

INSPECTION REPORT

Huttoft, Alford

LEA area: Lincolnshire

Unique reference number: 120676

Headteacher: Mrs Alison Hurrell

Lead inspector: Mrs Barbara E Doughty

Dates of inspection: 4th – 7th October 2004

Inspection number: 267091

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: Foundation
Age range of pupils: 4 to 11
Gender of pupils: Mixed
Number on roll: 164

School address: Church Lane
Huttoft
Alford
Lincolnshire
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Appropriate authority: The governing body
Name of chair of governors: Mr Clifford Bell

Date of previous inspection: 1st March 1999

CHARACTERISTICS OF THE SCHOOL

This is a small school situated in the heart of Huttoft village. It is a growing school, increasing in popularity and full to capacity. There are currently 164 pupils on roll, with a fairly even mix of boys and girls. However, there is imbalance in some year groups; for example, in one class a quarter of the pupils are boys and in another, two thirds are girls. The area the school serves is broadly average in socio-economic terms, but because it is a coastal school with considerable movement in and out of the area, usually less than half of the pupils remain in school from the start of the Reception class to the end of Year 6. There are six pupils from minority ethnic backgrounds, but none with English as an additional language. The percentage of pupils with special educational needs is broadly the same as in most other schools; most of these pupils have either moderate learning difficulties or emotional and behavioural problems. At the time of the last inspection, children's attainment on entry to the Reception class was slightly below average. However, in 1999, a Nursery class opened on site, and attainment on entry to the Reception class started to rise. Although it varies from year to year, children come in well prepared for their work in the Reception class and although attainment is average overall, a significant number of children are already working at above the level expected at the start of the Reception Year. In 2001, the school was awarded an Activemark, and in 2002 it gained an Artsmark Gold, a basic skills quality mark, and a school achievement award. The school has had several staff changes in the last few years and, because of its location and growth, has difficulty recruiting both permanent and temporary staff.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
22261	Mrs Barbara E Doughty	Lead inspector	Areas of learning in the Foundation Stage Special educational needs Science Personal, social and health education and citizenship
14141	Mr Ernie Marshall	Lay inspector	
32283	Mr Denis Goodchild	Team inspector	English Information and communication technology Religious education History Geography
19120	Mr Derek Pattinson	Team inspector	Mathematics Art and design Design and technology Music Physical education

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This school provides a **sound** education and gives satisfactory value for money. The quality of teaching is satisfactory overall. By the end of Year 6, most pupils achieve satisfactorily and standards overall are broadly as expected for pupils aged eleven. Good leadership and management mean that, although faced with substantial difficulties in recruiting staff, high pupil mobility, and an almost full-time teaching commitment, the head teacher has now secured a stable staff and improvements are becoming embedded.

The school's main strengths and weaknesses are:

- Pupils do well in English and science to reach above the expected level by the end of Year 6.
- Teaching and learning are good in Years 3 to 6, but the most able pupils are insufficiently challenged in Years 1 and 2, and likewise in mathematics in Years 3 to 6.
- Children in the Reception Year make insufficient progress because of some unsatisfactory teaching in key areas of learning.
- Pupils' personal development and behaviour are very good; relationships are strong and pupils have very good attitudes to learning.
- Standards in art and design and physical education are above those expected nationally.
- In mathematics, pupils do not have enough opportunities to use their skills to solve problems.

The school has made sound progress since its previous inspection. All of the key issues have been dealt with successfully. Despite past instability in staffing, which has slowed the process of change, standards have risen in English, science and information and communication technology (ICT), improved assessment arrangements have led to more effective learning in Years 3 to 6, and the school is better at identifying what needs doing. However, the teaching in the Reception Year is not as good as it was.

STANDARDS ACHIEVED

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

Key: A - well above average; B - above average; C - average; D - below average; E - well below average; E - very low*

Similar schools are those whose pupils attained similarly at the end of Year 2.

The table indicates that in the 2004 tests, pupils did not do well enough. However, this is not a true measure of this school's success because the groups of pupils taking the tests are small and one pupil can represent up to 6 per cent. Also, only about half of the pupils usually remain from Year 2 to Year 6. Overall, pupils' achievement is **satisfactory** and standards are in line with national expectations in mathematics by the end of Years 2 and 6 and in English and science by the end of Year 2. However, the most able pupils do not achieve well enough in

mathematics in Years 1 to 6 and in English and science in Years 1 and 2. Pupils in Years 3 to 6 achieve well to reach above the nationally expected level in English and science. Pupils with special educational needs achieve well to reach their learning targets. By the end of the Reception Year, most children reach the goals they are expected to reach in all areas of learning. However, they do not do as well as they could in mathematical development and knowledge and understanding of the world, and the least and most able do not do well enough in communication, language and literacy. Standards are in line with national expectations in ICT and they meet the requirements of the agreed syllabus in religious education. Standards in art and design and physical education are good.

Pupils' personal qualities, including their spiritual, moral, social, and cultural development, are **very good**. Pupils of all ages have very good attitudes to learning and behave extremely well; their attendance and punctuality are satisfactory.

QUALITY OF EDUCATION

The quality of education provided by the school is **sound** overall and teaching and learning are **sound**. They are good in Years 3 to 6, satisfactory in Years 1 and 2, but unsatisfactory in key areas of learning in the Reception Year. From Years 1 to 6, learning opportunities are wide and varied and lessons are well prepared and effectively planned. Because of this, pupils are clear about what they are going to learn; they work hard because they see the point in doing so. Teaching in Years 3 to 6 is lively and interesting and, except for the most able pupils in mathematics, teachers make good use of what pupils already know to tailor the work for individuals. Whilst in Years 1 and 2 the work mostly matches pupils' needs, it does not always challenge the most able. In the Reception Year, little regard is given to what children can already do, which means that the least able and those with special educational needs are often asked to do things before they are ready to, and the most able are given work that they can already do. Throughout the school, pupils are well cared for and teachers expect them to behave well. Pupils in Years 3 to 6 who are gifted and talented in the arts and sport are provided for well through a very good range of after-school clubs.

LEADERSHIP AND MANAGEMENT

Leadership and management are **good**; governance is satisfactory. The head teacher knows this school well and because of her effective leadership and management, barriers to improvement are largely overcome and the school is poised to improve further. There is now a stable staff, pulling in the same direction and eager to improve. New senior managers are involved in checking how well pupils are doing, getting to know the school well, and identifying what works well and not so well. School development planning is thorough; the weaknesses identified in this report are already being pursued and plans put in place to eradicate them. The governing body carries out its responsibilities soundly and meets its statutory duties fully.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents and pupils are very happy with this school. Most of the pupils enjoy coming and are enthused by their work. Parents see the school as friendly and welcoming and appreciate the hard work staff put into making their children mature, confident and secure learners.

IMPROVEMENTS NEEDED

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

- Improve the quality of teaching and learning in the Reception Year.
- Ensure that the most able pupils are always sufficiently challenged.
- Give pupils more opportunities to use their mathematical skills to solve everyday problems and to support work in other subjects.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning and subjects

Standards are broadly in line with national expectations by the time the pupils leave the school and achievement is satisfactory overall. Pupils in Years 3 to 6 achieve well in English and science, but the most able do not do well enough in mathematics. Children in the Reception Year do not do as well as they should, nor do the most able pupils in Years 1 and 2.

Main strengths and weaknesses

- Pupils achieve well in English, science, art and design, and physical education to reach above nationally expected standards by the time they leave the school.
- The most able pupils in Years 1 and 2 do not do well enough in English and science, and those in Years 1 to 6 do not do well enough in mathematics.
- Children in the Reception Year make insufficient progress in communication, language and literacy, mathematics, and knowledge and understanding of the world.
- There is good focus on investigative work in science which has brought about better standards, but pupils do not use their mathematical skills enough to solve everyday problems and to support work in other subjects.
- Gifted and talented pupils do well in sports, art and music.
- Pupils with special educational needs do well in Years 1 to 6.

Commentary

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

Standards in:	School results	National results
Reading	16.5 (14.9)	15.9 (15.7)
Writing	15.4 (13.7)	14.8 (14.6)
Mathematics	16.8 (15.6)	16.4 (16.3)

There were 23 pupils in the year group. Figures in brackets are for the previous year

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

Standards in:	School results	National results
English	26.7 (28.3)	27.0 (26.8)
Mathematics	23.7 (26.7)	27.0 (26.8)
Science	28.0 (28.6)	28.8 (28.6)

There were 20 pupils in the year group. Figures in brackets are for the previous year

1. In the 2004 tests, Year 2 pupils achieved above average results in reading and writing and average results in mathematics. When compared with similar schools, standards were average in reading and writing and below in mathematics. Since 2000, there has been an improving trend in all three subjects. In the 2004 tests Year 6 pupils achieved average results in English, below in science and well below in mathematics. It was a

similar picture when compared with similar schools. Although results dipped in 2004, particularly in mathematics, the trend of improvement has generally kept pace with the national upward trend over time.

2. However, comparisons with other schools should be treated with extreme caution as only 18 pupils took the tests that year (often there are fewer than 20), which resulted in one pupil representing over five per cent of the total. Also, less than half of the pupils usually remain from the end of the Reception Year to the end of Year 2 and from the end of Year 2 to the end of Year 6. Because the pupils change from year to year and over half those who start school in the Reception Year are not the same pupils who finish in Year 6, it is extremely difficult to track progress over time and means that the results do not show an accurate reflection of what is really going on at this school.
3. From the work seen, achievement is satisfactory overall from Years 1 to 6 and because of this, most pupils reach broadly average standards in mathematics by the end of Year 2 and Year 6, and in English and science by the end of Year 2. Pupils in Years 3 to 6 achieve well in English to reach above national expectations by the end of Year 6. Recent improvements to science provision mean that pupils in Years 3 to 6 are achieving well and a high proportion of Year 6 pupils are on course to reach above the expected level by the end of the year. This is because of effective teaching in English and science in Years 3 to 6, with very effective teaching in Years 5 and 6, and particularly good use of assessment information to tailor the work to meet the needs of differently attaining pupils. This happens to a degree in Years 1 and 2 but is less consistent, which results in the most able pupils sometimes being insufficiently challenged in English, mathematics and science. Nor does it happen well enough in the Reception Year, resulting too often in the least able being asked to do work in communication, language and literacy that they cannot do and the most able being given work that is too easy. In mathematical development and knowledge and understanding of the world, although most children usually reach the goals they are expected to nationally by the end of the Reception Year, many of them could have done better given their attainment at the end of the Nursery year.
4. In English, pupils achieve satisfactorily in Years 1 and 2 and well in Years 3 to 6, where the teaching is more accurate and good account is taken of what pupils already know. In mathematics, whilst standards are improving, there is insufficient emphasis on using mathematical skills to solve everyday problems or to use the skills pupils have acquired to support work in other subjects. In science, an increased emphasis on investigative work means that pupils in Year 6 have a good understanding of the importance of investigation to find things out. They enjoy challenge and explore excitedly how they can test a hypothesis using their scientific knowledge, skills and understanding. For example, Year 6 pupils explained that they needed to carry out a test several times to validate the results, how they would record the results so that they could refer to them later, and that they would draw scientific conclusions using their findings.
5. Improved standards in ICT, which are now in line with national expectations, have come about since the school's previous inspection because of better resources and improved teaching. Pupils are confident users of ICT and use the Internet successfully to research information. They compile multimedia presentations and save and retrieve their work to return to later. Standards in religious education are in line with the requirements of the locally agreed syllabus. Those in art and design and physical education are good and pupils do well in both subjects to reach standards above those expected nationally by the ages of seven and eleven.

6. Pupils with special educational needs and those who are gifted and talented achieve well. This is because teachers plan work to suit their needs. Those pupils with specific needs are supported effectively by learning support assistants and, because the work is adapted for them, make good progress. After-school clubs and instrumental tuition make sure that pupils who are particularly good at art and design, sport, and music are able to pursue their interests and improve their talents.

Pupils' attitudes, values and other personal qualities

Pupils' attitudes and behaviour are very good. Provision for spiritual, moral, social and cultural development is very good. Pupils are punctual and attendance is satisfactory.

Main strengths and weaknesses

- Pupils have very good attitudes to learning because they enjoy interesting lessons and a very good range of activities.
- Relationships are very good because teachers value pupils' contributions and work hard to develop pupils' confidence.
- Pupils behave very well because of teachers' high expectations.
- Pupils' spiritual and cultural development is good and social and moral development very good.

Commentary

7. Pupils throughout the school enjoy lessons, work hard, concentrate on their work and remain focused and attentive. All pupils, including those with special educational needs, have positive attitudes to work and are eager to please and succeed. For example, Year 1 pupils demonstrated great perseverance in constructing a water wheel and Year 3 pupils took obvious delight in the performance of a play script by their classmates. The majority of lessons are interesting and this, coupled with a wide range of enrichment activities, stimulates within pupils a desire to learn. When challenged in their work, pupils rise to the occasion. This was seen in an exciting Year 5 science lesson where pupils designed an investigation on the force of air.
8. Relationships between all members of the school community are very good. Teachers are sensitive and very positive in dealing with pupils' responses during lessons. This creates a learning ethos that develops pupils' confidence and self-worth and encourages participation. Pupils are given many opportunities to work in pairs or groups and at all times work sensibly, co-operate, and listen carefully to the suggestions of others.
9. Time in class is used productively because behaviour in lessons is nearly always good or better, reflecting the school's success in meeting the needs of those pupils with emotional and behavioural difficulties. Around the school and in the playgrounds, behaviour is very good. Irrespective of whether or not they are accompanied by a member of staff, pupils walk quietly and sensibly through the building. They respond well to praise and reward which acknowledge effort in work and behaviour. Infrequent instances of bullying are dealt with quickly and effectively. There were no exclusions last year.

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	158	0	0
Black or Black British – Caribbean	3	0	0
Any other ethnic group	3	0	0

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

10. Pupils' spiritual and cultural development is good and their moral and social development is very good. This is an improvement since the last inspection. In religious education, pupils have opportunity to explore values and beliefs in both the Christian tradition and other beliefs and cultures. The extremely positive ethos of the school, including the quality

of the relationships between staff and pupils, encourages mutual respect and concern for the feelings of others. In their work, pupils are encouraged to reflect on how they can improve and set personal targets for development. Pupils' cultural development is well addressed through the school's provision for gifted and talented pupils, through its participation in a range of musical events, and through pupils' artwork; their awareness of other cultures is promoted satisfactorily through religious education.

11. Although in 2002/03 pupils' attendance was well below the national figure, the school has worked hard to improve this and, for the latest year, the attendance rate has been satisfactory and pupils are punctual.

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data	6.7	School data	0.1
National data	5.4	National data	0.4

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

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education provided by the school is satisfactory. It is good in Years 3 to 6, sound in Years 1 and 2, but not good enough in key areas of learning in the Reception Year. Teaching is satisfactory overall and the curriculum is good. Care and welfare are effective, as are the school's links with parents.

Teaching and learning

Teaching and learning are satisfactory overall. The quality of pupils' learning is good in Years 3 to 6 because of effective teaching. It is satisfactory in Years 1 and 2, but the most able are not always sufficiently challenged. Teaching and learning in the Reception Year are not good enough. Assessment is satisfactory overall; it is good in Years 3 to 6, and sound in Years 1 and 2, but its use in the Reception Year is unsatisfactory.

Main strengths and weaknesses

- Effective teaching in Years 3 to 6 means pupils learn well in these years, particularly in English and science, and make good progress.
- Lessons in Years 1 to 6 are usually planned and prepared well, although the most able pupils in Years 1 and 2 are not always sufficiently challenged.
- Learning in the Reception Year is not good enough because teaching takes insufficient account of what children already know.
- Good support for pupils with special educational needs means these pupils achieve well given their capabilities.
- Throughout the school, teachers insist on high standards of behaviour and pupils respond with enthusiasm; lessons run smoothly because of their very good behaviour.
- Good focus on investigative work in science means that standards are rising in science, but problem solving in mathematics is inconsistent and not embedded throughout the school.

Commentary

Summary of teaching observed during the inspection in 27 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
1	5	10	9	3	0	0

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

12. Whilst many of the lessons seen in Years 1 to 6 were at least good there were differences in the achievement of pupils between the Reception Year, Years 1 to 2, and Years 3 to 6, the main difference being how effectively the teachers in these three age bands use the information they have about pupils' previous learning to tailor the work for differently attaining pupils.
13. Particularly successful is the way in which teachers in Years 3 to 6 assess what pupils have learnt at the end of each lesson and adapt their lesson plans to either go over an idea again, or move on more quickly than originally planned. For example, in a Year 3 mathematics lesson, the teacher found out that pupils could move on far quicker than she had at first anticipated to counting beyond 1000 in preparation for work on centimetres, metres and kilometres. She altered the next lesson plan to include this idea. Whilst teachers in Years 1 and 2 often adapt the work to suit the needs of the different attaining pupils, they do not always make the work for the most able pupils as challenging as it should be, resulting in too few pupils working at the higher level.
14. In the Reception Year, where the three unsatisfactory lessons were seen, teaching makes ineffective use of assessment information to tailor the children's work. For example, the aim of a physical education lesson was to develop children's awareness of space, yet the records showed that 19 of these children already had an awareness of space and 13 of them had co-ordination and control over speed and direction. Although during the inspection, children in different attainment groups were usually given different worksheets to complete, often the average attaining group could do the worksheet given to the most able group. In addition, the work in mathematics does not build children's learning well enough over time; there is an over-reliance on filling in worksheets which make little demand on children to think; and there is too much colouring in which wastes valuable learning time. Also, the purpose of each activity is not clear enough and because of this teaching lacks direction.
15. Pupils with special educational needs are supported well in lessons and, in Years 1 to 6, their work is tailored well to their needs. Because of this their learning is good; they have high self-esteem, and understand what they need to work on improving next. Their education plans focus well on how to bring about improvements and what teachers and support staff can do to help the pupils. The few pupils with emotional and behavioural difficulties are supported very well; their very good behaviour during the week of the inspection reflects how well the school meets their needs.
16. Effective teaching in Years 3 to 6 and some elements of good teaching in Years 1 and 2 bring about good responses from the pupils, who work hard and learn well because teachers make the work interesting. This means that pupils are excited by, and see purpose in, what they are doing. They are not afraid to make mistakes because, in the words of one Year 6 pupil, "The teachers treat us as mature people and are there to help us when we need them". Even in the Reception Year, where the work is often undemanding for the most able and inappropriate for the least able, children work hard

and generate a lot of completed worksheets; they are confident and secure learners and are happy in their work and play.

17. Pupils' excitement is at its most evident during science investigation work. The school's increased attention to pupils learning scientific ideas through exploration and observation is working. Through this approach, pupils are successfully learning how to learn, and standards in science have risen as a result. However, there is not yet the same emphasis on mathematical investigation and too little opportunity for pupils to apply their mathematical skills to solve everyday problems.

The curriculum

The school provides a good range of worthwhile and meaningful learning opportunities that cater well for the interests, aptitudes and needs of most of the pupils in Years 1 to 6. However, the activities in the Reception Year do not meet the needs of the children well enough and these children are not prepared as well as they could be for their work in Year 1. Throughout the school, a very good range of activities enhances pupils' learning experiences very well through after-school clubs, visits and visitors. Resources and the accommodation are good.

Main strengths and weaknesses

- The school ensures that most pupils have equally good access to the curriculum and opportunities to learn, but there are weaknesses in the Reception Year and for some of the most able pupils.
- Pupils' personal, social and health education is developed well.
- A good range of clubs, visits and visitors provides additional learning opportunities.
- Resources and good accommodation support learning well.

Commentary

18. Staff work hard to make sure that all pupils, whatever their age, gender or background, have equal access to all aspects of the curriculum. Groupings of pupils and creative timetabling ensure that staff expertise is put to good use, such as in ICT, science and English. As a strategy to raise standards, differently aged pupils, who are normally taught together, are now split for science, mathematics and writing, which means that the work they do is more relevant to their age. Specialist teaching in ICT, coupled with improved resources, has raised the provision in ICT to good, which in turn has raised standards from below average at the time of the last inspection to average.
19. The school helps those pupils in Years 1 to 6 with special educational needs to achieve well because teachers' lesson plans ensure that appropriate resources and activities are in place to support them. This, combined with effective deployment of learning support assistants, helps these pupils achieve well. The school has identified some gifted and talented pupils in Years 3 to 6 and provides good opportunities to further develop their talents in the arts and sport. A very good range of additional activities adds much to the richness of the curriculum. After-school clubs such as those in art and sports provide opportunities to extend pupils' learning, skills and talents. Residential and day visits and visitors support learning in history, geography, science and the arts. However, in lessons, too often in the Reception Year learning opportunities are not tailored to meet the children's needs, which mean that children do not make as much progress as they could. Also, those in Years 1 and 2 and in mathematics throughout the school do not always set sufficient challenge for the most able, slowing their progress.
20. The provision for pupils' personal, social and health education and citizenship is good. Pupils are taught about sex and relationships and the dangers of drug abuse; aspects of healthy living are addressed through work in science and physical education. Very good relationships between pupils and staff provide a firm foundation for the development of pupils' personal and social skills and encourage the least able pupils to participate. A school focus on developing pupils' speaking and listening skills further enhances pupils' personal and social development. Pupils learn to play an active part as citizens as they willingly carry out their responsibilities and contribute to the life of the school.
21. The school grounds and accommodation are well cared for and many attractive displays help to create a pleasant learning environment. There are separate rooms for teaching pupils with special educational needs, a music room and a refurbished computer suite. These support learning well. Resources are good in number and quality and are effectively stored and easily accessible.

Care, guidance and support

The school ensures pupils' care, welfare, health and safety well. Most of the staff know the pupils well and give effective advice and guidance that are appropriate to meet their needs. The school regularly consults pupils and gives them good opportunity to influence improvements and become involved in its work.

Main strengths and weaknesses

- The school has a good, systematic approach to ensuring pupils' welfare and safety, and provides an environment that is both safe and supportive to learning.
- Most pupils have access to well-informed guidance and support about their academic progress and personal development. However, in the Reception Year, insufficient use is made of children's previous learning to tailor the work to meet individual needs.
- There are effective procedures in place for consulting pupils and acting on their views to bring about improvements to the life and work of the school.

Commentary

22. This is a caring school where pupils' views are listened to and valued. Pastoral care is good. The school and governing body work together to ensure all requirements for health, safety and welfare are met. Child protection procedures are in place and include Internet security measures; the governing body have designated a governor to take responsibility for this aspect. Equipment is checked and fire drills are held regularly. First aid arrangements are good. Medicines are locked away and pupils are carefully supervised during the day. Dispersal at the end of the school day is controlled to ensure all pupils are safely collected by parents or carers.
23. The school has good procedures for tracking pupils' progress. These have thrown up inconsistencies in progress between year groups, which senior managers are currently tackling. Keeping track of pupils' personal development is less formal but is helped significantly by the good knowledge teachers have of the individual pupils and their particular needs. The induction arrangements from the Nursery into the Reception class are good. The Nursery is on the same site and this gives good opportunity for children's regular visits to the Reception class before entry. However, not enough use is made in the Reception Year of information coming from the Nursery to set work at an appropriate level.
24. The very good relationships that exist across the school enable pupils to confidently approach staff if problems arise. Staff are regarded by pupils as sympathetic, willing to listen, and pleased to provide the help or advice necessary to guide pupils through their difficulties. These very good relationships also prompt pupils to offer suggestions about how to improve the school's procedures. A detailed questionnaire is issued bi-annually to seek pupils' views about lessons, teachers and teaching, and the attitudes and behaviour of other pupils. Although there is no school council, suggestions on improving routines and facilities are considered and acted on by staff as they arise and recent improvements include the raising of the temperature of the heating in the hall and more and better equipment for mid-day play.

Partnership with parents, other schools and the community

The school's links with parents are good. The school makes effective use of the community to enhance the curriculum and stimulate pupils' interest in learning. The location of the school means that regular contact with other schools and colleges, although satisfactory, is sometimes difficult.

Main strengths and weaknesses

- The school's friendly atmosphere and its approach to encouraging more involvement of parents in supporting children's learning ensure parents have a high level of satisfaction with its work.
- The school promotes itself well in the community and has established effective relationships that combine to provide good support for pupils' learning and personal safety.

Commentary

25. Parents hold the school in high regard and provide good support for activities both inside and outside the classroom. The number of parents who regularly help in class by, for example, listening to pupils read or giving practical cookery demonstrations is good for a small school such as this. Parents help to supervise pupils on field trips or when travelling to the swimming pool. The parent-teacher group is enthusiastic and active in organising social events and raising additional funds for the school. The amount raised is good for such a small school and is effectively spent on items such as audio equipment, geography resources, and subsidising educational visits.
26. Parents are encouraged to support their children's learning at home and make good use of their children's reading diaries to communicate with teachers. They are able to request help and advice on the type of support needed. Any complaints or concerns are received and dealt with sympathetically. Questionnaires are issued every two years to obtain parents' views on aspects of information and liaison. Parents are well satisfied with the way their children are cared for and supported in school, particularly those parents of pupils with special educational needs.
27. Parents are kept well informed about the work and events in school and about the progress their children are making. Newsletters are issued frequently and consultation meetings are arranged in the autumn and summer terms to enable parents to come into school, look at the work their children are doing, and discuss progress and future targets. Parents of those pupils with special educational needs are invited to regular review meetings to talk about how well their children are doing and what they need to work on next.
28. Although there is very little use of the school premises by parents or local groups, the school has developed good links with the local community. The local radio station is kept informed of events and helps with publicity. A local business has become a regular supporter of school events and plays a major role in the popular annual 'Pancake Day' celebrations. The school has visits from the local police staff to speak to pupils on matters of personal safety. Vicars from two local churches attend and help with assemblies. Pupils regularly visit the residents at the local care homes where they entertain and have discussions with them.
29. The school makes good use of the local environment for field trips, such as to the local farming museum and churches for history and geography work. Litter picking, sponsored by the parish council, and distribution of harvest festival produce to the elderly help to give pupils an opportunity to develop a sense of community responsibility.

LEADERSHIP AND MANAGEMENT

Leadership and management are good overall. The quality of leadership is good and management is effective. Governance is sound, and the governing body meets its statutory duties fully.

Main strengths and weaknesses

- The head teacher's effective leadership and management are helping the school to improve, despite its difficulties recruiting and retaining high quality staff.
- The new senior leadership team and subject leaders are increasingly involved in shaping the school's direction and checking how well pupils are doing.
- School development planning is thorough; the weaknesses identified in this report are already being pursued and plans are in place to eradicate them.
- The governing body carries out its responsibilities soundly, but is not yet involved enough in setting, monitoring and evaluating the school's priorities.

Commentary

30. The head teacher provides strong, purposeful leadership and has high aspirations and a clear vision for the school. She has clear priorities and has established a rigorous agenda for improvements in the coming year. Her energy and enthusiasm inspire a sense of shared purpose among new and established staff and governors, who are keen to make the school more successful. However, problems caused by budget constraints and difficulties recruiting and retaining high quality staff have prevented standards from rising more quickly. These problems have led in the past to disruption in routines for pupils and staff, and slowed the needed drive for higher standards by limiting what could be achieved. However, the head teacher's determination to provide good quality education for all pupils has meant that the school now has a stable staff and some of the most important barriers to learning have been overcome. She is a dedicated and enthusiastic teacher who sets a good example to others. She has secured the commitment of all stakeholders to school improvement and initiated strategies and approaches to make this happen. Staff and governors have been fully consulted to determine the school's priorities and ensure that they know what the school needs to do to improve and how to do it.
31. The senior leadership team of head teacher and newly appointed assistant head teacher, along with subject leaders, is being empowered, through training and support, to find out what is going on in the school, and identify and implement strategies to bring about essential improvements. This is being done through the school improvement plan, which provides a useful tool for development, with a clear, measurable agenda for improving achievement, teaching and learning. All teachers and governors have good knowledge of the plan and understand the key priorities. As a result, all are focused on the need to meet agreed objectives within specified time scales to help raise standards. The plan is used well to determine the best use of the funds available to the school to support the priorities for school improvement. It is closely linked to the planned provision of training of teachers and support staff, and to the performance management arrangements, which are embedded in the school's work. Precise costs of major planned developments are specified to enable spending patterns to be rigorously monitored.
32. The head teacher has put into place good systems to support a rigorous approach to monitoring and evaluation in order to raise achievement. For example, she regularly analyses pupils' performance in the national tests to identify and overcome gaps in learning and weaknesses in provision, and tracks the achievement of individual pupils to ensure that they are being given the best possible opportunities to succeed. Regular and systematic monitoring of lessons, sometimes using external expertise, is helping to improve the quality of teaching and learning. Because of the overall good management

systems established for checking the quality of education, all areas requiring attention, such as weaknesses in the teaching in the Reception Year, have been identified and work to overcome them has begun.

33. The governing body, led by an experienced and committed but new chair, provides sound support for the head teacher and carries out all of its statutory duties satisfactorily. Governors know about some of the strengths of the school and the areas where it needs to improve. This is because they are kept well informed by the head teacher about where improvement is needed and what can be done to secure it. However, there is scope for a more systematic approach to help them shape the school's future direction more effectively. For example, although all governors take a keen interest in the school's work, there are few links with specific teachers and subjects. As a result, although the governing body increasingly challenges the head teacher and senior management team to ensure that it is helping to shape the school's future direction, its knowledge of what works well and what needs doing is not as good as it could be to help it secure best possible and well-informed judgements about the school's strengths and weaknesses so that it can be a true 'critical friend'. For example, it has not yet analysed the impact and effectiveness of its decision to use a higher percentage of its budget than nationally on support staff.
34. Nevertheless, finances are well analysed and effectively used, so the school makes the most of the money it has. Careful and regular monitoring of spending patterns help ensure that finance is used to benefit pupils. Principles of best value are soundly applied, and the governing body is committed to ensuring that funds are wisely spent.

Financial information for the year April 2003 to March 2004

Income and expenditure (£)	
Total income	307450
Total expenditure	327078
Expenditure per pupil	2225

Balances (£)	
Balance from previous year	21670
Balance carried forward to the next	2042

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

35. Although there is a Nursery class situated at the school, which comes under the leadership and management of the school, it is not part of the main school and has, therefore, been inspected by another inspection team. For the purposes of this inspection, the Foundation Stage children are those in the Reception Year.
36. The provision for children in the Foundation Stage is not as good as it was at the time of the last inspection. Whilst there are some strengths, particularly in the provision for children's personal, social and emotional development, too many children do not achieve well enough in communication, language and literacy, mathematics, and knowledge and understanding of the world. This is mainly because too little regard is given to what children can already do in order to tailor the work to meet their needs. Little attention is paid to the records received from the Nursery or those maintained throughout the Reception Year. Consequently, the least able are too often asked to do things that are too difficult for them, whilst expectations are not high enough for the most able, with the work pitched too low for these children for too much of the time. In addition, there is an over-reliance on worksheets that require little thought from the children and too much colouring in.
37. The head teacher and governing body are well aware of the issues surrounding the provision for the Reception-aged children, and are currently tackling them. A new Foundation Stage leader has been appointed who, with the support of the head teacher and the link inspector from the local education authority, is getting to grips with what needs improving. Joint Nursery and Reception class planning is being devised with a view to improving its effectiveness by having much more regard to the Foundation Stage national teaching guidelines. A more consistent shared approach to recording children's progress is being developed so that it can be continued from the Nursery into and through the Reception class. However, these developments are in their infancy and need time to impact.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Main strengths and weaknesses

- Children are encouraged to work on their own, make choices about which activities to work at and get on without adult support, but they are not given guidance about which will be most useful to them given what they can and cannot already do.
- Good relationships mean that children enjoy school and are confident and secure learners.

Commentary

38. Most of the children make satisfactory progress and reach the goals they are expected to reach in this area of learning by the end of the Reception Year because of satisfactory teaching. They are happy, confident youngsters because teaching makes them feel

secure, and praise raises their self-esteem. All of them maintain good attention and concentrate well, even when asked to do mundane tasks that require little thought. When getting ready for physical development lessons, they dress and undress with increasing independence and require limited adult help.

39. When asked to go to a particular activity or choose one of those on offer, all of the children willingly set to work quickly and generally enjoy themselves. However, their choices are not considered ones and they tend to choose things that they enjoy doing. This is because they are unaware of which skills they need to learn next and because of this, do not pay attention to their needs when making their choice. Teaching does not expect them to consider which of the activities will be most useful to them or direct individual children to particular things, such as cutting out to help with their physical development or the home corner to help with relationships. This slows children's learning because it becomes incidental and unfocused.

COMMUNICATION, LANGUAGE AND LITERACY

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

Main strengths and weaknesses

- Children work systematically through letter writing and learning letter sounds, but teaching has little regard to what they know and can do already.
- The least able children are asked to write before they have the skills to do so and the most able are insufficiently challenged to exceed the early learning goals.
- Teaching develops children's love of books well through effective story-telling techniques which hold children's attention and focus them on the joys of stories.

Commentary

40. Whilst most children reach the goals they are expected to reach by the end of the Reception class, the least and most able do not achieve well enough in writing. This is because teaching, which is unsatisfactory overall in this area of learning, focuses on getting children to the goals. However, it takes insufficient notice of moving the most able children beyond them and the least able through the earlier stages of learning that they need to be able to reach them.
41. The most able children often do things they can already do because teaching takes little notice of what skills, knowledge and understanding these children already have. They are asked to work relentlessly through worksheets which serve little purpose in extending their learning. For example, by April last year one of the most able children could write well-formed letters, with spaces, that were correctly positioned on the page. Yet he went on after that to complete more letter practice worksheets, wasting valuable time. Similarly, in a lesson seen, children who struggled to hold a pencil were asked to try to form the letter 'd'. This was not relevant to their needs and did little to develop their pencil control or hand-eye co-ordination skills.
42. Reading skills are taught satisfactorily. Children develop a love of books through listening to the adults read. Effective story-telling techniques, such as good voice intonation and facial expressions mesmerise the children and they really enjoy the tales. They are eager

to learn the words that they take home to practise, and talk enthusiastically about the books they have chosen to share with their parents.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **unsatisfactory**.

Main strengths and weaknesses

- There are some opportunities for children to play mathematical games and to look at mathematics in the world around them, but teaching does not build on what children already know.
- Many children are insufficiently challenged for too much of the time because there is an over-reliance on worksheets that make little demand on children to think.

Commentary

43. Most children reach the goals they are expected to reach in mathematics by the end of the Reception Year. However, the quality of teaching is unsatisfactory and too many children do not do as well as they could. This is because too little regard is given to what they already know; the work is often the same for all children, sometimes repetitive, and does not build successfully on the skills, knowledge and understanding children already have. For example, in one lesson, it was clear within the first ten minutes that some children could already confidently and accurately identify two-dimensional shapes, supported by the records that had been completed by the Nursery staff. However, no regard was taken of this and these children were still required to complete the worksheets prepared, even though they did nothing to extend their learning.
44. Planning takes little account of the early stages of learning identified in the national teaching guidance and children's learning is too often out of sequence. Once they have reached the early learning goals, the most able too often 'tread water' doing things they can already do. The more able of the average children can often do the work of the most able, but persevere willingly and sometimes even enthusiastically, with mundane tasks that make little if any demand on them to think. Completing worksheets mean that children do not experience enough of mathematics through observation and exploration, but this is balanced with some experiences such as, for example, looking at shapes in the environment whilst out on a walk.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

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

Main strengths and weaknesses

- Children have insufficient opportunities to learn through observation and exploration or to ask 'why', 'how' and 'what if'.
- All children usually do the same work regardless of their level of understanding or assessed needs.
- There is too much time wasted colouring in pictures, with little actual learning taking place.
- Children's computer skills are good.

Commentary

45. The teaching of this area of learning is unsatisfactory and children do not learn well enough. Despite this, most of them reach the goals they are expected to reach by the end of the Reception Year, but few exceed them. This is because the work is much directed and worksheet-led, with lots of colouring in and little regard given to or understanding of what children are actually learning. For example, drawing orange and brown leaves on a tree, and colouring in pictures of bonfire night, a rainbow, and people picking fruits in autumn, does little to stimulate children's enquiry skills.
46. There is little difference between what the least and most able children are asked to do or the quality of their work, indicating that demands are much too low. There are few opportunities for children to show curiosity and explore why things happen. Other than an 'autumn table' with some conkers, leaves and walnuts on, there are too few things around the room for children to look at and touch, to notice similarities and differences, and to identify change. Although there are pictures on the wall of the children as babies and now, these are far apart, making comparisons difficult.
47. Children have good access to computers in the classroom and in the newly equipped computer suite. They are confident users of computers and have good mouse skills. They can move objects around the screen by clicking on them, and dragging them to, and dropping them where, they want them to be. They can change the type, size, colour and position of fonts and can save their work.

PHYSICAL DEVELOPMENT

Provision in physical development is **satisfactory**.

Main strengths and weaknesses

- Children have a good awareness of space, speed and direction.
- Teaching has no regard to what children can already do to plan work to meet their needs.

Commentary

48. Most children reach the goals that they are expected to reach by the end of the Reception Year. From what was seen in the classroom to promote the development of children's physical development, the quality of teaching and learning is satisfactory overall. However, the one physical education lesson seen in the hall was unsatisfactory because very little teaching took place to develop children's physical skills and help them to move with better co-ordination and control.
49. Nevertheless, children move with confidence and an awareness of safety. They handle tools with increasing control and use a range of small equipment safely. They know how to transport equipment, such as chairs, safely and show an increasing control over clothing and fastenings. However, as in the other areas of learning, teaching pays too little regard to what children can already do and there are no clear learning intentions for activities designed to develop skills further.

CREATIVE DEVELOPMENT

Provision in creative development is **satisfactory**.

Main strengths and weaknesses

- There are some opportunities for children to create models and pictures, but teaching does not encourage children to use their imagination enough.
- Children have a good repertoire of songs that they can sing from memory.

Commentary

50. Children have painted some well proportioned pictures of themselves using ready-mixed paint. However, most of the models, cards and mobiles they have made look the same, with little opportunity for children to use their imagination or their own ideas, or to choose their own style. Whilst role-play areas change from being a house, for example, to a veterinary surgery, children create their own play in them, with little challenge or direction. Children make jellies and during the inspection, they iced ready-made biscuits before eating them, but some of them did not get the opportunity to make the icing, lessening their creative opportunities. Children are beginning to move rhythmically and to sing a good range of songs from memory; they matched movements to music whilst taking part in a radio 'music and move' programme.

SUBJECTS IN KEY STAGES 1 AND 2

ENGLISH

The provision in English is **good**.

Main strengths and weaknesses

- Teaching and learning are good in Years 3 and 4 and very good in Years 5 and 6.
- Standards in reading, spelling and handwriting are good and pupils speak and listen particularly well.
- High expectations of behaviour in class and very good relationships make sure pupils concentrate well and work hard.
- Marking helps pupils understand what they should do to improve.
- Leadership and management of the subject are good and ensure a consistent approach to teaching and learning.

Commentary

51. Standards by the end of Year 2 are broadly in line with national expectations and above them at the end of Year 6. There has been good improvement overall since the last inspection, when standards were satisfactory at the end of both years. Achievement by the end of Year 6 is good because of good teaching in Years 3 and 4 and very good teaching in Years 5 and 6 that accelerates pupils' learning. However, progress by the end of Year 2 is only satisfactory because, although progress for the average and below average pupils is satisfactory, teachers' expectations about what the most able pupils can be expected to achieve are not high enough and these pupils do not do as well as they could.
52. Overall teaching is good; it is very good in Years 5 and 6. For example, in a discussion exploring characters' points of view, challenging questioning encouraged Year 5 and 6 pupils to clarify their answers using what they already knew. In this way their understanding of different styles of writing, the creative elements in stories, and characterisation was extended. All teachers provide good opportunities for the development of pupils' speaking and listening skills through paired and group discussions and in reading play scripts. Pupils listen carefully and respond appropriately by clarifying ideas and asking appropriate questions. In a good Year 3 lesson, a focused discussion developed pupils' understanding of humour in dialogue. This helped them to write a good extended play script and to adapt their speech appropriately in performance. Teachers make sure that time is spent on developing basic skills and in Years 1 and 2 good links are made between the teaching of phonics and spelling strategies. Throughout the school there is appropriate time designated for the teaching of reading, spelling and handwriting skills. Good extended writing sessions then provide opportunity for pupils to use these skills in their writing.
53. In all year groups, teachers have high expectations of behaviour. This coupled with very good relationships means that pupils, including those with emotional and behavioural difficulties, respond well, work hard in class, and have very good attitudes to learning. Pupils are therefore productive and make good progress within lessons.
54. In Years 3 to 6, effective lesson plans identify the needs of different groups and work is matched well to these needs. This helps learning support assistants to give good support to the least able pupils in particular. Consequently, these pupils usually achieve well.

Marking identifies targets for development and Year 6 pupils also set their own targets at the end of each piece of work. These self-evaluations are monitored by the class teacher. Pupils, therefore, have a good understanding of what they need to do to improve their work and are beginning to take responsibility for their own learning.

55. The leadership and the management of the subject are good. The subject leader sets a very good example for others in her teaching and through careful monitoring she has a very good understanding of the subject's strengths and weaknesses. The subject development plan identifies appropriate areas for development and has produced clear guidelines for teaching and learning in reading, extended writing, speaking, and listening. This has ensured consistency of approach and that skills are carefully developed as pupils move through school.

Language and literacy across the curriculum

56. By Year 6, pupils' language and literacy skills are good and are used well to support work in other subjects. This is because in literacy lessons, pupils learn to write in a variety of forms and for different purposes. For example, in a history lesson Year 6 pupils compiled research notes as they watched a video about the Spanish Armada. Throughout the school, pupils construct identification keys and mind maps, label diagrams, and write reports in, for example, science and geography. They combine their writing and word-processing skills to create invitations and to prepare a multi-media presentation. Reading skills are used well when carrying out research on the Internet and speaking and listening skills are honed during opportunities for discussion.

MATHEMATICS

Provision in mathematics is **satisfactory**.

Main strengths and weaknesses

- Teaching and learning are satisfactory but teachers do not challenge the most able pupils enough.
- Pupils enjoy mathematics and have good attitudes towards learning.
- The new subject leader has clear plans for the subject's development and is aware that there are insufficient problem-solving opportunities throughout the school.
- The development of mathematical skills is not yet given enough emphasis in other subjects.

Commentary

57. Standards are in line with nationally expected levels at the end of Years 2 and 6, and most pupils make sound progress as they move through the school. This is because the subject is secure within the school's good curriculum, teaching is at least sound and sometimes good, and pupils show good and sometimes very good attitudes to learning. As a result, despite the high mobility of pupils and the high turnover of staff in recent years, which have prevented pupils from making the best progress possible, standards are now in line with national levels at the end of Years 2 and 6. The school has made satisfactory progress since its last inspection, with standards broadly the same now as they were then.
58. Teaching and learning are sound overall, although some good teaching was observed throughout the school during the inspection. In the best lessons, teachers have high

expectations and pitch work at appropriately challenging levels for pupils of different abilities, maintain a brisk pace throughout, and ask purposeful questions to develop clear understanding of new knowledge. For example, in a Year 2 lesson on two-dimensional shapes, pupils were motivated and involved because of the teacher's enthusiasm, the effective deployment of support staff, the good relationships established, and the secure subject knowledge shown. As a result of these many strengths, pupils achieved well. These positive features help to explain why pupils behave well and have good attitudes to learning.

59. Most teachers maintain informative records to help them identify what pupils know and understand and what requires attention. Most mark pupils' work carefully and conscientiously, and this is helping pupils to make sound and sometimes good progress. However, teachers do not always challenge the most able pupils enough. This is because work is not always matched to pupils' precise needs and there is sometimes unnecessary consolidation of work that they already understand, which adversely affects the rate at which they are learning. Teachers rarely use 'real life' mathematics to help bring the subject to life for pupils or to solve everyday problems. Some teachers place more emphasis than others on ensuring that pupils present their work tidily.
60. There is a clear framework for developing pupils' knowledge, skills and understanding as pupils move through the school. The development of a mathematical vocabulary has a high profile in some classroom displays. Pupils have some knowledge and understanding of their learning through personal targets, although these are not yet matched well enough to their precise needs. Most teachers do not provide enough opportunities to develop pupils' reasoning skills, initiative and understanding through investigative and problem-solving activities. Approaches to the teaching of mathematics are not always consistent across the school. For example, not all pupils have daily mathematics lessons or brisk mental and oral tasks at the start of lessons to improve their memory, aid focus, and increase involvement.
61. The subject is soundly led. The new co-ordinator is already, through a rigorous audit, identifying priorities for development and establishing a rigorous agenda to achieve them. Although she has not yet had the opportunity to monitor lessons to establish what works well and what needs doing to help raise standards, this is planned. However, data from national tests is rigorously analysed and weaknesses identified, so that they can be overcome. There is a good action plan indicating relevant areas requiring attention.

Mathematics across the curriculum

62. Pupils are adequately competent in mathematics to use their skills to support learning across the curriculum. However, the development of mathematical skills, knowledge and understanding through other subjects, although satisfactory, is given limited emphasis in planning. This means that where examples exist, such as measuring temperatures in science and distance in geography, opportunities tend to occur coincidentally rather than as part of systematic planning.

SCIENCE

Provision in science is **good**.

Main strengths and weaknesses

- An increased focus on investigative work and emphasis on promoting subject vocabulary are bringing about improved standards.
- Effective subject leadership means that the school has a clear picture of what works well and not so well, and how to improve provision.
- The good teaching in Years 3 to 6 means that pupils learn well.
- Pupils enjoy their work in science, particularly the investigative nature of their work.
- Pupils with special educational needs do well because of the support they have in class and the additional booster lessons they get in the lead up to the tests.
- The most able pupils in Years 1 and 2 are not always challenged as well as they could be.

Commentary

63. There has been good improvement since the last inspection because, supported and encouraged by the head teacher, a new and effective subject leader has found out what needs doing to raise standards. Her infectious enthusiasm for the subject has raised the profile of investigative science, built staff confidence, and highlighted the importance of using subject vocabulary. Her analysis of pupils' answers to test questions has highlighted gaps in learning and her scrutiny of pupils' work has checked that work is suitably adapted to suit the needs of different pupils. However, in Years 1 and 2, this still needs working on. Teaching in these years, though satisfactory overall, has good regard to what pupils should be taught and a lot of lost ground is made up from missed opportunities in the Reception Year. However, whilst most pupils achieve satisfactorily to reach standards that are in line with those expected nationally by the end of Year 2, the most able are insufficiently challenged and too few are working at above the expected level.
64. Pupils in Years 3 to 6 achieve well to reach above nationally expected standards by the end of Year 6. Last year, all but one Year 6 pupil reached the expected level in science and almost half reached the higher level. This is because the school's increased emphasis on investigative work excites the pupils and makes them want to learn. Pupils, the older ones in particular, are beginning to adopt a scientific approach to their thinking, motivated well through challenge. For example, Year 6 pupils know how to plan an investigation and that a test needs to be carried out more than once to validate the results. They draw sensible conclusions using their findings, which they record in many different ways, including on computer.
65. The quality of teaching is good overall; it is consistently good in Years 3 to 6. Although, because of the weakness in providing for the most able pupils, it is satisfactory overall in Years 1 and 2, there is, nevertheless, some good teaching going on across the school. Effective planning and lesson preparation mean that lessons run smoothly and a skills-based approach to teaching entices pupils to work hard and learn well. Good marking in Year 2 identifies what pupils are doing well and not so well, but pupils are not given the time or opportunity to act on these comments. Teachers and learning support assistants insist on pupils using the correct scientific vocabulary when explaining what they are doing and responding to questions. "Can you put that another way?" for example, makes pupils think of more precise ways to say things. This means that pupils use scientific terminology and explain things clearly.
66. Throughout Years 1 to 6, pupils with special educational needs are taught well because they are supported by learning support assistants and are often paired with more able classmates, who help them to understand what is going on. In addition, extra revision sessions before the tests consolidate their learning further. These pupils enjoy their work

and achieve well, reflected in 2004 when only one pupil in Year 6 failed to reach the expected level.

INFORMATION AND COMMUNICATION TECHNOLOGY

Provision in information and communication technology (ICT) is **good**.

Main strengths and weaknesses

- Good teaching and improved resources have raised standards in ICT.
- Pupils are confident and have good basic keyboard and ICT skills.
- Pupils have experience of using ICT in remote sensing of physical data but their skills in remote control are not as well developed.
- Subject leadership and management are good.
- Links are made with other subjects during work in the computer suite but are not made as relevant as they could be to what is taught in the classroom.

Commentary

67. Standards by the end of Years 2 and 6 are in line with national expectations and pupils' achievement over time is sound. There has been good improvement since the last inspection when standards in Year 3 to 6 were unsatisfactory. This is because of more systematic planning and an improvement in resources and staff's subject knowledge. Pupils with special educational needs are supported well by learning support assistants and make good progress.
68. Teaching is good overall. This is because the specialist teacher has good subject knowledge and detailed plans to support her teaching. For example, her clear explanations and demonstrations helped Year 2 pupils to make good progress in using the *Paintbrush* toolbar. Effective use of the interactive whiteboard helped Year 5 pupils to complete a spreadsheet calculating the cost of a meal. Year 6 pupils listened attentively as the teacher systematically led them through the sound recorder program. Consequently, they made good progress in the acquisition of multimedia skills as they quickly accessed the program and recorded and modified their voices.
69. Pupils are confident in accessing, saving and retrieving information. Their keyboard and word-processing skills are well developed and they are able to modify text for different purposes. They now have access to all strands of the ICT curriculum and have used remote sensing instruments to record temperature. Although in Years 1 and 2 they learnt how to program a floor robot to move in different directions, now they are older they are less confident in their knowledge and understanding of the use of ICT in remote control.
70. Leadership and management of the subject are good. Developing and updating the ICT suite and also the provision of equipment for remote sensing and control have improved resources. Documentation is in place to support teachers' planning and pupils are assessed against national levels. The newly appointed subject leader is knowledgeable and enthusiastic and leads by example in her teaching. All of these initiatives have yet to fully impact on standards but the school is now well placed to achieve higher standards.

Information and communication technology across the curriculum

71. Pupils have good opportunity to use their ICT skills to support their work in different subjects. For example, they use their word-processing skills to write reports, invitations, poems and stories. They use the Internet to research geographical, historical and art themes and to create pictures in the style of famous artists. However, work in the ICT suite is not always linked to class work, particularly in data handling.

HUMANITIES

72. Work and teaching were only sampled in **history** and **geography**. It is therefore not possible to form an overall judgement about provision in these subjects. The available pupils' work and teachers' planning indicate that coverage in both subjects is satisfactory and standards are in line with national expectations. In both subjects, educational visits play an important part in making the work interesting and relevant. In geography, these include a visit to the Lincolnshire Wolds in which Year 3/4 pupils investigated land use and carried out a river study. In history, Year 5/6 pupils visited Matlock during their study of the Stuart period. Opportunities for role-play during the Matlock visit and a visit to the local tram museum help pupils to interpret the past. The local environment is used in historical studies and wall displays place a very good emphasis on the use of primary and secondary evidence to interpret the past. Two lessons were sampled. A practical demonstration of the effects of water flow on sand developed Year 5 pupils' understanding of the processes of erosion and deposition. Year 6 pupils had opportunity to apply their literacy skills as they made notes whilst watching a video about the Spanish Armada. There is no focused action plan detailing future developments, though both subjects have been reviewed. Resources have been developed through the provision of topic boxes for each term in all years. 'Barnaby Bear' has been introduced to support learning in Year 1 in their studies of local and distant places.

Religious education

Provision in religious education is **satisfactory**.

Main strengths and weaknesses

- The subject contributes well to pupils' spiritual, moral, social and cultural development.
- Teachers have good subject knowledge but do not always make learning relevant to everyday life.
- Overall leadership and management are satisfactory, but there is no action plan in place to develop the subject further.

Commentary

73. Standards are in line with expectations outlined in the locally agreed syllabus and are similar to those seen at the last inspection; overall, pupils make satisfactory progress. Pupils with special educational needs achieve well because of good support from learning support assistants.
74. Teaching is satisfactory overall with some very good teaching seen in Years 3 and 4. All teachers demonstrate good subject knowledge in their discussions but do not always make clear the relevance of religion to everyday life. For example, in a Year 2 lesson a detailed explanation of the Day of Atonement (Yom Kippur) developed pupils' understanding of the cultural and social elements of the Jewish religion. However, there

was little opportunity for pupils to reflect on the well-made links with New Year and new beginnings. In a very good Year 3 lesson, careful analysis of the Lord's Prayer deepened pupils' understanding of God as a loving Father and developed a sense of appreciation and thanksgiving for their families. This helped them to write and perform a sensitive prayer accompanied by percussion instruments. Year 4 pupils made very good progress in their understanding of the role of different deities in the Hindu religion. Focused questioning and paired discussions helped them to reflect on how a belief system has relevance to, and can be supportive in, everyday life.

75. By the end of Year 6, pupils can name the major world faiths and identify their festivals such as Christmas, Easter, Lent, Diwali and Ramadan. They name major figures from the Old and New Testament although they are less confident in recalling parables and their relevance to everyday life. In all lessons seen, the very good quality of the relationships helps pupils to value and respect each other and as a result, in discussions, they show respect for peoples' beliefs and opinions.
76. Leadership and management of the subject are satisfactory and the school has made sound progress since it was last inspected. The subject now has a subject leader in place and also teaching plans based on the locally agreed syllabus. This represents an improvement on the last inspection. However, there is no action plan that charts future developments in the subject, slowing change.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

77. Not enough lessons were seen in art and design, design and technology, music and physical education to make secure judgements about the quality of provision, teaching, or learning. Only one art and design lesson and one physical education lesson were observed and no music or design and technology lessons were seen. However, there were plenty of examples of pupils' work to see in art and design; in addition, lessons were sampled in this subject and in physical education. From this, standards in both subjects are above average standards by the end of Year 6, as they were at the time of the last inspection. There was not enough evidence to judge standards in music and design and technology, although both subjects are securely represented in the school's curriculum.
78. In **art and design**, one good lesson in Years 3 and 4 was seen during the inspection. In this lesson, pupils employed a range of techniques and approaches to represent segments of fruit on paper, developing their ability to observe closely and copy what they see. Strengths included a good range of resources, which contributed to learning, good emphasis on developing essential skills to raise standards, and much encouragement to boost pupils' confidence. As a result, pupils achieved well. Good quality art and design work is attractively displayed, providing evidence of the subject's high profile and the high standards reached by the pupils. For example, Year 2 pupils have completed original pasta pictures and Year 6 recreated bold and imaginative pictures based on primitive art in the style of early African bushmen. There are good links with other subjects, such as with religious education when pupils made lanterns in work linked to the festival of Diwali. Throughout Years 1 to 6, pupils have many opportunities to experiment with colour mixing to help them produce paintings of good quality, and develop an understanding of the work of different artists, such as Mondrian. Outings, such as to the Usher Art Gallery, extend pupils' learning in art and design.

79. No **design and technology** lessons were observed and little work was displayed to help judge standards. However, samples of work from all years contained in a well-compiled school portfolio and a discussion with a group of Year 6 pupils revealed that their subject knowledge is secure, with examples of high quality work evident from the four projects covered annually by all year groups. For example, Year 2 pupils designed and made their dream bedroom and Year 6 pupils designed and made model clocks. Older pupils' evaluations distinguish between what works well and what could be improved, indicating that all areas of the subject are addressed appropriately as pupils move through the school. The annual open day for parents to view completed projects provides further evidence that design and technology has a high profile.
80. No **music** lessons were observed during the inspection. However, there are some good features in the school's curriculum. For example, pupils in Year 5, in a good link with English, considered instruments for each character in Shakespeare's *A Midsummer Night's Dream*. A good school orchestra entertains pupils and parents at school functions, such as the annual Harvest Festival Service, and plays to the residents of a local hospice. Visits, such as the one to hear the London Mozart players, enrich the music curriculum well. Two annual whole-school music days enable all pupils to appraise music and composition.
81. **Physical education** is well represented within the school's curriculum and is popular with pupils. In the only lesson seen, pupils in Years 4 and 5 devised dance routines and employed a range of movements based around fairground music. Good features of teaching included sound relationships and control, which underpinned learning, much encouragement given to raise pupils' self-esteem and good emphasis on safety requirements. Games lessons sampled in Years 2 and 6 showed good provision because teachers placed much emphasis on developing key skills and an understanding of tactics. Competitive sports with other schools highlight successes of school teams, such as being winners of the Skegness Small Schools' Football tournament and runners-up in the East Lindsey Indoor Athletics tournament. These provide evidence of the high profile given to games in school and the good standards attained. Hall, playground and adjoining field are used well to teach essential skills and ensure that all components of the curriculum are taught. Pupils have the opportunity to swim.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

82. No personal, social and health education, or citizenship, lessons were seen. However, from talking with Year 6 pupils in particular, pupils have a secure understating of citizenship and a good understanding of the importance of belonging to a family of friends. They say that they talk regularly about how to make the world a better place both morally and environmentally. They know about how the environment can soon be spoiled, such as through the destruction of the rain forests, which they say give us oxygen to breath. They are conscious of the need to prevent pollution on land and in the air and seas. They have a good awareness of what they need to do to stay healthy such as eat sensibly and exercise regularly. They know about the dangers of drug and alcohol abuse and have mature attitudes towards their life in general and positive attitudes about their future.

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	4
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)	2
Attendance	4
Attitudes	2
Behaviour, including the extent of exclusions	2
Pupils' spiritual, moral, social and cultural development	2
The quality of education provided by the school	4
The quality of teaching	4
How well pupils learn	4
The quality of assessment	4
How well the curriculum meets pupils' needs	3
Enrichment of the curriculum, including out-of-school activities	2
Accommodation and resources	3
Pupils' care, welfare, health and safety	3
Support, advice and guidance for pupils	3
How well the school seeks and acts on pupils' views	3
The effectiveness of the school's links with parents	3
The quality of the school's links with the community	3
The school's links with other schools and colleges	4
The leadership and management of the school	3
The governance of the school	4
The leadership of the headteacher	3
The leadership of other key staff	4
The effectiveness of management	3

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