

INSPECTION REPORT

FALDINGWORTH COMMUNITY PRIMARY SCHOOL

Faldingworth

LEA area: Lincolnshire

Unique reference number: 120445

Headteacher: Mr. Adrian Jones

Lead inspector: Dr. Alan Jarvis

Dates of inspection: 13th – 15th June 2005

Inspection number: 266815

Inspection carried out under section 10 of the School Inspections Act 1996

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INFORMATION ABOUT THE SCHOOL

| | |
|------------------------------|--|
| Type of school: | Primary |
| School category: | Community |
| Age range of pupils: | 4-11 |
| Gender of pupils: | Mixed |
| Number on roll; | 54 |
| School address: | Faldingworth Market Rasen Lincolnshire |
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| Appropriate authority: | The Governing Body |
| Name of chair of governors: | Mr. A Clack |
| Date of previous inspection: | 5 th June 1999 |

CHARACTERISTICS OF THE SCHOOL

The school serves the rural village of Faldingworth and the surrounding area. The current headteacher has been in post for just over two years. Most pupils are bussed in from local villages whilst others live within walking distance to the school. It is much smaller than most other primary schools. It has three mixed-aged classes. Standards on entry are broadly average. Reception children and those in Years 1 and 2 are taught in one class; Year 3 and Year 4 pupils in another and Year 5 and 6 pupils in the oldest class. There are fewer pupils than at the last inspection, but numbers have now stabilised and are anticipated to rise. In a typical year, slightly more pupils than normal join or leave the school. Overall, the pupils' socio-economic backgrounds are broadly average but there is a little disadvantage. All the pupils are from white British backgrounds. The proportion of pupils on the register of special educational needs is well above average. Most have been identified as needing support with specific learning difficulties, but others have dyslexic, speech and communication, autistic or other needs. Four pupils currently have a statement of special educational needs. The school works closely with its local cluster of primary schools and with its nearby secondary schools.

INFORMATION ABOUT THE INSPECTION TEAM

| Members of the inspection team | | | Subject responsibilities |
|--------------------------------|-------------|----------------|---|
| 2711 | Alan Jarvis | Lead inspector | Foundation Stage Science Information and communication technology (ICT) Design and technology |
| 19446 | Susan Wood | Lay inspector | |
| 28009 | Ruth Allen | Team inspector | English Mathematics Religious education Art and design Geography History Physical education |

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

Faldingworth is a satisfactory and improving school. It is in good heart after going through a difficult period. It has the confidence and backing of parents and is starting to fire on all cylinders again. Standards are improving. Pupils achieve satisfactorily because of the positive impact of much good teaching and effective leadership and management. However, a sound rather than good curriculum and patchy assessment systems are limiting higher achievement. It offers satisfactory value for money.

The school's main strengths and weaknesses are:

- The school is very well led and it is taking the right action to raise standards.
- Pupils' very good behaviour and good attitudes support the effective climate for learning.
- Standards in writing, mathematical and scientific enquiry are not yet high enough.
- Parents play an influential role in the life and work of the school.
- Provision for pupils with special educational needs is good with some very good features.
- Insufficient use is made of assessment to plan challenging work or help pupils improve.
- The curriculum in the foundation subjects and the role of curriculum co-ordinators require further strengthening.

Improvement since the last inspection has been satisfactory, primarily as a result of the effective improvements made in the last two years that were initiated by the current headteacher. Most key issues have been tackled well. Standards in ICT and mathematics are improved, the school is better led than it was, provision for pupils with special educational needs is improved, there are more extra-curricular activities, links with parents are much better and governance is more proactive. However, staff changes have meant patchy progress has been made in improving systems of assessment and developing the role of subject co-ordinators. There is a good capacity to improve further.

STANDARDS ACHIEVED

| Results in National Curriculum tests at the end of Year 6, compared with: | all schools | | | similar schools |
|---|-------------|------|------|-----------------|
| | 2002 | 2003 | 2004 | 2004 |
| English | E | D | C | C |
| Mathematics | E | E | C | B |
| Science | E | E | D | D |

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

Some caution is needed when analysing test results because of the small number of pupils involved. Pupils did not do as well as they should have done in 2002 and 2003 as these year groups felt the adverse effect of staff changes. Results picked up last year because of the improvements made by the current headteacher. Results were average overall and pupils did as well as their peers in similar schools. They were best in mathematics and weakest in science.

Achievement is satisfactory overall. Pupils with special educational needs achieve well whilst other groups achieve satisfactorily. Children in the reception class are achieving satisfactorily in all areas of learning and they are likely to reach the goals expected for their age by the end of the year. Standards in Year 2 are below average in writing but average in reading and mathematics. Overall,

this represents satisfactory achievement in terms of pupils' capabilities from an average starting point on entry. Standards in Year 6 are average overall in English, mathematics and science, as they were in the 2004 national tests. However, standards in some aspects of these subjects are stronger than others. Standards in ICT and religious education are also average. Both groups of pupils have experienced too many changes of staff during their education. This has inevitably affected their achievement in the past. However, this year's "value-added" indicators show that almost all achieve at least as well as would be expected, both from their prior attainment in Year 2 and compared to their peers in similar schools. The indications are that standards in other subjects are broadly average, although uneven, and achievement is satisfactory.

Pupils' personal qualities, including their spiritual, moral, social and cultural development, are good. Their attitudes are good and pupils take a full part in all the school offers. Behaviour is very good at all times. Pupils attend regularly, there is very little unauthorised absence. Punctuality is good.

The school provides a satisfactory quality of education. Teaching is satisfactory overall. The reason why management is better than teaching and achievement is that there is a time lag. Some of the steps put in place to improve teaching and achievement have yet to fully impact. Lessons are clearly planned. Support staff are used well to support pupils' learning. There is good teaching in all year groups but it is not always consistently good. The impact of this that pupils do not now underachieve but it needs to be consistently effective before all groups achieve well. Pupils with special educational needs are challenged well; other groups are soundly challenged but are capable of more. Assessment is reasonably secure in English and mathematics but it is not used well enough to set individual targets for pupils. In other subjects, assessment is at an early stage of development. Marking is inconsistent in its quality. The school is aware that the curriculum, whilst satisfactory, is not yet as well balanced and developed as it might be. There is a good emphasis on English and mathematics and due attention given to science, ICT and religious education. All other "foundation" subjects are covered adequately. However more vitality needs to be injected into the curriculum and links between subjects need to be strengthened. The school is committed to inclusion and pupils with special educational needs are well catered for. Good accommodation, good enrichment of the curriculum and small class sizes are all enhancing pupils' learning experiences. However, the learning environment in the Foundation Stage, whilst satisfactory, does not foster learning through play as well as it might. Pupils' personal development is well supported by the good care they receive, the effective and growing involvement of the school council and the wider opportunities provided by good links with the community and other schools. A very active "Friends of Faldingworth School" do much to support the school.

LEADERSHIP AND MANAGEMENT

Leadership and management are good. The governors and headteacher have successfully led the school out of a difficult period. The school improvement plan is "spot on" and sets out a rigorous, well-prioritised programme of action. Provision for pupils with special educational needs is effectively co-ordinated. The headteacher has fostered a shared determination to improve amongst other staff. The new staff are making a valuable contribution to developments but their co-ordination roles need attention in order to provide a greater spur to improvement, as too much load is currently carried by the headteacher. Much of the governors' committee work, such as community relations and financial management, is of a good quality. Statutory requirements are met.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents are very satisfied with the school. They say it is a school "on the up!" Most say the school inspires confidence, they are warmly received and many more opportunities are now

being offered. Pupils are pleased to be at school and enjoy their work. They particularly like working on the computers and their involvement in making it a better school. Some say their work could be harder.

IMPROVEMENTS NEEDED

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

- Continue to raise standards in writing and mathematical and scientific enquiry.
- Strengthen assessment across subjects and its use to improve standards and achievement.
- Enhance co-ordinators' management of subjects and other work.
- Fully implement the planned improvements in the curriculum in the foundation subjects.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning and subjects

Achievement is a measure of how well pupils are doing, taking their progress and their capability into account.

Standards are average in reception, Year 2 and Year 6. Overall, achievement for each year group is satisfactory with many pupils making up lost ground in the past year.

Main strengths and weaknesses

- Standards have recovered from low levels in both Year 2 and Year 6 and are average overall.
- Standards in writing are below average and the weakest area of English.
- Although improved, pupils do not achieve as well in mathematical problem solving and scientific enquiry as well as in other areas of these subjects.
- Pupils with special educational needs achieve well whilst other groups achieve satisfactorily.

Commentary

1. Children enter the reception class in the autumn term of the school year in which they have their fifth birthday. They follow a programme of work in six areas of learning before starting their national curriculum work in Years 1 and 2. Their attainment on entry is overall as expected for their age, but inevitably the attainment on entry varies from year to year, as the year group size is small. The five children in the current class are likely to reach average overall standards in all areas of learning, but with writing being a weaker area. Achievement is satisfactory but not yet good. This is because the learning environment, choices given to pupils and challenge, whilst sound, need to be further improved.

The table shown in this section gives average point scores for pupils. Each level in the national curriculum is given a number of points. Pupils are expected to move on one point every term. So, if a school's points are one point above the national, their pupils are, typically, a term ahead. Caution is required in looking at the results as the numbers in the school are small.

Standards in national tests at the end of Year 2 – average point scores in 2004

| Standards in: | School results | National results |
|---------------|----------------|------------------|
| Reading | 14.6 (15.5) | 15.8 (15.7) |
| Writing | 11.8 (14.5) | 14.6 (14.6) |
| Mathematics | 15.0 (16.8) | 16.2 (16.3) |

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

2. The table reflects how standards have been declining in the Year 2 national tests. Results in 2004 were all lower than they were in 2003, even taking into account

differences between the two groups of pupils. In 2004, standards were well below average in reading, writing and mathematics. Despite some good measures starting to be put into place by the headteacher, staff changes had inevitably adversely affected standards and achievement.

- Standards and achievement have recovered in the current Year 2. This year group has had four teachers. This has inevitably impacted on their achievement, resulting in some ground being lost earlier on. However, the more stable teaching they are now receiving and the strong focus given to improving standards are starting to pay off. Standards are average in reading and mathematics. They are below average in writing because this is often taught in isolation. This remains a key area for future work. Most pupils are now achieving satisfactorily in these areas.

Standards in national tests at the end of Year 6 – average point scores in 2004

| Standards in: | School results | National results |
|---------------|----------------|------------------|
| English | 27.0 (26.1) | 26.9 (26.8) |
| Mathematics | 27.5 (24.9) | 27.0 (26.8) |
| Science | 28.0 (26.1) | 28.6 (28.6) |

There were 30 pupils in the year group. Figures in brackets are for the previous year.

- Standards in Year 6 fell dramatically just after the last inspection. Although pupils generally start school with broadly average standards the test results in 2001 to 2003 showed standards which were well below average overall. Thus, underachievement was prevalent. The reasons for this were several changes in headteacher, constant staff turnover and under-developed schemes of work and systems for tracking pupils' progress.
- The table shows a marked improvement in standards in 2004. This has been sustained this year, despite pupils in Year 6 having been taught by seven teachers in all through the school. In the current Year 6, standards are average in English, mathematics, science, ICT and religious education. Achievement is satisfactory in these subjects, taking into account pupils' attainment on entry and results in their national tests in Year 2. However, pupils achieve better in some areas of these subjects than others. It is these weaker areas that the school needs to continue to focus on to further improve standards and achievement. Standards in writing are weaker than reading and speaking and listening in all years. In mathematics and science, pupils do not do as well in their investigations as in other areas of the subjects because they do not receive the priority they should. Pupils are now achieving well in ICT in their work on word-processors, databases and spreadsheets and have developed a sound understanding of how computers are used in the world outside school. Pupils now have effective experiences of using computers to monitor and control other devices - an area that was under-developed at the last inspection. In religious education, pupils meet the standards of the "Lincolnshire Agreed Syllabus," including an understanding of a range of other faiths and beliefs. In the other "foundation" subjects, the indications are that standards are broadly average, although some above average work was seen in art and design.
- The one group of pupils who achieve well are those with a special educational need. There are examples of some achieving very well either academically or in their personal development considering their starting points, emotional and other needs and

capabilities. The reasons for this are the very careful identification of the support they need, effective support in class, intensive teaching when they are withdrawn from lessons and the good support given by many parents. Although few lower, average and higher attaining pupils now underachieve, their achievement is satisfactory rather than good. This is because similar work is given in many lessons to pupils of differing ability, which limits the challenge they have.

- Parents are pleased with the progress their children are now making. The inspectors agree that the pupils are no longer underachieving. Overall, achievement is being helped by the very good leadership of the headteacher, good support from governors, small class sizes, the good ethos for learning, the good care given to pupils and better teaching throughout the school. Under-developed assessment systems and the role of subject leaders are important factors hindering better achievement.

Pupils' attitudes, values and other personal qualities

Pupils behave very well and have good attitudes to their learning. Their spiritual, moral, social and cultural development is good overall. Attendance is satisfactory. Punctuality is good.

Main strengths and weaknesses

- Pupils arrive in good time for lessons and play a full part in all the school offers.
- Pupils behave very well at all times, enjoy their lessons and are keen to do as well as they can.
- In this all-white school, pupils are well prepared for later life and Britain's culturally diverse society.

Commentary

- The school's attendance figures are below the national average. Pupils enjoy coming to school. Most attend very regularly and some have a 100% record. However, as there is only a small number of pupils in the school, poor attendance, from even one or two pupils, skews the overall statistics. Pupils arrive in good time to enable a smooth and prompt start to the school day. The school is working hard to promote good attendance. Contact is made on the first day of any absence on the few occasions when information is not promptly received from parents to explain their child's absence. More parents take advantage of reduced holiday rates during term time, which is impacting on the school's overall attendance figures.

Attendance in the latest complete reporting year (%)

| Authorised absence | | Unauthorised absence | |
|--------------------|-----|----------------------|-----|
| School data | 6.1 | School data | 0.0 |
| National data | 5.1 | National data | 0.4 |

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

- Adults in the school act as good role models. This contributes to the very good relationships that are seen throughout the school, where pupils show respect for the values and feelings of others. Pupils are very polite to visitors. They are happy to show others their work and talk about their experiences in school. High expectations of good behaviour are clearly displayed throughout the school and clear class rules support the school aims. The majority of pupils behave well in classrooms and often very well

when the teaching is effective and the pupils are engrossed in their learning. Pupils say there is very little bullying but if ever it occurs it is nipped in the bud. One pupil was excluded for a short period of time last year for poor behaviour. Pupils move around the school in an organised and calm manner. They play very well together in mixed age groups at break times and enjoy the play equipment, which promotes organised and structured play.

Ethnic background of pupils

Exclusions in the last school year

| | | | |
|---|----------------------|-----------------------------------|--------------------------------|
| Categories used in the Annual School Census | No of pupils on roll | Number of fixed period exclusions | Number of permanent exclusions |
| White-British | 54 | 1 | 0 |

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

10. Pupils show interest in their work, try hard and enjoy making discoveries. They listen closely to the teacher and their peers and are eager to answer questions, offer ideas and take part in discussions. They remain on task in lessons and are confident to share their views or work with others. Whether pupils work as individuals, in pairs or groups they concentrate hard and organise themselves well. However, the lack of opportunities provided for the older pupils to work independently, and for the younger children to make choices, limits better achievement.
11. The personal development of pupils is a strong focus of the school. Opportunities are provided for pupils to share and reflect on their work and feelings. Assemblies are a calm and very well-structured time to share and think of others. During the inspection, the theme of "Who Am I?" focused on the varying cultures around the world. Pupils are given responsibilities as named monitors and helpers throughout the school, and are able to show initiative in raising money and caring for others. Recently, this has included charities such as NSPCC, the Tsunami Appeal, Sports Relief and the Blue Peter Appeals, which helps to raise pupils' awareness of those less fortunate than themselves. The personal, social, health and citizenship education taught in the school alongside circle times ensures sensitive issues are raised and considered with the pupils, and this helps reinforce their social and moral knowledge. Pupils clearly know what is right and wrong, the school rules and that bullying or other inappropriate harassment will not be tolerated by the school. A wide range of opportunities are given to pupils to enable them to appreciate their own culture and also that of others. Even though all pupils are from a White British background, work is displayed on various cultures and this helps pupils prepare for the diversity of the wider world in which they live. The school does well in this respect but has firm plans to further strengthen this aspect of provision.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The school provides a satisfactory quality of education. Teaching and learning are satisfactory over time but more good teaching is now helping to raise standards. However, assessment is unsatisfactory. The curriculum has improved and is satisfactory but it is enriched well and supported by good staffing levels and good accommodation. Pupils' personal development is well supported by the good care they receive, the effective and growing involvement of the school council and the wider opportunities provided by good links with the community and other schools.

Teaching and learning

Teaching and learning are satisfactory overall. Assessment is insufficiently developed.

Main strengths and weaknesses

- There is good teaching in all year groups but it is not always consistently good.
- Insufficient use is made of assessment in planning pupils' work or helping them to improve.
- Pupils with special educational needs are challenged and supported well in their learning.
- Teachers' expectations are too low in pupils' recorded work in the core subjects.

Commentary

Summary of teaching observed during the inspection in 25 lessons

| Excellent | Very good | Good | Satisfactory | Unsatisfactory | Poor | Very Poor |
|-----------|-----------|------|--------------|----------------|------|-----------|
| 0 | 0 | 13 | 12 | 0 | 0 | 0 |

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

12. Parents say that teaching has improved in the last two years. The inspectors agree. The table shows that about half the lessons seen were good. The remaining lessons were satisfactory but often had some good aspects of teaching within them. Teaching is not as consistently good as in the last inspection because of the impact of a number of staff changes over a short period of time. This situation is now more stable. The headteacher is ensuring that staff are working well as a team and honing their teaching skills. The reason why much of the teaching seen was better than achievement is that there is a time lag. Some of the steps put in place have yet to fully impact.
13. Good lessons were seen in all year groups. For example:
 - A well organised ICT lesson involving the reception children and pupils in Years 1 and 2 catered well for a diverse range of pupils in which they rotated around several tasks.
 - In a Year 3 and 4 science lesson about food chains, a good pace to learning was maintained because the teaching was enthusiastic, varied and lively.
 - In a Year 5 and 6 ICT lesson good subject expertise was brought in from beyond school and pupils used specialist equipment to effectively learn how to control traffic lights.
 - The use of interesting strategies and resources stimulated pupils' interest and imagination, as in creating a Diwali party in religious education in Year 3.
14. However, the combined teaching and learning over time in most subjects is satisfactory. There are several reasons for this:
 - Learning has inevitably suffered from the impact of staff changes; pupils still have some ground to make up from the more fragmented learning they had in the past.
 - There is still quite a proportion of satisfactory teaching; in these lessons pupils learnt at an appropriate level but the pace and timing were slower than in the good lessons.

- In the Foundation Stage, although a well-ordered atmosphere is maintained and suitable activities are set, the children do not effectively extend their ideas and skills through play.
 - In the main school, teachers are often accepting untidy and unfinished work.
 - Most pupils work on the same task regardless of ability. As a result, lower attaining pupils find the work too hard and higher attaining pupils are capable of more.
 - Too much emphasis on filling in worksheets in English, mathematics and science limits the development of writing skills.
15. Teachers use their teaching support assistants consistently well. This can be by supporting groups or individuals. Teaching by the outside specialist support staff to provide one-to-one support for pupils is very good. This is skilful, confident and really focuses on the learning needs of each individual. Teaching assistants help pupils with special educational needs to be fully included in lessons. They are fully involved in the planning of an appropriate curriculum for these pupils and support their learning very well in lessons. Consequently, these pupils are effectively challenged in their work, are keen to do well and succeed.
16. New assessment procedures have been introduced by the new headteacher, as those he inherited needed strengthening. Satisfactory use is made of the Foundation Stage Profile to inform planning. Assessment is becoming secure in English and mathematics but has not yet been fully introduced in other subjects. As a result, not enough is known about what individual pupils can and cannot do. Consequently, teachers cannot easily set different work for different groups of pupils and the challenge given to the lower, average and higher attaining pupils is sound rather than good. The higher attaining pupils in Year 6 also say they could do harder work. A new policy for marking has been introduced. Although there are some good examples in which pupils are given a clear idea of where they do well and what they need to do to improve, this is not yet being consistently implemented across the school. Where good marking is not being used, work is left unfinished and uncorrected. In English and mathematics, pupils are given a set of levelled targets to work towards over a period of time. These are reviewed at the end of each term. The school has not yet introduced individual targets for pupils in these subjects.

The curriculum

The curriculum is satisfactory. Opportunities for enrichment throughout the school are good. The accommodation, staffing and resources are good but staff turnover has slowed developments.

Main strengths and weaknesses

- The curriculum has a good emphasis on English and mathematics, but is not yet as well balanced as it might be.
- The curriculum for pupils with special educational needs meets their needs well.
- Pupils benefit from a good range of extra-curricular activities.
- The Foundation Stage learning environment, although sound, needs enlivening.

Commentary

17. The curriculum meets statutory requirements, including the need to teach sex and relationships education and awareness of drugs. The curriculum in English and

mathematics has been considerably strengthened to help raise standards and there is a more consistent approach to planning. While the English and mathematics curriculum is becoming well established across the school, pupils' use of literacy and numeracy in other subjects is underdeveloped. The school is aware that pupils' writing skills need strengthening across all year groups and that more opportunities should be provided for pupils to engage in investigative work in science and mathematics. The curriculum in ICT is good because of the improved resources and the many more opportunities provided for pupils to use their skills across the curriculum. All pupils study religious education. The strengthening of these "core" subjects is starting to pay dividends.

18. All other "foundation" subjects are covered adequately. These have not been given the priority that the core subjects have but a new planning framework is now in place. Each of these in turn is receiving attention in order to bring a better balance to pupils' experiences, add vitality and strengthen the links between subjects. Currently, the strongest subjects are art and design and physical education. Pupils' personal development is given a good priority. This has a very positive effect on the good attitudes and very good behaviour that are evident throughout the school. Pupils are now using these skills well to support their learning.
19. Curriculum support for pupils with special educational needs is good. There is a very clear process of diagnosis by the co-ordinator and class teachers. A major strength is the high quality of the individual education plans (IEPs) that are drawn up and the associated programme of work that is put in place to match pupils' individual needs. Targets are regularly monitored, reviewed and assessed and promote effective learning. The high numbers of support staff are well trained and help ensure pupils have full access to the full curriculum.
20. For a school of this size, pupils have the opportunity to attend a wide variety of after-school clubs such as cookery, African drumming, "Dutch", crafts and newspaper club. Sports activities include football and netball. Visitors to the school include the local minister who re-enacts a Christian baptism and a Tudor musician. Visitors have also included other musicians and a theatre company. Pupils clearly enjoy these activities and feel they learn a great deal from them. The school is active in this small village and the local church and uses these valuable community resources well to enhance the curriculum in school.
21. Staffing is much more stable after a period of difficulty and rapid staff turnover. The headteacher is now able to build a solid team who can focus on the key priorities for improvement. Teachers have worked hard to create lively displays and well-organised classrooms for the mixed age classes, which have relatively few pupils. Resources are good in most subjects. However, the learning environment in the Foundation Stage is less well developed and this limits children's choices and opportunities for structured play.

Care, guidance and support

Pupils' care, welfare, health and safety are good. The school provides pupils with sound support and guidance but takes good account of their views.

Main strengths and weaknesses

- Staff are vigilant in ensuring pupils are well cared for.
- Induction is good and pupils are given good personal guidance when needed.
- Although only in place for a year, much has already been achieved by the school council.

Commentary

22. Pupils and parents say this is an area of strength in the school and the inspection team agrees. Pupils feel confident that they can approach any adults with concerns and worries. These are listened to and dealt with sensitively and quickly. There are clear procedures in place for the health, safety and welfare of all the children, including appropriate child protection procedures, that ensure the school provides a very caring and safe environment in which pupils can learn and develop into mature young people. Procedures are in place during outside play to ensure the safety of pupils by good supervision in the large play area. Pupils are well known to all staff and their personal circumstances are well provided for. Those with special educational needs are regularly monitored and their individual needs met well. The school has developed very good links with a range of external agencies to help support the children and their families appropriately.
23. The youngest children are sensitively introduced to school life as they settle into the daily routines of the school, and this is a view shared by parents. These routines include home school visits prior to their entry into the reception class and half-day visits for parents and children to school, and they are supported by well-presented information. Systems are in place and followed to ensure the smooth transfer of pupils from other schools mid term, and they are partnered with a friend to help them settle to the new routines of their school. Adults in school are sensitive to the individual needs of all its pupils and work hard to ensure that they are fully met.
24. Each teacher knows their pupils well. They guide their learning through commenting on work during the lessons, targets set in annual reports to parents and weekly recognition of good work in whole-school assemblies. Although there are no formal written procedures linked to assessment to support this monitoring, in this small school, any issues are quickly identified and followed up. Records are kept of incidents of inappropriate behaviour and comments and recognition are shared with the whole school when pupils show they are caring and sensitive to the needs of their peers. Improved and sound systems for tracking pupils' progress are helping teachers to better guide pupils' academic progress. Pupils with special educational needs are well known to staff and the good care given effectively contributes to their good achievement.
25. Members of the school council are elected from each class to enable all views to be shared and acted upon. Since it was set up they have already impacted on the life of the school through discussing the need for improved playground facilities. This resulted in new playground markings and the choosing of new play equipment such as the popular space hoppers. Also, "I'm too scared to tell teacher" boxes have been introduced into classrooms to enable children to share their feelings confidentially, if they have concerns or worries. The council is currently looking at introducing water in classroom for pupils to drink during the school day. It is guided by a member of staff, and as no formal appointments such as a chair or secretary have been made. This would increase pupils' sense of ownership.

Partnership with parents, other schools and the community

The school has a very good partnership with parents. There are good links with the wider community and effective links with other schools.

Main strengths and weaknesses

- Parents play an influential role in the life and work of the school.
- The school is outward looking and effective links have been developed with the community.
- Active partnerships with local schools support pupils' all-round education.

Commentary

26. The school has an open door policy and works hard to encourage parents to take part in its life. Regular newsletters, the parents' notice board, the school prospectus and other information informs parents about routines and events in school. Parents are given information on the curriculum being taught in each class alongside homework expectations. This enables parents to support children in their learning. Opportunities are given to take part in school-based workshops, such as mathematics or health education, and attend assemblies, and school productions are very popular and much appreciated. Parents receive an annual written report, which informs them of the areas studied, what children know and targets for improvement. There is limited information on how well their child has achieved in comparison with children of similar age. Parents are able to speak to staff any time alongside the three parent teacher consultations a year, to discuss any queries or concerns.
27. The Friends of Faldingworth School are a very hard working group who arrange a wide range of social and fundraising events for parents and the local community. They have recently held fairs, bingo and beetle drive evenings and the soup lunch which is proving to be a community favourite. The new play equipment for reception, science equipment, books and a range of electrical equipment are helping to enrich the curriculum and raise standards.
28. The governors have set up a committee to focus on developing links with the community. This is proving successful and many occasions are now school and community events, such as local fairs, use of the church, sharing of gifts at harvest, and carol singing at the local residential home for the elderly. The group are improving the image of the school and have set up a school website. They are keen to share school success with all in the community. They are trying to develop links with the wider community, such as the links with the veterans of the Polish Air Force who were based in Faldingworth in the Second World War. Local celebrities have opened school events. Good links have been established through sponsorship for the school from a local businessman and also through the educational partnership in promoting the recent science week.
29. The headteacher has developed effective links with neighbouring schools for sport. The school also shares Market Rasen School's swimming pool and ICT suite. Staff regularly have joint meetings with local cluster group teachers to help share good

practice. Good relationships have been forged with the De Aston secondary school, where most pupils will transfer to.

LEADERSHIP AND MANAGEMENT

Leadership and management are good overall. The headteacher provides very good leadership. That of other key staff is satisfactory overall but the role of subject co-ordinators is insufficiently developed. Management is good. Governance is good.

Main strengths and weaknesses

- The governors and headteacher have successfully led the school out of a difficult period.
- The school improvement plan is “spot on” and sets out a rigorous programme of action.
- The management of subjects and other work by other key staff is insufficiently developed.
- Provision for pupils with special educational needs is effectively co-ordinated.
- Governors’ committee work has improved and much is of a good quality.

Commentary

30. Parents say that the school is well led and managed and it is a “school on the up!” The inspectors agree. The school has been through a difficult period because there was no permanent headteacher. During this period, it had not developed as it should and many of the essential management structures and policies were weak. Much has happened for the better in the last two years. The headteacher has astutely identified areas for improvement. With the help of other staff and governors, a series of realistic and well-prioritised improvement plans have focused on what matters most. As a result, there is a common sense of purpose in the school community, a good climate for learning has been established and pupils no longer underachieve. However, achievement is not yet good. This is because the good steps that have been put in place are still to fully impact on standards and more work needs to be done on teaching, assessment, the curriculum and improving the role of co-ordinators.
31. Good management systems are in place which are helping the school improve. For example:
 - The school has contributed to and drawn well on a “best value” review which has effectively informed the school development plan and highlighted the good progress being made.
 - Good arrangements for appraising the performance of staff are in place and annual development targets are closely linked to the school’s developments.
 - Policies on managing behaviour, planning and assessment are all improved, consistently implemented and having a good impact on pupils’ personal development and learning.
32. Governance has improved, following a period in which many felt they were not fully involved in setting the school’s direction or in key management decisions. They receive clearer and more frequent information, both from the headteacher and their regular visits to discuss progress with staff. As a result, their committee work is well informed and they have a clear understanding of the strengths and weaknesses of the

school. For example, the effective community relations sub-committee is helping to raise the school's profile and highlight the improvements being made and the increased educational opportunities being provided.

33. In this small school, constant staff changes have meant that it has been difficult to assign staff to lead and manage subjects or other areas of work. Only literacy is currently co-ordinated by a member of staff. This year the headteacher has decided to lead developments and allocate tasks which have been identified on the school development plan between other staff. In the short term, this is helping the new staff prioritise their time, help bring about key improvements and develop important management skills. However, their co-ordination role is insufficiently developed and the load of the headteacher is currently too heavy in this respect.
34. However, one member of staff effectively oversees provision for special educational needs. Provision has improved since the last inspection. A very good feature is the precision and quality of documentation kept. However, more formal evaluations of the successes of provision and the achievements of the pupils need to be more clearly pinpointed. Good links have been forged with parents, who are well informed about the support their children receive.
35. Finances are on a good footing. A falling school roll has put a strain on the budget. However, rigorous and much improved monitoring by the governors ensures that planned expenditure is judiciously aligned to the income the school receives. The maintenance of good staffing levels, a prudent contingency and careful costing of the school development plan exemplify the efficient financial management now in place. In this small school, satisfactory value for money is provided, based a broadly average income and satisfactory effectiveness.

Financial information for the year April 2004 to March 2005

| Income and expenditure (£) | |
|----------------------------|---------|
| Total income | 213,814 |
| Total expenditure | 222,612 |
| Expenditure per pupil | 3,590 |

| Balances (£) | |
|--|--------|
| Balance from previous year | 42,130 |
| Balance carried forward to the next year | 33,332 |

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

36. Provision in the Foundation Stage is satisfactory; it was good at the last inspection. Direct comparisons are difficult because the expected curriculum has changed so much in the intervening years and there have been several changes of staff. Overall, leadership and management are satisfactory. Although staff changes have affected the pace of development, the headteacher has ensured that reasonable progress has been made during the past year in improving resources, providing staff training, and strengthening links with parents.
37. Achievement, teaching and learning are satisfactory across all areas of learning. There are several factors limiting higher achievement. However, the balance between teacher-directed activities and those which develop learning through play, whilst sound, is not as effective as it might be. The member of staff who oversees the Foundation Stage has recently joined the school and her brief to fully lead and manage this important stage of learning is not yet established. For example, there is no development plan to guide improvements. Learning activities are soundly planned between the teacher and teaching assistant but their delivery is stronger when the teacher is directly involved.
38. Small numbers of children attend the reception class. This year there are five children. They learn alongside pupils in Years 1 and 2 in a small mixed-age class. During the inspection, the theme for learning was "Noah's Ark".

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Main strengths and weaknesses

- Children generally follow class routines well, and work and play well together.
- Insufficient opportunities are provided for children to work independently or make choices.

Commentary

39. The children achieve satisfactorily overall because the teaching and learning are sound. Children are friendly, supportive and relate well to adults and to their peers. All children are equally valued. This is helped by the small class size, the good relationships and the care shown to the young children by their peers in Years 1 and 2. In most activities guided by the teacher, they rarely called out of turn and most listened carefully. Pupils collaborate well with the adults and co-operate well on the activities that are provided. A sound, if somewhat cramped, learning environment has been established. However, the area dedicated to the reception class is quite small. Although there are areas for writing, reading, water play, role play and other activities these are not yet organised and resourced to a high quality. Consequently, the emphasis on learning through play which helps to develop independence and choice

and often best suits children of this age is sound rather than good. As a result, standards are average.

COMMUNICATION, LANGUAGE AND LITERACY

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

Main strengths and weaknesses

- There is a good emphasis on developing speaking and listening skills.
- Pupils enjoy reading and parents are encouraged to hear their children read at home.
- Children make slow progress in their writing and standards are not as high as they might be.

Commentary

40. Children cover the work expected for this age. They achieve satisfactorily because the teaching and learning are also satisfactory. The children have started to develop a sound interest in books. They handle them carefully and in class, they listen to and join in with books read by the teacher. They take books home and parents are encouraged to read them with their children. Throughout the day, pupils are encouraged to listen carefully, join in with conversations and give sensible answers to questions. The children do not make the progress they should do in writing and the children are not likely to meet the anticipated level by the end of reception. This weakness then persists throughout the school. There are several reasons for this. Too many worksheets are used to help develop writing at the expense of the children writing independently. In one lesson seen, they made a good attempt at writing their story about Noah and his Ark but their progress was limited by the children copying rather than writing words by themselves. Insufficient opportunities are provided in the inside and outside environment during free play. The children are, however, becoming confident in writing their names and some are attempting simple sentences. They are making sound progress in linking letters to their sounds and can use this knowledge to write simple words such as “no” and “at”. Other than in writing, the children are likely to reach average standards in this area of learning by the end of the reception class.

MATHEMATICAL DEVELOPMENT

Provision for mathematical development is **satisfactory**.

Main strengths and weaknesses

- Many pupils achieve well in recognising both two- and three-dimensional shapes.
- There is a good focus on developing mathematical vocabulary.
- Insufficient emphasis is given to writing numbers correctly.
- More opportunities could be provided to learn outside or through play.

Commentary

41. The curriculum is soundly planned and achievement is satisfactory. Retained work shows that pupils confidently recognise two-dimensional shapes such as squares, circles and triangles and three-dimensional shapes such as cones and cylinders. The children can confidently count to 10 and recognise these numbers correctly. However,

their numbers are not yet satisfactorily formed when they write them down. In one lesson seen, good progress in learning was supported when the children were asked to identify the first, second and third clothes on a washing line but time was wasted when they were asked to draw the clothes. In other lessons, the children have learnt mathematical terms such as “bigger and smaller” and “more than and less than”. During the inspection, the outdoor environment was underused for mathematical work and too few opportunities were provided for pupils to choose to learn through play activities. However, planning shows that sound opportunities have been provided. The children are likely to reach average standards by the end of the reception class. This is because of the satisfactory teaching in which explanations are clear and the children work productively on the tasks set.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

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

Main strengths and weaknesses

- For their age, children have good computer skills and good resources are available.
- The school site is used well to help pupils explore the world around them.

Commentary

42. Overall, the curriculum is soundly planned and achievement is satisfactory. ICT is emphasised well and this aspect of the curriculum is taught well. Children have regular opportunities to develop their skills using computers and other ICT equipment. For example, they confidently use a space bar, mouse and the keyboard. They have learnt to control a programmable toy and make it move in different directions. They are also familiar with digital cameras and enjoy using a range of simple software on the computer.
43. In the classroom and outside, children have some opportunities to explore and investigate the world around them. Children have planted seeds and use the Garden Centre role play area to extend their learning. In one satisfactory lesson the children used the attractive school grounds to identify some of the different plants and animals that were there and record some of their features. Learning was sound, but more challenging and imaginative tasks would have improved its effectiveness. Children show a sound understanding of their own culture and other cultures. They are starting to understand Christian traditions and beliefs but also learnt about other peoples' ways of life. This year they have looked at the Chinese New Year. The children are likely to reach average standards by the end of the reception class because of the satisfactory teaching.

PHYSICAL DEVELOPMENT

44. This area was sampled. Children show a satisfactory awareness of their own needs with regard to eating and looking after their own hygiene. Since the last inspection, an outdoor learning environment has been established which contributes to this area of learning. Pupils have learnt to balance and move safely on the outdoor equipment. They enjoy using bats and balls to help develop their skills. Large wheeled toys have also been purchased.

CREATIVE DEVELOPMENT

45. This area was sampled. Retained work indicates that the curriculum is covered satisfactorily. During the inspection, children had opportunities to role play. They made their "Noah's Ark" using a construction kit and played with small toy animals which came in "two by two" to their ark. Consequently, their learning linked in soundly with their personal development and introduction to religious beliefs. Over the course of the year, they have regular opportunities to use a range of art and craft materials to draw, paint, print and make collages.

SUBJECTS IN KEY STAGES 1 and 2

ENGLISH

Provision in English is **satisfactory**.

Main strengths and weaknesses

- Literacy has a high priority on the curriculum and there is a strong drive to raise standards.
- Standards in writing are below average in all year groups but achievement is satisfactory.
- There is some good teaching in all year groups but, over time, teaching is satisfactory.
- Pupils do not assess their own work or have targets to help them improve.
- Literacy skills are insufficiently developed in written work in other subjects.

Commentary

46. Improvement since the last inspection is satisfactory. The headteacher is leading this area well and made it a priority in the school development plan. He has introduced effective whole-school strategies which are beginning to impact on the raising of standards, particularly in writing. A member of staff has effectively supported developments this year but her role needs further development in order to continue the drive on standards. The negative impact of staff turnover has been minimised. However, it will still take some time before pupils fully benefit from the good measures being put in place.
47. Standards in Years 2 and 6 are average in reading and speaking and listening, and below average in writing. Pupils are no longer underachieving, as they were some years ago. Achievement is now satisfactory. The one group of pupils who achieve consistently well are the pupils with special educational needs. This is because of their very clear targets incorporated into their IEPs, the effective support they receive in lessons and the very good one-to-one teaching they receive when withdrawn from lessons. Achievement is satisfactory for both the average and higher attaining pupils. These pupils need to be given even more challenge if standards are to rise further.
48. By Year 2, pupils are able to talk about what they do with confidence and offer opinions and suggestions in discussion. These skills are now encouraged well in all year groups through effective teaching and good questioning. By Year 6, pupils have a good grasp of quite complex vocabulary. In Years 5 and 6 pupils are given the opportunity to discuss complex characters in the "Suitcase" story and how the author portrays this through the use of effective language. Many of them understand and reflect on their

feelings about separation, divorce and loneliness. Pupils clearly enjoy reading and these skills are systematically developed in literacy lessons and daily guided reading sessions. With good support from their parents, pupils maintain this interest throughout their time in the school. By Year 2, pupils are reading at an average level and have a good understanding of fiction and non-fiction books. By Year 6, pupils are reading a wide variety of books and most of them can tackle substantial text.

49. Standards in writing are weaker than other aspects of English in all years. There are several reasons for this. When pupils start on their national curriculum work, writing is already the weakest area of English. Although handwriting and spelling are taught throughout the school, they are taught in isolation. Pupils are not sufficiently encouraged to use these learnt skills in their recorded work. As a result, pupils' writing by in Year 2 is still not clearly formed or organised and many pupils are not writing simple key words correctly. This weakness continues through Years 3 to 6 and is not consistently addressed. In contrast, good opportunities are provided to encourage pupils to write for different purposes. For example, by Year 2 they make a good attempt arguing why they do not want to go to bed; by Year 6 they can write descriptive and exciting stories about ghosts, using some effective vocabulary.
50. The good teaching the pupils are now receiving is helping them to make up lost ground. In the good lessons seen teachers changed activities frequently to maintain pupils' motivation, used good resources and established a good pace to learning. This was most effective where pupils were involved in discussion and debate. For example, in the Year 3 and 4 class the teacher and teaching assistant dressed up as "Sporty Fairy" to encourage pupils to advertise in the Fairy Catalogue. In the Year 5 and 6 class pupils enjoyed "hot seating" to explore how it felt to be hated and bullied. However, work in pupils' books shows that in the longer term there are some pupils are not being expected to write clearly and legibly. By Year 6, pupils are still spelling common words incorrectly and using grammar incorrectly. Presentation of work in the majority of literacy books is untidy and often unfinished. This is even more evident in pupils' writing in other subjects. For these reasons, and the impact of staff changes, teaching over time is judged satisfactory overall.
51. Assessment was weak when the headteacher took over. Independent writing books have been introduced alongside a clear marking policy. A set of levelled targets is inserted into pupils' writing books and reviewed at the end of each term. However, although there is a clear whole-school approach to assessment it is not yet being used consistently to ensure pupils make better progress through each year group. Importantly, pupils do not yet have clear individual targets to work towards, particularly in writing, to help raise achievement.

Language and literacy across the curriculum

52. The provision for promoting literacy across the curriculum is not yet developed sufficiently well. This is an area that the school has identified for improvement. However, some good examples were seen during the inspection. Pupils used good speaking and listening skills in their production of "Joseph". In the Year 3 and 4 class pupils wrote their story of "Omni" on the computer and attached it to Omni's pop-up tepee. In the Year 5 and 6 class pupils used their discussions on 'feelings' to support their own personal development.

MATHEMATICS

Provision in mathematics is **satisfactory**.

Main strengths and weaknesses

- Mathematics features well on the curriculum and there is a strong drive to raise standards.
- Pupils with special educational needs achieve well; other pupils satisfactorily.
- Teachers' expectations of pupils are too low in their recorded work.
- Pupils undertake a range of mathematical problems but an even stronger focus is needed.
- Assessment procedures are secure, but need to be effectively used to raise standards.
- Good leadership by the headteacher ensures that staff know where improvement is needed.

Commentary

53. Improvement since the last inspection is satisfactory. The headteacher has given this subject a boost and a high focus in the school. He is effectively leading the staff towards a more cohesive approach to the teaching and learning of mathematical skills. Teaching and learning are monitored well. Individual staff have supported him with specific priorities but currently no one member of staff helps co-ordinate work.
54. Standards in Year 2 and Year 6 are average. Achievement is satisfactory. For example, by Year 2 pupils can subtract from a two-digit number, understand multiplication and division and can name and describe 2D and 3D shapes. In Year 3 and Year 4 pupils can read the time from the analogue clock using digital notation and use this to solve complex problems using a bus timetable. By Year 6, pupils are adding and subtracting numbers with one decimal place and read and plot points using co-ordinates in 4 different quadrants. Compared with last year, standards are better in Year 2 and have been consolidated in Year 6.
55. The combined teaching and learning over time is satisfactory. Most teaching seen was satisfactory but that in Years 5 and 6 was good. Teaching, however, has some consistently good features. For example, through appropriate training, teachers now focus more effectively on pupils' number skills. Teachers' good mixed-age planning covers most of the learning areas well. Pupils are managed very well. A wider range of resources is now used, including ICT. However, some features are not yet well developed and these are preventing teaching and achievement from being good. Teachers do not provide enough opportunities across the school to explore and investigate ideas and problems and different activities are not provided to really challenge the average and higher attaining pupils. Also, too much work in books is unfinished and unmarked, particularly in Years 5 and 6.
56. Assessment is secure and pupils' targets are reviewed at the end of each term. As in other subjects, the one group of pupils who achieve best are those with special educational needs. The good differentiation of tasks in lessons seen is not reflected in pupils' recorded work in all classes. It is clear that all pupils, regardless of ability, are predominantly covering the same work. This means that average and higher attaining pupils, although soundly challenged, are not stretched as much as they might be. Some of the lower attaining pupils are finding some of the work too hard and so also make sound, rather than good, gains in their learning.

Mathematics across the curriculum

57. The provision for promoting numeracy across the curriculum is not yet developed sufficiently well. This is an area that the school has identified for improvement. Use of ICT has improved and staff now use many interactive teaching programs to support pupils' learning. Good use is made of the whiteboard in Years 3 and 4 to show pupils the difference between an analogue and a digital clock. Pupils in Years 5 and 6 have completed some successful spreadsheet modelling. In geography, pupils in Years 1 to 4 have been able to use their mathematical skills to read maps and co-ordinates; those in Years 3 to 6 have used chronological ordering in their study of the Tudors.

SCIENCE

Provision in science is **satisfactory**.

Main strengths and weaknesses

- Resources are good and much better organised than they were.
- Pupils with special educational needs achieve well; other pupils satisfactorily.
- More investigations are now undertaken but a stronger focus on scientific enquiry is needed.
- Good teaching was generally seen during the inspection, but over time it is satisfactory.
- Teachers know too little about what pupils can do in science.

Commentary

58. Satisfactory improvement has been made since the last inspection. The subject has been well led and managed by the headteacher in the past two years. During this period the curriculum has been strengthened, teachers have been given more training on how to teach scientific enquiry, lesson objectives are much clearer and national guidelines are used to secure planning. However, no other member of staff has yet been fully trained to lead the subject.
59. Standards compared to the national averages are on a par with those reported previously. The unsatisfactory achievement and low standards which occurred between 2000 and 2003 have now been arrested and reversed in both Years 2 and 6. Standards are currently average in Year 2 and Year 6. Achievement is satisfactory throughout the school.
60. Assessment has been introduced through seeing how well Year 5 do on the previous year's national curriculum test papers, emerging portfolios of pupils' work and teachers' own knowledge gained through their observations and discussions during lessons. However, this is insufficient to allow pupils' levels of attainment to be tracked and challenging work to be consistently planned into lessons. In addition, pupils do not clearly know how well they are doing or what they should be aiming for in the longer term to improve. This has most consequence for the average and higher attaining pupils, who are capable of making faster gains in learning if more attention was given to providing them with more challenging activities. For example, there is no systematic attention given to teaching higher level skills in scientific enquiry. In contrast, teachers sharply focus on the learning requirements of pupils with special educational needs. For this group of pupils, teachers do set challenging work and ensure they are

effectively supported by the teaching assistants. For these reasons, pupils with special educational needs achieve well in science with many reaching the expected level for their age by Year 6.

61. The curriculum has been strengthened. Most aspects of the curriculum are now satisfactorily covered. This is one reason why the pupils are no longer underachieving. Work in books and in lessons shows that pupils have a secure knowledge of key facts and an understanding of important ideas appropriate to their age and abilities. A good revision programme in Year 6 helps to consolidate this.
62. Good teaching was observed in lessons in Years 3 and 4 and Years 5 and 6. Both were well planned and a variety of imaginative activities ensured that learning proceeded at a good pace. This is generally characteristic of much recent teaching, which has ensured that the pupils have made up some of the lost ground when the class have had a change of teacher. However, written work over a longer period shows that the combined teaching has been satisfactory because marking has been inconsistent, not enough attention has been given to scientific enquiry and insufficient focus has been given to developing scientific literacy skills. For example, books do not show pupils becoming more skilled in writing about fair tests by Year 6 or appreciating the significance, reliability or limitations of the data they gather. Although there are some examples of numeracy being used, much of this work is of a basic level.

INFORMATION AND COMMUNICATION TECHNOLOGY

Provision in ICT is **good**.

Main strengths and weaknesses

- Effective coverage of the curriculum is helped by good levels of resources.
- The lack of an assessment system is inhibiting standards.
- Both pupils and teachers use computers with confidence.
- There has been an effective drive for improvement which has paid dividends.
- ICT is used well to support teaching and learning across other subjects.

Commentary

63. Standards are better than they were and so improvement since the last inspection has been good. The headteacher has ensured this area of the curriculum is given a high priority and has led and managed developments well. The subject is on a good footing and there is a clear and useful plan for development. Pupils with special educational needs use ICT well and it is identified in their individual plans for learning. Currently, there is one computer-linked display screen which is effectively used for teaching. More are planned. A useful school web-site provides resources and information for both parents and pupils, which is unusual in small schools.
64. Standards are average in Years 2 and 6 in all aspects of the subject. Pupils are achieving well throughout the school. They are making up for the ground lost through the patchy ICT experiences they have received in the past and the impact of staff changes. The better teaching they are now receiving, good staff training, the investment made in better computers and other ICT equipment and a clear development plan have all had an effective and positive impact on achievement. ICT now has a good priority within the curriculum.

65. Pupils in each classroom have good access to computers backed up with good software. Additional facilities are available in the library. They have weekly ICT lessons and so their ICT skills are systematically developed. Over time, all groups of pupils undertake tasks which cover all strands of the curriculum. For example, they regularly use wordprocessors, spreadsheets and databases in their learning, and software which simulates how e-mail messages are sent and received. Pupils have a sound understanding of the everyday use of computers.
66. The use of equipment to sense, monitor and control the physical environment was a weakness at the last inspection. This has now been effectively rectified. Both younger and older pupils can control floor turtles using a set of instructions and in Years 1 and 2 good teaching ensured learning was brisk. For example, in the Year 3 and 4 class, the learning had a good pace and variety because teaching was well planned and kept pupils fully occupied and challenged. This enabled them to use advanced commands to control the turtle and mimic this on the computer screen using the program called "Logo". The Year 5 and 6 class benefited from specialist teaching from outside and excellent levels of equipment. These enabled the pupils to control the sequence of lights in traffic lights and design how a series of devices in a bedroom might be electronically controlled. Again, learning proceeded at a good pace as the good level of challenge was realistic. These lessons illustrate how standards in using ICT to monitor and control events around them are now average and have improved since the last inspection.
67. Currently, work is not assessed in the subject, although there are firm plans to introduce a system of pupil self-assessment from September. When moderated by the teachers, this should help provide useful information on what each pupil is good at in the subject and where they need to improve. However, currently teachers have insufficient knowledge of pupils' achievements and so cannot sharply focus learning to improve standards.

Information and communication technology across the curriculum

68. ICT is used well as a tool to aid teaching and learning across other subjects. Care has been taken to build opportunities into planning across many subjects. For example, computers are effectively used to support literacy and numeracy. Pupils in Years 3 to 6 are adept at using the Internet to help research materials for the projects they undertake such as "The Tudors". Good quality software supports effective learning in science, art and design and music.

HUMANITIES

Geography and history were sampled. Religious education is reported on in full.

69. **Geography** is soundly planned over the course of the year so that pupils cover the curriculum expected for their age. Recently the younger pupils have undertaken traffic surveys in the village whilst older pupils are about to go on a residential visit to Castleton in Derbyshire where they will study the geography in a contrasting location. The headteacher is prioritising developments in the subject. Planning, resources and the use of ICT have been improved. However, as at the last inspection, the subject is not assessed apart from a comment in pupils' annual reports. This hinders challenging work from being targeted to each pupil.

70. In **history**, the curriculum is also covered satisfactorily. This year pupils have learnt about what the school was like in Victorian times. Older pupils have done much work on the Tudors. There is interesting work on display about the life and times of Henry VIII, Tudor musicians have visited and a successful Tudor day, sponsored by parents, was held . The subject is being led and managed by the headteacher, who has improved provision from the position he found it on taking up post. As in geography, work is not assessed in this subject.

Religious education

Provision in religious education is **satisfactory**.

Main strengths and weaknesses

- There is some good teaching in the subject which enables pupils to learn well.
- There is a high emphasis on learning about other faiths.
- Pupils' social skills are encouraged well in school assemblies.

- Teachers' expectations of pupils' recorded work are too low.
- There are no assessment or monitoring procedures in place for this subject.

Commentary

71. Satisfactory improvement has been made since the last inspection. There is no co-ordinator for the subject at present and no assessment is carried out in this subject. The headteacher is beginning to develop a clear framework for progression in learning and is currently building up a bank of further resources to enhance the curriculum. Once a co-ordinator has been established, there are plans for monitoring of teaching and learning to be carried out.
72. Standards are average in Year 2 and Year 6 and are in line with those expected in the locally agreed syllabus. Pupils achieve satisfactorily across the school. In Years 1 and 2 pupils are able to handle, discuss and name artefacts representing the Jewish faith. Pupils in Years 3 and 4 can reflect on the main features of the Diwali festival and enjoyed organising and partaking in a Diwali meal. In Years 5 and 6 pupils have a sound knowledge of the Muslim faith and understand how Islamic art helps Muslims to pray. The pupils are fascinated with calligraphy and thoroughly enjoyed using calligraphy pens to write Arabic messages. Planning indicates that there is an equal emphasis on the Christian faith. Pupils in Years 3 to 6 visit the local church and three local ministers support assemblies on a weekly basis. Pupils' social skills are supported well in lessons and particularly in assemblies. In the reception, Year 1 and Year 2 assembly pupils were introduced to "Humphrey" and "Gerry" who consistently behaved badly. Pupils discussed how they could teach them to mend their ways before they are banned from school. In a whole-school assembly pupils were invited to reflect on who they really are, how they fit into the bigger picture and how they still have an individual identity.
73. Over time, teaching and learning are satisfactory. Teaching in the lessons seen was good. Learning was well planned. It moved at a good pace and interesting and exciting resources were used to hold the pupils' attention. Pupils were encouraged to talk about the artefacts on show, handle them and ask questions. All teachers showed sensitivity in difficult situations and valued all pupils' opinions. As a result, pupils behaved very well and were enthusiastic about their learning. Scrutiny of work in books in all year groups, however, reveals some longer term weaknesses. There is insufficient emphasis on the use of good literacy skills. Teachers' expectations of how pupils should present their written work are too low. Much of the work is unfinished and unmarked and presentation is very untidy.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

Art and design, design and technology, music and physical education were sampled.

74. **Art and design** is one of the stronger foundation subjects. Planning shows the curriculum is soundly covered but the work to be covered is outlined in more depth. For example, the work of a range of artists is particularly well set out. This was reflected in quite a number of examples of work on display, which were of an above average standard. Some pupils are clearly achieving well, including those who might not shine in other subjects. The headteacher is leading improvements and is being ably assisted by another member of staff. This year the focus has been on strengthening planning, improving resources and enhancing the subject using ICT. A continuing weakness is

that work is not assessed. For example, portfolios of work are not retained and scrutinised to help teachers reflect on what needs to be done to strengthen standards.

75. In **design and technology**, less development has been prioritised this year, with staff changes impeding faster development. However, a designing and making approach is fostered and pupils cover the work expected for their age. There are some good examples of slippers being made by Years 5 and 6 where the finished products show care and attention. The headteacher has taken reasonable steps to ensure the curriculum is soundly covered. Again, there is no useful and manageable system of assessment in the subject.
76. **Physical education** is also one of the stronger foundation subjects. It has a high priority on the curriculum. The curriculum covers all the prescribed areas including gymnastics, games and swimming. Extra-curricular activities are good, and interesting and well-attended after-school clubs and tournaments enable the pupils to improve their competitive games skills. For example, a parent helper has coached the netball team, who recently won a local tournament. The school has forged very good links with other schools and accesses expertise from local coaches in tennis, tag-rugby and gymnastics. These factors are having a favourable impact on improving staff expertise and raising standards. Swimming remains strong, as it was at the last inspection, as a result of the helpful co-operation and effective links forged with a neighbouring school. Together, these arrangements are commendable, bearing in mind the size of the school. Work is not assessed.
77. In **music**, a new scheme of work has helped to consolidate the curriculum and improve planning. Pupils' singing in assembly was enthusiastic and harmonious. Every child in the school learns to play the ocarina with the instruments being generously funded by the Friends of Faldingworth School. In addition, several pupils receive specialist support from visiting teachers in learning to play the clarinet. Each two years, the statutory music curriculum is enhanced by every pupil participating in a school production, which this year is "Joseph and the Amazing Technicolour Dreamcoat". The headteacher is overseeing improvements. Work is not assessed.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

This area of the curriculum was sampled.

78. Personal, social and health education and citizenship, as subjects within the curriculum, are at an early stage of development. There are no policies or schemes of work in place. Pupils' personal and social development has been introduced into the planning framework. There is a focus for each year group to follow but no clear progression of skills to be taught. The majority of classes have 'circle time' once a week, which supports pupils' social and moral development as well as their speaking and listening skills. Citizenship is promoted well through the school's links with the community.
79. Pupils contribute well to the life of the school. Older pupils can be seen supporting younger pupils in and around the school. There are class rules in place which are often referred to. There is a clear ethos of care and trust in all year groups and pupils enjoy very good relationships with adults as well as their peers. Pupils have many opportunities to support the local community. Assemblies make a positive contribution to pupils' spiritual, moral, social and cultural development.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

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

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