

INSPECTION REPORT

WORLABY PRIMARY SCHOOL

Brigg

LEA area: North Lincolnshire

Unique reference number: 117754

Headteacher: Mrs M E Bonham

Lead inspector: Rajinder Harrison

Dates of inspection: 26th - 28th April 2004

Inspection number: 258511

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:	71
School address:	Low Road Worlabby Brigg North Lincolnshire
Postcode:	DN20 0NA
Telephone number:	(01652) 618 351
Fax number:	(01652) 618 351
Appropriate authority:	The governing body
Name of chair of governors:	Mr A Heaton
Date of previous inspection:	27 th April 1998

CHARACTERISTICS OF THE SCHOOL

Worlabby Primary School provides education for pupils aged between four and 11. With 71 pupils it is very small compared to most primary schools. The school is situated in a relatively small village and mainly serves Worlabby and the neighbouring village of Bonby. All but one pupil, who is of mixed race origin, are of white British origin. The numbers of boys and girls are broadly similar. There are no pupils with English as an additional language. The socio-economic indicators for the area are about average and the percentage of pupils eligible for free school meals (8.1 per cent) is broadly in line with the national average. The percentage of pupils with special educational needs (21.1 per cent) is above average and there are two pupils with statements of special educational need. The special needs range from speech and communication difficulties to physical disability. Pupil mobility is very high with 12 pupils joining the school last year and ten leaving at times other than the start and end of the last school year. Because numbers are low in each year group, the classes are organised in the following way: a Reception/Year 1 class (class 1), a Year 2/3 class (class 2) and class 3 for pupils in Years 4, 5 and 6. As numbers in each year group fluctuate considerably from year to year, organisation of classes is amended to accommodate pupils, so the current structure is not permanent. The school is involved in the Small Schools Fund initiative and in 2002 gained a Healthy Schools Award and a School Achievement Award.

The attainment on entry, whilst very variable, is broadly average.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
18059	Rajinder Harrison	Lead inspector	Foundation Stage curriculum Science Music Religious education
9306	Barbara Moore	Lay inspector	
20001	William Davies	Team inspector	English Mathematics Art and design Special educational needs
21159	Roger Derwas	Team inspector	Information and communication technology Design and technology Geography History Physical education

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REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	4 - 5
PART B: COMMENTARY ON THE MAIN INSPECTION FINDINGS	
STANDARDS ACHIEVED BY PUPILS	6 - 9
Standards achieved in areas of learning and subjects	
Pupils' attitudes, values and other personal qualities	
QUALITY OF EDUCATION PROVIDED BY THE SCHOOL	10 - 14
Teaching and learning	
The curriculum	
Care, guidance and support	
Partnership with parents, other schools and the community	
LEADERSHIP AND MANAGEMENT	14 - 15
PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING AND SUBJECTS	16 - 28
AREAS OF LEARNING IN THE FOUNDATION STAGE	
SUBJECTS IN KEY STAGES 1 AND 2	
PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS	29

PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This is an effective school. The leadership and management by the headteacher and governors are good. Staff work hard to provide the best for all pupils. Good teaching ensures that pupils achieve well overall. The pupils' personal development is well provided for and they form very good relationships. Opportunities to enrich the curriculum through visits and visitors to the school are good. The school gives good value for money.

The school's main strengths and weaknesses are:

- Standards in mathematics, science and design and technology are above average at the end of Year 6.
- Pupils with special educational needs make good progress because provision is good.
- Accommodation is unsatisfactory and sometimes limits curriculum provision.
- Pupils are happy at school, have positive attitudes to learning and behave very well.
- Good links with the community and other schools enrich learning.
- Pupils are not made sufficiently aware of the targets they are set to achieve.
- Occasionally expectations are not always high enough of the more able pupils.

The school has made **satisfactory** progress since its last inspection in 1998. The strategic development plan is well constructed and forms a good basis for improvement in provision. Curriculum co-ordinators are now fully aware of their responsibilities and carry these out diligently. Resources are generally satisfactory. The school now has an attractive outdoor play area for children under five although it is not freely accessible at all times. However, accommodation overall remains unsatisfactory and hampers provision not only in physical education but also in other areas of the school's work.

STANDARDS ACHIEVED

Year 6 results

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

Key: A - very high; A - well above average; B - above average; C - average; D - below average; E - well below average; E* - very low. Similar schools are those where pupils attained similarly at the end of Year 6. Care is needed in analysing these results as the number of pupils in each year group is very small.*

As a result of overall good teaching, pupils achieve well overall. Because numbers in each year group are very small and because the school experiences a high rate of mobility in its pupil population, the data presented above is of limited significance in making comparisons from year to year and against schools nationally. However, overall standards have improved since the last inspection where all subjects were in line with national averages at the end of Years 2 and 6.

Children enter the Reception Year with generally average attainment, although their communication, language and literacy skills are sometimes below average and for the lowest attaining children this remains so at the end of Foundation Stage. They achieve satisfactorily in the Foundation Stage and most children attain all the goals they are expected to reach by the end of the Reception Year. Pupils with special educational needs achieve well throughout the school. This is because they receive

good support and staff plan well in order to meet their assessed needs. For pupils in Years 1 and 2, achievement is satisfactory. Standards are average in reading, writing, mathematics and science. For pupils in Years 3 to 6, standards in mathematics and science are above average and overall achievement is good. Good emphasis is placed on investigation and enquiry skills. Standards in design and technology are above those expected at the end of Year 6 because provision is good. The work sampled in other subjects is of at least average standard.

Pupils' personal development is good and is supported well by the good overall provision for their spiritual, moral, social and cultural development. Pupils enjoy school, form very good relationships and have positive attitudes to learning. Their behaviour is very good and they are very caring towards each other and enjoy taking on responsibilities. Their spiritual, moral, social and cultural development is good. Attendance is satisfactory and most pupils arrive at school punctually.

QUALITY OF EDUCATION

The quality of education is good. Teaching is good overall. Pupils learn effectively and make good progress because teachers provide interesting activities and pay good attention to ensuring pupils with special educational needs are fully included in all activities. Assessment procedures are good and information about pupils' progress is used satisfactorily to match work to their needs in most lessons. However, opportunities are missed for teachers to use the information gathered to identify and share the targets with individual pupils and thus give them greater responsibility for their learning. This is especially the case for the more able pupils who in some lessons could be given more challenging work. Additional staff are used well to support pupils' learning, especially helping those with special educational needs. Children in the Foundation Stage are provided for satisfactorily, but the lack of classroom space and free access to the outside area sometimes limits the opportunities to develop their social and independence skills. The curriculum is satisfactory and opportunities to enrich the curriculum through visits and visitors to the school are good. A range of good initiatives, including the Healthy Schools Initiative and the personal, social and health education programme enhance the work planned in lessons well.

The overall quality of care, guidance and support is good. Partnerships with parents, links with the community and with other schools are good.

LEADERSHIP AND MANAGEMENT

Leadership, management and the work of the governing body are good. Leadership and management by the headteacher are good. She encourages and supports staff well and leads the staff team successfully. The contribution of key staff is satisfactory overall. Governors monitor the school's performance well in order to set priorities for improvement. They work closely with the headteacher and her staff to ensure the school continues to improve and all statutory requirements are met.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents are happy with the school. The information they receive about their children's work in school is good, and overall provision to consult with them regarding school matters is satisfactory. Pupils feel that the school is good and are particularly positive about the relationships they form. They feel safe and well looked after.

IMPROVEMENTS NEEDED

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

- Improve the accommodation.
- Use the assessment information to identify individual targets and share these with pupils.
- Raise expectations of the more able pupils.

PART B: COMMENTARY ON THE MAIN INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning and subjects

Overall, pupils' achievement is good and standards have improved since the previous inspection.

Main strengths and weaknesses

- Standards in mathematics, science and design and technology are above average at the end of Year 6.
- Assessment and monitoring information has had an impact on raising standards.
- As a result of good provision, pupils with special educational needs achieve well.
- Accommodation sometimes restricts provision.
- The school successfully met all its targets in 2003.
- The overall trend for improvement in 2003 was above the national level in Key Stage 2.
- In occasional lessons, expectations are not always high enough of the more able pupils.

Commentary

Foundation Stage

1. Children generally enter the Foundation Stage with average attainment in all areas of learning. The area of learning that is occasionally below and sometimes well below average, is the children's language and literacy development and when this is the case standards remain below average by the end of the Reception Year. Teaching is good but is sometimes restricted because the accommodation limits provision and this results in overall learning and achievement being satisfactory. Those who require additional support are provided for well. Staff monitor children's achievements and try to ensure subsequent work matches their needs accurately, although opportunities are sometimes missed to challenge the more able children. Most children achieve all the early learning goals by the end of the Reception Year. However in year groups where either the number of pupils with special educational needs is proportionately high or the overall attainment on entry is below average, then standards are below average.

Key Stage 1

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

Standards in:	School results	National results
reading	15.4 (15.8)	15.7 (15.8)
writing	14.6 (15.5)	14.6 (14.4)
mathematics	18.2 (17.3)	16.3 (16.5)

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

2. In the Year 2 national tests and assessments in 2003, standards against schools nationally and against schools with a similar free school meal number were below average in reading and science, average in writing and well above average in mathematics. The school's results indicate that it is at the higher levels of attainment (numbers of pupils achieving the above average levels in the tests and assessments) that the school failed to meet the national averages in reading and science. However, with such low numbers in each year group and considerable variation from year to year in the ability profile of each year group, such

comparisons should be treated with caution, as should the trend for improvement, which in this instance is below the national average. There is no significant difference in the attainment of boys and girls. However, from these results, the school recognised that reading and science were weaknesses and has now placed greater emphasis on monitoring pupils' progress in all subjects. But the information gathered is not always translated into specific targets for each pupil in order to ensure they work to their full potential. This is especially so in the case of the more able pupils who are sometimes not challenged sufficiently. The school's results fluctuate from year to year but there is good evidence that all pupils make at least satisfactory progress and achievement is satisfactory.

3. Standards in English, mathematics and science are average for pupils in the current Year 2, (which is a broadly average attaining group) and the picture is much the same as at the time of the last inspection. Standards in all areas of the English curriculum are currently average and overall achievement is satisfactory at the end of Year 2. There is good attention paid to developing pupils' reading and comprehension skills and good support from additional staff, especially for pupils with special educational needs who are helped to achieve well. Because of the wide span of ages and abilities, the more able pupils are not always challenged sufficiently to work at their best in both classes 1 and 2. Reading has been an area of focus since last year's tests. The school recognises the need to provide more support to develop pupils' skills in comprehension.
4. Standards in mathematics, for pupils in the current Year 2, are average and their overall achievement is satisfactory. Teachers plan a good range of activities and ensure skills are developed step by step. Pupils with special educational needs are given good individual support to ensure they make good progress. However, opportunities are sometimes missed to ensure pupils of higher ability are challenged sufficiently to achieve well.
5. Standards in science are average in the present Year 2 and overall achievement is satisfactory. The school places good emphasis on ensuring pupils gain the knowledge and information they need to make satisfactory gains in their learning. There is good support for pupils with special educational needs and this enables them to participate fully and achieve well. While there is a good emphasis on developing pupils' investigative and enquiry skills, teaching is sometimes too controlled and directed and pupils of all abilities often complete the same worksheets, resulting in insufficient challenge for the more able.
6. From the work sampled, standards in all other subjects are at least in line with expectations, at the end of Year 2. Pupils with special educational needs achieve well because teachers are very mindful of their specific needs and they support these pupils well.

Key Stage 2

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

Standards in:	School results	National results
English	29.8 (29.3)	26.8 (27.0)
mathematics	28.2 (30.2)	26.8 (26.7)
science	29.8 (30.2)	28.6 (28.3)

There were 15 pupils in the year group. Figures in brackets are for the previous year.

7. With only 15 pupils in the Year 6 group in 2003, comparisons with other schools and previous year groups should be treated with caution. This is further exacerbated by the fact that nearly a half of all pupils did not have all their schooling here because of the high movement of families in and out of the area. In addition, there were three pupils with special educational needs and three others who just missed achieving their expected targets. The results show that pupils were well above average in English and above average in science and mathematics. This is an

improvement on the previous inspection when all of these subjects were judged to be in line with the national average. The school is aware of the difference in attainment of boys and girls in science at the end of Year 6 in 2003 and has taken satisfactory action to monitor this throughout the school. There are only seven pupils in the current Year 6, three of whom are new to the school since Key Stage 1 and overall prior attainment was below average in English for this year group.

8. Standards in English are average and overall achievement is good at the end of Year 6. There is good attention paid to developing pupils' comprehension skills and support from additional staff is invaluable, although somewhat limited in class 3 when all the pupils remain together as a class of Years 4, 5 and 6. When this is the case, because of the wide span of ages and abilities, pupils sometimes are not challenged sufficiently to work at their best and achievement in these lessons is only satisfactory. Achievement is good when pupils from Year 6 are withdrawn for lessons in English and mathematics, at present for three days a week, to work at specific aspects of the curriculum. In speaking and listening, although teachers provide good opportunities for pupils to discuss ideas and views, a few pupils are reluctant to contribute. However, the recent introduction of whole-class discussions through 'Circle Time' is beginning to engage more pupils regularly in order to raise attainment in speaking and listening. Higher-attaining pupils contribute well, but a significant minority lacks confidence and is hesitant, as is also the case in Key Stage 1. Lower attaining pupils are supported sensitively and make good gains in their learning.
9. Standards in mathematics are above average at the end of Year 6 because mathematics is taught well in class 3 and the co-ordinator for the subject provides good support for the more able pupils by withdrawing them three days a week. The class teacher works closely with the lower attaining pupils and those with special educational needs on these three days and as a consequence these pupils make good progress too. There is a good development of investigation and practical mathematics skills resulting in the above average attainment at the end of Year 6. The emphasis on problem solving has enabled pupils of all abilities to achieve well in mathematics.
10. Standards in science are above average at the end of Year 6. The co-ordinator who teaches in class 3 ensures pupils in Years 4, 5 and 6 understand what they have learnt and can explain their findings to solve problems confidently. There is a good emphasis on developing their investigative and scientific enquiry skills and pupils are expected to formulate their hypothesis and record their findings independently. This good emphasis on working independently results in achievement being good overall.
11. Standards in design and technology are above expectations at the end of Year 6. Overall achievement is good because teaching is good and this is an improved picture since the last inspection. From the work sampled, standards in all other subjects are at least in line with expectations, at the end of Year 6. Pupils with special educational needs achieve well because teachers are very mindful of their specific needs and support these pupils well throughout the school.

Pupils' attitudes, values and other personal qualities

Pupils' attitudes and values and their spiritual, moral, social and cultural **development** are good. Behaviour is **very good**. Pupils' attendance is **satisfactory** and punctuality is **good**.

Main strengths and weaknesses

- The school is a welcoming, caring and friendly community.
- The relationships between pupils and between pupils and staff, are very good.
- Staff provide very good role models to support pupils' good personal development.

Commentary

12. The school places great emphasis on pupils' personal and social educational development. Children's good attributes are promoted effectively from the Foundation Stage, where they are encouraged to develop their levels of confidence, independence and a sense of community. 'Circle Time' sessions (informal class discussions) support pupils' needs and provide a good opportunity for seeking their views and to reflect on many social and moral issues. Good systems are in place to support the few pupils who lack motivation, have poor social skills or have low self-esteem. Pupils are given responsibility, which they readily accept, such as being on the school council, being library monitors, organising events, setting up computers and PE equipment and hearing younger children read. By the time they leave the school most are confident, mature young people who have good respect for the feelings, values and beliefs of others.
13. Staff work consistently to reinforce high expectations and promote very good behaviour. Pupils respond well to these high expectations and the positive ethos the school promotes. Most pupils are very well behaved, polite and courteous. The school has satisfactory policy and procedures for dealing with conflict or bullying and there was no evidence of any such conflicts during the inspection.
14. Pupils' relationships with adults and with each other are very good and have a positive impact on learning. Most pupils are happy and secure and enjoy school in an atmosphere where they are valued and respected. They respond well to the help provided and enjoy the praise they receive. Pupils are supportive of each other. At break times younger pupils mix happily with older pupils who show care and consideration for them. Pupils with special educational needs generally display the same attitudes and values as their peers because these pupils are well managed by staff and supported by other pupils.
15. Pupils' spiritual, moral, social and cultural development is good and this continues to be a strength of the school. The curriculum promotes a good understanding of other cultures in subjects such as history, art and design, music, English and religious education, where pupils learn about the major world faiths. Pupils also develop their understanding of the needs of others, by working with visiting speakers and through supporting a range of local and national charities. Pupils have a good understanding of right and wrong, which is promoted consistently throughout the school and they benefit from the good role models set by adults. They are encouraged to be honest, trustworthy and courteous and to respect other people's feelings, values and beliefs. There are good opportunities throughout the school for pupils to enhance their social development, undertaking responsibility and co-operating in paired and group activities. They work well together when sharing resources and value each other's help when working on specific projects and tasks.

Attendance

Attendance in the latest complete reporting year 2002-2003 (94.7%)

Authorised absence		Unauthorised absence	
School data	5.3	School data	0.0
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.

16. Attendance is broadly average. Most pupils attend regularly and arrive punctually. A small number of families take holidays in term time and this sometimes impacts negatively on the standards their children achieve.

Exclusions

17. There have been no exclusions in the school.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

This school provides a **good** quality of education for its pupils. Activities to enrich the curriculum are **good**. Care, guidance and support, partnerships with the parents and community are **good** and links with other schools and colleges are **satisfactory**.

Teaching and learning

Overall teaching is **good** and, as a result, pupils learn effectively and achieve well. Whilst assessment procedures are good, the use of assessment overall is **satisfactory**.

Main strengths and weaknesses

- Good teaching occurs throughout the school and no unsatisfactory lessons were observed.
- Relationships between staff and pupils are very good and the pupils enjoy learning.
- The headteacher and learning support assistants provide good support across the school, to help raise pupils' achievement.
- Pupils with special educational needs are helped to participate fully in all the school provides.
- Procedures for assessment are good but not yet fully exploited to identify individual targets and ensure all pupils know what they have to do to achieve well.
- The accommodation sometimes hampers teaching.
- The more able pupils are not always challenged fully in all lessons.

Commentary

18. Teaching is good in the Foundation Stage, satisfactory in Years 1 and 2 and good in class 3. For most lessons, planning is good with clear objectives and this ensures pupils build on previous learning effectively. Teachers make effective use of the good training opportunities they have to update their knowledge and skills and this has resulted in rising standards. Teachers know their pupils well and the school's good assessment procedures ensure they have a good understanding of how well pupils achieve in each subject. Teaching is sometimes hampered by the fact that the cramped accommodation limits the range of practical activities and group tasks teachers can provide to encourage better learning. In all classes, valuable time is lost to organising furniture for different styles of teaching and this detracts from an efficient flow of lessons and creates unwelcome noise. However, staff work hard to minimise these drawbacks and keep pupils fully engaged and keen to learn and overall teaching is good.
19. In the Foundation Stage, the small group of reception age children work in the same classroom as pupils in Year 1. While overall teaching is good in the Foundation Stage, led very well by the class 1 teacher and a very competent nursery nurse, there is little dedicated space for the youngest children to operate as a Foundation Stage group and explore and learn independently. Access to the outside play area has to be supervised at all times and so children cannot move freely between activities. In bad weather, when limited use can be made of the outside area, children are confined to the classroom, as there is nowhere else for them to go, for example, for their physical development or quiet play. Occasionally noise from pupils in Year 1 or the adjoining classrooms distracts children, especially those who have limited concentration skills. Staff are very aware of all these limitations and work hard to ensure children have good opportunities to learn in these confines. Children with special educational needs are especially well supported at this age with well-qualified support assistants who liaise with teaching staff to plan activities in which every child can participate.

Summary of teaching observed during the inspection in 23 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
0	2	13	8	0	0	0

The table gives the number of lessons observed in each of the seven categories used to make judgements about lessons.

20. Throughout the school, teachers and classroom assistants work effectively with pupils with special educational needs, enabling them to share the same tasks as their classmates. These pupils feel fully involved in all classroom activities. This practice has a positive impact on their progress and they achieve well. On a few occasions when insufficient additional help is at hand, for example in class 3, in lessons when pupils are not withdrawn by the headteacher for literacy or numeracy, with the wide age and ability ranges in this class, a few pupils struggle to remain on task. This is because the lower attaining pupils do not always have the skills to work independently. However, pupils generally make satisfactory and when supported, good gains in their learning.
21. Literacy skills are taught satisfactorily and numeracy skills are taught well. There has been a steady improvement in standards since the last inspection as a result of improved planning and assessment strategies. However, pupils are not always reminded to apply what they learn to their work in other subjects. For example, occasionally recorded work is badly presented work with many errors, especially in pupils' independent writing where a small number of pupils in Years 5 and 6 are still making errors in their use of upper and lower case letters and full stops. The teaching of design and technology has improved considerably and is now good in class 3, where the co-ordinator's expertise and interest in the subject ensures pupils' skills are developed well and they are fully involved in the design and evaluation process. Use of information and communication technology in this subject is good and pupils explore design programs well to support their learning. This confidence has helped to raise standards.
22. Where teaching is good, pupils enjoy their work and achieve well. In these lessons, work is stimulating and expectations are high for good behaviour and good work. Pupils particularly enjoy lessons in practical subjects, such as art and design, design and technology and science. They talk enthusiastically about their work and projects in these subjects. They have good opportunities to work in pairs and small groups and most pupils settle to work very quickly and sensibly. The majority of pupils pay good attention and many are keen to contribute, especially when work is presented in a lively manner and engages their interest fully. A small number, especially at the upper end of the school, are passive in their participation, lacking the confidence to speak in front of others, despite good encouragement from staff. The introduction of discussions through 'Circle Time' and the good provision for personal, social and health education and citizenship has begun to help pupils gain confidence in these skills. In a good lesson seen in class 3, pupils shared mature responses with each other regarding relationships and dealing with difficult situations.
23. In Years 1 to 3, where overall teaching is at least satisfactory, there is a tendency for learning occasionally to be too directed and managed. As a consequence, some pupils only do what is required of them and expectations, especially of the more able, are not always high enough for them to work and think independently. The lessons judged to be satisfactory lacked pace and excitement and while learning was satisfactory, there was little sense of fun and challenge both in the sometimes lengthy presentations and the tasks pupils had to complete. In a few lessons, there is an over-reliance on worksheets, which not all pupils follow successfully and which restrict pupils' independence in writing and recording their findings, for example in science investigations. Occasionally, teachers stick too rigidly to their planning and are not flexible in adapting the lesson to pupils' responses. This results in pupils not always being challenged enough, especially those who can proceed with the tasks reasonably confidently.
24. Procedures for the overall assessment of pupils' progress and attainment are good and generate a great deal of valuable information about every pupil. Teachers' use of assessment

information, to plan work for whole year groups, is satisfactory. As teachers are becoming more confident with the information they are provided with, they are beginning to assess more accurately and where such practice is good, work is better matched to individual pupils' needs. Samples of pupils' work are regularly monitored and reviewed and plans are in place to ensure all staff have the necessary skills to monitor pupils' achievements more confidently, especially as to what they can expect from more able pupils. The identification of individual targets and ensuring pupils are aware of these and know what they have to do to achieve them is now the next stage of developing assessment. Assessment procedures in the Foundation Stage are also relatively new. Staff recognise how well children are achieving when compared to each other and previous year groups but do not yet identify accurately how well children achieve against the early learning goals when compared with children nationally.

The curriculum

The overall quality of the curriculum is **satisfactory**. There is **good** provision for out of class activities that enrich pupils' learning. Accommodation is **unsatisfactory**.

Main strengths and weaknesses

- Good structures are in place to ensure that all pupils participate in all that the school offers.
- Accommodation is cramped and limits practical work.
- Pupils with special educational needs are provided for well throughout the school.
- There are good programmes in place to support personal, social and health education.
- Visitors to school as well as visits provide good opportunities to enrich pupils' learning.
- Pupils are not always involved in identifying targets they need to pursue to improve their work.

Commentary

25. The school's curriculum is satisfactory and ensures pupils' skills and knowledge are built up step by step. Staff and governors systematically review the curriculum in order to evaluate progress and determine priorities. Planning takes account of mixed age ranges in classes to ensure that there is progression in learning experiences. The school has identified the need to involve pupils more in assessing their own learning, which will give more opportunities to identify appropriate targets and focus teachers' planning for the next steps in learning. The teaching and use of ICT is being developed across the curriculum and is having a positive impact on standards, for example, in the presentation of work. However, links with other subjects are limited and this has been recognised by the school as a priority for improvement.
26. The school provides well for pupils with special educational needs through good support and appropriate resources. External specialist support is used each week to assess, monitor and review these pupils' progress. Work is planned to ensure that pupils with special educational needs make good progress. The tight knit nature of the small school community helps promote a caring environment where all pupils have equal access to the curriculum opportunities.
27. Provision for personal, social and health education is good and is supported by well-structured programmes including sex education and relationships. Lessons known as 'Circle Time' are planned to talk about issues that affect pupils. Such activities promote pupils' self-esteem well. The school has recently gained 'The Healthy Schools Award', reiterating the school's emphasises on the importance of personal health.
28. A good range of visits out and visitors to school increase pupils' knowledge and understanding. For example, pupils in class 3 visited an exhibition centre that demonstrated the provision and use of different types of energy as part of an environmental topic. Local musical events and visits to the theatre make a good contribution to pupils' participation in the arts. Pupils enthusiastically recalled visits from a magician and a poet. There is competition with sports

fixtures against other schools and a significant number of pupils take the opportunity to learn to play a musical instrument. Pupils initiated discussion about the possibility of a residential visit though this is still under review by the school.

29. The school has worked hard to update its resources. However, the school buildings are unsatisfactory because they are very cramped. This limits practical work and space for example, for children in the Foundation Stage to explore or select from a wide range of options at any one time. For some activities there is a need to move furniture and there is often unavoidable distraction of noise from other areas. The lack of a hall facility makes it impossible to deliver the full physical education curriculum.

Care, guidance and support

The arrangements for pupils' care, welfare, health and safety are satisfactory and provision for support, advice and guidance is **good**. The arrangements for seeking and acting upon pupils' views are **satisfactory**.

Main strengths and weaknesses

- Pupils have very good relationships with staff and each other.
- Pupils have positive views about the school.
- Child protection procedures are good.
- There are very good induction procedures for new pupils.
- Teachers and teaching assistants know pupils very well and provide good support for them.

Commentary

30. The school works hard to provide pupils with an attractive environment where they can feel valued and supported. The gardens and play areas are well developed, however, the school is still awaiting the urgently needed improvements to the building, which will greatly improve the learning environment and ensure security of a higher standard. The arrangements for health and welfare are good as are those regarding child protection procedures. Induction arrangements for pupils moving to the next stage of their education are good and pupils new to the school are integrated well and made to feel very welcome. The good relationship pupils have within the school and the good provision for pupils' social and moral development creates a caring and supportive community.
31. Pupils have opportunities to express their views through personal, social and health education lessons. The personal and academic support and guidance offered to pupils is good. Pupils' achievements are recognised and rewarded. The 'Good Work' assembly gives pupils an opportunity to celebrate and share each other's success. Pupils are aware of their targets through their annual school reports and what they need to do to achieve them, but opportunities are missed to reiterate and review these in lessons on a regular basis. Staff know and understand the needs of each pupil well and support for their personal development is good. Pupils are happy to come to school and know they can always ask adults in the school for help if they have any concerns.
32. The school council is still at an early stage of development and does not always assure pupils that their ideas and suggestions are valued. Pupils are conscious of the need to follow rules and for the most part do this diligently. The school encourages pupils to be aware of the needs of others and this is apparent in the day-to-day life of the school.

Partnership with parents, other schools and the community

Partnerships with parents and the community are **good**. The information parents receive from the school is **good**. The arrangement for transfer of pupils to secondary school is **good**.

Main strengths and weaknesses

- Information for parents is good.
- The school makes good use of visitors to enrich pupils' experiences and support their awareness of being part of a community.
- The school actively seeks parents' views.

Commentary

33. Relationships with parents are good. Parents are well informed about the life of the school and are happy with the school. The vast majority say they would feel happy about approaching the school with any problems or concerns they may have. Written information for parents is good and gives them a clear insight into the work of the school. Letters are sent home regularly and these are friendly and informative. Parents' views are sought through questionnaires and meetings. Written reports are detailed and clear, they identify targets and give guidance for improvement. Parents of pupils who have special educational needs receive good information about their child's progress, sometimes from specialist staff where necessary and are fully involved in reviews.
34. The school's links with the community are good. Pupils make visits to places of interest locally and further afield. They regularly sing for local residents and take part in services in the local church. Visiting specialists to the school broaden pupils' experiences and pupils enjoy these opportunities. Parents appreciate the valuable experiences a wide range of interesting visitors to the school provides for their children and the good arrangements for the transfer of pupils to secondary school. The school has an active and supportive parent-teacher association that provides many extras to enhance the life of pupils in the school, both socially and academically. Parents are very supportive of the school and happy with the values the school promotes. A number help in classes and this eases the demand on teachers where age and ability ranges of pupils are so diverse.

LEADERSHIP AND MANAGEMENT

Leadership and management are **good**. The headteacher's leadership is **good**; she provides a good role model for staff and pupils. Governance is **good**; they are interested and involved in the management of the school.

Main strengths and weaknesses

- There is good teamwork in the school.
- The headteacher and governors have a good understanding of the school's strengths and how it can improve further.
- The leadership and management of special educational needs provision is good.
- The school has good commitment to ensuring that every child is cared for and supported well.
- Opportunities for professional development of staff are good.
- The school has good performance data but this is not always used effectively.

Commentary

35. The headteacher provides good leadership. She has created a team that is mutually supportive. She works hard to ensure that standards are raised despite the fluctuating numbers on roll which affect the way the school has to reorganise mixed-age classes from year to year. She carries a heavy workload, combining her leadership, management and administrative roles with a demanding teaching commitment. The headteacher is well regarded by governors, parents and pupils, who respect and trust her. She is a good role model to pupils and has high expectations of pupils. This is reflected in pupils' good attitudes

and very good behaviour. She works hard to create a caring environment where individuals matter and pupils' personal development is a priority.

36. All staff, including the headteacher, have responsibility for a number of curriculum areas. This they carry out satisfactorily and, in so doing, have created a well-balanced curriculum. The headteacher ensures that all staff have access to good quality professional development in order to improve the curriculum and raise pupils' performance. The impact of this can be seen in the improvements in the way that subject co-ordinators have developed their roles and in the improvements to curriculum since the last inspection. This is seen in the improvements to teachers' planning and the range and organisation of resources available in subjects such as design and information technology, where standards were a concern in the last inspection. Co-ordinators are given time to monitor and evaluate their subjects and have a reasonably good overview of the strengths and weaknesses of their areas of responsibility. The leadership and management of special educational needs are good. The headteacher carries the role of special needs co-ordinator, which she discharges effectively. She has established very good partnerships with specialist advisers and teachers who ensure all staff are fully supported in meeting the needs of pupils with special educational needs.
37. The school has established good assessment procedures that provide valuable performance data. The data is systematically collected and recorded and used to track pupils' achievements and progress. The analysis and use of pupils' performance data is satisfactory in that teachers do not consistently refer to the information available to them to set challenging targets for groups and individual pupils in order to raise standards even further.
38. The work of the governing body is good. Governors ensure that all their statutory duties are carried out. An experienced chairperson provides a substantial input to the governance of the school. Governors attend training to develop their governance skills. Some governors have daily contact with the school, others visit the school regularly. All have clearly agreed roles and responsibilities. Governors' involvement in the evaluation, development and monitoring of the school improvement plan is good. Because they are so involved and are kept well informed by the headteacher and staff, they have a good understanding of the strengths and weaknesses of the school. Governors are secure in their responsibilities, particularly in relation to having a better overview of the standards of achievement and the curriculum. They act as a critical friend to the school and feel confident to ask questions and challenge the headteacher and staff.

Financial information for the year April 2002 to March 2003

Income and expenditure (£)		Balances (£)	
Total income	222,571	Balance from previous year	16,970
Total expenditure	214,673	Balance carried forward to the next	24,867
Expenditure per pupil	2,901		

39. Because of the nature of the school with regard to its size and a rural setting, costs are high. The school implements principles of best value and ensures objectives for the school development plan are achieved through good financial management. The budget is carefully monitored and governors anticipate the impact of the changing numbers of pupils on roll and plan to ensure the school operates within its means. Governors work with the headteacher to ensure that staff and resources are appropriately deployed. Arrangements for the performance management of staff are fully in place. The school's reserves are higher than normal because the expected building work did not materialise and hence the money set aside for additional resources was not spent. In addition, because numbers on roll fell, the surplus funds are being used to provide additional support staff in a bid to raise standards further. The school continues to provide good value for money.

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

40. Provision for children in the Foundation Stage is **satisfactory**, as was the situation at the time of the previous inspection. Children enter the school in the Reception Year after their fourth birthday, most having had some pre-school experience within the local area. Overall attainment on entry to the school is broadly in line with what is expected for children at this age, other than in their language and literacy skills, where the attainment of a significant minority of children is below and sometimes well below average. Standards are sometimes below average when there is a high proportion of pupils with special educational needs in particular year groups. Children have very positive attitudes to learning and behaviour is generally very good as they settle into school routines. They are integrated into class 1, which currently also has pupils from Year 1 although, depending on numbers on the school roll, Year 2 pupils are also in this class in some years. There is a very good full-time nursery nurse allocated to this class. She and the class teacher ensure the curriculum is suitably organised to ensure all the areas of learning relevant to the Foundation Stage are planned and delivered well. Additional support staff assist with pupils with special educational needs and these children make good gains in their learning.
41. By the time children leave the Reception Year most children achieve the early learning goals in all the areas of learning other than in communication and language and literacy. The current group of children in the Foundation Stage is low attaining because the majority have summer birthdays and are younger than average for this class and there is a high proportion of children with special educational needs. This picture, however, does fluctuate from year to year. Overall teaching and learning are good. Children spend the mornings working on their communication, language, literacy and mathematical skills alongside pupils in Years 1 and separate from these pupils to work in their reception group to pursue activities organised around the early learning goals. The afternoon sessions are also equally well organised with greater opportunity to develop all aspects of the Foundation Stage curriculum.
42. Children's overall achievement is satisfactory. This is because the school's limited accommodation is a restrictive barrier to ensure children explore a wide and diverse range of activities on a daily basis. Although the teacher and the nursery nurse provide reception-age children with good support, opportunities are sometimes missed to ensure children follow the full Foundation Stage curriculum. For example, when children work with the Year 1 group, some of the presentations are too long for some of the youngest children in the reception group. They cannot always sustain the required concentration to achieve well. In addition, because children are arranged by age rather than their ability, the more able reception children are not always challenged sufficiently to work to their capability. Because of lack of space, work children do in one session has to be cleared away in order to set up new resources. This means that children cannot easily recall what they have done previously because they can no longer see it and this restricts progress. Because space is very limited, there is no quiet area where the reception group can remove itself to work separately from the Year 1 pupils and for a few of the lower attaining children there are too many distractions to overcome in order to make better progress. The adults are aware of this and breaks are built in to energise these children and keep their interest going. Opportunities for children to work independently are often restricted because of lack of space. In wet weather, when outdoor spaces cannot be fully exploited, the lack of space is an even greater issue. Also, in order to organise the classroom space as effectively as possible for physical and practical activities for example, staff spend valuable time stacking or laying out furniture. Not only does this create a health and safety issue but the noise levels disrupt teaching in both adjoining classes.

43. Leadership and management are satisfactory. Assessment procedures to monitor children's achievements are good in the reception group, where detailed records of children's achievements are retained and help ensure children build on prior attainment effectively. However, the assessment procedures are still being developed and staff do not always have a clear idea of how well children achieve in relation to the national expectations. Staff know the children well and provide good support and guidance on an individual basis.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Main strengths and weaknesses

- Adult support in the Foundation Stage is generous and teaching is often good.
- Teachers plan well to compensate for the lack of space.
- Children have good opportunities to build secure relationships with many adults.
- There are limited opportunities for children to work in their own space or spend time in social activities such as 'snack-time' because classroom space is very restrictive.

Commentary

44. Teaching and learning are satisfactory overall. As a result, most children achieve the early learning goals in this area of learning. Children are well motivated and they show interest in the activities provided for them. While engaged in play, children readily communicate with others who are playing in the same area. The plentiful support of adults is useful, but does not compensate for lost opportunities for children to work more independently at times in order to develop greater confidence. Lack of space to spread out is a limitation in this respect. There is no time built in for children to learn, for example, through social 'chit-chat' as they share snack time and because space is tight, activities are sometimes quite closely managed, thus restricting independence as they move between activities and select what they are to do next.

COMMUNICATION, LANGUAGE AND LITERACY

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

Main strengths and weaknesses

- Attainment is below expectations because this is a very young year group and there is a significant number of lower attaining children.
- Tasks are well chosen to suit the ability and level of understanding of the children.
- Teaching and support from other adults is good.
- Computers are used well to support learning.
- Sometimes directed sessions are too long for all children to maintain concentration.

Commentary

45. Teaching and learning are good but children in the present group will not attain the early learning goals in communication, language and literacy, because the year group is very small and nearly half has special educational needs. Overall achievement is good. Children are shown how to listen to others and are encouraged to discuss what they are doing or what they have learnt or enjoyed. Time is given to ensure every child contributes and those with special educational needs are well supported throughout so that they participate fully in all that is happening. Well-planned literacy lessons provide good opportunities for children to develop language skills, particularly speaking and listening and teachers ensure all adults plan together so that learning is developed step by step for each child. In a good lesson developing writing skills and sequencing a story using fiction and non-fiction texts, children listened and followed

instructions carefully. Many confidently retold the story accurately and were delighted with their success. Their handwriting skills are below average and a significant minority are still 'drawing' their letter shapes rather than forming these accurately. A good few are not confident with their letter sounds. Only two or three form words or simple sentences accurately. Children use computers to practise letter formation and word building skills confidently and enjoy the interesting range of programs available to them. Children practise through well-constructed role-play, for example dressing up and being wild animals, an activity reinforced by their singing rhymes and creative activities. Staff intervene sensitively to engage children in reading activities that promote their awareness of new vocabulary.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **good**.

Main strengths and weaknesses

- Opportunities for children to practise counting through games, rhymes and songs are good.
- Teaching is good and activities are organised well.
- Good use is made of computers to reinforce mathematical learning.
- Some children who successfully complete tasks could do more if challenged.

Commentary

46. Teaching and learning are good overall. Children enjoy their work in counting and join in enthusiastically when rhymes and songs are used to help their learning. Children particularly enjoy the mental warm up activity at the beginning of each lesson. Good emphasis is placed on correct vocabulary to explain, for example, more than and less than, although the lower attaining children do not always respond accurately. Most children are working at a level expected for their age and achieve the early learning goals in mathematical development by the end of the Foundation Stage and overall achievement is good. Teachers plan the group activities to cater for the wide range of abilities and computers are used effectively to support mathematical learning. Most children recognise and write numerals, though a significant minority writes certain numbers in reverse. Most count forwards and backwards to ten or count on or back from a number between one and ten confidently but a small number of children find difficulty in counting without starting from one. Classroom assistants add valuable support and overall progress is good.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

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

Main strengths and weaknesses

- Children enjoy a range of learning opportunities.
- Activities and resources are well organised and good use is made of the school grounds.
- Effective use is made of computers to support children's learning.
- Children's limited literacy skills sometimes restrict their responses to new experiences.
- Limited classroom space sometimes prevents children from relating new learning to previous work.

Commentary

47. Teaching and learning are satisfactory resulting in satisfactory progress. Most children attain the early learning goals by the end of the Reception Year. Adults make effective use of the school grounds, when the weather allows, encouraging children to explore habitats and look at the diversity of plants and mini-beasts. Children are keen to explore and learn, but expectations

are not always high enough and the higher attaining pupils are not always challenged to think and reason things out for themselves. A few children are quite diffident in these explorations and look to constant support and guidance, often finding it hard to retain instructions to make detailed observations. Children are provided with a satisfactory range of experiences to encourage their learning, but sometimes the lack of space inside the classroom limits the range of resources and materials that children can refer to regularly. This is because materials from one day to the next often have to be tidied away for new activities and display areas are limited. While adults ask children searching questions about what they are doing, for example, when exploring materials they are asked to describe textures and colours, because children's language skills are limited, responses are generally very basic and not always accurate. For example children know that chicks hatch from eggs but do not all recognise that frogspawn is similar in nature to the eggs that chicks hatch from.

PHYSICAL DEVELOPMENT

Provision for physical development is **satisfactory**.

Main strengths and weaknesses

- Facilities for physical activity are limited, as there is no school hall and access to the outside play area is restricted.
- Outdoor play facilities are used as often as the weather permits.
- Children enjoy practical activities, but choices are sometimes restricted.

Commentary

48. Teaching and learning are satisfactory. Children make satisfactory progress and most achieve the learning goals by the end of the Reception Year despite the limitations presented by the poor accommodation. The school has no hall and access to the outside area for children under five is restricted to times when adults can supervise their play. While the area provided is inviting and fun to explore, it is not one that children can access freely. Teachers take every opportunity to promote physical development through outside play on the well-marked playground and children's secure play area. Regular little breaks are taken to exercise outside when the weather allows. Resources for outdoor play are satisfactory. Skills using pencils, crayons, scissors, glue, paint and paintbrushes are provided for well and children learn to use such tools satisfactorily. They enjoy exploring materials and do so sensibly working well with each other. Staff work hard to vary the activities provided, but space limits these to one or two at a time, so children do not always select from a wide range at any one time and cannot always relate to work they have done at a previous time.

CREATIVE DEVELOPMENT

Provision in creative development is **good**.

Main strengths and weaknesses

- Children explore a good range of media and select materials in a creative way.
- Opportunities for creative development are restricted by the limited space for children to work in.

Commentary

49. Standards are as expected for children of this age and the majority achieve the early learning goals. The school provides good opportunities for children to draw, paint and construct models. Teaching and learning are good. There is a good balance of free play and use of media with specific tasks suggested by the teacher. For example, children were encouraged to

design their own animal masks and select from a wide range of materials fabrics that best suited the animal they had chosen. One child painstakingly worked with cotton wool that stuck liberally to her fingers to decorate her 'white Siberian tiger', whilst another enjoyed using a stapler to join his fabric to the plate. However, as the activity developed children became more adept at cutting and sticking/joining their materials to the frame and the resulting masks were of a good standard. Music is a popular activity that children enjoy and many opportunities are taken to break into song or rhyme to reinforce specific language or ideas. The computer is used effectively to help children to explore colour, shape and pattern and the work they produce is displayed effectively around the room to remind them of their successful efforts.

SUBJECTS IN KEY STAGES 1 AND 2

ENGLISH

Provision in English is **satisfactory**.

Main strengths and weaknesses

- Pupils enjoy reading and opportunities to read are good.
- There is a good emphasis on developing pupils' speaking skills.
- Support for pupils with special educational needs is good.
- Teaching is not consistently creative and motivating for pupils.
- Assessment procedures are good but teachers' use of assessment data to set pupils challenging targets is not rigorous.

Commentary

50. Overall standards are average at the end of Years 2 and 6. This is much the same position as at the time of the last inspection. The results of tests and assessments in 2003 showed that at the end of Year 2 reading standards were below average and standards in writing were average. At the end of Year 6 in 2003 standards in English were well above average. This was a higher attaining year group compared to the current Year 6 group, which is working at broadly average standards. Overall achievement is satisfactory in Years 1 and 2 and good in class 3 where teaching is better structured especially when the headteacher withdraws groups of pupils from Years 5 and 6. The achievement of pupils with special educational needs is good because teachers monitor their work closely and plan to provide them with activities that are matched to the targets set in their individual education plans. Work is suitably modified to ensure these pupils are fully involved in all of the same activities as others in their class. Teachers successfully target different groups during lessons to ensure that at least satisfactory progress is made by all.
51. The teaching and learning in reading are satisfactory and standards are generally average depending on pupils' overall attainment in literacy when they enter Year 1. The below average standards in reading at the end of Year 2 in 2003 were largely due to pupils' comprehension skills not always being accurate. There had been a gradual decline in reading standards since 1999 and by 2003 standards had fallen below the national average. There are a number of valid reasons to explain this decline. These include high numbers of summer born pupils in recent year groups, an increasing proportion of children entering the Reception Year with below average language development and a high turnover of pupils right across the school as the number of families moving in and out of the locality is high. In order to address this, the school introduced a range of initiatives to raise standards in reading and writing. There has been a significant investment in new reading resources. Staff have attended training in order to improve their knowledge and skills. In Years 1 and 2, pupils follow a systematic phonics programme that is included in every literacy lesson. This works to build their confidence in reading and speaking new words. Most pupils enjoy reading and many read independently at home. They are taught how to use expression to develop interest and fluency in their

performance because their teachers model such skills well. The paired reading sessions, where the older pupils support younger ones, benefit both partners in that they learn to talk about books and listen to each other reading. In Years 5 and 6, pupils show a very good interest in books they select and are keen to explain why they like particular styles and authors. Standards in reading at the end of Year 6 are average and overall achievement is good. Assessment procedures have been refined in order to identify pupils who are not making progress and quickly provide support to improve their confidence and achievement.

52. Pupils' speaking and listening skills are satisfactory. All pupils listen well to their teachers and this enables them to contribute to class discussions. However, the less confident speakers and lower-attaining pupils sometimes say little voluntarily. The very good relationships that exist between teachers and pupils and amongst pupils helps all pupils gain the confidence to participate with support and encouragement. The school provides good opportunities for pupils to develop their speaking skills, both in class and to a wider audience, for example, when pupils take part in assemblies, school productions or presentations of their work to the whole class.
53. The skills of writing are taught satisfactorily but opportunities are sometimes missed to challenge pupils of all abilities appropriately. Opportunities for independent writing are sometimes limited and occasionally over direction in teaching results in limited progress especially with the higher attaining pupils who could do more if appropriately challenged. Achievement in spelling is satisfactory across the school. The schools' phonics programme supports pupils in developing sound word-building strategies to support writing and spelling. In Years 1 and 2, classroom support assistants make a valuable contribution to pupils' learning and achievement overall is satisfactory. Older pupils in class 3 do not always receive the same level of support in class and occasionally, the lower attaining pupils make slow progress because they are not confident when left to work independently. A few struggle in their accurate use of basic grammar and punctuation as late as Year 5. However, overall achievement for pupils in the current Year 6 is good because their prior attainment was low.
54. Teaching and learning are satisfactory overall. Lessons are generally planned with a satisfactory balance of teacher input and pupil activities. However opportunities are missed to challenge pupils and make lessons creative and stimulating for them. This is particularly the case in Years 1 and 2 where lessons tend to flow at a steady pace. Planning does not always make the best use of the available tracking and assessment information to ensure pupils work to their full capability at all times and build on prior learning effectively. Similarly, in these two classes marking does not always question and motivate pupils and help pupils see what they have done well and how they might improve subsequent work. In class 3, lessons tend to be a little brisker and teachers ask questions in different ways and use enthusiasm and humour to good effect to engage and motivate pupils. Pupils here are encouraged to be self-critical when drafting their work so that the quality of the written language is improved. The use of ICT in developing pupils' spelling and writing skills is satisfactory.
55. The assessment of pupils' learning and achievement is satisfactory. Pupils' progress is consistently assessed and a wide range of good data is carefully recorded on tracking sheets. However, teachers do not always makes effective use of the information gathered to identify targets for individual pupils that challenge them to achieve more. When targets are set, teachers do not always remind pupils of their importance and how they might set about achieving these.
56. Leadership and management are satisfactory. Resources are well organised and accessible, an improvement since the last inspection. The co-ordinator monitors and evaluates teaching. Her understanding of the strengths and weaknesses in the subject is satisfactory but the impact of subject monitoring on raising standards is limited.

Language and literacy across the curriculum

57. Opportunities for pupils to apply and develop their literacy skills in other subjects are satisfactory. Pupils' extended writing in history, religious education and design and technology, for example, is good. Discussion is a feature of most lessons and pupils are regularly given opportunities to express their views. The introduction of discussion through 'Circle Time' has increased the opportunities for pupils to speak in front of others, an aspect the school identified as a concern last year. Higher-attaining pupils are confident in their conversations but a significant minority of the others are hesitant and need a good deal of encouragement to participate.

MATHEMATICS

Provision for mathematics, overall, is **good**.

Main strengths and weaknesses

- Standards, at the end of Year 6 are above average.
- The quality of teaching and learning is good at Key Stage 2.
- Attitudes and behaviour of pupils are very good and pupils are managed well.
- The National Numeracy Strategy has been implemented successfully.
- Marking is satisfactory but it provides inadequate feedback to pupils to help them to improve further.

Commentary

58. Since 1999 there has been a steady improvement in attainment at the end of Year 2 and standards overall are average. In the national tests and assessments in 2003, standards at the end of Year 2 were well above average and they were above average for pupils in Year 6. The successful introduction of the National Numeracy Strategy has had a positive impact on the way pupils' skills are developed. By the end of Year 2, pupils have a secure knowledge of numbers to 100 and carry out addition and subtraction operations accurately. The teachers use a 'mental maths' warm up at the start of the lesson and pupils demonstrate their knowledge of number facts and secure understanding of the simple tables. This is directly linked to the pace of lessons and teachers' expectations that are not sufficiently challenging. Pupils do not have enough experience of investigations and using and applying their knowledge and understanding. Overall achievement is satisfactory. Pupils with special educational needs achieve well because they have very clear targets are given good support and guidance to ensure they work effectively towards achieving these.
59. Standards in Year 6 are above average and overall achievement is good. Good use is made of 'mental maths' warm up and pupils demonstrate a good understanding of addition, subtraction, multiplication and division. In one lesson observed in class 3, pupils showed a good understanding of the processes involved in solving complicated problems. They were confident in identifying the best mathematical rules to work out the answers for the problems and because the task was challenging and interesting pupils achieved well.
60. Teaching and learning are satisfactory in Key Stage 1 and good in Key Stage 2. Teachers have undertaken appropriate professional training to implement the National Numeracy Strategy, which has had a positive impact in raising pupils' interest and enthusiasm for mathematics, particularly with elements such as 'mental maths' and problem solving. Teachers' planning in Key Stage 1 is satisfactory, providing an appropriate range of tasks for the range of ages and ability in the class. Clear learning objectives are identified and the range of activities meets the needs of most pupils satisfactorily. However, some lessons and activities for pupils with above average ability are not challenging and pupils are not provided with enough opportunities to investigate and use and apply their mathematical skills. As a consequence, learning is no better than satisfactory. Planning in the Key Stage 2 class is good. It considers the needs of the wide range of ages and ability within the class. Teachers plan more opportunities for pupils

to experience investigations, problem solving and independent work. As a result, pupils' overall achievement is good.

61. Teachers are very aware of the needs of pupils with special educational needs, wherever possible planning ensures these pupils are fully involved in all the activities and the work is suitably planned for them to achieve well. This is also the case for the higher-attaining pupils who are taught by the mathematics co-ordinator every day. This arrangement is designed to ensure teaching for these pupils is rigorous and that they are challenged. The use of homework to consolidate what is taught in lessons is satisfactory. Overall management of pupils is very good. Pupils occupy themselves sensibly and if they complete what is required of them they support others who need additional help. The marking is carried out regularly. Comments include "Well done!" or "Good work!" but there is insufficient written feedback to indicate what pupils have grasped successfully or what they might do to improve their work.
62. Leadership and management of the subject are good. The co-ordinator monitors and evaluates planning and teaching regularly. She has a good understanding of the strengths and weaknesses in mathematics. Assessment has improved since the last inspection. The procedures are good and help teachers group pupils effectively. The use of the assessment data to set challenging targets for pupils is still developing. Hence, in some lessons at Key Stage 1, opportunities are missed to challenge all ability groups sufficiently in order to raise standards further.

Mathematics across the curriculum

63. During the inspection, no evidence was gathered from lessons to show the direct use and application of mathematical skills across the curriculum. However, pupils make satisfactory use of counting and measuring strategies in other subjects, such as measuring plant growth in science and calculating dimensions when planning designs in design and technology projects.

SCIENCE

Provision in science is **good**. Only one lesson was seen, but pupils' work was looked at and pupils were asked to talk about what they had done in science.

Main strengths and weaknesses

- Pupils have good attitudes and enjoy learning.
- Standards at the end of Year 6 are above average.
- There is a good emphasis on investigation and enquiry skills, especially at the upper end of the school where teaching is good.
- End of topic assessments help teachers identify what pupils have attained and where pupils need further support.
- Individual targets are not identified and shared with pupils to encourage them to take greater responsibility for their own learning.
- Accommodation restricts practical activities and limits opportunities for pupils to work independently.

Commentary

64. Standards are broadly average at the end of Year 2 as was the case at the time of the last inspection and pupils' overall achievement is satisfactory. In the national tests and assessments of 2003, standards for pupils at the end of Year 2 were below average and for those at the end of Year 6 they were above average. The good emphasis placed on investigation skills is beginning to have good impact on pupils' achievement, especially at Key Stage 2. Teaching in classes 1 and 2 is satisfactory overall, although there are good features that result in pupils being interested in the subject and exploring new work enthusiastically. At

the end of Year 6 standards are above average and this is an improvement since the last inspection. However, because year groups are so variable in size, there is considerable fluctuation in standards, depending on pupils' prior attainment and capability. The good teaching for pupils in class 3 results in most pupils making good progress. Support for pupils with special educational needs is good, especially with a good number of additional support staff in classes 1 and 2, where pupils up to Year 3 are helped to make good gains in their learning. Occasionally because of the limited additional support not all pupils participate actively in all the tasks set.

65. Curriculum planning ensures the knowledge base is covered well and there is good emphasis on setting pupils investigation tasks that promote scientific enquiry skills effectively. In classes 1 and 2 these investigations tend to be over-directed and managed by teachers and there is sometimes too much emphasis on recording using worksheets that do not always challenge the higher attaining pupils sufficiently. This results in pupils knowing what the correct answer is but not always being able to explain why and what they might do to test their understanding. Pupils recall and explain what they did and what happened enthusiastically but their recorded work does not reflect confident understanding. While good investigations do take place, not all pupils play a part in designing them to explore their own ideas and hypotheses. The focus on independence in investigational work is promoting the above average standards pupils attain in class 3. For example, pupils have built circuits and have a good understanding of how these work and confidently explain how they might design an investigation to see what components in a circuit might make a bulb shine more brightly. A limiting factor when carrying out investigations is that space is very limited for pupils to work in groups comfortably. This means that they have to spread out into the corridor or other open areas, which is not always easy if additional staff are not available to oversee these groups.
66. Teachers prepare and organise lessons well and ensure that appropriate resources are readily to hand. Where necessary, planning ensures pupils with special educational needs follow work that has been suitably modified to help them achieve well and every effort is made to include all pupils as fully as possible in all that the school offers. Teachers use end of topic tests effectively to identify those pupils who need further help with particular aspects. In many cases, particularly in classes 1 and 2, the work recorded is the same for pupils of all levels of ability, except that the more able pupils are likely to have completed more work than lower-attaining pupils. Where teaching is challenging and expectations are high, pupils show they are capable of achieving well. Teachers make satisfactory use of ICT to develop pupils' skills in recording and researching information to support their work in science.
67. Pupils are well behaved and respond very positively to the subject. When given the opportunity, pupils work well together in groups or pairs, although in the one lesson observed in class 2, a few of the girls gave way to the boys taking the lead role in carrying out the investigation until staff intervened. Because of the wide age and ability ranges in the three classes, only the most capable pupils are able to work independently effectively; others need regular support and guidance to keep them on task. This means the teacher's time is spread across a wide range of abilities and this becomes very challenging during practical activities.
68. The co-ordination of the subject is good. Teachers work together to ensure work follows the two-year planning cycle and covers all areas of learning. Monitoring of teaching and learning is well established and information regarding pupils' progress and attainment is gathered by sampling pupils' work and by analysing standard assessment test results and topic assessments. However, the generation of detailed assessment information is not always translated into targets that are readily shared with pupils to really challenge them to think even more for themselves and take greater responsibility for their learning.

INFORMATION AND COMMUNICATION TECHNOLOGY

Provision for information and communication technology (ICT) is **satisfactory**.

Main strengths and weaknesses

- There has been recent improvement in resources and staff expertise.
- There are insufficient resources for whole class teaching of ICT skills.
- Limited space restricts the sharing of equipment.

Commentary

69. Standards at the end of Year 2 and Year 6 are in line with those expected nationally. This is similar to the findings of the last inspection. Improvements in resources, through national funding and developments in staff training to build confidence and expertise, have enabled pupils to maintain progress and achieve satisfactorily. However, whilst the quality of computers has improved limited space in the school restricts access. This means that some pupils do not get sufficient time on the computer to enable standards to improve. The school has identified the need for further resource allocation to purchase a digital projector and an interactive whiteboard, which will help the school to move forward.
70. Planning ensures that pupils experience a full range of skills. Examples of pupils' work show that they use ICT for word processing, graphics, the Internet and data handling as well as control, monitoring and modelling. Teachers' planning, work displayed around the school and conversations with pupils confirm classroom computers are regularly used but there are insufficient resources for adequate whole year group or class teaching.
71. Pupils in Year 1 are taught well in the process of understanding how information can be presented in a variety of ways. They respond enthusiastically to good questioning, work co-operatively and know how to log on, insert and scroll through a CD for the purpose of exploring alternative outcomes. As a result they make good progress and achieve well, being able to explain their ideas clearly. Pupils in Year 2 confidently explain how they save their work on their own files and how they research on the Internet about their favourite authors. Pupils in Year 3 were observed competently discovering the attractions of Cleethorpes on line, and by the end of Year 6 pupils confidently and enthusiastically explain the content of their individual folders which included data handling, practising e-mails, writing letters of complaint and developing their design skills. Pupils and teachers use digital photography to enhance their presentations. The school's web site is further good evidence of the school's commitment to ICT.
72. Leadership and management are satisfactory. ICT is a clear focus in the school development plan. Assessment procedures include individual pupil folders where evaluations of tasks are made and a checklist for every pupil's skills, which serves as a good overview of coverage and an indication of the next steps in learning. Monitoring is also undertaken through the compilation of a portfolio of assessed work. By utilising this as well as the local education authority portfolio of moderated work, teachers have a clear overview of standards.

Information and communication technology across the curriculum

73. The use of computer skills in other subjects is satisfactory. Links in English, mathematics, design and technology and science are clearly identified. Internet linkage in each classroom gives good opportunity for research. Pupils also successfully used Paint Magic to make impressive Viking decorative patterns.

HUMANITIES

74. No judgements about provision can be made for **history** and **geography** because these subjects were only sampled. No history lessons were seen during the inspection. In the one geography lesson observed, pupils in Year 3 were finding and selecting information from the Internet. From discussion with staff and pupils as well as work seen around the school the geography and history curriculum is adequately covered and often supported by visits and

visitors to school. For example, pupils in Years 2 and 3 used the Internet to find out more information about Vikings inspired by the visit by 'Ulfman' and 'Vladimir the Large'.

Religious education

Provision in religious education is **satisfactory**.

Main strengths and weaknesses

- Teachers make effective use of available resources and artefacts to support teaching and learning.
- The teaching of different religions promotes pupils' awareness of other faiths and cultures.
- Learning is further enriched through assemblies and the personal education programme.
- Opportunities are sometimes missed to encourage pupils' greater independence in their thinking and reflection skills.
- Limited use is made of assessment to challenge higher attaining pupils in order to improve their work.

Commentary

75. Standards at the end of Years 2 and 6 are in line with expectations and this is much the same as at the time of the last inspection. Overall achievement is satisfactory. During the inspection, only three lessons were seen but evidence has been gathered through looking at planning, pupils' books and in discussion with pupils.
76. Overall, teaching and learning are satisfactory, although there are good features in some lessons where planning is particularly good to engage pupils of all abilities appropriately. Pupils learn about the religions of some of the main faith communities in the United Kingdom: Christians, Jews, Hindus and Muslims. They find out about what is special to people who follow these faiths, what their main beliefs and practices are, where they worship and what their holy symbols are. Resources and artefacts are used effectively to support teaching and learning and a range of visitors from different faiths are invited in regularly to enrich provision. Teaching takes place in a context of respect for other people that is a key feature of the school's ethos. Younger pupils are given opportunities to consider such things as what is special to themselves and how the people they love are special. Such sensitive themes enable pupils to develop a good understanding of how important it is to respect other people's views and beliefs. Acts of collective worship and the school's good PSHCE programme are used to reinforce such principles and these opportunities have a positive impact on pupils' good spiritual, cultural and moral development.
77. In the good lesson observed in class 1, the teacher and support staff helped Year 1 pupils grasp the key points of the story of Noah through careful questioning and good time for discussion. The lesson was well planned with sufficient variation in activities to sustain pupils' interest throughout and thus achieve well. However, opportunities are sometimes missed to encourage pupils to express and record their views and ideas independently and thus reflect on what they have learned systematically and with greater confidence. For example, in Key Stage 1 too much of the work is directed and controlled resulting in all pupils doing the same tasks. Often pupils use the same worksheets and there is insufficient challenge for the more able. Although greater emphasis is placed on independent writing in class 3, because pupils are not very confident in expressing their views and opinions, this limits their overall achievement. Assessment is underused to inform pupils about their performance and what they need to do to improve, especially in order to challenge the more able. While marking is generally thorough and shows pupils what more they could have included in their writing, insufficient challenge is placed on encouraging pupils to develop their ideas in order to raise the standards they attain.

78. Leadership and management of the subject are good. The school's limited range of resources are suitably enhanced by borrowing from elsewhere although the co-ordinator recognises a wider range of materials including books for pupils to carry out independent work would be valuable. Planning shows the subject covers all the requirements satisfactorily. The co-ordinator monitors pupils' work and through regular observations and reviews of provision identifies areas for improvement. Assessments are made of how well pupils achieve but as yet teachers make limited use of the information generated to set targets for individual pupils.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

No judgements about provision can be made for **art and design**, **music** and **physical education** because these subjects were only sampled.

79. The work seen in **art and design** was of a satisfactory standard. Display space is limited but pupils' work shows they explore a range of media and skills such as colour mixing and working in the style of popular artists. Visits to places of interest enrich their experience of artwork from a range of cultures and periods.
80. No **music** lessons were available to observe so it is not possible to make any judgements regarding provision. Pupils listen to a wide range of music as they enter and leave assemblies and in their dance lessons and these experiences promote their enjoyment of music. The singing in assemblies is tuneful and indicates that pupils' skills are developed satisfactorily. Pupils have good opportunities to perform in school productions and they all participate in such events. They sing in venues outside school, for example, to local residents and in music festivals. Opportunities are available for pupils to take up instrumental tuition led by the peripatetic music service and a small number learn to play woodwind and stringed instruments. Visits and visitors to school enhance the curriculum, good examples being musicians who perform in the school and visits to theatres organised by staff.
81. In **physical education** no overall judgement can be made on the quality of teaching and learning or on overall standards as only one lesson was seen with pupils in class 3. They were taught well and standards were satisfactory. Preparation for the lesson involved walking a short distance to the local village sports field, which includes an all weather surface. Health and safety precautions were rigorously applied. A brisk pace was maintained during the lesson and pupils were suitably challenged, ensuring they were well motivated. Additional adult support was used appropriately. Consequently, all pupils were fully included in the lesson and achieved well.
82. Leadership and management of the subject are satisfactory. Planning follows national guidance, which enables pupils to develop appropriate skills, which are monitored by the co-ordinator through observation and photographic evidence. There is a lunchtime PE club and opportunities for pupils to represent their school in competitive sport. There are good links with maintaining a healthy lifestyle through the 'Healthy Eating Award'. There is no indoor facility for gymnastics and the severe limitations of the accommodation noted at the last inspection restrict access to the full PE curriculum.

Design and technology

Provision in design and technology is **good**.

Main strengths and weaknesses

- Planning is based on progressive acquisition of skills and is good.
- Teaching is good for the older pupils in Key Stage 2.
- The subject is led and managed well.
- There is good liaison with the design and technology specialist secondary school.

- ICT is at an early stage of enhancing teaching and learning.
- Higher attaining pupils are not always challenged sufficiently.

Commentary

83. Standards in design and technology have improved since the last inspection. They remain in line with those expected nationally in Year 2 where achievement is satisfactory, but in Year 6 pupils achieve well and standards are now above average. Pupils gain experience of a range of materials and techniques and develop their skills through designing and making a variety of products.
84. Teaching and learning are satisfactory for younger pupils and good for older pupils. Pupils in Years 2 and 3 have made moving monsters. They are familiar with a glossary of terms like compressed and pneumatic having investigated the relative merits of using bottles and syringes in compression of air. Their evaluations indicate a sound understanding of the design process and of how to make modifications and improvements. While investigating photographic frames pupils work well in pairs with additional support from other adults. However, higher attaining pupils have no opportunity to work beyond the boundaries set for the rest of the class. With older pupils the range of practical activities, for example designing and making musical instruments or a mechanism including a cam, engages their interest well. As a result they make good progress supported by good teaching that constructively challenges pupils' ideas.
85. Resources are satisfactory. This is an improvement since the last inspection. Overall leadership and management of the subject are good. The relatively new co-ordinator is enthusiastic and committed to further improvement. She uses pupil evaluations and assessment to decide what works well and to make changes to planning. ICT has been introduced to support teaching and learning and pupils enjoy the additional challenge of using computer design and digital photography to achieve higher standards. Provision is enhanced by effective liaison with the local secondary school that specialises in design and technology.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

86. Only one lesson was observed during the inspection, so no judgements can be made about the quality of teaching or standards in this aspect of education. In the very good lesson observed with pupils in class 3, the teacher placed a high emphasis on ensuring every pupil was able to contribute to the best of their ability. The lesson was conducted very sensitively and pupils were shown how to respect and value each others' views and thoughts about some complex emotions regarding relationships. Most responded in a very mature manner and overall achievement was good and the time was very effectively used to enhance their personal development.
87. The school has established a regular programme of PSHCE lessons, which is very carefully structured to meet curricular requirements and support the needs of pupils well. It is of particular help in developing pupils' speaking skills, a concern identified by the school and one that is evident from the assessments made on children's entry into the Reception Year, where children sometimes demonstrate limited ability to carry out conversations. The introduction of 'Circle Time', where pupils are engaged in discussions about personal, social and environmental matters, is becoming more popular as pupils gain confidence in asking questions about topics they are keen to explore. An interestingly wide range of visiting speakers enrich the curriculum and make valuable contributions to pupils' awareness of sensitive and challenging issues. Careful consideration is given to the teaching of sex education and to the raising of pupils' awareness to the dangers of drugs and to their personal safety. Programmes such as the 'Healthy School Initiative' and visits from environmentalists, give pupils an opportunity to develop a good understanding of citizenship. They learn why it is important to care for others and how they can play a role in this. Pupils understand the importance of exercise and healthy eating through their work in physical education and science.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

Inspection judgement

Grade

The overall effectiveness of the school	3
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	3

Overall standards achieved	4
Pupils' achievement	3

Pupils' attitudes, values and other personal qualities	3
Attendance	4
Attitudes	3
Behaviour, including the extent of exclusions	2
Pupils' spiritual, moral, social and cultural development	3

The quality of education provided by the school	3
The quality of teaching	3
How well pupils learn	3
The quality of assessment	4
How well the curriculum meets pupils' needs	4
Enrichment of the curriculum, including out-of-school activities	3
Accommodation and resources	5
Pupils' care, welfare, health and safety	4
Support, advice and guidance for pupils	3
How well the school seeks and acts on pupils' views	4
The effectiveness of the school's links with parents	3
The quality of the school's links with the community	3
The school's links with other schools and colleges	4

The leadership and management of the school	3
The governance of the school	3
The leadership of the headteacher	3
The leadership of other key staff	4
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).