

INSPECTION REPORT

SOUTH FERRIBY PRIMARY SCHOOL

South Ferriby, Barton-upon-Humber

LEA area: North Lincolnshire

Unique reference number: 117752

Headteacher: Mrs P A Gathercole

Lead inspector: Mr G Bancroft

Dates of inspection: 03 – 05 May 2005

Inspection number: 267687

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

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INFORMATION ABOUT THE SCHOOL

Type of school: Middle deemed primary
School category: Community
Age range of pupils: 5 – 11
Gender of pupils: Mixed
Number on roll: 94

School address: School Lane
South Ferriby
Barton-upon-Humber
North Lincolnshire

Postcode: DN18 6HW

Telephone number: 01652 635251

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Appropriate authority: Governing body

Name of chair of Ms J Williams - Acting
governors:

Date of previous inspection: 01/03/1999

CHARACTERISTICS OF THE SCHOOL

The school is smaller than most others and serves a village community in North Lincolnshire, immediately south of the Humber Estuary. The socio-economic circumstances of the community are average. The percentage of pupils eligible for free school meals is below average. There are no pupils from ethnic minority backgrounds and no pupils who speak English as an additional language. However, levels of pupil mobility are relatively high. Children's attainment on entry to the school varies significantly from year-to-year, but is currently below that expected for their age. The percentage of pupils with special educational needs is broadly in line with the national average and made up predominantly of pupils with moderate learning difficulties. The percentage of pupils with statements of special educational need is above the national average. The school has been awarded the Healthy Schools Award and gained School Achievement Awards in 2001 and in 2002. The school has working partnerships with the South Ferriby pre-school group, the New Holland, East Halton and Wootton cluster of schools and the initial teacher training PGCE course for Hull University. The school is also a Partnership Promotional School for initial teacher training.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
3687	Mr G Bancroft	Lead inspector	English Science Music Physical education English as an additional language
9146	Mr M Brennand	Lay inspector	
32136	Mrs L Brookes	Team inspector	Art and design Design and technology Religious education Areas of learning in the Foundation Stage
22113	Mrs A King	Team inspector	Mathematics Information and communication technology Geography History Special educational needs

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

South Ferriby Primary is a **very good** school in which pupils enjoy learning and achieve very well. Teaching and learning are very good. The leadership and management of the school are also very good and the school provides very good value for money.

The school's main strengths and weaknesses are:

- Standards are well above average and pupils achieve very well in English, mathematics and science.
- Pupils apply their skills and knowledge of literacy and numeracy very well to their learning in many subjects.
- Pupils' attitudes and behaviour and relationships throughout the school are excellent.
- Teaching provides very well for pupils of all abilities and ensures their needs are met fully.
- The leadership and management of the headteacher provide an environment which allows other staff to work very effectively.
- The governors are very supportive and very knowledgeable about the school.
- Attendance is currently below average, but this is mainly because of pupil illnesses and the taking of holidays during term time.
- The accommodation is currently poor. However, the school is moving into new buildings in October 2005.

Improvement since the last inspection is good. Standards are higher and the quality of teaching and learning is better. The key issues from that inspection have been addressed effectively. There is good improvement in the provision of information and communication technology. Pupils are more independent and their investigative and research skills are now very good. The quality of information provided for parents has also improved well.

STANDARDS ACHIEVED

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

*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.*

Pupils from all abilities and backgrounds achieve very well. The attainment of children on entry to the Foundation Stage is below average. Children achieve well and by the time they leave the Reception class standards are close to those expected for their age. In the most recent tests (2004) for pupils in Year 2 standards in reading were average, writing above average and mathematics below average. Compared with similar schools standards were average in writing, but below average in reading and mathematics. In the same year tests for pupils in Year 6 showed standards in English were well below average, standards in mathematics below average and science average. Compared with similar schools English was well below average, mathematics below average and science above average. However, because of the very small numbers of pupils and the differing numbers of pupils with special educational needs in each year, standards from year-to-year tend to vary significantly. Inspection findings show standards in Year 2 for reading, writing and

mathematics to be well above average. Inspection findings show that by the end of Year 6 standards in English, mathematics and science are also well above average and that pupils achieve very well. Assessments of pupils currently in Year 5 show that these standards are likely to be sustained in 2006. Pupils' personal qualities, including their spiritual, moral, social and cultural development are very good. **Pupils' attitudes and behaviour are excellent**, but attendance is below average.

QUALITY OF EDUCATION

The quality of education is very good. Teaching and learning are very good. Teachers' planning and the methods they use provide very well for pupils of all abilities and ensure their needs are met fully. The teaching of literacy is very good and teaching assistants make a very good contribution to pupils' learning. Arrangements to assess pupils' attainment and progress are very good. The curriculum and the range of activities provided to enhance the curriculum are very good. However, the accommodation, although used well, is currently poor. The provision made for the care, welfare and guidance of pupils is very good. Links with parents, the community and with other schools and colleges are very good.

LEADERSHIP AND MANAGEMENT

Leadership and management of the school are very good. The governing body meets its statutory duties well. Governors are very supportive and very knowledgeable about the school. The leadership of the headteacher is very good. It sets the tone for the school's excellent ethos and provides the foundations for pupils to thrive and for staff to work very effectively. Subject leaders and other staff with additional responsibilities undertake their duties very well. The financial management of the school is very good and the governing body, headteacher and staff ensure that the resources available to the school are used very effectively.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents think the school is very good and are delighted with the quality of education it provides for their children. Pupils also think their school is very good and they enjoy attending and learning. The school is very good at involving pupils by seeking and acting on their views.

IMPROVEMENTS NEEDED

The school is constantly striving to become even better and is very well placed to address the following areas for improvement:

- Improve attendance. Attendance is currently below average, but this is mainly because of pupil illnesses and the taking of holidays during term time.
- Improve the current poor accommodation. The school is moving into new buildings in October 2005.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

Pupils in Years 1 to 6 achieve very well and children in the Foundation Stage achieve well. By the end of Years 2 and 6 standards are well above average.

Main strengths and weaknesses

- By the end of Year 2, standards in reading, writing and mathematics are well above average.
- By the end of Year 6, standards in English, mathematics and science are well above average.
- By the end of Years 2 and 6 standards are well above average in geography and history.
- Standards are above average in information and communication technology and art and design.
- Standards in religious education exceed those expected for pupils' ages.

Commentary

1. The very small numbers entering the Foundation Stage each year mean that the level of attainment on entry often varies significantly from year to year. The attainment on entry of the children currently in the Foundation Stage is representative of the full range of ability, but is below average overall. During their time in the Foundation Stage children achieve well in all areas of their learning. By the time they leave the Reception class standards are close to those expected for their age.

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

Standards in:	School results	National results
reading	15.7 (14.5)	15.8 (15.7)
writing	15.3 (14.5)	14.6 (14.6)
mathematics	15.9 (17.5)	16.2 (16.3)

There were 14 pupils in the year group. Figures in brackets are for the previous year

2. Because of the very small numbers of pupils and the differing numbers of pupils with special educational needs in each year, standards from year-to-year tend to vary significantly. In the most recent tests (2004) for pupils in Year 2, standards in reading were average, writing above average and mathematics below average. Compared with similar schools standards were average in writing, but below average in reading and mathematics. Inspection findings show standards in Year 2 for reading, writing and mathematics to be well above average. Pupils in Years 1 and 2 achieve very well. This is because their attitudes to their learning and the quality of the teaching they receive are very good.

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

Standards in:	School results	National results
English	25.4 (26.1)	26.9 (26.8)
mathematics	26.2 (26.5)	27.0 (26.8)
science	29.0 (27.9)	28.6 (28.6)

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

- In 2004 the national tests for pupils in Year 6 showed standards in English were well below average, standards in mathematics below average and science average. Compared with similar schools English was well below average, mathematics below average and science above average. This year group contained a relatively high percentage of pupils with special educational needs. These pupils made good progress and achieved well for their abilities. Inspection findings show that by the end of Year 6 standards in English, mathematics and science are well above average. Again, this is because pupils' attitudes to their learning and the quality of teaching they receive are very good.
- By the end of Years 2 and 6 standards are also well above average in geography and history. Standards in religious education exceed those expected for pupils' ages and standards in art and design are above average. Inspection evidence indicates that standards in design and technology and in physical education in line with those expected for pupils' ages and that pupils achieve well in their personal, social and health education and citizenship.
- Standards are higher than found at the time of the last inspection and improvement since that time is good. This is particularly true for information and communication technology, where standards by the end of Years 2 and 6 are now above average. The very good achievement, evident throughout the school, applies to pupils of all abilities. Pupils with special educational needs achieve very well and are supported very well. The school is also successful in ensuring that gifted and talented pupils achieve their potential. One of the reasons for standards in many subjects being well above average is that pupils apply the skills they learn in literacy very well to their work in other subjects. Assessments of pupils currently in Year 5 show that these standards currently evident in Year 6 are likely to be sustained in 2006. The school sets suitable challenging and realistic targets for pupils' attainment.

Pupils' attitudes, values and other personal qualities

Pupils' attitudes and behaviour are excellent. Their spiritual, moral, social and cultural development is very good. Attendance is below average.

Main strengths and weaknesses

- Pupils are enthusiastic learners.
- Relationships in the school, between pupils and between pupils and adults, are excellent.
- The school has high expectations of how pupils will behave. The pupils' response to these expectations is excellent.
- Attendance is unsatisfactory.

Commentary

6. Pupils work very well together and support each other very well. They frequently help each other with their work and spontaneously celebrate each other's successes. Pupils also sustain their interest and enthusiasm at times when they are expected to work alone. At the time of the last inspection pupils' ability to undertake research and to take responsibility for their learning was regarded as a weakness. This is no longer the case. Pupils frequently use books and computers successfully to undertake research. They also understand the value of doing homework and complete their work thoroughly and on time. Children in the Foundation Stage achieve well in their personal, social and emotional development.
7. Relationships between pupils and between pupils and adults are excellent. This lays the foundation for pupils' excellent behaviour. It is one of the main reasons why pupils of all abilities learn so well. They are eager and confident when they answer questions and talk with great enthusiasm about their work. Even very minor incidences of harassment of any type are very rare. Pupils talk clearly about how they resolve such issues themselves. They also express total confidence about how adults deal very effectively with such situations. The school does not have any pupils from minority ethnic backgrounds, but is working very effectively to ensure that pupils understand and respect the feelings, values and beliefs of others. To this end pupils have access to frequent discussions and good quality displays. A close link has been established with a school in Scunthorpe that has a significant number of pupils from ethnic minority groups.
8. Last year the overall level of attendance fell below the national median, which is unsatisfactory. This downward trend has continued during the current academic year although in the school's defence just over half of all the authorised absence was caused by an outbreak of flu. Attendance is further affected by the seasonal nature of the work in the local area, which results in a significant number of parents taking their children on holiday during term time. The arrangements for monitoring attendance are good but there are few if any incentives to encourage children to attend. There have been no exclusions of pupils in recent years.

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data	5.6	School data	0.1
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.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education is very good. Teaching and learning are very good. The curriculum and the range of activities provided to enhance the curriculum are very good. Equality of access and opportunity for all pupils is excellent. The provision made for the care, welfare and guidance of pupils is very good. Links with parents, the community and with other schools and colleges are very good.

Teaching and learning

Teaching and learning are very good. Arrangements to assess pupils' attainment and progress are very good.

Main strengths and weaknesses

- Teachers' planning and the methods they use provide very well for pupils of all abilities and ensure their needs are met fully.
- The teaching of literacy is very good.
- Teaching assistants make a very good contribution to pupils' learning.
- Homework is used very well to extend pupils' learning.

Commentary

Summary of teaching observed during the inspection in 19 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
1	9	9	0	0	0	0

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

9. At the time of the last inspection teaching was judged to be satisfactory in the Foundation Stage. It is now good. Teaching in Years 1 to 6 was previously good. It is now very good. Excellent teaching was seen in science in Years 1 and 2. Teachers have very good knowledge of the subjects they teach. Teachers' planning to meet the needs of pupils of all abilities is very good. In all subjects work is prepared carefully to meet the needs of the differing ability groups and ages within each class. This not only helps pupils make very good progress it also ensures that the promotion of equality of opportunity and inclusion for all pupils is excellent. The close co-operation between teachers who share the responsibility for teaching classes also contributes significantly to the very good quality of pupils' learning. The teaching and support provided for pupils with special educational needs is very good and ensures that these pupils learn very well.
10. Teaching assistants make a very good contribution to the achievement and learning of all pupils. They are confident and knowledgeable when they lead groups in subjects, such as literacy and science, clearly understanding the needs of their pupils very well. Teaching assistants also provide very good support for pupils with special educational needs. They are very knowledgeable about what needs to be done to help each of these pupils to learn very well.
11. Teachers work very effectively to ensure pupils understand the links that exist between subjects. They provide very good opportunities for pupils to apply their skills acquired in literacy, numeracy and information and communication technology to other aspects of their work. This helps pupils to learn very well. Pupils often use computers eagerly and independently. The skills of literacy are taught very effectively. This ensures that pupils apply their ability to write very well in subjects such as history and religious education. The ability of pupils to work collaboratively and independently has improved significantly since the time of the last inspection. Teachers use homework very well to extend pupils' learning. Pupils appreciate this and see the value of the work they are set, understanding how it reinforces their learning.
12. Arrangements to assess pupils' attainment and progress are very good. Teachers use the information they gain from making assessments very effectively when planning the next stages of pupils' learning. They also provide pupils with a great deal of helpful information about how to improve. Pupils are very well informed, in all subjects, about how well they are getting on.

The curriculum

The curriculum provided for the Foundation Stage is good. The curriculum in Years 1 to 6 and the range of activities provided to enhance the curriculum are very good. Accommodation and resources are satisfactory overall.

Main strengths and weaknesses

- Inclusion is excellent and the curriculum meets the needs of all pupils very well.
- The school provides a very good range of additional activities to enhance the curriculum.
- The provision for special educational needs is very good.
- Staffing is very good and supports pupils' learning very well.
- Resources for learning are good and used effectively.

- The accommodation, although used well, is currently poor. This will be resolved after the move to the new premises.

Commentary

13. The curriculum and range of activities to enhance learning are very good. Inclusion is excellent. The curriculum also prepares pupils very well for the next stages of their learning. The previous inspection judged the curriculum as good. At that time staffing, resources and accommodation were satisfactory overall. The building was well-maintained, but lack of space impacted adversely on the curriculum. Progress since then is good. The quality of accommodation is still a weakness. The school building is 134 years old and has few modern facilities. However, governors and staff strive very successfully to overcome these problems. The move to the new school premises in the Autumn of 2005 is likely to bring a final resolution to any difficulties.

Example of outstanding practice

The inclusion of pupils of all abilities and backgrounds in everything the school does is excellent

There are many reasons why inclusion in this school is excellent. The consideration and constant planning to ensure that all staff are very aware of the learning needs of all pupils is inherent in everything the school does. This high level of awareness extends to the governing body who also know the pupils very well. Central to this high quality of provision is the way in which the curriculum and lessons for each subject are planned to meet the needs of all pupils in each class. Teachers phrase and target questions very effectively to ensure that all pupils can contribute to discussions and provide answers. This approach is very successful in ensuring that pupils become confident learners. Tasks are set in each lesson that relate very closely to the abilities and needs of each pupil, including the need to apply the skills of literacy. This very well planned approach to the development of basic skills and close match of work to pupils to needs is applied to all subjects. As a result pupils of all abilities and backgrounds enjoy their learning and achieve very well.

14. There is a very good range of educational visits, including residential visits, for pupils in Years 4 and 6 respectively. Opportunities for pupils to engage in a range of additional activities are very good and after-school clubs include art, French and drama. Art is very well promoted in the school and art weeks are held to offer a very good range of experiences. Good use is made of facilities at other schools and at the local leisure centre. This means pupils have access to a wide range of sporting activities, especially given the size of the school. Despite the difficulties presented by the accommodation, there is a good range of experiences for the pupils to use information and communication technology. There is a very good emphasis in English on literacy and comprehension skills and in mathematics on problem solving and pupils apply these skills very well. Provision for pupils' personal, social, health education and citizenship, including sex and relationships and drugs education is very good. Curriculum development is also very good, especially the links between subjects that teachers make apparent for pupils.
15. The provision for special educational needs is very good. Individual education plans are clear and well-written. The register for special educational needs is updated very regularly, with useful and relevant guidance to support learning. Reviews are held regularly and are well-documented. Pupils with specific needs receive very good additional support which is very well tailored to their needs in literacy. Information and communication technology is also used very well to support their learning. The governor for special educational needs is very knowledgeable and supportive. Provision for special educational needs is very well enhanced through staff training, visits to special schools and working effectively with outreach support.
16. The school provides a good range of resources to support pupils' learning. The subject leaders monitor the use of resources effectively. Storage is a problem, but resources

are well-organised and readily accessible to pupils. Some resources have been generously funded by the 'Friends of the School' and other organisations.

Care, guidance and support

Arrangements to ensure pupils' care, welfare, health and safety are very good. The provision for support and guidance is very good. The school seeks and acts on pupils' views very well.

Main strengths and weaknesses

- All staff know and respond to the needs of pupils very well.
- The care and welfare of pupils is given a very high priority.
- Pupils have very good opportunities to be consulted and to influence the running of their school.

Commentary

17. South Ferriby is a small school with a stable and experienced team of staff who are well known to families in this rural location. The great benefit of this is that staff know their pupils very well. This process begins before children start in the Reception year. There are very good induction arrangements that build very effectively on the very good relations with local pre-school provision. The knowledge which staff have of their pupils is further enhanced by pupils spending up to two years with the same class teacher. As a result, staff have a very good knowledge of what pupils are capable of and what is required to help them improve. Assessment procedures are also very effective in helping pupils to understand how well they are getting on and what they need to do to improve further. Procedures to ensure Child Protection are very good.
18. In a school where the caring approach to pupils' welfare is inherent in all that it does, it is not surprising that the arrangements for health and safety should also be very good. Much of this stems from a heightened awareness of health and safety matters following an audit in 2004. All the recommendations in that report have been implemented very well, using a good deal of common sense and imagination. During the process much work was done to introduce a comprehensive system of Risk Assessments, such that these procedures are now very good. The school is fortunate to have good support from its health and safety governor who offers much practical advice in this increasingly regulated arena. As part of its Healthy Schools Programme the school has provided basic first aid training for its pupils.
19. The way in which the school seeks pupils' views through the School Council is very good. Now an established aspect of school life, it has been particularly good at coaching children in the democratic process and in teaching them the procedures involved in running meetings. There is a suggestion box which is used wisely by pupils and at the half-termly Council meetings these suggestions are discussed. The suggestions that are felt to be most appropriate are sent to the headteacher for consideration. Thus far pupils have brought influence to bear on the lunchtime eating arrangements and the introduction of games into the playground at break times. They are currently being consulted on the internal colour scheme for the new school. All this work demonstrates that the school is keen to involve pupils in its work.

Partnership with parents, other schools and the community

Links with parents, the community and with other schools and colleges are very good.

Main strengths and weaknesses

- Parents appreciate the very good links and communication provided by the school.
- Strong links with local businesses support pupils' learning very well.
- The school is a respected provider of initial teacher training.
- Very good links within the local school's cluster enhance the curriculum and pupils' learning.

Commentary

20. Parents have very positive views of the school and the way it relates to them. The parents' questionnaire was overwhelmingly supportive. This very positive picture is reinforced by discussions with parents during the week of the inspection. Parents feel staff are very approachable and friendly. The headteacher operates an 'open door' policy and is always available to see parents at the earliest opportunity. The school is keen to seek parents' views. It does so very well by organising an open forum at the beginning of each term at which parents can come and raise their views. The most recent meeting raised the issue of more information on the teaching of literacy and numeracy. In response the school allowed parents to observe lessons and arranged curriculum evenings. Information, in the form of newsletters, gives ample notice of diary dates. There is a very active Friends Association which organises a range of social and fund raising events that are always well supported. A number of parents also regularly help in school during the week, supporting lessons and hearing pupils read.
21. The school benefits greatly from the support it receives from the main local employer, a cement works, whose factory is very close. The company has recently donated £21,000 towards resources for the new school building and each year it funds the transport for the school's residential visit. It also provides practical help in the form of the company carpenter who has built storage units in the school. The company also allows the school to use its conference centre for training events.
22. As a member of the Partnership Committee for the development of Initial Teacher Training the headteacher is keen to promote the school's involvement with the training of new teachers. Through this work, she is involved in the selection of candidates for Hull University's Post Graduate Certificate of Education programme and during the year the school provides placements to three student teachers. The involvement ensures that the school keeps its own practice and procedures under review whilst having an effective input in to the future quality of the teaching profession.
23. The local 'small schools' cluster has close ties, meeting regularly on a number of levels to share experiences and act as a support group. At least once a year all the staff from the local cluster schools organise a joint training event. The most recent, entitled 'Excellence and Enjoyment', was considered to be a big success. Other joint training events have covered Child Protection, physical education and dance. Within the Baysgarth High School pyramid there are further good links, particularly in information and communication technology. Pupils transferring to Year 7 complete a bridging activity and spend time on taster days at the secondary school. Great care is also taken to ensure that pupils are placed in their friendship groups.

LEADERSHIP AND MANAGEMENT

Leadership and management of the school are very good. The governance of the school is very good. The leadership and management of the headteacher are very good. The leadership and management provided by other key staff are also very good.

Main strengths and weaknesses

- Governors are very supportive and very knowledgeable about the school.
- The leadership of the headteacher sets the tone for the school's excellent ethos and provides the foundations for pupils to thrive and for staff to work very effectively.
- Subject leaders and other staff with additional responsibilities undertake their duties very well.
- The financial management of the school is very good and the governing body, headteacher and staff ensure that the resources available to the school are used very effectively.

Commentary

24. The governors undertake the full range of their duties very effectively. Governors are involved fully in evaluating the work of the school and in planning for its continued improvement. Consequently, they are very well informed about the work of the school and what it needs to do to improve further. All governors are frequent visitors to the school and observe lessons regularly. They also meet regularly with the headteacher and subject leaders to consider the quality of provision and possible areas for improvement. The school improvement plan is a very good document which shows clearly how well governors and staff work together to ensure the school operates very effectively. The work of the governing body is particularly effective in bringing the provision of new accommodation to fruition and helping the school to prepare for the transfer to the new buildings.
25. The leadership of the headteacher is very good. The ethos of the school is excellent. The headteacher is the central figure in setting the tone for a working atmosphere in which all individuals, both staff and pupils, are valued and held in high regard. The very good management of the headteacher has established systems which permits the school to operate efficiently and ensures that staff work effectively and that pupils can thrive.
26. Subject leaders and other staff with additional responsibilities undertake their duties very well. All subject leaders are very knowledgeable about their subjects and work very effectively to keep up-to-date and provide their colleagues with very good support and guidance. The leadership and management of special educational needs are very good and the leadership of the Foundation Stage is good. The headteacher and staff with responsibilities provide excellent role models for their colleagues and for the pupils.
27. The financial management of the school is very effective. Great care is taken to ensure that best value is gained from the purchase of services and resources. Governors plan very carefully and monitor the progress of the budget closely. The headteacher and governors are kept very well informed about day-to-day spending by the very efficient and effective office staff. The school uses its available resources very well and provides very good value for money.

Financial information for the year April 2004 to March 2005

Income and expenditure (£)	
Total income	321,108
Total expenditure	319,777
Expenditure per pupil	3,401

Balances (£)	
Balance from previous year	10,941
Balance carried forward to the next	1,331

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

The overall provision for the children in the Foundation Stage is **good**.

28. The children in the Reception class receive a good start to their education. Teaching is consistently good, and is strengthened by good quality planning and assessment systems. All these aspects contribute to the effectiveness of these early years of education. Standards on entry generally cover a wide spectrum, with a significant proportion of the children assessed as being below average this year. By the time they move into Year 1, most pupils will have achieved the Early Learning Goals in all six areas of the Foundation Stage curriculum, and progress and achievement are therefore good. Children with special educational needs are identified early and are supported effectively, enabling them to achieve and progress as well as their classmates. A few of the children are already working within the early stages of the National Curriculum.

Personal, social and emotional development

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

Main strengths and weaknesses

- Children are developing their levels of personal independence well.
 - They are developing the ability to work collaboratively.
 - They are being helped to concentrate for longer periods, aided by an interesting and stimulating range of activities.
29. Children achieve well and are on course to attain the goals set for this area of their learning. Most of the children are confident and have established good relationships with one another, their class teacher and classroom assistant, and the other adults who work with them. They behave extremely well for their age and are encouraged, successfully, to be considerate of others. Teaching and learning are good. Children's interest and attention is captured well by the enthusiasm of the adults, and by the imaginative use of resources. These qualities, together with structured and sensitive planning, ensure that concentration is fostered and maintained well. All the children receive plenty of praise and encouragement. This is effective in building up their self-esteem and confidence. Their personal independence is effectively fostered and most children cope well with tasks such as putting on their own painting aprons and their coats.

Communication, language and literacy

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

Main strengths and weaknesses

- Children's speaking and listening skills are fostered effectively.
- Opportunities for children's early attempts at writing are promoted well.
- Early reading skills are encouraged well.

30. Children achieve well and are on course to attain the goals set for this area of their learning. Teaching and learning are good and support children's language and literacy development well. Good opportunities are provided for children to extend their speaking skills further through all areas of learning. Most now have well-developed speaking and listening skills and talk enthusiastically about what they are doing, as well as sharing news from home and encouraging visitors to read to them. They love being read to, and readily offer their own ideas and opinions, which are treated with interest and respect. Reading and writing are encouraged effectively in a variety of ways. Those with reading ability in its early stages are encouraged well. All the children have reading books and many are beginning to read simple words and phrases. The classroom has a range of picture books, fiction and non-fiction, which are readily available and accessible to the children. All can write their names unaided and letter formation is nearly always correct. A few write independently. Good use is made of classroom computers to support children's early reading and writing skills.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **good**.

Main strengths and weaknesses

- Children's mathematical vocabulary is developing well.
 - They count with confidence.
 - Their emerging skills are used across a range of curriculum areas.
31. Children achieve well and are on course to attain the goals set for this area of their learning. The children are making good progress in their early understanding of number, shape and measure. Some can handle simple addition with numbers to 10 and 20, and the most able children handle quite large numbers competently. Games and puzzles, specifically designed to support early understanding of number, are available and used to good effect. Teaching and learning are good. The staff use resources effectively to support number work and children are enthusiastic about their lessons. In an observed lesson they accurately described the positions of various objects relative to each other, and reinforced this work through written tasks. Good use of a range of resources captures and holds children's interest and their use of mathematical vocabulary is developing well.
32. Children make good progress in their **knowledge and understanding of the world** because they have opportunities to experience a broad range of learning activities in this area. Most children show a curiosity and interest in everything presented to them, and make good gains in their learning. Expeditions around the school, the village, and the locality make them aware of the wider world. The children learn more about their world with many opportunities to handle and discuss a variety of objects, despite the very limited display space in their classroom. They are enjoying learning about the types of transport used to visit other countries and suggested that Barnaby Bear might like to use a submarine to travel to Dublin! The children quickly learn to use computers and are developing expert control of the mouse to use 'click, drag and drop' in a range of games and activities.
33. Children have frequent, planned sessions in the small playground area near their classroom to support their **physical development**. They use the good range of wheeled toys with confidence, and good control, and have opportunities to join with the Year 1 and 2 class for physical education sessions outdoors. This year they have not

had access to large climbing equipment, but this shortcoming is to be addressed when the school moves to its new premises. It is intended that a dedicated area for younger children will have equipment that will promote further the development of large movement skills, giving children the opportunities to climb, crawl and swing. Physical development is currently planned and organised as an integral part of the overall curriculum in a variety of ways. It is taught satisfactorily and the children make suitable progress in the development of a range of skills. Fine motor movements are developed well through the use of pencils, brushes, scissors, and small construction apparatus.

34. Planning for children's **creative development** is good, giving them a good range of artistic experiences. Teaching is good and, as a result, learning is good. Creative expression is fostered well. The children use a variety of pencils, paints, chalks and collage to create images. The usual range of paint colours is enhanced with gold and silver paint available. Examples of children's work are on display and there are, for example, good mathematical links when they use different geometric shapes of paper for their creations. They learn and sing a number of songs and rhymes, and have opportunities to listen to music as well as playing percussion instruments. They have good opportunities to use their imagination through role-play and enjoy using the classroom's 'travel agents' area. The range of dressing-up clothes enables children to dress for 'holidays' and 'expeditions' in hot and cold climates.

SUBJECTS IN KEY STAGES 1 and 2

ENGLISH

Provision in English is **very good**.

Main strengths and weaknesses

- The quality of teaching and learning is very good.
- Pupils speak and read clearly and confidently.
- There are very good opportunities for pupils to write.
- The leadership of the subject is very good.
- Pupils apply their literacy skills very well in other subjects.

Commentary

35. Inspection findings show that by the end of Year 2 standards in reading and writing are well above average. Standards in English, by the end of Year 6, are also well above average. Standards in speaking and listening are well above average in all years. Throughout Years 1 to 6 pupils, including those with special educational needs, achieve very well. Standards have also improved since the time of the last inspection. This is mainly because the quality of teaching and learning is very good. Teachers are very knowledgeable about pupils' learning needs. They plan very effectively to ensure that these needs are met for pupils of all abilities.

36. Teachers provide many very good opportunities for pupils to speak and to listen. Pupils respond very well to these opportunities. They listen courteously to each other and to their teachers. They prepare thoughtfully before speaking and are frequently encouraged by teachers' skilful questioning to extend and clarify the answers they give.

37. In all years pupils are confident and fluent readers for their age. Many pupils clearly enjoy reading and talk with interest and enthusiasm about the books they read. Pupils not only read to gather information, but they also read for pleasure. When teachers ask for pupils to read aloud in lessons, or in assemblies, there is no shortage of volunteers. For younger pupils reading is taught very effectively. Pupils are taught the sounds made by letters and combinations of letters. Because of this they pronounce words correctly and spell increasingly complex words accurately. This also helps pupils to write confidently and the methods used by teachers to teach spelling are very successful.
38. Handwriting is taught frequently and the majority of pupils present their written work very neatly. However, a few younger pupils are less tidy when handwriting is not the specific focus for their learning. Pupils enjoy writing for a range of purposes. Even the youngest pupils attempt to write their own poetry, stories and lists of instructions for various activities. The quality of this work usually exceeds that expected for their age. Older pupils plan their writing carefully, benefiting greatly from the guidance provided by their teachers. They also re-draft and edit their writing successfully in order to make improvements. Many older pupils write independently for a range of purposes. Their spelling is usually correct and many make their writing more interesting for the reader by using an increasingly exciting range of adjectives.
39. The leadership and management of the subject are very good. The subject leader ensures that staff are all up-to-date with effective teaching methods and that the school's very effective procedures for assessing pupils' attainment and progress are applied rigorously. The subject leader monitors standards closely and ensures that the necessary action is taken to maintain the quality of pupils' work.

Language and literacy across the curriculum

40. The provision for language and literacy across the curriculum is very good and pupils apply their skills very well in many subjects. There are many opportunities in many subjects for pupils to speak and listen and participate in discussions. They do this very well. Teachers provide very good opportunities for pupils to apply their writing skills, for example, in history and religious education. Pupils also use information and communication technology effectively to record and present their work.

MATHEMATICS

The provision for mathematics is **very good**.

Main strengths and weaknesses

- Standards are well above average in Years 2 and 6 and pupils achieve very well.
- Teaching and learning are very good because expectations are very high.
- Mathematics is well-resourced.
- Pupils' behaviour in lessons is consistently very good and sometimes excellent.

Commentary

41. Achievement is very good in mathematics, especially as pupils come into school with below average skills in mathematical development. Standards are well above average in Year 2 and Year 6. All groups of pupils make very good progress in lessons and over time, including those identified as having special educational needs. This very good

progress is a result of very good teaching and very effective assessment procedures, which are used very well to inform the planning of what pupils are to learn next. There is also very good coverage of the curriculum for mathematics and very good support for the pupils' learning.

42. Teaching and learning are very good, which means pupils make very good progress, due to very clear planning of lessons to meet their needs. Lessons are very well-organised and methods are very effective. In particular, work is very well-matched to the range of abilities in classes, especially as classes are mixed age. Very successful lessons emerged during the inspection, demonstrating keen pace, very clear objectives and very challenging targets in Years 5 and 6. Very effective lessons observed in Years 1 and 2 and Years 3 and 4 demonstrated strengths in the level of challenge for pupils to extend their thinking, very good use of questioning to develop the pupils' ideas and very high expectations for what they can achieve.
43. Leadership and management of mathematics are very good. The staff work very well together as a team, with very clear objectives for raising standards and improving how the subject is taught throughout the school. Monitoring is very effective, through analysis of pupils' work, scrutiny of planning and a systematic approach to observing lessons and seeking improvement. Mathematics is well-resourced, equipment is very well-organised and regularly checked by staff to ensure it is being used effectively to support learning. The staff cope admirably with poor accommodation to ensure pupils have practical experiences in mathematics through very good cross-curricular links to other subjects. Improvement since the previous inspection is good, with standards being maintained, and the quality of teaching and learning is better.

Mathematics across the curriculum

44. Mathematics is used very well in other subjects to support and extend the pupils' learning. There is a very cohesive approach to integrating subjects and developing the pupils' skills, for example using timelines in history, charts and graphs in geography and measurement in scientific work. The pupils apply their skills and knowledge in numeracy very well to support their learning in other subjects.

SCIENCE

Provision in science is **very good**.

Main strengths and weaknesses

- Teachers have very good subject knowledge.
- The science curriculum builds very effectively on pupils' previous learning.
- Good use is made of pupils' literacy skills and their knowledge of information and communication technology to enhance their learning.

Commentary

45. Inspection findings show that pupils achieve very well, including those with special educational needs, and that by the end of Years 2 and 6 standards are well above average. Standards have also improved since the time of the last inspection. This is mainly because coverage of the science curriculum and the quality of teaching and learning is very good.

46. Pupils in Years 1 and 2 have excellent recall of their previous learning, drawing skillfully on their knowledge to name correctly and explain the functions of the various parts of a plant. They are supported very effectively in their learning by thoughtfully phrased questions posed by their teacher, and by the skilful use of the latter sections of lessons to establish what they know and what else they need to learn. The teaching of science for this age group is excellent, with teachers using the knowledge they gain from assessments to plan the next stages of teaching and meeting the needs of their pupils very effectively.
47. A similar picture of very good achievement is evident in Years 5 and 6. During the inspection pupils in these years responded very knowledgeably to the challenge, posed by their teacher, to explain the phases of the moon and the relationship of its orbit to that of the earth and sun. They did this accurately and used the correct terminology. These pupils benefit greatly from their teacher's very good planning and very good knowledge of the subject. They also make very good use of their literacy skills to explain their work and record their findings accurately.
48. The leadership and management of the subject are very good. The subject leader has provided a very good curriculum which builds very effectively on pupils' previous learning, ensuring that they are able to re-visit aspects of the subject to consolidate their knowledge and understanding. The science curriculum provides very good opportunities for pupils to undertake investigations and to enhance their learning through the use of information and communication technology. Pupils respond very well to these opportunities.

INFORMATION AND COMMUNICATION TECHNOLOGY

The provision for information and communication technology (ICT) is **good**.

Main strengths and weaknesses

- Standards are above average in Years 2 and 6 and pupils achieve well.
- Resources are good and used effectively.
- The staff cope admirably with the constraints of the accommodation and provide good experiences for the pupils to improve their ICT skills.

Commentary

49. Achievement is good and pupils make good progress. Pupils identified as having special educational needs also make good progress and computers are made very accessible to them to improve their learning. The ICT curriculum is good and pupils develop their skills using computers well. Standards are above average for pupils in Year 2 and Year 6. Improvement since the previous inspection is good as standards have improved.
50. Teaching and learning are good. The staff have a good understanding and knowledge of the requirements of the curriculum. Lessons are well-planned and organised with effective methods to ensure that all pupils have frequent access to computers and laptops. Pupils, especially those in Years 5 and 6, are able to save and store their own work. They can access this readily to develop both their ICT skills and also to improve, edit and review their work in other subjects. From an early age, pupils can 'log on', access programs and open files. By Year 3, pupils use CD-ROMs very well to research, investigate and collect information. For example, in Year 1 and 2 in history a

program was used well by the pupils to research the life of Florence Nightingale. In Years 3 and 4, art work based on John Goldsworthy was recorded on digital cameras and pupils can access these photographs to remind themselves of the three-dimensional work they produced.

51. Leadership and management of information and communication technology are good and the subject is well-resourced. Teaching and learning are monitored effectively through a systematic approach to ensuring standards are improving and pupils' skills are developing. Assessment procedures are good, used effectively to inform future teaching and learning and the pupils are well-aware of what they are learning and how to improve.

Information and communication technology across the curriculum

52. The pupils' skills in information and communication technology are well-developed, because the subject is used effectively in other subjects to ensure there is a good range and variety of experiences. For example, work in mathematics lessons is well supported and all groups of pupils are given good access to the full range of available resources.

HUMANITIES

Geography and history were sampled during the inspection. Few lessons were observed in history and none in geography, therefore there is no judgement on provision. Judgements are based on evidence from samples of pupils' work, displays around the school and from discussion with staff.

Religious education

The provision for religious education is **good**.

Main strengths and weaknesses

- Standards at the end of Year 2 and Year 6 are above those expected.
- Standards reflect the school's ethos.
- The subject makes a very good contribution to pupils' spiritual, moral, social and cultural development.

Commentary

53. Standards are above the expectations of the Locally Agreed Syllabus at the end of Year 2 and Year 6, which shows an improvement since the last inspection. Pupils' achievement, including those with special educational needs, is good. They are introduced to an appropriate range of world faiths, including Christianity, and are developing a good understanding of the similarities and differences between them. Most understand, for example, how worship practice varies in different religions and how symbolism is used. They have made comparisons of the different festivals that incorporate the theme of light within various religions. They are developing good understanding of the use of symbolism in religion and handle the artefacts presented to them with care and respect. The school's ethos is supported and developed very well in religious education lessons.

54. Only two religious education lessons were observed. In one the teaching was very good, capturing pupils' interest very well. A scrutiny of teachers' planning shows that lessons are prepared well. Role-play is used well to promote thinking about Christian values. A good feature of teaching is the use made of the school's good range of resources. This practice of supporting pupils' understanding of religion through first-hand experience is extended by using the internet and videos to enhance pupils' knowledge of centres of worship and features of other religions. This is further strengthened by visits to local churches and chapels. Older pupils have visited a mosque and a Sikh temple as well as Lincoln Cathedral. Pupils' written work shows good recall of these visits and they write with enthusiasm about their experiences. Pupils are encouraged to write about the effect these visits have on their spiritual development. Occasional visitors are welcomed to further extend pupils' learning and understanding. Pupils' response in the lessons seen was very good and their recall of previous learning is also very good.
55. The subject leader has a good overview and grasp of the subject and how it could be further improved. A school syllabus has been created which is firmly based on the local education authority agreed syllabus. Assessment currently takes place through the evaluation of planning and the units of the scheme. Resources are good and include an artefact box for each religion. These are used effectively to support learning.

Geography and history

56. Inspection evidence shows that standards in both subjects are well above what is normally expected for pupils in Year 2 and Year 6. Achievement is very good, including for those pupils who are identified as having special educational needs.
57. In **history**, the pupils have a very good understanding of the order of events which took place in the past. For example, in Years 1 and 2 the pupils can explain that Florence Nightingale lived during the Victorian era and that her work in the Crimea was difficult and arduous. This is because the subject is taught in a very interesting way, using the pupils' skills in literacy, language and comprehension very well. The method of telling historical events as a story engages the pupils very well, makes history interesting for them and means their skills in other subjects are very well-promoted. By the time the pupils are in Years 5 and 6, they have learned about various topics including the Egyptians, and World War II. The diaries kept by pupils on their experiences as evacuees indicate the very good knowledge and understanding the pupils have acquired. Teaching in the lessons seen was good.
58. In **geography**, topics include looking at village and coastal locations in Years 1 and 2. By Years 5 and 6 pupils study locations and make comparative studies. Traffic surveys of the local area provide very good sources of evidence for the pupils to collate information, linking to work on data handling in mathematics. Charts developed by pupils indicate they study the weather, the importance of sources of water and mountain regions. Studies include St Lucia, map skills and use of a key in map reading. Changes in terrain and temperature are also noted. The topic on discovering 'Mohenjo-Daro' is very well-presented with very good use of literacy skills, indicating the detailed and comprehensive amount of written work pupils produce.
59. Information and communication technology is used effectively to support pupils' learning in history and geography and they use their skills well to locate information, save their work and research topics. For example, work in history in Years 5 and 6 on a topic about currency and decimalisation is very well-documented.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

It was only possible to see one lesson in each of art and design, design and technology and physical education. No lessons were seen in music. Consequently no judgements are made about the overall quality of provision in these subjects. Judgements are based, in addition to lessons, on the analysis of pupils' work and on discussions with pupils and teachers.

Art and design and design and technology

60. Inspection evidence indicates that standards are in line with national expectations in design and technology, and above average in art and design. When art is imaginatively taught, for example using the work of Josef Albers, standards are well above average. Pupils use his work as an inspiration for producing designs that are printed on fabric and displayed as a window covering. The observed lessons demonstrated very good teaching and learning in art and design and good teaching and learning in design and technology. In addition, the evidence of pupils' past work, teachers' planning and the school's guidelines indicates significant strengths within these subjects. This is particularly true from the evidence seen of the school's coverage the subjects and use of a broad range of artistic media.

Music

61. Singing in an assembly for pupils in Years 1 and 2 indicated that pupils attain average standards and achieve satisfactorily. Older pupils record their musical experiences and learning in their books. Much of this recorded work indicates standards that are above average in terms of composition and pupils' understanding of musical notation. There is also clear evidence to show the curriculum for music is covered well.
62. During the inspection two pupils were observed making good progress in learning to play the violin under the guidance of a visiting tutor. The school ensures successfully that pupils have access to a good range of opportunities to learn to play popular musical instruments.

Physical education

63. The quality of pupils' work in a lesson for Years 5 and 6 indicated average standards and good achievement. Teaching and learning in this lesson were good. The weather was cold and the playground space cramped, but pupils showed excellent attitudes to their learning. They worked very hard to play safely and to acquire and apply the passing and moving skills that provide the basis of games such as hockey and netball.
64. The school has currently no indoor space to teach physical education. However, governors and the headteacher have worked effectively to overcome this drawback by sharing the facilities of other schools and traveling to use the local sports centre. The school is also successful in meeting the requirement for pupils to have opportunities to learn to swim during the primary phase of their education.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

It was only possible to see one lesson. Because of this no judgement is made about overall provision. In addition to the one lesson judgements are based on discussions with pupils and teachers and on pupils' recorded work.

65. Inspection evidence indicates that pupils achieve well. The lesson observed for pupils in Years 3 and 4 provided them with good insights into their ability to make choices in terms of resolving disputes and responding to various peer pressures. Pupils showed very good attitudes to their work and the quality of teaching and learning was good.
66. The school provides a very good programme for all year groups that gives very full coverage to all aspects of personal, social, health education and citizenship. For example, the coverage of sex and relationships education and of the dangers of abusing alcohol and drugs meets pupils' needs very well and has the full approval of parents. The programme and its associated approaches to teaching also provide pupils with very good opportunities to apply their literacy skills by recording a significant amount of their learning in a variety of ways. This recorded work illustrates standards of writing and understanding that are well above average.
67. The school has a very effective council of pupils that enables them to be consulted and to make known their views about the school. The elected representatives of pupils in each year do this very well and the standard of speaking and listening is well above average. Pupils who are members of the school council receive very good support and guidance from a teaching assistant and from the acting chair of the governing body.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
The overall effectiveness of the school	2
How inclusive the school is	1
How the school's effectiveness has changed since its last inspection	3
Value for money provided by the school	2
Overall standards achieved	2
Pupils' achievement	2
Pupils' attitudes, values and other personal qualities	1
Attendance	5
Attitudes	1
Behaviour, including the extent of exclusions	1
Pupils' spiritual, moral, social and cultural development	2
The quality of education provided by the school	2
The quality of teaching	2
How well pupils learn	2
The quality of assessment	2
How well the curriculum meets pupils needs	2
Enrichment of the curriculum, including out-of-school activities	2
Accommodation and resources	4
Pupils' care, welfare, health and safety	2
Support, advice and guidance for pupils	2
How well the school seeks and acts on pupils' views	2
The effectiveness of the school's links with parents	2
The quality of the school's links with the community	2
The school's links with other schools and colleges	2
The leadership and management of the school	2
The governance of the school	2
The leadership of the headteacher	2
The leadership of other key staff	2
The effectiveness of management	2

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