

INSPECTION REPORT

SALTFLEETBY C of E PRIMARY SCHOOL

Saltfleetby, Louth

LEA area: Lincolnshire

Unique reference number: 120582

Headteacher: Mrs S Abrams

Reporting inspector: Mr J Heap
18824

Dates of inspection: 5 – 7 March 2001

Inspection number: 197479

Full inspection carried out under section 10 of the School Inspections Act 1996

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Voluntary controlled
Age range of pupils:	4 - 11
Gender of pupils:	Mixed
School address:	Main Road Saltfleetby Louth Lincolnshire
Postcode:	LN11 7SN
Telephone number:	01507 338282
Fax number:	None
Appropriate authority:	The governing body
Name of chair of governors:	Mrs J Stephenson
Date of previous inspection:	15 September 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
18824	John Heap	Registered inspector	Equal opportunities English as an additional language English Science Geography Physical education Religious education	What sort of school is it? The school's results and achievement. How well are pupils or students taught? How well is the school led and managed?
9278	Margaret Chadwick	Lay inspector		Pupils' attitudes, values and personal development. How well does the school care for its pupils? How well does the school work in partnership with parents?
8285	David Brown	Team inspector	Foundation stage curriculum Special educational needs Mathematics Information and communication technology Art Design and technology History Music	How good are the curricular and other opportunities offered to pupils?

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Saltfleetby is a voluntary controlled Church of England school that serves pupils aged four to eleven years from a social background that shows few signs of deprivation. Most pupils live in the village of Saltfleetby, which is five miles from the town of Louth. The village is well established and has a mixture of local authority and private dwellings. There are 47 pupils on roll: 26 boys and 21 girls. The school does not have a designated nursery. There are four pupils (8 per cent) entitled to free school meals; this is below the national average. All of the pupils are white and there are none that speak English as a second language. Eighteen pupils (38.3 per cent) are on the register of special educational needs; an above average figure. One pupil (2.1 per cent) has a statement of special educational needs and this is above the national average. There is a small range of special needs and the majority are on the early stages of the special educational needs register. The levels of attainment of pupils entering the reception class are broadly average; however, there were only two children this year. There are two classes in the school and they both cater for pupils of more than one age group. The level of mobility amongst pupils is around 20 per cent; slightly more are leaving than joining. The most significant changes from the last inspection are:

- a rise in pupils on roll;
- the employment of extra teaching assistants.

HOW GOOD THE SCHOOL IS

This is a school undergoing considerable change and giving unsatisfactory performance in several important areas. Standards of attainment are broadly average. Teaching is unsatisfactory. Pupils' learning and achievement are below expectations. They have very good attitudes to their work and the school. Behaviour is very good and the personal development and relationships forged by pupils are good. Overall, leadership and management are unsatisfactory; however, the newly appointed headteacher has identified several important areas of development and is planning satisfactorily for improvement. The school promotes educational inclusion soundly. However, there are shortcomings in the provision of pupils' entitlement. The school provides unsatisfactory value for money.

What the school does well

- Pupils' achievement in reading by the age of 11 is good.
- Pupils' attitudes to the school and their behaviour are very good, personal development and relationships are good.
- The provision for activities outside lessons is good.
- Procedures for monitoring and promoting good behaviour are very effective.
- Procedures for monitoring and eliminating oppressive behaviour are very effective.

What could be improved

- The quality of teaching and learning are unsatisfactory.
- The quality and range of learning opportunities are unsatisfactory.
- Leadership and management are unsatisfactory.
- The provision for pupils' development and understanding of multicultural issues is unsatisfactory.
- The procedures for judging pupils' attainment and using it to guide teaching are unsatisfactory.

The areas for improvement will form the basis of the governors' action plan.

The areas for improvement outweigh its strengths. I am of the opinion that the school provides the pupils with an acceptable standard of education, but nevertheless this school has serious weaknesses. The governors' action plan will set out how the weaknesses identified during the inspection are to be tackled. The plan will be sent to all parents and carers of pupils at the school.

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in September 1997. Improvement since the last inspection has been unsatisfactory. In relation to the key issues for development identified in the last report there has been insufficient progress in the following areas: curriculum, assessment, financial knowledge and understanding of the governors; the demands on the headteacher. Satisfactory progress has been made in development planning, particularly since the local education authority became involved, and in the provision of in-service training. However, the tangible results of these improvements are not having a big impact on the school at present. There have been satisfactory improvements in the quality of reading and writing at Key Stage 2, the accommodation has been improved satisfactorily and the recently developed monitoring programme is a sound development, but it is too soon to gauge its impact. Behaviour and attendance have improved since the last inspection. Standards in science have improved satisfactorily since the last inspection.

STANDARDS

The results of National Curriculum tests are based on such small numbers of pupils that they are unsafe as indicators of standards in the school. However, it is helpful to note that the seven-year-olds in 2000 all reached the expected level in reading, writing and mathematics, but none of them achieved higher levels. In the tests for 11-year-olds, half of the pupils reached the expected level in English and mathematics and three-quarters reached the expected standard in science. None of the pupils reached higher levels of attainment in mathematics, but one pupil reached the higher standard in English and science. Trends in results are inconsistent, but the overall trend for 11-year-olds is broadly in line with the national one. Nevertheless, the evidence from the local education authority tracking of results is that English standards have improved from age seven to age 11.

Overall, standards throughout the school as seen during the inspection are in line with national expectations, albeit on the basis of a small amount of evidence for seven-year-olds. Attainment in English and science is at expected levels throughout the school; in mathematics attainment is at the expected level in the Foundation Stage and Key Stage 1, but below expectations at the end of Key Stage 2. In all subjects, standards are not as high as they ought to be. This is because pupils' achievement is unsatisfactory as a result of shortcomings in teaching and the school's curriculum. Pupils with special educational needs make satisfactory progress in relation to their prior attainment.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils work hard, listen well and maintain a conscientious approach to most tasks. Very occasionally, particularly when a lesson lacks challenge, attention wanders.
Behaviour, in and out of classrooms	Very good. Pupils understand the high expectations placed on them and generally meet them. They are quiet and respectful in assemblies. There have been no exclusions recently.
Personal development and relationships	Good. Pupils are open, friendly and trusting with their peers and adults. They are very keen to help each other, and the older ones look after the younger pupils. Pupils are eager to take the few responsibilities on offer.
Attendance	The attendance rate is below the national average and the level of unauthorised absence is broadly in line with the national average.

TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years	aged 7-11 years
Lessons seen overall	unsatisfactory	unsatisfactory	unsatisfactory

Inspectors make judgements about teaching in the range: excellent; very good; good; satisfactory; unsatisfactory; poor; very poor. 'Satisfactory' means that the teaching is adequate and strengths outweigh weaknesses.

In a small sample of lessons, a quarter was good, a half was satisfactory and a quarter was unsatisfactory. It is important to note that the staffing at the school is going through a significant change and that only one member of the teaching force (headteacher) is a permanent member of staff. However, there are significant shortcomings that impact on the quality of teaching and learning, such as the unsatisfactory judging of pupils' attainment, an unsatisfactory curriculum and a lack of pace in much of the work. These shortcomings are particularly evident in unsatisfactory English and mathematics lessons. As a consequence, pupils achieve less than they ought to. Pupils with special educational needs are supported well and they make satisfactory progress in relation to their prior learning. Throughout the school pupils' learning is unsatisfactory. Pupils learn the basic skills of reading well, but this level is not replicated in writing and mathematics. Learning in science is hindered by the lack of investigative work and the repetition of previously covered topics at the same level of challenge.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Unsatisfactory. There is no overall plan which would ensure that pupils did not repeat work as they do now. There are too few opportunities for pupils to learn independently, including the children in the Foundation Stage.
Provision for pupils with special educational needs	Satisfactory. The good support provided by the learning support assistants helps them make adequate progress in relation to their prior attainment. Further progress will not be possible until the targets in their individual education plans are focused more sharply.
Provision for pupils' personal, including spiritual, moral, social and cultural, development	Overall satisfactory. Developments are not planned into the everyday teaching programme; however, there are satisfactory experiences in spiritual, moral and social development. Multicultural development is unsatisfactory.
How well the school cares for its pupils	Overall satisfactory. Strengths are the procedures for child protection and all aspects relating to behaviour. The judging of pupils' attainment and progress is at an early stage of development and is unsatisfactory as an aid to teaching.
Partnership with parents	The school's links with parents are unsatisfactory because the quality of information is weak, most particularly reporting on pupils' attainment and progress. Parents' involvement with the school and their children's learning contributes satisfactorily to children's achievements.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Unsatisfactory. However, the newly appointed headteacher has identified weaknesses in the school and has developed a satisfactory plan to overcome these shortcomings, in conjunction with the local education authority. She will need a great deal of support and training in the coming months.
How well the governors fulfil their responsibilities	Unsatisfactory. The governors are highly supportive of the school but their knowledge of the school and the more recent responsibilities placed on governors are not fully understood.
The school's evaluation of its performance	Despite recently laid plans to develop and improve monitoring and evaluation the present situation is unsatisfactory. Appropriate and helpful assistance has come from the local education authority in terms of data management and auditing the present standards and organisation. The programme in place is a satisfactory response to the shortcomings.
The strategic use of resources	Financial planning is satisfactory. The school has sound procedures for ensuring that best value is sought in its purchasing of learning resources and services.

The match of teachers and support staff to the demands of the curriculum is satisfactory. Generally, learning resources are adequate. However, the book supply lacks sufficient 'big books'. The accommodation is unsatisfactory. The lack of a school hall means that the teaching of physical education is disadvantaged and the need to move furniture for daily assemblies means that time is wasted.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none">• Their children like school.• Behaviour is good.• Expectations of hard work and endeavour.	<ul style="list-style-type: none">• Pupils' progress.• Homework.• Information about progress.• Leadership and management.• The assistance given to children to help them become more mature.• The range of activities outside lessons.

Inspectors agree with the positive comments. Inspectors also agree with the majority of required improvements identified, with the exceptions of the good range of activities outside lessons carried out by a small and hard-working staff and the satisfactory provision of homework.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. The initial assessments of children entering and leaving the Foundation Stage in recent years indicate that children enter the school with broadly average attainment, and that the rate of progress up to the time of entering Year 1 is slow. Standards on entry look to be better in mathematics than in reading and phonics. At the time of the inspection only two children are in the Foundation Stage and they are at markedly different stages of development.
2. Overall, standards of work seen during the inspection are in line with national expectations. These standards are not high enough and this represents unsatisfactory achievement for most pupils. Pupils with special educational needs make satisfactory progress in relation to their prior levels of attainment. This is because they are supported well within the classroom by learning support assistants.
3. The results of the 2000 National Curriculum tests are based on numbers of pupils that are too small to indicate secure judgements about attainment.
4. By the age of seven, standards of work seen during the inspection are in line with expectations in English, mathematics, science and music. In all other subjects there is insufficient evidence to make a secure judgement.
5. By the age of 11, standards of work seen during the inspection are in line with expectations in English, science, geography, history and music. Standards are below expectations in mathematics and information and communication technology. There is insufficient information to make secure judgements in art and design, design technology and physical education.
6. In English, standards in speaking and listening are in line with national expectations at ages seven and 11. In reading, the standards for seven-year-olds are in line with national expectations. Most pupils are accurate, fluent readers who understand the books they read. They would make more progress if their books were more challenging. By the age of 11, standards are above average and pupils have made good progress. Pupils have built on their previous skills well and their understanding of challenging books is detailed and accurate. Library skills are good. Standards in writing are in line with national expectations at ages seven and 11. Most seven-year-olds have sound skills in handwriting and sentence making. They spell and punctuate accurately. By the age of 11, most pupils have good and accurate skills in handwriting, spelling and punctuation. The highest attaining pupils manage to bring their character to life by the careful and interesting use of speech.
7. In mathematics, standards are in line with expectations by the age of seven. Pupils read and write numbers to 20 and recognise number patterns to 100. They know the names of two- and three-dimensional shapes and use words such as vertical, horizontal and symmetrical accurately. Higher-attaining pupils draw lines of symmetry successfully on two-dimensional shapes. Overall, achievement is unsatisfactory because the challenge in the work is not high enough. By the age of 11, standards are below expectations and the rate of achievement is unsatisfactory. The work undertaken lacks challenge and opportunities are missed regularly for pupils

to use their knowledge and understanding in everyday activities. Standards in number are generally higher than in other areas such as shape and measure.

8. Attainment in science is in line with expectations by the age of seven. Pupils recognise and identify the differences in materials such as plastic and wood. Most are clear about the advantages of using these materials for specific purposes and recognise that they have differing qualities and characteristics. Standards are not higher because the majority of pupils complete too little work. By the age of 11, standards are in line with expectations. Pupils' knowledge and understanding of forces, materials, the human body, living things, electrical circuits and aspects of earth in space are adequate. Levels of attainment are not as high as they might be because of the lack of investigative work and there is too much work repeated at the same level of challenge across the years.
9. In information and communication technology, standards are below expectations. Little evidence was seen of computers supporting learning in other subjects. The exceptions to this were some useful work in art and history, where pupils use the Internet successfully to find information about important characters from ancient Greece.
10. Standards in literacy are satisfactory. Again, these standards are not as high as they ought to be because too many activities are to do with copying, rather than doing their own work. However, there is work in history, geography and science which requires pupils to use their good library skills to find information. Furthermore, 11-year-olds have average writing skills that they use well when given the opportunity. These standards are acceptable. In numeracy, standards are unsatisfactory because there are too few opportunities for pupils to use their knowledge and understanding. This is true in mathematics and in other subjects. Apart from using the Internet to find information in subjects such as history, there is too little use of information and communication technology across the curriculum. However, there are appropriate plans to use sensing equipment to study the weather in the summer months.
11. Pupils with special educational needs make satisfactory progress towards the general targets in their individual education plans, and relative to their prior attainment. This is due mainly to the effective support provided by the learning support assistants. However, further gains will be difficult to achieve whilst pupils' individual education plans remain too general.

Pupils' attitudes, values and personal development

12. In the Foundation Stage, children develop good personal, social and emotional skills. They are interested in all activities and they show confidence in both small groups and whole-class sessions. They have formed a fruitful relationship with the learning support assistant. Behaviour is very good and they treat other children and adults with respect.
13. Throughout Key Stages 1 and 2, pupils come to school with very positive attitudes and enjoy being there. In class they work hard, listen well and are keen to do their best. Concentration and perseverance among all groups of pupils is good; even the youngest are able to sit quietly for considerable periods of time. When the teaching is good and the subject content challenging, pupils work enthusiastically and with interest. Even when the pace of lessons is slow, pupils do what is asked of them cheerfully and conscientiously. They take a pride in their work and talk confidently to adults about it. Pupils with special educational needs respond well to the extra

support they receive. Their positive attitudes contribute to the satisfactory progress which they make in the school. Most pupils are keen to participate in the range of activities offered by the school and to make the most of their time there.

14. Behaviour in the school has improved since the last inspection and is now very good, both in lessons and around the school. Last year there were no exclusions. In class pupils understand the standard of behaviour expected by teachers, and lessons take place in a friendly and orderly atmosphere. In assemblies pupils can be appropriately quiet and reflective, but join in the hymns with enthusiasm. During breaks behaviour can be rumbustious but is not unruly, and pupils are wary of not hurting each other in the confined space of the small hard play area.
15. Relationships between pupils and staff and amongst pupils are open, friendly and trusting. This is one of the strengths of the school and contributes to its caring ethos and relaxed atmosphere. There is no evidence that pupils are worried about bullying. Staff show that they value individuals and are concerned for their well-being, setting a good example to pupils in their relationships with each other. Different age groups work and play together well. They show concern for each other, and in the classroom often help each other with tasks. Pupils with special education needs integrate well socially and appear confident and secure.
16. Most older pupils behave responsibly and are willing to look after younger ones, sometimes without being asked. Pupils are articulate with adults, confident about presenting their work to each other in class, and sensitive to others' feelings. The school does not currently provide many opportunities for pupils to take on responsibility, but they are eager to do so when given the chance, for example as class monitors or helping to present assemblies. When asked to work independently in groups, pupils do so constructively and responsibly.
17. The school's attendance rate has improved since the last inspection but last year's figure of 93.4 per cent was still below the national average for primary schools. In the autumn term of 2000 average attendance was 94 per cent. Attendance in Key Stage 1 is higher than in Key Stage 2. Since the departure of one pupil at the beginning of this term, there have been no unauthorised absences. Most of this year's absences have been due to family holidays.

HOW WELL ARE PUPILS TAUGHT?

18. Overall, the quality of teaching and learning is unsatisfactory. A quarter of the lessons observed were judged to be good and a further quarter were judged to be unsatisfactory, and the majority of these weaker lessons were literacy lessons. The proportion of unsatisfactory teaching is too high. This is a deterioration from the last inspection, and too many of the shortcomings identified in the last report have not been improved sufficiently, for example:
 - lack of schemes of work for most subjects;
 - slow pace;
 - variable quality of presentation.

However, the following strengths have been maintained:

- teachers' management and control;
- relationships.

19. A significant reason for the deterioration in the quality of teaching is the fact that the school is going through another period of significant upheaval. The headteacher has only recently been appointed from within the staff and her two colleagues presently are not permanent to the school. This level of change would challenge a school that had all of its structures in place: for instance, lesson planning, procedures for judging pupils' work and the effective implementation of the Literacy and Numeracy Strategies. Unfortunately, these structures are not in place and, consequently, there is insufficient support for teaching and learning. However, the headteacher and officers of the local education authority are beginning to introduce effective measures to monitor teaching and learning. Furthermore, a new and experienced teacher will be in post from the start of the summer term.

Foundation Stage

20. The quality of teaching in the Foundation Stage has deteriorated to an unsatisfactory level. The strengths of the teaching are:
- the good deployment of the learning support assistant who ensures the children learn their basic skills, particularly in numeracy, reading and writing;
 - high expectations of behaviour.
- However, the shortcomings far outweigh the strengths. Fundamental, is the lack of a suitable curriculum. This is further compounded by the lack of useful assessment information which would help match suitable activities to the individual child. This is particularly important when the range of maturity and levels of attainment are so broad in a class containing pupils from reception to Year 2. Further shortcomings include the lack of opportunities for independent work in the role-play area and the sand and water trays.

Key Stage 1

21. In Key Stage 1, the quality of teaching is unsatisfactory. The strengths of the good lessons are:
- when teachers expect pupils to manage parts of their own work, for instance, in a numeracy lesson. Pupils made good progress in learning about the order of numbers. Furthermore, the teacher modified the task so that those who were learning more quickly and those learning more slowly received appropriate support. Good pace was maintained at the end of the lesson as pupils were explaining their work;
 - the good quality of lesson planning, as in a design and technology lesson. The use of a visiting skilled potter inspired the pupils to use new skills well.
- The management and control of pupils is good. Homework is used soundly to reinforce classwork, particularly in reading.
22. The shortcomings in the literacy lessons are significant:
- the pace of one of the lessons was slow; particularly for the Year 2 pupils who soon became distracted and lost interest;
 - insufficient attention was paid to learning objectives in the planning of the lesson and this led to pupils of differing attainment levels and ages doing the same work with inadequate challenge;
 - lack of sufficient teacher guidance about prior learning meant that the match of work to individual pupils was inaccurate.

23. Overall, teachers provide insufficient opportunities for the development of literacy, numeracy and information and communication technology in other subjects.

Key Stage 2

24. In Key Stage 2, the strengths of the best lessons are:
- when teachers provide a thorough review of previous work, as in a music lesson when pupils were ready to embark on new learning. Good questioning drew detailed responses successfully;
 - very good use of resources such as the overhead projector enabled all pupils to take a full part in the lesson, such as the music and art lessons;
 - when teachers provide a clear purpose to the activities as in the art lesson which emphasised exploring and developing ideas. Good questioning and a brisk pace led pupils to concentrate well and sparked some 'awe and wonder'.
25. Overall, the quality of marking is satisfactory. Remarks are generally evaluative and in Year 6 they give clear indicators of ways to improve, particularly in the sound range of writing in the English books. However, the link between these comments and the setting of new learning objectives is not clear.
26. However, the unsatisfactory lessons are in literacy and numeracy. The main shortcoming was the inadequate rate of learning because:
- staff do most of the work which leads to pupils sitting and watching rather than doing, for instance spending too long on the explanation of using weighing machines;
 - there are inconsistent expectations of pupils' skills, knowledge and understanding, for example in the literacy lesson the quality of handwriting and spelling was less than it ought to be. This is caused by inadequate judgements of attainment and a lack of clear learning objectives in the lesson planning.
27. Teachers provide sufficient opportunities for the development of literacy skills, but not enough opportunities to develop numeracy and information technology skills, in other subjects.
28. Overall, the quality of teaching in the lessons observed in English and mathematics was unsatisfactory. However, satisfactory standards were seen in the limited number of physical education lessons despite the shortcomings of an inadequate indoor space. Insufficient numbers of lessons were seen in other subjects to attempt secure judgements.
29. The provision of homework is satisfactory. There is a set pattern of tasks for any given week and the pupils are aware of the expectations. The homework set extends the work done in class and provides opportunities for pupils to consolidate their knowledge and understanding, particularly in the basic skills of spelling and mathematics.
30. The teaching and support provided by the learning support assistants and by the part-time teacher taking booster groups are effective. Consequently, pupils make satisfactory progress in relation to their attainment levels. In the mathematics 'booster' group, the teacher helped the pupils to develop their own way of working out by reducing the task to a series of manageable steps, for example when working out 5×140 , and 20×70 . The pupils gained in confidence and expertise as a result of the

teacher's skill and willingness to persevere. The brisk pace of the lesson maintained their interest and the opportunity to do something for themselves.

HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?

31. Overall the quality and range of curricular opportunities offered to the children are unsatisfactory, and many of the weaknesses identified in the previous inspection remain. There is no overall curriculum plan setting out the work term by term for children of different ages.
32. The school has yet to adopt schemes of work to ensure a broad range of worthwhile opportunities that provide for a continuity of programme within the subjects of the National Curriculum, and for suitable progress by the pupils. This was a key issue to emerge from the previous inspection and has still to be addressed. Work cannot be accurately matched to the abilities of the children, and in some subjects work is repeated at the same level of challenge. This too was noted at the time of the previous inspection. Children in the Foundation Stage work alongside six- and seven-year-olds and the curriculum for the youngest children is not sufficiently based on play and first-hand experiences.
33. The curriculum for Key Stage 1 and Key Stage 2 takes too little account of the frameworks of the National Strategies for literacy and numeracy, and standards are not high enough. The newly appointed headteacher is beginning to use the guidance documents from the Qualification and Curriculum Authority (QCA) as a basis for the school's curriculum, but she has held the post for only a short time and the work is at a very early stage. She feels this approach will eliminate instances of work being repeated at the same level. Learning support assistants are deployed effectively in supporting pupils' learning, and suitable arrangements have been made for pupils to receive additional literacy support from a part-time teacher.
34. Provision for pupils with special educational needs is satisfactory and they make adequate progress because of the level of support they receive. At the time of the previous inspection, provision for pupils with special educational needs was judged to be good. Targets in the individual education plans are too general, and in consequence the judgement of rates of progress towards the targets is difficult to measure.
35. The school makes good provision for extra-curricular activities, and these are often provided by hard-working learning support assistants. Good opportunities for additional physical activity and games are included. Overall, the school provides an appropriate statutory curriculum, and there is satisfactory equality of access and opportunity for all pupils.
36. Suitable provision is made for pupils' personal, social and health education, with sex education and drugs awareness forming an appropriate part of the science curriculum. The good ethos of the school plays an important part in helping pupils' personalities to develop, and this is further enhanced by the care shown to each child. Pupils exhibit a good understanding of the feelings of others with, for example, concern being shown for an upset member of the group. Pupils naturally support those less fortunate than themselves, a quality generated by the family atmosphere of the school. They willingly accept responsibility to help with the smooth running of the school. Behaviour is very good at all times, and adults take time to help pupils understand right from wrong. The community makes a satisfactory contribution to

pupils' learning, for example the visiting potter teaching new and exciting skills. Regular trips are made to the local town for swimming lessons and there are suitable links with other local schools.

37. Although not formally planned, provision for pupils' spiritual, moral, social and cultural development is satisfactory overall. The provision for multicultural development is unsatisfactory.
38. Provision for pupils' spiritual development is satisfactory. The school has a clear set of values and beliefs and it is successful at implementing these, particularly in its fostering of caring and thoughtful citizens. School assemblies provide good opportunities for pupils to develop an insight into the values and beliefs of others, and good quality music contributes to pupils' cultural and spiritual development. There are occasions in lesson times when pupils react expressively to what they see; for instance, in information and communication technology they were full of admiration for the Harry Potter web site and reacted very favourably to the email sent to them by the headteacher. Pupils are expected to reflect on what they do and this is promoted in a variety of lessons including physical education when they think hard and imaginatively about forming sequences of movements. This is particularly commendable in a room so unsuitable for such activities.
39. Provision for pupils' moral development is satisfactory. Discussions about behaviour help pupils' understanding of right and wrong, and help them develop an insight into the feelings of others. Through the reading programme, pupils develop preferences for the styles of particular authors and poets. Older pupils are aware of environmental issues and how important it is to look after the planet. They recognise that people who treat the environment in a bad way are making problems for everyone, for instance through a study of recycling rubbish. Physical education provides an interesting insight into the rules and laws of sports, and discussion with pupils indicates that the school provides ample guidance about the need to play fairly. It is also important that pupils are highly aware of the right and the wrong way to conduct themselves in physical education lessons because of the restrictions imposed by the building.
40. Provision for pupils' social development is satisfactory. Pupils are expected to readily accept the rights of others to be heard and express personal views. In this, and other respects, adults provide the pupils with good role models. Pupils have an adequate awareness of the social world around them and information and communication technology plays a part in this by giving them an opportunity to follow local news on the local education authority web page. Opportunities for pupils to learn about social settings that have an audience are provided in assembly when they give presentations to the rest of the school.

41. Overall the provision for pupils' cultural development is unsatisfactory. Educational visits to a museum in Lincoln and to the Visitors' Centre in Sherwood Forest enhance pupils' understanding of their own culture. There is a strong tradition of country dancing in the school; pupils are comfortable with this and they show no signs of inhibited behaviour. Subjects such as geography, history and religious education provide further insights into the local culture, but there are not enough planned opportunities for children to develop an understanding of the diversity and richness of other cultures. The ones available include:
- the study of Judaism in religious education;
 - books on other cultures in the reading schemes and the library;
 - the historical study of ancient Greece.
- However, there is little planned that will help pupils come to terms with racism and other forms of bigotry, and this is a particular challenge in an area that has few minority ethnic people. This needs to be addressed so that pupils are able to understand the rich diversity in the world and know about the principles and tensions that underpin social inclusion.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

42. The quality of care and the commitment of staff to pupils' welfare are strengths of the school. Pupils are happy and secure in an environment where they feel valued and safe. Parents appreciate the family-like atmosphere of this small school. Improvements in the buildings and surrounding area since the last inspection have tightened the security of the school site. Although governors have not yet adopted the health and safety policy, the staff is extremely aware of health and safety issues. Children are well supervised at break times, both in and out of the building, and at the beginning and end of the school day. The curriculum includes issues on healthy living such as nutrition. Several of the staff are trained appropriately in first aid procedures. There are effective child protection procedures, and staff monitor pupils who may be at risk.
43. Children are well known to all staff and are offered good support on a personal level. Those with special educational needs are helped to make satisfactory progress through well-targeted support in the classroom and in small withdrawal groups. There is a particularly good level of care for individuals with special physical needs who integrate well socially into the school community. However, the highest attaining pupils are not so well supported educationally and are not achieving to their full potential.
44. There is a strong emphasis on good behaviour and care for others which is reflected in the well-ordered but relaxed atmosphere observed in the school. There are few instances of poor behaviour, and these are effectively dealt with on an individual basis by teachers, often involving parents. There is no policy on bullying, but the ethos of the school strongly discourages any form of threatening behaviour and the high level of supervision by staff ensures that such incidents are rare.
45. The school's rate of attendance has increased since the last inspection, but is still slightly down on the national average. The school has improved its procedures for checking up on absence, and most parents now telephone if their child is ill. However, attendance could be further improved if reasons for absence and individual attendance figures were monitored more closely.
46. Procedures for assessing pupils' attainment and progress are unsatisfactory. The main reason for this is that the school lacks a clear and progressive curriculum plan

that sets out learning objectives in its guidance to teachers. Consequently, this means that the opportunities to judge pupils' attainment and progress are too vague and, therefore, provide little assistance in planning the progression of further learning opportunities for individual pupils. This is a serious weakness in a school that has got such a wide range of attainment and maturity levels in each class. It also means that pupils duplicate some work, for instance in Key Stage 2 science.

47. Recent initiatives include:
- the introduction of reading tests and weekly spelling tests;
 - the use of government developed national tests for use in years other than the statutory Years 2 and 6;
 - the introduction of a tracking mechanism so that pupils' progress can followed from year to year.

However, the school has made unsatisfactory progress in dealing with the key issue from the last inspection and there are still no examples of collections of pupils' work in the form of a portfolio. Although these initiatives are timely and welcome they have yet to be effective in raising attainment.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

48. Overall, the school's relationship with parents is satisfactory. However, these links could be improved in several respects. The majority of parents support the school's values and feel that their children are cared for well. However, a significant minority is dissatisfied with their children's progress and does not feel well informed about how well they are achieving. Written reports are sent out at the end of each year and there are consultation evenings in the autumn term when parents can discuss their children's progress with staff. The written reports are unsatisfactory. They contain some useful descriptive comments on what children can do in each subject and what they have learned over the past year. However, parents are not told how well their child is achieving relative to national expectations. There is no information about attainment in terms of National Curriculum levels or whether they have met appropriate attainment targets. Comments, although helpful and positive, do not focus on what pupils need to do to improve and there is no mention of individual targets or whether they have been achieved.
49. Parents are made to feel welcome in the school and have good access to staff to discuss any problems which arise with their children. Parents of pupils with special educational needs are involved in their reviews appropriately. A few parents help in the classroom on a regular basis. Most pupils receive helpful support with their work at home. However, home-school communications could be improved if each pupil had a reading record or a homework diary in which parents and teachers could record what has been done and any problems which occur. The school prospectus and the governors' annual report are attractively laid out and informative.

HOW WELL IS THE SCHOOL LED AND MANAGED?

50. The present headteacher has been in post since January 2001, prior to that she was on the staff of the school. Already, she has shown a willingness to confront the difficulties facing the school and has sought the support of the local education authority to review practice and help in the setting up of a tightly focused development plan. This has been done and the priorities identified are appropriate in relation to the need to raise standards. The priorities identified are:
- establishing an effective system for monitoring and evaluating the quality of teaching and learning;

- improving the target setting process;
 - improving the development planning process.
51. The headteacher spends the majority of her time as a class teacher, consequently the amount of time at her disposal for management functions is inadequate. A further difficulty is that she is co-ordinator for all the subjects taught. This extremely heavy workload is a significant cause of the weaknesses in the co-ordination of most subjects. However, this burden will be halved when the new colleague, who was recently appointed, takes up her post after Easter.
52. Despite these promising features, the quality of leadership and management is unsatisfactory. This is a deterioration from the judgement of the last inspection. The main reasons for the shortcomings are:
- the unsatisfactory school aims do not emphasise high achievement and are not being met in relation to the central one of helping all pupils reach their full potential;
 - the mission statement is stronger on some aspects of personal development than it is on academic achievement, a more equitable balance is necessary;
 - the governing body is not fulfilling effectively its statutory duties, for instance, in monitoring standards and acting as an effective 'critical friend';
 - the governing body does not understand the strengths and weaknesses of the school;
 - the monitoring, evaluation and development of teaching is unsatisfactory;
 - crucially, the roles of headteacher and governors have failed to keep pace with the changes in education and more worryingly have made an unsatisfactory attempt to improve the school along the lines set out at the last inspection.
53. Although these shortcomings are serious they are not insurmountable and the school has got strengths that are a significant foundation; for example, the caring ethos, the values and attitudes of pupils and parents and the very good behaviour of the pupils. The governors, headteacher and local education authority have forged a good relationship and there is a shared commitment to make progress together. This is amply illustrated in the programme set up to monitor teaching and the curriculum, which was started in January 2001.
54. There is a satisfactory match of staff to the demands of the curriculum. However, the induction of staff new to the school is undervalued because of the lack of a relevant policy. Nevertheless, performance management arrangements are progressing satisfactorily and the headteacher has already had her targets set for the year.
55. Financial planning is satisfactory. Educational priorities are budgeted for and specific grants are used for their intended purposes. However, the finance committee is not fully aware of its responsibilities, particularly in relation to the delegation of responsibility in financial matters. Day-to-day management of the school by teaching and ancillary staff is sound. Computers are used effectively to ease administration. The school has appropriate procedures to ensure that best value is achieved in its buying of resources and services.
56. Overall, the accommodation is inadequate. There have been improvements to the premises since the last inspection, mainly to external provision, with the acquisition of an adjacent field. There are rooms for a separate library and to support pupils with learning difficulties. The main shortcoming is the lack of a separate hall. The Key Stage 2 classroom is used for physical education and this is unsuitable because:
- its shape(long and narrow) is inadequate for many activities;
 - it is not possible to clear the room completely, so furniture is a potential hazard;

- lessons are disrupted whilst furniture is moved and on a few occasions older and larger pupils have to do their work at smaller infant tables due to the need to move rooms.
57. Overall, learning resources are inadequate. The main shortages include:
- English: insufficient 'big books' for use in guided reading and whole-class literacy sessions; no sets of readers for Key Stage 2; a shortage of biographical books in the library;
 - science: books and equipment, most particularly for investigative work.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

58. To raise standards, particularly in English, mathematics, science and information and communication technology, the governors, headteacher and staff should:

- (1) improve the quality of teaching and learning and most particularly the pace of lessons and the match of task to individual pupils by:
 - raising teachers' expectations of what pupils can attain;
 - improving the implementation of the literacy and numeracy strategies;
 - planning for, and implementing, more independent learning activities in the Foundation Stage and mathematics;
 - improving the assessment of pupils' attainment and progress through:
 - identifying learning objectives in curriculum and lesson planning, particularly with reference to National Curriculum attainment targets and levels;
 - tracking pupils' progress from entry to the school until they leave;(Paragraphs 18, 22, 26, 27, 28, 46, 47, 76, 82, 86, 92.)

- (2) improve leadership and management by:
 - identifying and implementing aims of the school that will promote high achievement;
 - implementing the school development plan drawn up in conjunction with the local education authority, particularly the monitoring of teaching and learning;
 - providing the new headteacher with appropriate support and training;
 - developing the role of the subject co-ordinator;
 - increasing the governing body's understanding of their roles and responsibilities;(Paragraphs 50, 51, 52, 53.)

- (3) improve the curriculum by:
 - designing a whole school curriculum map that includes all the subjects of the National Curriculum;
 - compiling schemes of work for all subjects, with priority given to core subjects;
 - planning opportunities for the provision of spiritual, moral, social and cultural development and most particularly multicultural understanding.(Paragraphs 31, 32, 33, 37, 41.)

59. In addition to the key issues above, the following less important areas for improvement should be considered for inclusion in the action plan:

- improve the quality of information for parents about their child's attainment and progress with reference to National Curriculum attainment targets and levels.

(Paragraph 48.)

In the current school development plan, the school has appropriately identified as priorities:

- *The establishment of an effective system for monitoring and evaluating the quality of teaching and learning;*
- *improving target-setting;*
- *improving development planning in order to raise standards.*

These are further supported by detailed action plans drawn up with the assistance of the local education authority.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	16
Number of discussions with staff, governors, other adults and pupils	22

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	0	25	50	25	0	0

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

Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	N/a	47
Number of full-time pupils known to be eligible for free school meals	N/a	4

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	N/a	1
Number of pupils on the school's special educational needs register	N/a	17

English as an additional language	No of pupils
Number of pupils with English as an additional language	0

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	4
Pupils who left the school other than at the usual time of leaving	6

Attendance

Authorised absence		Unauthorised absence	
	%		%
School data	6.0	School data	0.3
National comparative data	5.2	National comparative data	0.5

Both tables give the percentage of half days (sessions) missed through absence for the latest complete reporting year.

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	45
Any other minority ethnic group	0

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	0	0
Other minority ethnic groups	0	0

This table gives the number of exclusions of pupils of compulsory school age, which may be different from the number of pupils excluded.

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	2
Number of pupils per qualified teacher	21.4
Average class size	23.5

Education support staff: YR – Y6

Total number of education support staff	3
Total aggregate hours worked per week	58

Financial information

Financial year	1999-2000
	£
Total income	119080
Total expenditure	117500
Expenditure per pupil	2304
Balance brought forward from previous year	-240
Balance carried forward to next year	1340

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	47
Number of questionnaires returned	20

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	60	35	5	0	0
My child is making good progress in school.	45	35	15	0	5
Behaviour in the school is good.	60	40	0	0	0
My child gets the right amount of work to do at home.	30	50	15	5	0
The teaching is good.	40	45	0	0	15
I am kept well informed about how my child is getting on.	45	35	20	0	0
I would feel comfortable about approaching the school with questions or a problem.	60	25	15	0	0
The school expects my child to work hard and achieve his or her best.	50	45	5	0	0
The school works closely with parents.	55	30	15	0	0
The school is well led and managed.	40	35	0	0	25
The school is helping my child become mature and responsible.	55	25	5	0	15
The school provides an interesting range of activities outside lessons.	20	30	25	15	10

PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE

60. Only two children are in the reception age group, having started at the school in September. The children are at significantly different stages of development, with the older child capable of working in the lower levels of the National Curriculum. Opportunities for a play-based curriculum are very limited within the infants' classroom, so the overall quality and range of learning opportunities are unsatisfactory.

Personal, social and emotional development

61. The family atmosphere of the school helps the children develop personally, emotionally and socially. They show an interest in new activities and are confident when working in a small group and with the class. The children respond well to significant experiences, such as school assemblies when they experience times for reflection. When working with the classroom support assistant, they try hard, abide by the rules of the games, and are lengthening the span of their concentration. Their behaviour is very good because of the high expectations of the staff and because of the caring nature of the school. They treat other children and adults with respect and are aware of the feelings of others.

Communication, language and literacy

62. The programme for communication, language and literacy is unsatisfactory. The activities planned are not pitched sufficiently well to the children's levels of attainment. On occasions, tasks are undemanding and at other times they are too demanding. Generally, there are not enough regular opportunities for the development of spoken language in activities such as role-play and play with small toys. However, they do have success when they are talking about the books read to them in the whole-class part of the literacy lesson. The children enjoy listening to stories, and at their own levels of attainment recognise the initial and ending sounds of words. There are not enough simple captions around the room for the children to have sufficient regular sight of suitable phrases and sentences. Early attempts at handwriting are legible.

Mathematical development

63. Work in this area of learning is satisfactory. Both children count to at least ten and recognise the digits. In mathematical games played with the classroom assistant, they learn to sequence and order numbers to ten. They use mathematical language such as 'heavy' and 'light', and are beginning to use positional language such as 'behind' and 'in front'. In games the children are able to name common two- and three-dimensional shapes after handling them in a 'feely bag'. They sort the solid shapes by type.

Knowledge and understanding of the world

64. The programme for developing children's knowledge and understanding of their world is unsatisfactory. Along with the Key Stage 1 pupils they find out a little about different countries through postcards sent to the school by 'Barnaby Bear'. They hear a small number of words in French. Posters around the room have the names of different parts of a house and garden, and this helps children understand the purpose of parts of their environment. To compare known animals with animals not so well known there are pictures of jungle animals. In the home corner is a push button telephone to help the children understand communication technology, and there are suitable programs on the class computers for the development of early computer skills. Found materials are used to make models, and children learn how to shape, fold and join materials together.

Physical development

65. Very cold weather at the time of the inspection meant that no suitable outdoor play activities could be provided for the two children, and the school has no indoor space where this type of activity might otherwise be provided. Therefore, no judgement can be made about standards and provision for this part of the early learning goals. In the classroom and in the school playground at playtimes, the children show awareness of space and of others. They recognise the importance of being healthy by washing hands after visits to the toilet and before eating their sandwiches at lunch-time.

Creative development

66. Children's creative development is encouraged through art and design, music and stories. The two children joined with the rest of the class to work with a local potter, making 'pets' in clay for their own witch puppet. The children used the terra cotta clay to pinch, pull, and shape a malleable material before adding China clay eyes and other features. In music, they listen to the sounds and rhythms of untuned percussion instruments, and respond creatively to the rhythm. The children enjoy stories in assembly and at other times.

Teaching

67. In the very best lesson planning, reference is made to the nationally recommended stepping stones and suitable activities are planned. However, without the aid of assessment information, the provision of suitable activities is very difficult because of the wide range of age and levels of attainment in the Key Stage 1 class. It does mean that the very young children are provided with an unsatisfactory curriculum. Some lessons, in which the two children join the infants for whole-class introductions, have a good pace and the children are fully involved. There is very good deployment of the classroom assistant who works extremely well with the young children; for instance, in a literacy lesson the children are supported well by the learning support assistant and they learned that frogs' eggs are called frogspawn and produced some writing. However, teachers plan too few play activities for the children. For example, during the inspection, no play was observed in the role-play area, and the sand and water troughs were not seen to be used. The adults take very good care of the children who respond to the good role models by showing kindness to others. There are high expectations of children's behaviour, which, as a result, is very good.
68. The quality of teaching is unsatisfactory, overall, because there is no overall long-term curriculum map to guide the teachers in their planning and preparation, and to aid the

judgement of progress through the nationally recommended 'stepping stones' towards the early learning goals. The Foundation Stage was introduced nationally in September 2000, modifying the previous curriculum. At the time of the previous inspection the school was reported to be taking steps to develop a suitable curriculum for the under-five children. This has still to be achieved.

ENGLISH

69. Overall, standards of attainment are average at the end of Key Stages 1 and 2. This is a similar finding to that of the previous inspection. The results in the national tests for 2000 are based on numbers of pupils that are too small (Key Stage 1 – 5 pupils; Key Stage 2 – 4 pupils) to provide secure guidance on standards. The relatively high proportion of pupils with special educational needs also means that trends in results are generally unreliable and this is obvious in the inconsistent nature of the results, year to year. Nevertheless, the evidence from the local education authority tracking of results is that English standards have improved from age seven to age 11.
70. In the 2000 National Curriculum tests, all seven-year-old pupils entered achieved the expected Level 2 in reading and writing. However, none of the pupils attained the higher Level 3 in reading and one pupil reached the higher level in writing. In the National tests for 11-year-olds, two pupils reached the expected Level 4 and one of them attained the higher Level 5.
71. Standards in speaking and listening are in line with national expectations at the end of Key Stages 1 and 2. The majority of pupils talk interestingly about their experiences and provide sufficient detail for the listener to retain concentration. Pupils listen well and their responses are ample proof that they have given full attention and understand what is being said. However, on too many occasions the activity that follows the listening is a copying exercise that does not challenge pupils' thinking or understanding. By the age of 11, pupils have acquired an extensive vocabulary that is well used in activities such as discussing and describing the events and characters in their current reading book. Most pupils respond articulately to questions posed in lessons, for instance when discussing using the Internet to find information about the famous of ancient Greece. The majority of pupils listen to, and talk confidently about, a range of subjects, from poetry to the news and from their aspirations for the school to the highly topical outbreak of foot-and-mouth disease.
72. Standards in reading are in line with national expectations at the end of Key Stage 1 and above expectations at the end of Key Stage 2. By the age of seven, the majority of pupils read accurately, fluently and with understanding. Most of the pupils pronounce their words well and use punctuation appropriately to help with their expression. Attitudes to reading are good and their interests include poetry and simple plays. Pupils make satisfactory progress overall, but the books they are reading are not sufficiently stimulating or challenging for them to reach higher standards. By the age of 11, pupils have built on the early skills and progress is good. Most pupils understand their books well and provide detailed descriptions of plot and characters. All pupils have a favourite author and can give plausible reasons for their choice. Most pupils have good library skills and know how to find the books they need. All pupils have good attitudes to reading. The main reasons why more pupils make progress in Key Stage 2 are:
- the books they are reading are challenging and interesting;
 - there is appropriate use of reading skills in areas such as history, information and communication technology and religious education.

73. Standards in writing are in line with expectations at the end of Key Stage 1 and 2. By the age of seven, higher-attaining pupils have made good progress since September 2000. They write lengthy pieces and the use of sentences is sometimes accurate. Spelling is generally accurate and handwriting is legible, neat and joined. Average-attaining pupils produce stories that have interesting and varied beginnings. Punctuation is generally accurate and simple words are spelt accurately. Handwriting is legible and printed but the letters are too small. Lower-attaining pupils produce inconsistent work, most particularly in sentence writing and spelling. By the age of 11, overall standards are in line with expectations. This is a good effort by the school because of the relatively large proportion of pupils with special needs. Higher-attaining pupils have good, accurate handwriting, spelling and punctuation skills. In fact, the highest attaining pupils use speech well to bring characters to life, for example: 'You! Yes, you! The little one with the runny nose. Come over here at once!' These pupils are competent in a wide variety of styles of writing and they interest the reader with their effective use of adjectives, for instance 'shiny green snake slithering through the grass'. Average attaining pupils display inconsistent standards of handwriting, but their use of punctuation and spelling is generally accurate. They produce writing of satisfactory length, however conclusions are sometimes brief and rushed.
74. The pupils with special educational needs make satisfactory progress. Their handwriting is generally neat with a mixture of print and joined script. Sentence writing is improving and the length of their work has developed soundly since September 2000. Spelling is difficult for these pupils; however, it is possible to make out their intentions.
75. The strengths of the teaching are:
- the good management of pupils;
 - the teaching of basic reading skills in Key Stage 1 and the opportunities to extend those skills in Key Stage 2;
 - the provision of a wide range of writing experiences, particularly in Key Stage 2.
- These strengths ensure that pupils' learning is at an acceptable level.
76. Overall, the quality of teaching observed is unsatisfactory. All teachers have difficulties with the pace, challenge and match of work to the levels of attainment and maturity. This has an adverse effect on pupils' learning and the progress that they make, most particularly in terms of the amount of work pupils complete and the inconsistent quality. The chief causes for these shortcomings are:
- inadequate planning that pays insufficient attention to prior learning, and the learning objectives for that lesson;
 - significant shortcomings in the judging of attainment and the use of these judgements to match the work to the pupil accurately.
- In the younger class, with pupils aged four to seven, the seven-year-olds soon lost interest because the lesson was not challenging, particularly the copying of answers from the board. In the older class, the lack of detailed judgements about levels of attainment means that individual shortcomings are not dealt with sufficiently. Pupils in Year 5, persist with inconsistencies in the quality of handwriting and spelling. Year 6 pupils are not ensuring consistently that their work is of the highest quality. The quality of marking is satisfactory: there are appropriately evaluative comments that provide clear pointers for improvement. However, these comments are not followed up sufficiently for them to promote improvement for all.
77. Management of the subject is satisfactory and improving. The co-ordinator is developing soundly a range of monitoring techniques that includes:

- observing teaching;
- tracking individual pupils by the judgements of their work;
- sampling pupils work.

These are recent initiatives that have yet to have impact on standards, but they are beginning to provide an insight into the standards pupils achieve. Judging pupils' work is also an improving picture, but, in practice, it is having little effect on the planning of further activities. Resources are inadequate, with significant shortages in 'big books' and a lack of sets of books for reading in groups. The subject meets statutory requirements.

MATHEMATICS

78. As there are small numbers of pupils in each year group attainment data has to be treated with caution. It is unwise to make judgements about the attainment of one year group as being representative of standards in the school. However, the analysis of trends over time is of value and inspection findings confirm the trends in results.
79. Average results for seven-year-olds in the National Curriculum tests of 1998, 1999 and 2000 show that the percentage of pupils reaching the expected Level 2 and above was very high. The percentage of pupils reaching Level 2B and above was well below average. No pupil achieved the higher Level 3 in the tests over the three years.
80. Overall results for 11-year-olds in the National Curriculum tests over the years 1997 to 2000 show that attainment was consistently in the bottom 5 per cent. When the attainment of pupils taking the tests in 2000 is compared with their standards as seven-year-olds, the progress made was very low and again in the bottom 5 per cent. This is a declining picture, compared to that painted at the last inspection and is confirmed by the increased range and analysis of national data.
81. By the age of seven, average-attaining pupils read and write numbers to 20. Initially they need support from the teacher to locate the correct position of a given number in a 100 square that has many blanks. Progress is good because of the help they receive and they soon see the patterns of units and tens. They recognise and name two- and three-dimensional shapes. Higher-attaining pupils write numbers to 30 in words, and use their knowledge of the 100 square to quickly find the location of a given number. They create lists of different numbers using four digits, meeting the challenge of this work that is helping them achieve well. Higher-attaining pupils draw lines of symmetry on a series of two-dimensional shapes and use accurately words such as vertical, horizontal and symmetrical. Work of a similar standard was reported at the time of the previous inspection.
82. One lesson was observed in Key Stage 2. In the mental agility session, pupils of all levels of attainment in Years 3 to 6 first count forwards and backwards in tens from a given number, in much the same way as the higher-attaining pupils in Key Stage 1 had done in their lesson. Older pupils add two three-digit numbers in their heads quite quickly, but are not asked to explain their workings. Learning opportunities are lost for all the pupils to develop skills of using and applying mathematics in everyday situations, for instance as they listen to overlong expositions about weighing using standard weights. Work from textbooks is completed easily by the older pupils who find little challenge in the work, and this hinders progress.
83. Scrutiny of pupils' work shows that insufficient progress is made between Years 4 and 6. The main reason for this is that pupils of all attainment levels in Years 3 to 6, are given similar work based on pages in a published mathematics scheme.

Consequently, there is insufficient challenge for older, higher-attaining pupils. Standards achieved by average and higher attaining pupils in Year 4 are at the expected Level 3 in number where pupils understand fractions and the values of numbers, both negative and positive. A small amount of work in shape, space and measures is at the higher Level 4. There is little evidence of using and applying number or of data handling. However, standards achieved by pupils in Years 5 and 6 are mainly at the lower than expected Level 3 and a little at the expected Level 4, which means that achievement is too low. Standards in number are generally higher than in shape, space and measures, where some work is at the well below expected Level 2 and some is at the expected Level 4. Standards for a small number of pupils are at the higher Level 5 as they learn successfully about the angles in a straight line. Data handling is at the lower than expected Level 3 with a little at the expected Level 4. There is no evidence of using and applying mathematics.

84. Key Stage 1 pupils have good attitudes. They remain interested because of the brisk pace of the teaching and the rate at which new knowledge is introduced. Pupils quickly organise themselves and they work without fuss. They try hard and are confident when working with adults and their friends. In Key Stage 2, pupils listen well and join in at appropriate times; however, there is no spark of excitement. Older pupils are keen and eager to offer answers in the mental arithmetic session when it is their turn, and they settle very quickly to their written work after the long exposition by the teacher. All pupils behave very well and are willing to help one another when necessary.
85. The exciting and valuable parts of the Key Stage 1 lessons observed meant that pupils thought and worked quickly and the quality of learning was good. For example, a stopwatch was used to see how long it took the class to name two-dimensional shapes. Furthermore, pupils were encouraged to find their own way of working out the answer in the lesson by locating the position of a number in a 100 square. Work is matched appropriately to the pupils' level of attainment and, as a result, the progress made in the lessons is satisfactory. The pace of working in the Key Stage 2 lesson was slow because too much emphasis was given to adult-led exposition and discussion. Pupils were given too little time to work on their own, investigate for themselves or consolidate what they had learned in the lesson. In both classes learning support assistants are deployed well and make a very positive contribution to pupils' learning, resulting in pupils with special educational needs making satisfactory progress. There was a similar picture at the time of the previous inspection.
86. Overall, teaching is unsatisfactory because:
 - there is no scheme of work to guide the teachers in their planning and preparation;
 - curriculum planning makes no reference to levels in the National Curriculum, and so suitable progress for pupils of all abilities cannot be ensured;
 - the heavy reliance placed on the commercial scheme of work does not provide opportunities for judging pupils' attainment and progress against National Curriculum levels. Therefore, future work is not planned in the light of prior attainment levels. This depresses standards;
 - insufficient use is made of the National Numeracy Strategy's framework that provides so much valuable support in relation to the continuity of the teaching programme and progression in pupils' learning;
 - some repetition of work is evident and this has an adverse effect on the teaching and learning of basic skills. The new headteacher is aware of this and plans to introduce a more systematic approach to curriculum planning to overcome the problem.

87. Management of the subject is unsatisfactory. The monitoring of teaching is at an early stage of development and the co-ordinator and the local education authority school improvement officer have carried out the early attempts. Developments in the teaching of the subject include greater emphasis on problem-solving and the assistance of a local authority adviser has been acquired to help with this. Training in numeracy is being provided to learning support assistants, which is a useful initiative because of the strong role they play in the classroom, particularly with the lower-attaining pupils. Resources are generally adequate. The subject meets statutory requirements.

SCIENCE

88. During the inspection, only one lesson was observed. However, a judgement about attainment is possible from that lesson, work scrutiny and discussions with pupils. The standards that pupils achieve are in line with national expectations. This is an improvement on the findings of the last inspection.
89. Although the numbers of pupils being assessed against the National Curriculum criteria is too small for the results to provide secure guidance on standards, all pupils achieved the expected Level 2 at seven years of age in the teacher assessments of 2000. The results of the national tests for 11-year-olds show that three of the four pupils reached the expected Level 4 and one of those reached the higher Level 5. Standards are not as high as they should be because:
- the curriculum is too narrow, most particularly the opportunities for investigative work;
 - there is too much repetition in the taught programme which leads to pupils repeating work, sometimes in consecutive years, and occasionally copying the same work from the board.

90. By the age of seven, most pupils recognise and identify the differences in materials such as wood and plastic. Higher-attaining pupils use their lunch box as an example of plastic being used for an everyday utility. They describe the advantages of using plastic, such as lightness and the ability to take impact and not be damaged. They comment appropriately on why plastic is more suitable than wood, for this task. Average-attaining pupils follow the same work. However their efforts are rarely completed and their level of attainment is thereby reduced. Lower-attaining pupils produce very little work. A small amount of experimental work is in evidence, and this relates to floating and sinking.
91. By the age of 11, most pupils have an adequate knowledge and understanding of forces, materials, the human body, living things, electric circuits and aspects of space. They know that heat changes materials, as in cooking; that mixtures of several materials produce compounds that are useful in everyday life, such as mortar in house building. Pupils explain correctly the relative lengths of shadows and know that the position of the sun in the sky determines the length. They know the major organs of the body and can name parts of the skeleton. This knowledge and understanding is very much a result of learning from words, rather than a range of investigative searching. All too often facts are copied from a central source by pupils at each level of attainment in Years 3 and 4. Pupils are highly enthusiastic when they describe the few investigations they carry out and they react with wonder. A good example was the lesson when they immersed a piece of chalk in vinegar and watched the eroding effect. Unfortunately, opportunities were missed to relate this to everyday occurrences such as the effect of acid rain on types of stone.
92. The one lesson observed was satisfactory. Opportunities were provided for a minority of the class to experiment with electrical circuit equipment. The remainder of the class was engaged in predicting the outcomes of their work on circuits. The teacher planned the lesson adequately, but the lack of resources slowed the overall pace of learning. Management and control of pupils were adequate and the teacher spent a lot of time working with individuals and groups, probing their knowledge and understanding with useful questions. The evidence in the scrutiny of pupils' work is that the teaching is very reliant on requiring pupils to copy out explanations and definitions and that there are few opportunities for carrying out experiments. This is a significant shortcoming in the teaching.
93. Management of the subject is unsatisfactory, mainly because there is very little monitoring taking place. The only development has been the review of standards done by local education authority officers. The breadth, balance and relevance of the curriculum are unsatisfactory, particularly in Key stage 1 and elements of work for Key stage 2, such as Earth in space and investigative work. The school is adopting the QCA scheme to help in overcoming these shortcomings. There is also an unclear focus on future developments. Assessment is unsatisfactory, however, non-statutory national tests are to be introduced from the summer 2001. The level of resources is unsatisfactory, most particularly books and equipment to support investigative work. Statutory requirements are met.

ART AND DESIGN

94. It was possible to observe only one lesson during the inspection, so secure judgements cannot be made about the overall quality of attainment, teaching and learning. Previous work in sketchbooks shows that pupils have worked on a wide range of topics, and that drawing skills have improved. Work on display around the school shows use of a satisfactory range of media, with work of a suitable standard being achieved as ancient Greek face masks are designed and made. These were produced after a very successful visit to a museum.
95. The Key Stage 2 lesson was effective and based on the design of a chair for a particular purpose, and the pupils were inspired to respond creatively because of the emphasis given to exploring and developing designs. A good working pace was maintained because of the good knowledge of the teacher and the thorough lesson preparation. The good quality overhead transparencies showing examples of designs sparked the pupils' interest. They responded by concentrating well and by making very good suggestions. A wide range of creative responses was generated as children worked in their sketchbooks.
96. Management of the subject is unsatisfactory because there has been little evidence of monitoring either teaching or pupils' work. The headteacher monitors planning on a termly basis. Judging pupils' work does not assist in the planning of further lessons. The use of 'paint' programs means that the effect of information and communication technology makes a satisfactory contribution to pupils' attainment.. These programs are a favourite with the pupils. Resources are adequate.

DESIGN AND TECHNOLOGY

97. It was possible to observe only one lesson during the inspection so secure judgements cannot be made about the overall quality of attainment, teaching and learning.
98. Key Stage 1 pupils worked very well with a local potter making and evaluating a clay 'stone pet' for a witch puppet. In a previous lesson the children had made a terra cotta head for their witch puppet, and transferred their skills to the new model. They evaluated their models as they were made, modifying them where necessary. New skills of applying features with terra cotta and china clay were quickly mastered, and very good progress was achieved because of the support provided by the three adults. Achievement was high.
99. A previous model of a slope down which a ball might roll was used as a starting point for pupils to design a new slope incorporating specific purposes. Different designs were converted into models that show satisfactory achievement. The slopes were tested as part of the evaluation process.
100. In the observed lesson the quality of teaching was good. The potter used creative and imaginative language to inspire the children to create the 'stone pets' and broom sticks that had magical properties. The pace of the lesson was very good, and this encouraged the children to try hard by using the new techniques being taught. Behaviour was very good, and children were confident in showing their models to one another.
101. Management of the subject is unsatisfactory because of the lack of monitoring. Judging pupils level of attainment is attempted satisfactorily with the design and

evaluation stages of the process. However, formal records are not kept. Resources are adequate.

GEOGRAPHY

102. Pupils' attainment at both key stages is difficult to judge because there is very little recorded work. Judgements are therefore based on discussions with pupils, a very small amount of work scrutiny and the single lesson observed.
103. At the age of seven there is insufficient evidence to judge attainment of a wide enough number of pupils. Key Stage 1 pupils follow simple directions, observe and record changes in the weather and understand and draw simple plans. They know what a 'bird's eye view' is. They have simple views about attractive and unattractive features of the environment, for instance when looking at litter around the locality of the school.
104. At the age of 11, there is insufficient evidence of pupils' work to make a safe judgement about attainment. However, pupils develop an appropriate vocabulary to talk and write about geographical features and they know key terms such as continent. Through simple local studies they have acquired a view about the environment and recognise the importance of controlling refuse if they wish to maintain their area. Studies of the locality have emphasised to pupils the importance of recycling. They discuss the impact of landscape and the weather on the quality of people's lives. They are beginning to recognise that ideas and views have their roots in the gathering of information and then forming a view from the outcome, for example, by devising a questionnaire that gathers information about how people spend their leisure time. Pupils in both key stages have good attitudes to learning and demonstrate a keen enthusiasm for their work. They show marked interest when their learning has arisen from first-hand experience, for instance when gathering the evidence. This does not happen enough.
105. On the basis of a very small amount of written work and a single lesson observation, Year 6 pupils make slow progress in their acquisition of geographical knowledge and skills, partly because they are tending to 'tutor' younger pupils. Pupils with special educational needs make satisfactory progress in relation to their prior attainment and are well supported.
106. Only one lesson was seen and teaching was judged to be satisfactory. The planning and preparation were satisfactory. The teacher used questioning effectively to judge attainment and involved the pupils in much of the discussion.
107. The co-ordinator has produced a sound policy in collaboration with her former colleagues and it is in need of reviewing. She has very little time to carry out her managerial role effectively and monitoring is restricted to reading teachers' plans. Resources are adequate and are being improved further as funds allow.

HISTORY

108. During the week of the inspection, one lesson was observed. From a scrutiny of work and discussions with pupils and teachers, attainment is judged to be in line with national expectations by the end of both key stages.
109. By the age of seven, pupils develop a simple sense of chronology and talk about similarities and differences between different periods of time, such as whether they had electric lights long ago. Studies of themselves and the school give the pupils a sense of now and then and they gain a sense of change over time, most particularly when they talk about happenings in the family.
110. By the age of 11, pupils' work about the ancient Greeks extends their knowledge of changes over time. Research done by pupils and discussion shows a good understanding of a variety of periods in history. They use the Internet effectively to find out information about famous Greeks from a range of backgrounds. Year 6 pupils have made slow, but satisfactory, progress as they have moved through the school, most particularly in the acquisition of the skills that enable them to find information. Attitudes to history, as demonstrated by the work they have done and enthusiasm with which they talk about it, are good.
111. The quality of teaching in the single lesson in Key Stage 2 was satisfactory. Pupils throughout the key stage were engaged in finding information about famous figures in ancient Greece. They used reference books, encyclopaedias and Internet to find their information. Instructions to pupils were clear and sufficient resources were provided. The teacher used questioning techniques adequately to prepare the pupils for their task. The task was not matched to prior levels of attainment or maturity of pupils. The pace of the lesson was adequate.
112. The management of the subject is unsatisfactory because there is no monitoring of teaching or the curriculum taking place at sufficiently regular intervals. Consequently, there are inconsistencies in the quality of pupils' work, most particularly the amount of writing and the quality of presentation. A concise policy provides a sound basis for the curriculum. The school uses visits effectively to enhance the delivery of the subject; for instance, to Greyfriars Museum, Lincoln to learn more about the ancient Greeks. Interesting links with other subjects came about on that visit; for instance, drama and mask-making. There is a satisfactory range of resources.

INFORMATION AND COMMUNICATION TECHNOLOGY

113. On the very limited evidence of two short observations, standards are below expectations at age eleven. Achievement is unsatisfactory. This was the case at the time of the previous inspection. There is evidence of computers being used soundly to support learning in other subjects, for instance art and history. However, this is too narrow a range. There is insufficient evidence to make a secure judgement about teaching.
114. In an early morning activity before the formal start of the day, five Key Stage 1 pupils used the mouse pointer to control a suitable 'paint' program. They selected backgrounds and talked about how to give 'print' commands to the computer. The children worked very well together in pairs and, when one became upset, the others

showed great kindness by showing an understanding of the feelings of others. Work was soon resumed, with the children continuing to support one another.

115. During a good art lesson in the Key Stage 2 class, pairs of pupils worked with similar paint programs to design a chair for a specific purpose. One more experienced pupil in each pair helped the other. When necessary the pairs sought help from the class teacher or from a more proficient peer. The children used the mouse pointer to select the required drawing tool, a colour from the palette, to draw the chair, and to apply suitable designs from a bank.
116. In a Key Stage 2 history lesson, pupils used the Internet and computer encyclopaedias adequately to find information about famous ancient Greeks such as Draco, Alexander the Great and Sappho. Pupils in Years 4, 5 and 6 have sound knowledge, skills and understanding in the use of the mouse, toolbars and Internet to access the information they require.
117. The management of the subject is unsatisfactory. The co-ordinator has not done any monitoring of teaching and the level of planning in the subject is inconsistent across the school. The co-ordinator accepts that standards in the school are largely dependent on the input from home. Overall, the curriculum is inadequate, mainly due to insufficient coverage in other subjects. However, the co-ordinator and learning support assistants are keen to improve their skills and knowledge and have sought and received appropriate training. Furthermore, the school is beginning to use the facilities set up by the local education authority, for example its news' web site. Assessment is unsatisfactory, but the co-ordinator is developing a portfolio of pupils' work that will provide guidance on standards. The content of the curriculum includes all of components required by the National Curriculum.

MUSIC

118. Attainment at the end of both key stages is in line with national expectations and achievement is satisfactory.
119. In assemblies and in lessons, pupils sing competently with good tone and accurately pitched voices. They know a range of suitable hymns and enjoy singing these to the accompaniment of a compact disk player. In both classes pupils listen intently to recorded music, developing expected skills of appreciation. Older pupils recognise music played on a range of instruments, for example a church organ, and are beginning to know the names of important composers.
120. In the Key Stage 2 lesson, pupils listened carefully to a recording of the pitch of different 'pans' in a steel band, and were learning to recognise them when played alone and as a chord. As they listened to the song 'Mango Walk' they kept the main rhythm, then doubled the tempo. The song was sung in one and two parts before pupils composed suitable rhythms with percussion instruments to accompany the song. The quality of singing has improved since the previous inspection.
121. Overall, the teaching is good, using a range of techniques for revision and for introducing new work at a suitable pace. This meant that pupils were fully involved in the lesson and made progress. One confident pupil led the singing of half the class during the two-part song, and this encouraged all pupils to try hard and enjoy their work. The range of instruments enabled pupils to work cooperatively in groups, negotiating suitable rhythms to create and practise.

PHYSICAL EDUCATION

122. Only a very small part of the overall work in the subject could be observed: movement and dance. Consequently, it is not possible to make a secure judgement about the overall standards of attainment, teaching and learning.
123. The main restriction on the work is the hall. It is badly shaped: too long and narrow; it is also a classroom and the assembly hall; all of the furniture cannot be moved out for lessons to take place. This reduces time and opportunity for those lessons and is unsatisfactory.
124. On the basis of the lessons seen, seven-year-olds are agile, move around the hall in time to the music being played and show awareness of the space around them. Pupils control their bodies well; for example, rolling into a ball, unrolling and they can model movements in time to the music. They have lively imaginations that foster a good attempt at portraying weightlessness as they near the moon in their rocket. By the age of 11, pupils sustain vigorous exercise during the challenging warm up; they know the reasons for feeling different after this exercise; for example perspiration and increased heart rate. Pupils are competent dancers; they know the steps and interpret the music well. However, opportunities are limited by the lack of space in the hall and this means that pupils are unable to make the appropriate rate progress.
125. Teachers work hard to overcome the limitations of the accommodation. In the lessons observed, management and control were satisfactory. Warm-ups are enthusiastic and challenge pupils. This leads to them expending a lot of energy. In the junior dance lesson pupils showed good attitudes to their work and this ensures that there are few inhibitions, few interruptions and an ethos of enjoyment and endeavour.
126. The school is well aware of the weaknesses promoted by the inadequate accommodation. However, the headteacher successfully supports in-class work with a wide variety of extra-curricular activities which include benefiting from the involvement of expert coaches. Management of the subject is satisfactory, and the co-ordinator monitors planning. Records, teachers' planning and discussions with pupils all indicate that the curriculum is fully available.