Year 5 lesson observed, which focused on Jewish food laws, teaching was good. Good use was made of a video to illustrate a Jewish family meal. Pupils' understanding of the faith of Jews was developed well by the searching questions posed by the teacher. Pupils responded well and learning was good as a result. Analysis of work in pupils' books indicates careful and systematic teaching. Marking, however, is inconsistent and seldom focuses on the learning objectives of lessons.
75. Religious education contributes to pupils' personal development by considering rules, duties and responsibilities and reinforcing understanding of what is right and wrong and the effects of actions on others' feelings. Its emphasis on the differences between the customs and practices of different religions contributes well to pupils' cultural development.
76. Leadership and management of the subject are satisfactory. The recently appointed co-ordinator's knowledge is sound and she has carried out monitoring and evaluation of the subject through observing teaching and learning and analysing the work in pupils' books. She is aware of the areas for development within her subject.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECT

77. No judgement was made on provision or standards in **design and technology**. Evidence from samples of work and talking to pupils indicates that there is a satisfactory curriculum in place. Year 2 pupils have designed and made vehicles, such as a racing car and decorated them attractively. After a visit to a local superstore, where they watched the process of bread making, Year 6 pupils have enjoyed the facilities of the kitchen to make their own bread. They have also made a moving toy using a cam mechanism and discussed how they were improved.
78. It was not possible to observe any lessons in **art and design** during the inspection. Samples of pupils' work displayed around the school were of a high standard. Discussions with pupils indicated that they are aware of the elements of art and enjoy the subject. Good opportunities are provided for pupils to develop skills and techniques in a range of media, including paint, sketching, collage and patterns, with good opportunities to work in three dimensions in various media. Very good examples of this work were seen in Year 4 where pupils created clay sculptures inspired by reproductions of Barbara Hepworth's Family of Man sculptures. Pupils in Year 6 created miniature clay dwellings as part of their topic on Ancient Egypt. The imaginative quality of this work was very good. The school is involved in a three-year programme of creative arts at a local secondary school where pupils experience workshops in a range of art and craft activities involving artists in residence. There have also been art workshops for parents and children.
79. In **music** not enough evidence was able to be collected to make secure judgements of the overall quality of the subject. From observation of pupils in assemblies and in the two lessons sampled, it is clear that they enjoy singing and do it well. In Year 2, pupils achieved high standards as they used pitched percussion instruments and, working together well in groups, composed and performed simple rhythmic pieces, using their knowledge of simple notation. They showed good understanding of how sounds can be made and changed. In Year 6, in response to the teacher's good subject knowledge,

excellent classroom management skills, enthusiasm and high expectations, pupils performed part-singing to a very high standard. Their suggestions about how to improve their performance were impressive. The music curriculum is enriched through a very good choir, recorder clubs, and participation in outside events. The subject is led well by a co-ordinator who has specialist knowledge; music makes a very good contribution to pupils' cultural development.

80. In **physical education** not enough lessons were seen to enable an overall judgement about provision to be made. However, the teaching seen was satisfactory. In Year 2, pupils' understanding of the effect of exercise on the heart rate has developed soundly and they have developed appropriate throwing skills. For example, they successfully aim beanbags at hoops placed at different distances. By Year 5, pupils understand the need to stretch muscles carefully before activities and demonstrate a developing understanding of tactics in bat and ball games. Good teaching here ensures that time is used well. The pupils cooperate well with each other and behaviour is good. There is a satisfactory range of activities outside of school to develop specific interests such as football and tag rugby.

PERSONAL, SOCIAL AND HEALTH EDUCATION

81. It is not possible to make judgements on provision or the quality of teaching and learning as too few lessons were observed during the inspection. Analysis of the work in pupils' books across a range of subjects, and discussions with pupils, indicates that their achievement is satisfactory. The teaching in one Year 6 lesson, which focused on resisting peer pressure, was very good. The subject is well developed and implemented throughout the school. The co-ordinator supports other teachers by passing on information through regular staff meetings.
82. Personal, social and health education is taught both discretely through specific lessons and integrally through other subjects, in particular science. Adults in the school provide good role models for pupils, helping them to develop social skills. Pupils are clear about what is right and what is wrong, and this is shown in respect for each other and their belongings. Social skills are well supported through annual residential trips for pupils in Year 5 and 6, which make a significant and valuable contribution to their personal development. There is no formal system of recording pupils' personal development, but as this is a small school, staff know pupils well. Records of achievement for individual pupils have been introduced recently.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

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

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