

INSPECTION REPORT

TEALBY PRIMARY SCHOOL

Tealby

LEA area: Lincolnshire

Unique reference number: 120480

Headteacher: Mrs D. Popplewell

Lead inspector: Mr Jeff White

Dates of inspection: 6th to 9th June 2005

Inspection number: 268028

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

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INFORMATION ABOUT THE SCHOOL

Type of school: Primary
School category: Community
Age range of pupils: 4-11
Gender of pupils: Mixed
Number on roll: 83

School address: Front Street
Tealby
Market Rasen
Lincolnshire
Postcode: LN8 3XU

Telephone number: 01673 838330
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Appropriate authority: Governing Body
Name of chair of Mr Neil Cooper
governors:

Date of previous 1/12/1999
inspection:

CHARACTERISTICS OF THE SCHOOL

The school is much smaller than other primary schools with 83 on roll, 11 of whom are in the reception. Pupils are admitted into the school at the beginning of the school year in which they become five. The percentage of pupils eligible for free school meals is below the national average.

The percentage of pupils with special educational needs is above average including those with statements. Pupils are drawn from Tealby and surrounding villages. The attainment of the current reception pupils, on entry to the school, was broadly above average. The school has won several awards including Investors in People and the Basic Skills Quality Mark in 2004. Its most recent award is the Healthy Schools Award. The current headteacher has been at the school for less than a year.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
07242	Jeff White	Lead inspector	Mathematics, science, art and design, design and technology, music, physical education
9003	Bryan Findley	Lay inspector	
26965	Paula Protherough	Team inspector	English, ICT, geography, history, religious education

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

The school is satisfactory with good features and is improving under the new headteacher's good leadership. The headteacher, with governors' support, is building on the work of her predecessor but is also taking action to raise standards and improve achievement where needed. Relationships between adults and pupils are very good and pupils work diligently. The school provides sound value for money.

The school's main strengths and weaknesses are:

- Standards overall, in English, mathematics and science, are above average in Year 6
- Standards in speaking and listening are above average throughout the school
- Standards in Year 2 are below average in the core subjects but are beginning to improve especially in mathematics
- Although children in the reception will meet many of the expected learning goals, their progress over time is too slow
- The most able pupils' work is not always challenging enough
- Pupils' attitudes and behaviour are very good overall
- Parents and the wider community make a valuable contribution to pupils' education

When the school was last inspected six years ago there were no key issues. Standards in comparison with similar schools have improved over time in the tests for pupils aged eleven, particularly in mathematics and science. However, in the Year 2 tests standards have fallen and, despite the need for caution, given the low year group numbers, standards are too low. The new headteacher, with the support of the newly constituted governing body, is now taking action, where needed, to raise standards quickly.

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	D	C
Mathematics	C	A	A	A
Science	C	B	A	A*

Key: A - well above average; B – above average; C – average; D – below average; E – well below average. A indicates that the school is in the top five per cent of all or similar schools.*

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

Most pupils' achievement is satisfactory. Children in the reception are on course to reach many of the expected learning goals by the time they enter Year 1. Some children will exceed the goals. However, most of the children are of above average ability and they have not made the progress of which they are capable, except in personal, social and emotional development. Progress over time, in mathematics, science and writing has also been slow in Year 2 and standards are too low. Pupils achieve well in speaking and listening and standards are above average throughout the school. Standards in reading are improving and are now average in Year 2 and above average in Year 6. There is some good writing in Year 6 but overall standards are average. The support given by the headteacher in the reception/Year1/Year 2 class is enabling pupils to be better organised and consequently

standards and achievement are improving in literacy and mathematics. Year 6 pupils achieve well in mathematics and science and standards are above average. In the small amount of work seen in art and design, design and technology and history, standards were largely good. Very little work was seen in religious education and Year 6 pupils' knowledge and understanding of different faiths are under-developed. In geography and information and communication technology (ICT) standards in Year 2 and Year 6 are satisfactory. There was not enough evidence to evaluate standards in music and physical education. Pupils with special educational needs (SEN) achieve satisfactorily throughout the school. In all classes there are opportunities to challenge the most able pupils more thoroughly

Pupils' personal qualities, including their **spiritual, moral, social and cultural development, are good**. Their attitudes and behaviour are very good. Attendance is good.

QUALITY OF EDUCATION

The quality of education is satisfactory. Teaching is satisfactory overall. The teaching seen during the inspection in the reception/Year 1/Year 2 class was mainly satisfactory. However, Year 2 pupils' work over time is poor and their learning has not been rigorous enough. Teaching is good in mathematics and science in Year 6. Over the current year the teaching in literacy has been good in Years 3 and 4. All teachers promote speaking and listening well and as a result pupils speak confidently and clearly. The headteacher's support in the youngest class is beginning to pay dividends. Teaching assistants are used well and contribute positively to pupils' learning. Teachers' marking in Years 3 to 6 often helps pupils to improve their performance. The school has recognised the need to make better use of other assessment findings when planning pupils' work.

The overall curriculum is satisfactory but enriched well by extra-curricular activities. The accommodation has several weaknesses but the proposed development should be a significant improvement. The overall quality of care is good and guidance is satisfactory. Relationships between pupils and adults are very good. Links with parents, the community and other schools are good.

LEADERSHIP AND MANAGEMENT

Leadership and management are good. The new headteacher has analysed the school's performance and is taking effective action to raise standards and improve achievement. She has the support of parents, governors and staff. Governance is good and governors are well aware of the school's strengths and weaknesses. Statutory requirements are met with the exception of the most recent pupils' annual report to parents. However, the proposed new format for the report meets requirements.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

The vast majority of parents are very satisfied with the school and are especially pleased with the recent improvements in reading. Pupils like the school, enjoy having a say, and feel their views are valued.

IMPROVEMENTS NEEDED

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

- Raise standards and improve progress in writing, mathematics and science by the end of Year 2

- Improve achievement in the reception
- Ensure that the most able pupils, throughout the school, are challenged sufficiently

In addition, the school should ensure that it:

- Meets statutory requirements in the annual pupils' report

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

Most pupils' achievement is satisfactory and most reach above average standards in the core subjects. Pupils' progress in Year 2 has been too slow over time and standards are below average overall.

Main strengths and weaknesses

- Standards are above average in speaking and listening
- Standards are above average in mathematics and science in Year 6
- Children in the reception meet the early learning goals but many have not made enough progress
- Standards in writing are below average in Year 2

Commentary

1. For several years the school's results in the national tests for pupils in Year 2 have been poor, especially when compared with performance in similar schools. Although caution is needed in interpreting results because cohort numbers are small, it is clear that standards have not been good enough. In the most recent, unverified tests, some improvement has been made, especially in reading and mathematics. However, standards are still too low and the current Year 2 pupils have made unsatisfactory progress over time in writing, mathematics and science. Overall standards in the tests for pupils aged eleven have improved over time, especially in mathematics and science and pupils have performed well in relation to their prior attainment. They have performed least well in writing. Standards in the current Year 6 are above average overall in all three core subjects.

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

Standards in:	School results	National results
English	26.6 (27.7)	26.9 (26.8)
mathematics	28.7 (28.4)	27.0 (26.8)
Science	31.3 (29.5)	28.6 (28.6)

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

2. Children in the reception will meet many of the expected learning goals and many will exceed them. Children achieve well in personal, social and emotional development because the provision is effective, and standards are above average. Standards are also good in speaking and listening because the adults encourage plenty of talk. However, over time many of the children have not made the progress of which they are capable, especially in reading and mathematics.
3. Standards in speaking and listening are above average because the promotion of talk and discussion is a prominent feature of the teaching. By Year 6 many of the pupils are very articulate and confident when expressing their views. Standards in reading have

risen because of the initiatives to improve reading and involve parents more actively. Standards are now average in Year 2 and above average in Year 6. There is still room to teach reading skills more systematically in Years 1 and 2. Standards of writing are below average in Year 2 because key skills have not been taught progressively. However, standards are improving because of the headteacher's support in literacy. Writing is average in Year 6 and there is some good work. However, pupils need to write for a broader range of audiences and in a more varied range of styles. Good teaching in Years 3 and 4 has helped pupils to catch up in English.

4. Standards in Year 2 are below average in mathematics and science because progress over time has been poor and skills and knowledge have not been taught progressively. The headteacher's teaching in Year 2 is now helping standards to rise but much remains to be done to ensure pupils achieve their potential. The oldest pupils achieve well in mathematics and science and standards are above average because the teaching has high expectations. A key strength is the opportunity for pupils to explain their thinking when they are solving problems.
5. Standards in ICT are average overall and should improve when the development of a computer suite is completed and the provision of equipment improves. In the small amount of work seen in other subjects standards were good in art and design, design and technology and history. Standards were satisfactory in geography. Pupils in Year 6 showed very little knowledge and understanding of religious education. There was not enough evidence to evaluate standards and achievement in physical education and music.
6. Pupils with SEN make steady progress because of sound support. In much of the work, especially in Years 5 and 6, the most able pupils work to capacity. However, often not enough is expected of them in the reception and Years 1 and 2. This picture is improving with the headteacher's active involvement in the teaching and better tracking of pupils' progress.

Pupils' attitudes, values and other personal qualities

Pupils have very good attitudes to their schooling and they behave very well. They develop well during their time in school and provision for spiritual, moral, social and cultural development is good overall. Attendance and punctuality are both good.

Main strengths and weaknesses

- Pupils in Years 5 and 6 have very mature attitudes towards learning
- Pupils develop very well as responsible citizens
- Relationships between pupils and with adults are very good
- Not enough opportunities are provided for pupils to consider the values and beliefs of different faiths and cultures

Commentary

7. Pupils enjoy coming to school and are enthusiastic about their work and school life generally. Attendance rates are high and pupils are punctual. Those in the reception soon settle into class routines. They organise themselves well and respond positively to guidance. Pupils with SEN involve themselves very well in activities because of the

good levels of individual support they receive from teaching assistants, particularly in Years 3 and 4. By the end of their time in the school, pupils have a mature curiosity for learning and present very good role models for younger pupils, for example, when speaking in assemblies about their activities. Parents agree that behaviour is very good and that pupils are helped to mature.

8. Pupils' social development is very good because pupils are increasingly involved in school life and made very aware of what it is to be a good citizen. They take on a number of helpful tasks in the classroom and in assemblies. The school council provides a very good forum for pupils to express their views. The school has recently introduced peer mediators, in which Year 5 pupils help to resolve low-level difficulties at break times. This has proved very successful and popular with the pupils. Pupils demonstrate care for the wider environment, such as wildlife protection and recycling.
9. Pupils' personal development is also evident in their very good relationships. They learn to share and co-operate in activities from an early age. They become increasingly supportive and appreciative of the work of others, as seen in a Year 5 and Year 6 English lesson when comparing play scripts. Teachers and teaching assistants foster these supportive relationships and provide good role models of how to treat others.
10. Pupils' spiritual and moral development is good. They are encouraged to talk about themselves and reflect upon their personal values and relationship with others. Assemblies are also used well to provide opportunities for pupils to reflect on their experiences and those of others. Pupils were involved in a 'Vision and Values' meeting that also involved other stakeholders from the community and they developed their own codes of behaviour. Cultural development is satisfactory. There are examples of good provision in music and dance from visiting groups such as Sound Lincs, including dance associated with different cultures, such as a workshop involving African drums. Pupils do not, however, learn enough about life in a culturally diverse society.

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data	4.0	School data	0.0
National data	5.1	National data	0.4

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

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education is satisfactory.

Teaching and learning

Teaching, learning and assessment are satisfactory overall.

Main strengths and weaknesses

- Speaking and listening are well taught throughout the school
- Mathematics and science are taught thoroughly in Years 5 and 6

- Over time pupils in Year 2 have not been challenged enough
- Teaching in the reception has not helped children to achieve their potential in some areas of learning

Commentary

- Teachers throughout the school promote pupils' speaking and listening skills well. Children in the reception are encouraged to talk about their work and as a result they relate confidently to adults and to the older pupils. Discussion at the start of lessons is a good feature, for example, when teachers are recapping on previous work or developing pupils' skills of mental recall in mathematics. In Years 5 and 6 oral interaction is often of high quality because the teacher manages the lively debate very well. Pupils generally listen well to each other and to adults.
- Teaching in mathematics and science is rigorous in Years 5 and 6 and contributes significantly to pupils' good achievement and above average standards. The use of an extra part-time teacher to supplement teaching in science has clearly been successful. Expectations have clearly been high and the pupils' work in both subjects indicates that skills of enquiry have been fostered well. In a very good lesson the class teacher challenged pupils very well as they discussed the differences between solids, liquids and gases. A good feature of this lesson was the opportunity for high attaining pupils to explore their own ideas.

Summary of teaching observed during the inspection in 19 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	2	6	10	1	0	0

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

- The teaching observed in Years 1 and 2 was mainly satisfactory during the inspection but Year 2's work over time indicates that they have not been taught as well as they should have been. Work is not dated and is often poorly presented. Marking is weak and there is little sign that key skills have been taught progressively. However, the teaching has improved since the headteacher's involvement in teaching literacy and numeracy and this is a positive development.
- Personal, social and emotional development and speaking and listening are taught well in the reception and consequently the children have achieved well. However, the teaching has not taken enough account of assessments of children's attainment on entry, especially in mathematics and reading, and consequently many children have not made enough progress.
- Teachers and support staff work well together and relate very well to the pupils. Discipline is very good and pupils as a result behave very well. Sound support is given to pupils with SEN. Pupils apply themselves well to their work and work diligently. In all classes they can be relied upon to co-operate well with others and to work independently. Although there are good examples of the most able pupils being challenged well there are still opportunities to expect more of them, for example, in writing.

The curriculum

The curriculum is satisfactory overall. Staffing, resources and accommodation are adequate.

Main strengths and weaknesses

- Current curriculum planning for some non-core subjects lacks sufficient detail
- Good use is made of visits and visitors to enrich the curriculum

Commentary

16. The school's curriculum meets statutory requirements. French is also taught.
17. The new headteacher has rightly recognised the need for a complete review of the curriculum. Although the rolling programme indicates the curriculum that will be taught the non-core subjects are not always covered in sufficient depth. The school's policy of creating links between the different subjects of the National Curriculum has some strengths. For example, in history an introduction to the topic of Romans was introduced well through a cross-curricular approach which included geography, literacy, drama and art. This work captures pupils' interest and enthusiasm and creates a purposeful working ethos. However, the planning of discrete, subject specific knowledge, skills and understanding for each subject lacks sufficient rigour. It is for this reason that the school is, rightly, re-designing its curriculum.
18. The curriculum is enriched with visits, visitors and the involvement of parents and the community. For example, the Year 5 and Year 6 pupils recently undertook a highly successful residential visit to London. They speak enthusiastically of the places they visited including the National Gallery and the London Eye. This was clearly a rewarding experience that enhanced their education and all round personal development. They also described a visit to Eden Camp that improved their understanding of life in World War two. The close links with partner secondary and primary schools benefit the sport and ICT programme. Local members of the community such as a parent who is an artist and the community policeman are frequent, welcome visitors to the school who enhance the breadth of the school's curriculum. Other supporting activities include the Young Shakespeare Company, a gymnastic coach from the grammar school and a dance project, which is funded by the New Opportunity Fund. The school also offers a range of clubs that include gardening and football after school. There are close links with the after school care club.
19. Pupils with special needs are well supported to ensure that they have access to all areas of the curriculum and are included in all activities. The SEN co-ordinator has undertaken the role this year. She is extremely well organised and has set up many systems to ensure that provision is becoming more effective. She supports teachers and assistants and works with parents who have become more involved in setting targets for their children with staff. She is very clear about how to improve provision and has a plan which she is gradually implementing. For example, there is now an ICT programme to assist staff to write accurate and progressive targets for pupils' individual education programmes. Although at the current stage pupils are not sufficiently involved in setting their own targets, this is a next step for the school. There are good

links with other agencies so that appropriate specialist support is available where necessary.

20. There are sufficient teaching and support staff to meet the needs of the curriculum. The school building, has many drawbacks but the staff and pupils manage their environment very well. They display and organise all areas attractively and have recently reorganised the classrooms to make room for a “hall” space to enable the whole school to gather. The use of the village hall and field is a great asset and means that there is space for indoor physical education and other sports activities. The proposed building programme will considerably enhance provision for the youngest children and ICT. The school is well resourced for many subjects and supplements these where possible. For example, pupils visit the local library van. The headteacher and governors have rightly identified ICT as an area for significant investment in the future.

Care, guidance and support

The care, welfare, health and safety of pupils are good. The provision of well-informed support, advice and guidance is satisfactory. Consideration of the views of pupils is very good

Main strengths and weaknesses

- School council arrangements provide pupils with very good influence in school life
- Child protection arrangements are good
- Pupils are given a good introduction to the school

Commentary

21. The school is very good at seeking and taking pupils’ views into account. A school council meets frequently to discuss ways of improving the school, which includes concerns raised by pupils , for example, the council improved the smooth running of dining arrangements with arrangements for seating that avoided conflict. Issues are discussed in classes so pupils feel involved in the changes made. The school council is also involved in raising funds for school improvement and for charities.
22. The school is a safe place for pupils and members of staff care for pupils well. Teachers take good care of safety in lesson activities. Risk assessments are made for all activities outside of school and first aid expertise is adequate and always available.
23. Child protection arrangements are good because they follow locally agreed procedures carefully. The designated teacher for this area trained recently and has reviewed practice in the school. All members of staff have been made aware of procedures and provided with guidelines for effective action.
24. Induction arrangements are good because of close working arrangements between the school and the two main pre-school providers. Intended pupils become familiar with their future school, through ad hoc visits to events such as sports days, as part of their pre-school experience. They are also visited by their new teacher and then attend the school for a series of half-day visits during the term before they start at the school. Parents are very pleased with these arrangements.

Partnership with parents, other schools and the community

The school promotes a good partnership with parents. Links with the community and with other schools are good.

Main strengths and weaknesses

- Parents give very good levels of support
- The school provides very good information about school life
- Reports on pupils' academic progress are unsatisfactory
- The school is very involved with the community

Commentary

25. Parents think very highly of the school and feel comfortable approaching staff with ideas or concerns. Parental involvement in pupils' learning is encouraged and information is provided about how parents can help, for example, in the support of early years learning and reading. Parents respond very well to this and make good use of the reading record. Parental support in this and other work at home is contributing significantly to pupils' learning. There are now longer term plans to extend facilities on the school web site to give pupils and parents the ability to access pupils' work from home. Parents also give valuable support through the Parent Teacher and Friends Association, which organises social events in the community and raises considerable funds for school improvement.
26. The quality of information to parents about school life is very good because of the very high quality of newsletters and formal publications, such as the prospectus. The school web site gives detailed information across school life and school organisation. A parents' notice board is displayed prominently in the school corridor and contains up-to-date information about current activities.
27. Information to parents about the progress their children make in the curriculum is unsatisfactory. This was a concern expressed to the inspectors by some parents before the inspection and is justified. Reports do not give enough information on the non-core subjects. Parents are shown their child's record of achievement, which contains work done in other subjects, but this does not substitute for a professional evaluation of a pupils' progress in attainment or give information about particular strengths or weaknesses. A redesigned format for the current year reports will give cover to all subjects of the curriculum.
28. The school continues to play a part in community life. Pupils are involved in events, such as village fairs and there is close contact with the local reverend, who celebrates assemblies and leads services in the village church. The school liaises well with other agencies, such as the police and school nurse. Community facilities are harnessed well to enrich the experience for pupils, such as the involvement of The Wolds Countryside Service and The Woodland Trust in developing the school wildlife area through a 'community dig'. Members of the community are also involved in meetings to discuss the school's vision and values. There are good educational and transfer links with the two local secondary schools, particularly in sporting links with Caistor Grammar School and in mathematics and ICT links with De Aston School.

LEADERSHIP AND MANAGEMENT

Leadership and management are good. Governance is good except for the need to fully meet statutory requirements.

Main strengths and weaknesses

- The headteacher and governors are committed to raising standards
- Governors have good awareness of the school's strengths and weaknesses
- The headteacher has strong sense of purpose

Commentary

29. The new headteacher has made a good start and provides good leadership. She has analysed the school's performance well and acted quickly to raise standards where it was needed most, for example in Year 2. More rigorous tracking procedures are being introduced to track pupils' progress. The headteacher has the support of staff, parents and governors. Parents are particularly pleased with the initiatives to improve reading. The school development plan is thorough and current priorities are identified clearly. The governors discuss the progress of the plan regularly. Finances are controlled efficiently and projected expenditure is clearly identified in the development plan. The governing body is newly constituted and governors welcome the opportunity to play an active part in the school's development. They are kept well informed by the headteacher's reports and their visits to the school. In the meeting with inspectors governors showed their commitment to raising standards, especially in Year 2.

Financial information for the year April 2004 to March 2005

Income and expenditure (£)		Balances (£)	
Total income	259660	Balance from previous year	33210
Total expenditure	232665	Balance carried forward to the next	27005
Expenditure per pupil	2737		

30. The school is well managed. The headteacher is sensibly updating policies and practices if needed, within a realistic timescale. The school runs smoothly, helped by the efficient administrative staff. The headteacher is rightly concerned to improve the role of subject coordinators, all of whom, in common with other small schools, carry a heavy load. The subject leader in English is working well with the headteacher to improve standards. The co-ordinator for mathematics was absent during the inspection. The role of the science co-ordinator is under-developed. The headteacher's monitoring of lessons is thorough and purposeful and suggestions for improving teaching and learning are highly appropriate. Good use of work scrutiny has been made to highlight strengths and weaknesses and subsequent action has been taken, for instance, to improve writing. Some of these improvements will take time to raise standards significantly.

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

31. Children enter the school at the beginning of the year in which they become five. Attainment on entry is broadly above average. At the time of the inspection there were eleven pupils in the reception and they were taught in the same class as Year 1 and Year 2. It was not possible to evaluate provision in every area of learning. The overall provision is broadly satisfactory. The teaching was largely satisfactory during the inspection and the children will meet many of the learning goals expected on their entry into Year 1. However, over time many of them have not made the progress of which they are capable. The curriculum is satisfactory and includes adult directed activities and opportunities for children to choose what they do. A satisfactory range of assessments procedures is undertaken. The teacher is well supported by the teaching assistants. The headteacher is currently supporting teaching Year 2 and some of Year 1 in literacy and mathematics. This arrangement is working well and is enabling a better focus on the distinctive needs of the reception children. The provision at the time of the last inspection was good. The lack of an easily accessible outdoor area will be addressed in the proposed building work.

Main strengths and weaknesses

- Achievement is good in personal, social and emotional development
- Standards of speaking and listening are good
- The learning objectives for play and “choosing” are not identified precisely enough
- Over time the teaching has not built progressively on what children know and can do, particularly in reading and mathematics

Commentary

32. Children are meeting the expected goals in **personal, social and emotional development**, and some are exceeding them. Achievement is good because the teaching is effective. Children are well cared for and relate well to adults. Relationships between children are good and they behave well in the classroom and elsewhere. For example, children in a lesson outdoors shared equipment sensibly and also played confidently on their own. During this lesson the teaching assistant sensitively encouraged more reluctant children to co-operate with others. Children show self-confidence when sharing activities with older pupils, for example, when talking about plants.
33. In **communication, language and literacy** children will meet many of the early learning goals. Opportunities to regularly listen and talk contribute to the good standards attained. For example, children talk confidently about their work and further develop their oral skills when engaged in role-play in the “jungle” area. Pupils write their own names and simple sentences and practise their writing in the “writing area”. Some of the children use their phonic knowledge when reading simple sentences. Children enjoy choosing books to read and talk about. Assessment of the children’s reading skills at the end of the reception shows that progress has been too slow for many of the pupils. This indicates that over time teaching of reading has not been rigorous enough.

34. Children will meet many of the learning goals in **mathematical development** and some are already exceeding them. In a lesson taken by a teaching assistant a boy accurately wrote and recognised numbers to 20. Others, with the teaching assistant's support, developed their understanding of "more than" and "bigger" as they constructed towers of building blocks. Most of the children count and recognise numbers to 10 and are capable of undertaking work at a higher level. This lack of challenge may well have contributed to the generally unsatisfactory progress over time, as indicated by the most recent assessment of performance.
35. In **knowledge and understanding of the world** children will meet many of the expected learning goals. They have opportunities to find out about living things, for example, by observing and talking about the parts of plants and by visiting the school's grounds, including the pond. They build with a satisfactory range of objects. For instance, children co-operated well to build towers out of blocks and counted how many they used. They also select resources they need to use, for instance when painting pictures. Pupils enjoy listening to taped stories through headphones and show reasonable confidence in using the mouse when using simple programs on the computer. Children joined with older pupils in mapping a teddy bear's "adventure" routes in the local area.
36. Children will meet many of the goals for learning in their **physical development**. They move with confidence in activities in the playground and are sensibly aware of the safety of others, for example, when they built the towers of building blocks. In the outdoor session, there were opportunities to develop children's physical movement that were not indicated on the planning for the teaching assistant. The children handle equipment and resources safely, for instance when using technology. Little work was seen in **creative development** but the signs are that children should meet the early learning goals. Some of the children's artwork is above average and shows expressive use of colour. Children paint confidently. Children engage confidently in role-play in the "Jungle" area. They sing with enthusiasm in assembly.

SUBJECTS IN KEY STAGES 1 and 2

ENGLISH

Provision in English is **satisfactory**.

Main strengths and weaknesses

- Pupils' speaking and listening are above average throughout the school
- Although improving, pupils throughout the school are underachieving in their writing
- The subject leader's plan to improve standards is beginning to have a positive impact on pupils' achievement

Commentary

37. During the last three years there has been a decline in standards, which the school is now starting to take positive action to address. The recent good work is a sound base for further improvement. The English co-ordinator and the headteacher have a clear

vision about how to improve provision and raise standards in English at a brisker pace. Teaching and learning are satisfactory overall with good features.

38. By Year 6 pupils converse maturely and listen with interest to other people. Many are highly articulate, have a well-developed vocabulary and speak with confidence in lessons to adults and other pupils. The effective use of drama contributes significantly to pupils' creativity and self-expression. For example, a good drama session in Year 3 encouraged pupils to explore the story of Romulus and Remus. In Years 5 and 6 pupils performed a play text with intonation and expression. The quality of debate in the oldest pupils' class is high because the teacher is skilled in drawing out ideas and deepens the pupils' understanding with probing questions. The teacher has good subject knowledge and knows how to develop pupils' understanding.
39. Standards in reading have risen and are now average by the end of Year 2 and above average in Year 6. Although many pupils can read at a satisfactory level in Years 1 and 2, the teaching of reading could be improved still further. Pupils' reading strategies and knowledge of phonics are not secure enough nor are these skills taught systematically. This means that some low attaining pupils in Year 2 do not have the necessary skills to tackle unfamiliar words with confidence or to correct themselves when reading aloud. They are cautious about sounding out words.
40. By Year 6 pupils are confident in using their well-developed library skills to retrieve information from books to support their learning in other subjects. They talk with enthusiasm about books they read at home. Progress in reading has been improved by the addition of a new and structured reading scheme. The recent introduction of book bags and reading diaries has inspired older pupils to evaluate and write comments on books they read. Both of these initiatives have been welcomed by parents who are now better placed to support their children with their work.
41. In Year 2 standards in writing are below average. Analysis of the children's work shows that, until recently, the skills of writing have not been taught systematically. Pupils struggle with simple spellings, written work is limited to short pieces and the handwriting is not well formed. Marking has been haphazard and has not told pupils how to build steady improvement in their work. However, the Headteacher now supports the teaching of literacy in Years 1 and 2. This arrangement provides the opportunity for the reception teacher to focus on the younger pupils whilst the older pupils can work in a smaller group at their own level. This is having a positive impact to raise standards in all areas of the literacy curriculum. Pupils are beginning to achieve better. The Year 1 and Year 2 pupils also have the opportunity to write freely which helps them to develop their confidence. Pupils are starting to enjoy writing and Year 2 pupils were rightly proud of their poems about sounds in the jungle. Pupils in Year 3 and Year 4 have a lot of ground to catch up and good teaching over the course of this year is having an impact in these year groups.
42. Pupils are taught systematically, high standards are expected and their work is marked thoroughly. Pupils respond with enthusiasm and achieve well. They are enthusiastic about their writing and are rightly proud of their writing about Roald Dahl. This year's focus on writing is also having an impact on standards reached by pupils in Year 6, but they are still only achieving at a level expected for their age group and many are capable of more. Too few pupils exceed the levels expected of in Year 6. This is because they have too few opportunities to extend their writing during lessons. Marking

is often thorough and suggests how pupils could improve but many are unclear about what their targets are. Throughout Years 3 to 6 there are many very able pupils who enjoy their English lessons and are stimulated by their activities. They are pleased with their new reading and writing journals and relish the increased opportunities for writing.

43. Handwriting is not taught consistently and there is no consistency of expectations across the school in the use of joined script and pens. In Years 1 and 2 pupils do not hold pencils correctly or form letters correctly which means that as they enter Year 3 there is a great deal of work to be done. The new spelling scheme which is being implemented throughout the school is providing a structured approach to the teaching of spelling. This is helping the pupils to develop confidence when attempting new words. ICT is under used to help pupils draft their writing but contributes satisfactorily to pupils' reading and research skills.

Language and literacy across the curriculum

44. The school has adopted a cross-curricular approach to many aspects of pupils' work and some of the best written work is produced here; for example, detailed writing about Tudor monarchs and sensitive descriptions of the life of Anne Frank are of a higher standard of work than usually presented in literacy books. This type of challenge clearly motivates the pupils and engages their commitment.

MATHEMATICS

Provision in mathematics is **satisfactory**.

Main strengths and weaknesses

- Standards are above average in Years 5 and 6
- Standards are below average in Year 2 but are beginning to improve
- Over time, pupils in Year 2 have made unsatisfactory progress

Commentary

45. Up to January 2005 pupils in Year 2 did much of their work on single pieces of paper and on worksheets. Much of the work is undated and poorly organised. There is little evidence of progressive challenge. Marking is weak. Some improvement has been made since the headteacher rightly introduced exercise books but the quantity of work since January 2005 is small and work in number is often repetitive. Standards are below average because pupils' knowledge and understanding of number facts is weak. Their mental recall is too slow. Pupils find it difficult, without help, to recall basic addition and subtraction facts. In order to raise standards the headteacher has been supporting teaching mathematics to Year 2. The signs are that standards are beginning to rise. Pupils performed better in the most recent national tests than their counterparts last year. In the lesson seen the teaching was good because the headteacher's expectations were high. Although standards were below average pupils achieved well as they improved their calculations using money. For example, to begin with pupils were very uncertain how to take 9 pence from 20 pence but with help began to catch on quite quickly and move on to dealing with higher amounts.

46. The teaching in the Year 5/6 class is good and pupils work at consistently above average levels. Over time most have progressed well especially in number. Knowledge of fractions, percentages and decimals is good and pupils convert confidently. An especially good feature is the opportunity for pupils to explain their methods in solving problems. On occasion, low attaining pupils are given work which is too demanding and there remains scope to challenge the most able pupils even more. In a good lesson in the brisk oral/mental start pupils in both year groups showed their good use of mathematical terminology as they explained their thinking. Although the discussion prior to the main activity went on for slightly too long, pupils nevertheless sustained their interest and enthusiasm in solving a challenging problem involving metric measure. In this class there are some good examples of marking that indicate how pupils can improve. A good feature of the lesson seen in the Year 3 and Year 4 class was the confident oral starter that captured pupils' interest. Standards were average overall. At the time of the inspection the co-ordinator was absent.

Mathematics across the curriculum

47. Only a small amount of mathematics across the curriculum was seen. Pupils use ICT to help them construct graphs. In science, in Year 5 and Year 6, pupils recorded the temperature of water in their investigations into dissolving.

SCIENCE

Provision in science is **satisfactory**.

Main strengths and weaknesses

- Standards are above average in Year 5 and Year 6
- Pupils in Years 3 to 6 achieve well
- Achievement is unsatisfactory in Year 2

Commentary

48. Pupils in the Year 5/6 class work consistently at above average levels. In the lesson seen the most able Year 6 pupils showed very high levels of knowledge and understanding. The teaching seen in this class was very good because expectations were very high. Although pupils, irrespective of their ability, basically undertake the same work, opportunities are taken to stretch the most able and to support low attainers. However, care needs to be taken that in some of the work the most able pupils don't "tread water" for too long. Over time pupils have made good progress and it is very clear that they have been well taught especially in the skills of scientific enquiry.
49. Pupils began the school year by making plausible predictions and describing what methods to use prior to investigations, for example, about magnetism. These skills are refined over time and scientific conclusions become more sophisticated, for example, in work on the pulse rate and on dissolving. High attaining pupils' work is often marked well but this is less evident in the case of average attainers. In a very good lesson in this class pupils were excited by the discussion on solids, liquids and gases. High attainers' explanations were often very clear and scientifically precise. The quality of discussion and interaction between pupils was very good as they posed argument and counter argument very well. A specialist teacher, not seen during the inspection, has also clearly made a significant contribution to pupils' standards in Years 3 to 6. In a good lesson seen in the Year 3/ 4 class, also on solids, liquids and gases, pupils achieved well and reached above average standards as they grappled with explaining scientific phenomena. High attaining pupils were articulate and well informed and girls and boys contributed equally in the discussions.
50. The amount of recorded work in Year 2 over time is very small and there is little investigative work. It is difficult to evaluate progress because the work is not dated. Often work is at a very basic level and standards are low, for example in work on materials. Pupils have recorded some of their work in simple pictures and captions but there is little or no extended writing. A discussion with four of the eight pupils in Year 2 confirmed that their knowledge and understanding are weak. For instance, they were unable to explain what a fair test is and even though they have grown pumpkin seeds they knew very little about the conditions for healthy growth. The school would benefit from some specialist teaching in Years 1 and 2.

INFORMATION AND COMMUNICATION TECHNOLOGY

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

Main strengths and weaknesses

- Pupils are motivated to develop their skills and knowledge of ICT
- Work at home supports the development of ICT skills
- The current ICT equipment restricts teaching and learning

Commentary

51. The school is in the midst of introducing considerable improvement to provision for ICT, but as yet there has been little time for this to have an impact and raise standards beyond average. Year 6 pupils enthusiastically describe their work in ICT. After a recent residential visit to London they designed leaflets, newsletters using publisher, and *Powerpoint* presentations with sound and graphics. Year 2 pupils develop word processing skills. In all year groups pupils experiment with fonts and use simple word processing skills. They access the Internet for research into topics and use programmes to support their topics. For example, in Year 2 pupils use a rainforest programme to increase their knowledge of animals, plants and the jungle floor. In lessons website links are identified to support pupils' learning and pupils access these at home.
52. The school has recently fitted interactive whiteboards into all three classes. Teachers are beginning to develop their confidence in using these. Several of the lessons observed were enhanced by the use of this technology by both teachers and pupils. The headteacher recognises that there is a need for further extensive training for staff in the use of ICT.
53. The plans for ICT provision include a building programme, with a networked computer suite with links to the community and a continuation of the already established work with the local secondary school. A website for the school has been set up. The new curriculum planned for September 2005 is comprehensive and incorporates ICT into every aspect of the school's curriculum

Information and communication technology across the curriculum

54. Reasonable use is made of ICT to enhance pupils' learning across the curriculum. Teachers are doing their best to ensure that the children develop word processing skills and use computers to collate data for graphs and charts or carry out research.

HUMANITIES

55. Only one lesson in **religious education** was timetabled during the inspection so there is insufficient evidence to evaluate the quality of overall provision. In the previous inspection standards were satisfactory. The school has a plan for religious education which is based on the Lincolnshire Agreed Syllabus. However, there was limited work seen during the inspection. Year 6 pupils' knowledge, understanding and experience of practices, festivals, beliefs and important people in Christianity or other world faiths, is under-developed.
56. Little teaching was observed in **history** and **geography** so it is not possible to evaluate provision in these subjects. However, on the basis of discussions with pupils and analysis of their work it is evident that by Year 6 pupils are achieving well in history and

attain standards that are above those expected nationally. In geography, pupils achieve satisfactorily and standards are broadly in line with the levels expected at the end of Years 2 and 6. Standards in both subjects were satisfactory at the time of the last inspection.

57. The history curriculum for Years 3 to 6 is well planned and imaginatively taught. For example, an exciting visit from an actress in the role of Boudicca rallied the pupils to fight against the Roman invasion and at the same time gave them a fascinating insight into the life and lifestyles of the Celts and Romans. Resources are good and artefacts effectively support pupils' learning. For instance, two authentic roman coins were mixed with other artefacts in sand to give pupils an "archaeological experience" of exploring their findings and evaluating their age. Here, Year 5 pupils were fully engaged in debate and hypothesised intelligently about the age and use of a range of artefacts, linking this to their knowledge of life in roman times.
58. Teachers provide pupils with a good range of opportunities to develop historical skills, empathy and understanding. They use first hand experiences such as visits to the Eden Camp and local museums to bring learning to life. Links to other curriculum areas such as art and design, drama and literacy enhance learning. Pupils write imaginatively, using powerful language when their work is linked to history.
59. A range of opportunities is provided for pupils to develop geographical skills and further their knowledge of their own and other localities. The use of first hand experience supports learning. It is evident that pupils are developing an understanding of their own and other localities. In Years 1 and 2 pupils work in the school environment and their immediate locality and can plot their names and addresses on a map of the village. They talk about other countries and have a sense of the wider world. Year 3 and Year 4 pupils have recently visited Lincoln and Years 5 and 6 have studied rivers. Teachers provide a range of opportunities to use skills learned in other curriculum areas, for example, in a link with the project on Romans, Year 5 and Year 6 pupils charted the route of the invasion army from Rome to Britain. They also mapped Roman names onto the modern British map and described features of the areas. ICT is used occasionally to present findings.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

60. There was not enough evidence to evaluate the quality of the provision in **art and design, design and technology, physical education** and **music**. Only two lessons were seen, one in design and technology and the other in physical education. The small amount of work scrutinised in art and design and in design and technology was mainly good. Pupils in Year 2, with the help of the headteacher, have been inspired by a Kandinsky painting and have produced paintings with good expressive use of colour. Year 6 clay pots, made after observation of examples of Greek pottery, are designed carefully, with the help of a visiting artist. Figures are well drawn in Year 3/Year 4 pictures of positive and negative relationships. The school's visit to London has been followed up by careful drawings of London landmarks. Year 5 and Year 6 pupils have also designed and made models of Tower Bridge that lift to enable boats to pass through. The oldest pupils have also designed and made toys imaginatively. Although a few sketchbooks in Years 5 and 6 include some examples of pupils trying out their own ideas, for example, in observational drawing, they do not contain a progressive development of skills and they don't include any teacher's comments. In the

satisfactory lesson in design and technology pupils in Year 3/ 4 worked diligently to make a boat to carry five paper clips over a short stretch of water. Their skills of making were average and could have been improved if they had designed the product first. In the games lesson in Year 5/ 6 pupils achieved satisfactorily.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

61. The opportunity for pupils to develop their understanding of **personal, social and health education** is embedded in the curriculum and in whole school policies and practice. Specific personal, social and health education lessons, and sex education for the older pupils, are taught by the school nurse. No direct teaching was seen, so no judgement on the quality of the provision can be made.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

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

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