

INSPECTION REPORT

**THE ALLINGTON WITH SEDGEBROOK Cof E
PRIMARY SCHOOL**

Allington, Grantham

LEA area: Lincolnshire

Unique reference number: 120511

Headteacher: Ms Jillian C Lewis

Lead inspector: Mrs Judy Dawson

Dates of inspection: 25th – 28th April 2005

Inspection number: 268039

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

© Crown copyright 2005

This report may be reproduced in whole or in part for non-commercial educational purposes, provided that all extracts quoted are reproduced verbatim without adaptation and on condition that the source and date thereof are stated.

Further copies of this report are obtainable from the school. Under the School Inspections Act 1996, the school must provide a copy of this report and/or its summary free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Voluntary controlled
Age range of pupils:	4 to 11 years
Gender of pupils:	Mixed
Number on roll:	100
School address:	Marston lane Allington Grantham Lincolnshire
Postcode:	NG32 2DY
Telephone number:	01400 281685
Fax number:	01400 281685
Appropriate authority:	The Governing Body
Name of chair of governors:	Mrs Lesley Walton
Date of previous inspection:	10 th May 1999

CHARACTERISTICS OF THE SCHOOL

This smaller than average village primary school (100 boys and girls on roll) educates children from the age of 4 to 11. Situated in the village of Allington, a few miles from Grantham, it takes most of its children from two villages where the majority of households are advantaged, both socially and educationally. Attainment on entry to school is above average and hardly any pupils are eligible for free school meals. English is the first language for all pupils and only two pupils are from families other than indigenous white households. The percentage of pupils with special educational needs, at 16 per cent, is below average. Two pupils have a statement of special educational needs. Inward mobility is high. Last year's Year 6 had 38 per cent of pupils who joined the school after Year 1, 21 per cent of these joining in Years 5 or 6. The roll has continued to rise since the last inspection and had increased by a third since the inspection before that.

The school has a strong Christian ethos and its aims reflect the commitment to both academic achievement and personal and social development, including spiritual, moral, social and cultural development. There is a thriving parents' and friends' association. The school has just had extensive building work and now has a large hall, computer suite and library, a refurbished classroom for the youngest pupils and improved storage. The school gained School Achievement Awards in 2001 and 2003.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
20911	Judy Dawson	Lead inspector	Mathematics; Information and communication technology; Art and design; Design and technology; Music; Physical education.
13526	Richard Barnard	Lay inspector	
21235	Marjorie Graham	Team inspector	Foundation Stage; Special educational needs; English; Science; Personal, social and health education and citizenship; Geography; History; Religious education.

The inspection contractor was :

Inspire Educational Ltd

The Coach House
132 Whitaker Road
Derby

DE23 6AP

Any concerns or complaints about the inspection or the report should be made initially to the inspection contractor. The procedures are set out in the leaflet '*Complaining about Ofsted Inspections*', which is available from Ofsted Publications Centre (telephone 07002 637833) or Ofsted's website (www.ofsted.gov.uk).

REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	6
PART B: COMMENTARY ON THE MAIN INSPECTION FINDINGS	
STANDARDS ACHIEVED BY PUPILS	8
Standards achieved in areas of learning and subjects	
Pupils' attitudes, values and other personal qualities	
QUALITY OF EDUCATION PROVIDED BY THE SCHOOL	10
Teaching and learning	
The curriculum	
Care, guidance and support	
Partnership with parents, other schools and the community	
LEADERSHIP AND MANAGEMENT	14
PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING AND SUBJECTS	17
AREAS OF LEARNING IN THE FOUNDATION STAGE	
SUBJECTS IN KEY STAGES 1 and 2	
PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS	28

PART A: SUMMARY OF THE REPORT

This inclusive school provides a very good quality of education. Although the results in the Year 6 2004 national tests were lower than in recent years, standards are now well above average and, thanks to good teaching, pupils are achieving well throughout the school. The leadership and management are very good. The school gives good value for money.

The school's main strengths are:

- The leadership of the headteacher is excellent
- Standards are well above average in English, mathematics and science
- Pupils have very good attitudes to school and attendance, behaviour and spiritual, moral, social and cultural development are very good
- Teaching is good overall and often very good or excellent in lessons; teaching assistants provide excellent support
- There is a very good curriculum and excellent opportunities for enrichment
- The school cares for its pupils very well and there are excellent systems for seeking and acting upon pupils' views
- The school's links with parents and the community are very good

Although there were no key issues for the school to address at the time of the last inspection it has continued to build on its strengths. Minor areas for development have been tackled effectively and the well above average standards have been maintained. The curriculum has improved as has the provision for children in the Reception Class. Pupils' behaviour, attendance and punctuality have improved and are now very good. The teaching remains good. Pupils are now empowered to identify and address issues through the school and class councils. The school's significant strengths make it well-placed to meet the challenges ahead when the headteacher retires at the end of term.

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*	A*	D	E
Mathematics	A*	A	A	C
Science	C	A	C	D

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

Children start school with above average knowledge, understanding and skills. They make good progress in the Foundation Stage and Years 1 and 2 and, by the end of Year 2, the number of pupils likely to attain the higher Level 3 in the national tests for seven-year-olds is well above last year's national average for reading, writing and mathematics. They attain similar standards in science. Standards have risen faster than the national trend since 2002, an improvement resulting from more effective teaching and the challenging curriculum. **Pupils of all abilities, including those with special educational needs and gifted and talented pupils, achieve well throughout the school.** The drop in standards in the 2004 national tests for eleven-year-olds is a reflection of the impact of pupils who joined the school in their last two years of primary schooling, several of whom have special educational needs. The present Year 6 pupils reflect the more usual achievements for pupils in the school and more than half will attain Level 5 for English, mathematics and

science, well above last year's national average. In all other subjects, except information and communication technology (ICT), pupils exceed the average expectations by Year 6. The computer suite has not been operating long enough for older pupils to have covered the full requirements for the higher Level 5, although almost all attain the expected standards in Year 6.

The staff promote pupil's spiritual, moral, social and cultural development very well.

Pupils are very well behaved, have very good attitudes to learning and an excellent interest in school life and the activities provided. They are developing into mature and responsible young people with very good relationships with adults and each other. Attendance and punctuality are well above average.

QUALITY OF EDUCATION

The school provides a very good quality of education. Teaching and learning in the lessons observed during the inspection was always at least good and in almost half the lessons it was very good with five excellent lessons observed across the school. Teachers have significant strengths in subject knowledge and their expectations of high standards of behaviour throughout the school and pupils work very hard. The teaching assistants make an excellent contribution to pupils' learning. There are some variations in the challenge, encouragement and engagement of pupils through the school but these, and all other aspects of teaching, are never less than good. Procedures for assessing pupils' achievements are good and pupils generally have a good understanding of how they can improve. Although pupils achieve well overall, teachers do not refer to pupils' targets in their marking and comments to help pupils improve their work are not consistently made throughout the school. This misses opportunities for pupils to take more responsibility for their own learning and, in doing so, making even better progress. **The quality of teaching and learning is good overall.** The very broad and challenging curriculum, with excellent opportunities for enrichment through the many wide ranging extra-curricular activities make learning relevant and exciting. Personal, social and health education permeates the curriculum and citizenship is a strong feature of school life. A significant strength of curricular planning is the seamless connections between the subjects. Subject skills are rigorously taught within a framework of integrated themes making learning relevant and useful. The curriculum is very good with excellent opportunities for enrichment.

LEADERSHIP AND MANAGEMENT

The quality of leadership and management is very good overall. The headteacher has excellent qualities of leadership. Her inspirational vision for the school, adults and pupils is translated into unobtrusive guidance. She works alongside her colleagues, diligently setting high standards of teaching, quietly expecting and achieving the best from pupils and teachers alike. There is an excellent team spirit and ethos of care within the school and the headteacher's clarity of vision and purpose shines through. She has an astute understanding of people's strengths and areas for development, based on evaluative monitoring, and deploys staff very effectively to ensure that all pupils have the best possible provision and equality of opportunity. She empowers her teachers to develop their management responsibilities and school management is very good. Subject leaders identify and implement areas for development very effectively and contribute to whole-school development planning. Governors have a good understanding of the school's strengths, ensure statutory requirements are met and are fully involved in school development. Governance is good overall. Although some governors are new to their role, they are eager to develop their expertise. Financial management is good and careful consideration is given to spending to ensure that funds are used wisely, making good use of the principles of best value when purchasing supplies and services.

PARENTS AND PUPILS VIEWS OF THE SCHOOL

Pupils are very proud of the school and rate it very highly. They are eager to come to school and find it hard to identify anything they would like to change. Parents also consider the school to be very good. They consider consultation and communication to be very good and rate the education their children receive highly.

IMPROVEMENTS NEEDED

There are no significant areas for improvement. However, pupils could achieve even more if there were more frequent references to their personal targets in the marking and in lessons.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning and subjects

Overall achievement is good. Though last year's Year 6 national test results were lower than average, standards are now well above average in Year 6 in the core subjects of English, mathematics and science.

Main strengths and weaknesses

- Pupils achieve well in all curriculum subjects and religious education, and standards are generally above average
- The number of Year 2 and 6 pupils likely to attain the higher levels for reading, writing, mathematics and science is well above last year's national average
- Children in the Foundation Stage achieve well and are likely to meet or exceed the early learning goals

Commentary

1. Children start school with knowledge, understanding and skills that are higher than most children of the same age. They achieve well and begin their first year of the National Curriculum in Year 1 having attained the early learning goals in all areas of learning for children in the Foundation Stage. Several are already working well within the National Curriculum. The good and often very good teaching and planning and the imaginative deployment of adults are supported by the very good arrangements for the children's introduction to school. The very good liaison with the parents enables children to feel happy and secure, creating a very good climate for learning.

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

Standards in:	School results	National results
Reading	18.3 (17.4)	15.8 (15.7)
Writing	18.4 (17.8)	14.6 (14.6)
Mathematics	18.9 (18.0)	16.2 (16.3)

There were 16 pupils in the year group. Figures in brackets are for the previous year

2. By Year 2 pupils have built on their skills and well over half are working comfortably within the higher Level 3 in all subjects. The high expectations and challenge of the teachers, the pupils' very good attitudes to work, the broad curriculum and the very good support by parents all enable the pupils to achieve well. Although the small numbers make comparisons from year to year insecure, the average points scored in the national tests have been rising faster than the national trend since 2002, significantly so in 2004 when they were well above average among similar schools in reading and mathematics and in the top five percent in writing.

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

Standards in:	School results	National results
English	26.5 (30.4)	26.9 (26.8)
Mathematics	28.8 (28.9)	27.0 (26.8)
Science	29.3 (31.1)	28.6 (28.6)

There were 13 pupils in the year group. Figures in brackets are for the previous year

3. The table clearly shows the impact made by a fifth of the pupils joining the school in Years 5 and 6 and three pupils with special educational needs on the school's overall standards in 2004. Each pupil represented almost eight percent of the cohort. Well over half the pupils who are now in Year 6 are already attaining the higher Level 5 in English, mathematics and science, and very few are unlikely to achieve average standards. This indicates that pupils' standards are well above last years' national average point scores and more typical of the school's recent standards.
4. Undoubtedly one of the contributory factors to the pupils' good achievement is the excellent provision for the pupils to apply new learning in English, mathematics and science across the whole curriculum, making learning relevant as well as consolidating skills. Although inspectors did not see lessons in all subjects, pupils' work shows that literacy skills enhance writing in history, geography and religious education as pupils use a range of genre, clearly linked to their literacy lessons. In a design and technology lesson, pupils applied their scientific knowledge of food values and the impact on health by planning a meal. Year 6 pupils' personal folders on the computers show the use of data programs to record the outcomes of the "Birdwatch" or environmental surveys. Teachers' high expectations, subject expertise and the pupils' very good attitudes to and enthusiasm for learning all enable them to achieve well. It is only in ICT that the standards Year 6 pupils attain are only average, although even here the aspects of the curriculum for the higher Level 5 that have been covered are well understood by a number of pupils. The computer suite has not been in use for long enough to enable pupils to reach the high standards they attain in other subjects. However, pupils could achieve even more if there was more reference to their personal targets in the marking and lessons in order to give them greater responsibility for improving their work.
5. Pupils with special educational needs and gifted and talented pupils achieve as well as their peers. Although there are variations from year to year, there are no significant differences in the achievement of boys and girls over time.

Pupils' attitudes, values and other personal qualities

Attitudes and behaviour are very good overall. Personal development is very good due to the very good provision for spiritual, moral, social and cultural development. Attendance and punctuality are very good.

Main strengths and weaknesses

- Pupils enjoy school
- Pupils are developing very well as mature and responsible young people
- Behaviour and relationships are very good

Commentary

6. From the look on their faces it is very clear that the pupils love coming to school and appreciate what is provided for them. They are very keen on all school activities and speak enthusiastically about tag rugby, football and dancing clubs. Pupils throughout the school are very interested in their lessons. Children in the Reception class very quickly settle into class routines, concentrate well and respond very enthusiastically to teaching. It is hard to tell them apart from their Year 1 friends in the same class. Throughout the rest of the school pupils work hard, concentrate well and are very keen to answer questions. Their enjoyment of learning helps them to achieve well in all they do.

7. The school makes very good provision for pupils' spiritual, moral, social and cultural development. The spiritual aspect is particularly strong. Achievement, success and effort are celebrated in rewards, displays around the school and assemblies. An example of the value the school places on celebrating achievement is seen in the fact that children's artwork on display is often framed. Assemblies are used very effectively to promote moral values in a spiritual atmosphere. The use of music and a small table with a simple cross and flowers sets the scene and provide an excellent focus for reflection. Pupils are encouraged to focus on issues such as the mysteries of nature or how holy books such as the Bible are moral maps for life. Strong moral and social values are set by all members of staff. This results in pupils becoming very mature and confident young citizens. They contribute very well to the School Council representing the views of their classmates very effectively and help fundraise for a range of charities. Pupils undertake a wide range of duties and older pupils help younger ones at playtimes with enthusiasm and care. Residential visits in Years 3, 4, 5 and 6 further develop confidence, independence and experiences of life. The many opportunities for sport encourage team spirit and cooperation. The wide range of cultural experiences in dance and drama, art and music as well as literature offer pupils a rich diet from their own and other cultures. Pupils are delighted with the new hall and pupils choreograph and perform dances within school and in local festivals. Maypole dancing is an annual event and enjoyed by all.
8. Behaviour around the school, in assemblies, in the dining hall and at playtimes is very good. Pupils have plenty to do with very good range of play activities provided and the imaginative use of grounds with "dens" or seated areas. Pupils and parents say there is no serious bullying, racist or sexist behaviour. This is confirmed by the fact that there have been no temporary or permanent exclusions over the last two years. All pupils understand what is acceptable or unacceptable behaviour and what to do if minor squabbles or accidents happen. Relationships between pupils are very good; they almost always work and play together harmoniously.
9. Attendance levels are very good because pupils like coming to school and don't want to miss any of the interesting things that are going on all the time. They have been consistently well above the national average for the past three years. Registers are maintained very thoroughly allowing the school to monitor the few absences closely. Levels of unauthorised absences are very low. Pupils are very punctual, enabling lessons to start promptly.

Attendance

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data	3.7	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 school provides a very good quality of education, enabling pupils to achieve well throughout the school. Very good levels of care promote pupils' health and wellbeing effectively. Teaching and learning are at least good and there is a very good curriculum.

Teaching and learning

Teaching and learning are good overall and in almost half the lessons observed during the inspection they were very good or excellent. Assessment is of good quality.

Main strengths and weaknesses

- There are examples of excellent teaching and learning across the school and the teaching was at least good in all lessons observed
- Teaching assistants make an excellent contribution to pupils' learning
- Relationships between teachers and pupils are very good and pupils work very hard
- Teachers assess pupils' attainment and progress well but marking is not sufficiently linked to pupils' targets

Commentary

10. The teaching in the Foundation Stage is good overall and has improved since the last inspection. One of the significant strengths of the teaching for the children in the Reception and Year 1 class is the imaginative and creative use of the teachers and teaching assistant to provide children with the best possible teaching and support at all times. Teachers take care to match the work to the needs of the children based on accurate assessment and ensure that their planning meets the needs of children in the Foundation Stage, extending their learning into Year 1 work when appropriate. In an excellent singing and dance lesson in the hall the teacher extended children's learning across the curriculum using mathematics, language, knowledge and understanding of the world and personal and social development in her questioning and teaching as well as music and physical development. It was evident that the children have been taught

Summary of teaching observed during the inspection in 29 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
5	8	16	0	0	0	0

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

well and have a secure understanding of health and safety issues. They made rapid progress in this lesson and their achievements were high.

11. The organisation of teachers for Years 1 and 2 is equally successful. The sharing of adults' skills, time and space has created a very flexible and rigorous timetable. The result is that pupils have the best possible teaching at all times. Inclusion is very good. A pupil in Year 1 works with Year 2 for mathematics, for example. Teaching assistants and parent volunteers support learning very well. In an excellent mathematics lesson pupils were on the edge of their seats to help rise to the teacher's challenges. She had very high expectations and, as a result, almost all pupils' mental calculations are consistently above average and they have a very good range of strategies to solve problems. There was a buzz of excitement and enjoyment throughout the lesson. The same pupils, with a change of style by the teacher, showed thoughtfulness, sensitivity and respect as they learnt about the Passover and the story of the Exodus. Very good artefacts and interesting activities brought the learning to life. This teacher's frequent use of music and drama to support learning makes learning enjoyable for all. Pupils in Year 1, working with the Reception children, have good quality teaching at all times, sometimes with their classmates and sometimes as a year group. The job share works very well and pupils are fortunate to have two good teachers as well as exemplary classroom support. Occasionally learning could be even more effective by allowing

children and pupils to select their own materials and activities rather than just making selections from materials set out by adults. To deepen their understanding of the properties of materials, for example, they should be selecting their own joining and sticking methods.

12. The teaching and learning in Years 3 to 6 are consistently good and several very good or excellent lessons were observed during the inspection. The teachers' planning is very good and the needs of different pupils, including the gifted and talented pupils and those with special educational needs, are catered for well. In the excellent lessons, the teacher happily deviated from her planning in response to a comment from a pupil, attempting to deepen pupils' understanding and lead learning further. She gave the impression that she was learning as well as the pupils and that roles were shared. Throughout her lessons she tests pupils' learning by quietly challenging through questions or tasks. Her respect for the pupils and their opinions and ideas gives pupils confidence and high self-esteem as well as a similar respect for each other's views and efforts. This has enabled a pupil with low self-esteem who was excluded from a local school to gain confidence, improve his concentration and rapidly improve his learning. Occasionally, however, other teachers do not respond so readily to pupils' ideas, and opportunities to expand learning beyond the lesson plans are missed. In a geography lesson about recycling materials, for example, a comment about the fact that materials have different weight and some light materials take up more room was brushed aside.
13. All teachers use homework well to extend pupils' learning. The very well integrated curriculum means that tasks done at home often involve pupils using skills from several subjects and learning is applied in practical ways. Very good relationships throughout the school generate a very good climate for learning. Pupils' work is highly valued and artwork is framed and hung in public places. Teachers set English and mathematics targets for all pupils based on what they need to learn next and on good assessments of pupils' skills. These are in pupils' books but are never referred to in the teachers' marking. Although the majority of pupils' books contain informative comments to help pupils improve their work, this is not always the case, resulting in some missed opportunities to extend learning. While teachers use assessment very well to plan their lessons, pupils would be able to make even better progress if they were given more responsibility for their learning and could measure their success against their targets during the course of their work. When pupils were questioned in lessons, none could remember their targets and had to look them up. Although this is a relatively minor issue, it results in missed opportunities to enable these enthusiastic learners to achieve even more.
14. It is a reflection of the very good management that specialist teachers use their expertise to provide the best education for the pupils. The teaching of ICT, music, physical education, religious education and other lessons are often taken by teachers with particular expertise in the subject, allowing for single aged teaching in the classrooms. The teachers' subject knowledge is very good and each works closely with the class teacher to maintain the continuity of learning that is such a feature of the school. Teaching in the school is a team effort and pupils' learning is all the richer for it.

The curriculum

The school provides a very good curriculum and opportunities for enrichment are excellent. Accommodation and resources are good.

Main strengths and weaknesses

- Very good links between the subjects and the different stages in learning make the curriculum relevant and stimulating

- There is excellent provision for extra-curricular activities and very good provision for sport the arts and other activities
- Provision for pupils personal, social and health education is very good
- Provision for pupils with special educational needs and gifted and talented pupils is good

Commentary

15. The school has built on the good curriculum at the time of the last inspection. The headteacher had fostered a desire amongst the staff to provide an integrated, relevant and interesting curriculum that reflects and extends pupils' interests. Teachers are rigorous in their teaching of the National Curriculum the requirements of the Lincolnshire Agreed Syllabus for religious education and the skills pupils need for each subject. However, they are not bound by the title of the lesson and planning regularly involves the teaching or consolidating of new skills within a different subject. In addition, curriculum days with a particular theme are regular features of the school's work and involve groups of pupils from the whole school working together, making a very good contribution to the pupils' personal and social development. Pupils already have a good general knowledge and the very good use of the locality, local, national and international issues such as the environment, symbolism or, to quote the assembly theme of the half term, "Great Ideas" build on their knowledge and deepen their understanding. Pupils are encouraged to extend their knowledge and skills through an excellent number and range of additional activities from Wildlife Explorers and bird watching to Bikewise, dance, gardening, computer, craft, music and many sporting clubs. This shows the commitment of the teachers and community; it is a list that a much larger school would be proud of. Pupils use the facilities such as the computer suite during their free time and teachers are always available to support them.
16. Within the curriculum pupils are regularly encouraged to empathise with the people or situations they are learning about. As a result they have developed a very good understanding of the needs of others and a tolerance of ideas and beliefs very different from their own. Sex education and drugs awareness are included in the curriculum and regular lessons to develop an understanding of citizenship as well as the school and class councils are producing mature and responsible citizens. Year 5 and 6 pupils have a good understanding of the issues being debated in the general election.
17. Provision for the pupils who have special educational needs is good. All the pupils are valued and the school makes significant efforts to ensure equality of access and opportunity. The pupils are supported well and the school has established effective relationships with outside experts. There is a whole school system for the early identification of those pupils who have special educational needs and individual education plans are prepared for them. The individual education plans have clear targets and they are used in the planning of differentiated activities to meet the pupils' individual needs in lessons. The small steps in learning are realistic and achievable. The range of support is flexible with a balance of whole class teaching, small group work and individual attention to areas of difficulty. This good provision enables the pupils to make good progress and attain standards that reflect their individual targets. Gifted and talented pupils have individual education plans that reflect their needs and talents and, when appropriate, pupils work with a different age group to meet their needs for some work. The school recognises talents beyond the school curriculum and these are often incorporated into lessons, further enriching the opportunities for learning.
18. There are good levels of staffing and support staff providing a very strong team. The accommodation, recently extended, is good overall although children in the Foundation Stage do not a designated outdoor area. The accommodation is attractive and well

cared for and the new hall, computer suite and library are already having a positive impact on pupils' achievements. It is not unusual to see a group of pupils choreographing dances in the hall.

Care guidance and support

The provision for pupils' care, welfare, health and safety is very good. The provision of support, advice and guidance based on the monitoring of pupils' achievement is very good. The involvement of pupils through seeking and acting on their views is excellent.

Main strengths and weaknesses

- The school puts pupils' needs at the centre of all its work
- There is a very good, consistent, and caring approach to the pupils from all staff
- Pupils' views and opinions are valued most highly

Commentary

19. All members of staff know the pupils very well, enabling them to provide a very high level of care that is appreciated by both the pupils and their parents. The premises are very attractive and welcoming. Great care has been taken to ensure that both indoors and outside the needs of pupils for space, cleanliness, security and safety are fully met. The sensitive and thorough approach to child protection procedures and awareness, detailed evaluation of health and safety risks, very good first aid procedures, security arrangements and supervision of pupils at break and lunchtimes, enable pupils to say they feel very secure and can work in confidence. Care is taken to ensure all children are collected by a responsible adult or looked after while waiting for the school bus at the end of the school day. There is a notice board in the entrance hall with details of transport and collection arrangements for specific pupils. Pupils say they feel very confident about talking to teachers or other adults if they have any worries.
20. Very good induction arrangements, including home visits, and continuing care and support ensure the youngest pupils quickly settle into the Reception class and make good progress in their personal development. This continues as pupils move through the school because of the very consistent, caring approach of all members of staff. Academic support and advice for pupils is good, especially in the arrangements made as they move to the next stage of education in the local secondary schools. Pupils are very confident and self-assured by the time they leave the school.
21. Pupils feel that members of staff value their views and this empowers them to discuss issues and raise questions. This works very well through the school council where pupils have helped decide on playground rules, obtained permission to use the computer suite at break times, and have organised fundraising for charities. Members of the council feel that through the council and the feeder class councils, pupils' voices are heard and they make a very significant contribution to the life of the school. The contribution to the council made by the youngest pupils from Years 1 and 2 is very impressive. These aspects have improved since the last inspection.

Partnership with parents, other schools and the community

The school has a very good partnership with parents, which has a positive impact on pupils' achievements. Links with the local community and local schools are also very good.

Main strengths and weaknesses

- Parents are very supportive of school and their children's learning
- The school is very successful in eliciting parental support for all aspects of its work
- The local community and schools are used very effectively to enrich pupils' learning experiences

Commentary

22. Parents support the school and their children's education very well. The FASPS (Parents association) provides a very good range of fundraising and social activities that have a major impact on improving facilities and resources for learning. Parents value the importance of regular and prompt attendance and their children arrive at school wanting to learn, enabling them to achieve well.
23. The information the parents receive about their children's learning is very good. Reports give very good information on progress and achievements and include "Suggestions for Parental support", a very strong feature that enables parents to help their children in the most effective way. Consultation sessions give very good quality individual information. These are well documented and show very good liaison between the teachers and parents as well as an understanding of where the child needs to go next. Newsletters give regular and helpful information about the school and particularly the "Our studies" feature which gives parents news from teachers and pupils about specific subjects for each class. The school value parents views highly and provides a feedback form at the back of the prospectus.
24. The school plays an important part in the life of the local community which supports pupils' learning and personal development very well. Visits in the local area helps enrich pupils' experiences. For example each pupil is asked to bring a flower to put in the Pilgrimage cross at a local church at Easter. Visitors such as steel drummers, Egyptian dancers and a Canadian Polish guitarist further add to this enrichment. The partnership with the local schools, especially through the part the school plays in the local School Improvement Partnership supports learning very well with a wide range of initiatives such as Small School Sports, a science fair and lessons taken by an Advanced Skills science teacher from a local secondary school.

LEADERSHIP AND MANAGEMENT

The school is well managed and the headteacher is an excellent leader. Governance is good.

Main strengths and weaknesses

- The headteacher sets high standards for staff and pupils and has created a very effective team
- Subject leaders and key stage coordinators are empowered to make a very effective contribution to school development and evaluation
- Governors support the school well and are eager to develop their skills

Commentary

25. The leadership of the headteacher is excellent. She leads with quiet authority and has created a very strong team of adults. Pupils are at the heart of all that happens in school and she is always accessible. She monitors unobtrusively but rigorously and is committed to raising achievement of pupils and adults alike. Her teaching is almost

always of a high standard and an example to all staff. She has established an atmosphere of care and commitment to high standards and empowers pupils to be involved in the life of the school. She maintains the school as the heart of the community. Parents have a very high opinion of the headteacher's leadership and value the partnership and consultation opportunities that have been established over the years. The headteacher's commitment to curricular innovation and personal, social and health education, including citizenship, has enabled pupils to develop a love of learning and become mature and responsible young people. She never ceases to fight for the best opportunities for her pupils and staff and ensures that teachers and teaching assistants have their training needs met.

26. The subject and key stage leaders follow the headteacher's example and their leadership is very good. An example of this is the development of the curriculum and teaching of ICT following the provision of the computer suite. While developing a very well structured programme to develop pupils' skills the subject leader ensures that all she teaches is relevant to pupils' learning in the classroom. She also makes sure that teachers know what skills need to be consolidated before the next lesson.
27. The provision for pupils with special educational needs is managed well and the coordinator ensures that pupils have relevant individual education plans to support learning. Adults are deployed effectively and the school makes the best use of the very good support teaching assistants and parents provide.
28. Governors fulfil their statutory duties efficiently and are involved in all aspects of school development. They work closely with the parents' association and the community. Most shadow a curriculum subject or aspect of the school and they support teachers well. Governors are keen to maximise the impact of spending by making good use of best value principles, although much of this falls on the finance officer who is part of the finance committee. Governance is good overall although some governors are very new and the present governing body is not yet as effective as at the time of the last inspection and have few strategies to monitor the outcomes of decisions.
29. The day-to-day management is good and the administration staff deal with the general running of the school efficiently and unobtrusively, freeing the headteacher to spend additional time with her class. Financial management is good. Spending is monitored well and prudent management as well as fierce campaigning has brought about significant improvement in the school's accommodation and resources, supported very well by the parents. The school lacks a dedicated and accessible outside area for the Foundation Stage, although this has been identified for future development. School development planning reflects the school's priorities very well and is securely linked to the budget, with timescales, responsibilities and evaluation clearly defined. This is an improvement since the last inspection.
30. In view of the very good quality of education provided by the school and the well above average standards pupils' attain, the school provides good value for money.

Financial information

Financial information for the year April 2003 to March 2004

Income and expenditure (£)	
Total income	283,740
Total expenditure	265,113
Expenditure per pupil	2,549

Balances (£)	
Balance from previous year	12,700
Balance carried forward to the next	18,640

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

31. The children are admitted to the mixed Reception (Foundation Stage) and Year 1 class at the beginning of the school year which follows their fourth birthday. Currently there are eleven children on roll. On the basis of assessments carried out soon after they start, the children's attainment ranges between average and above average and is above average overall. Standards amongst boys and girls are similar. All the children, including those with special educational needs make good progress. Most of them are likely to attain and about a third are likely to exceed the nationally defined Early Learning Goals in all the areas of learning by the time they transfer to Year 1. These standards are achieved by good teaching.

Main strengths and weaknesses

- The provision is good in all the areas of learning
- The children achieve well in all the areas of learning because the teaching is good
- The teachers and the support staff work very well together
- All members of staff understand the children's needs, promote their self-esteem and develop their confidence
- There are good planning and assessment procedures

Commentary

32. The Foundation Stage is managed well by two part-time teachers and the children also have some lessons with the Year 2 teacher. This is part of the school's thoughtful deployment of staff to ensure that the children benefit from a range of talents and expertise. The teaching assistants support the teachers very well. They are briefed well and clear about their roles and responsibilities. All members of staff are knowledgeable about the children's stages of development, their individual needs and their styles of learning. There are regular meetings to ensure that assessment information is used in the planning of activities to meet the children's needs. The staff aim for a balance of activities directed by the adults, those explored by the children and those that the children initiate for themselves, but the shared room and the lack of direct outdoor access to sometimes limits children's opportunities for independence. All the members of staff have high expectations of themselves as well as of the children. These expectations pervade all the aspects and have resulted in a stimulating and secure environment which supports the children's learning and their positive attitudes. The teachers provide work that is suitably challenging. They focus on what the children are learning and this enables them to assess what has been achieved and to plan the next steps that have to be taken. This is an improvement on the provision reported at the last inspection.

33. The children make good progress in their **personal, social and emotional development**. Before they start school there is a thoughtfully planned programme of home and school visits and talks for parents when the routines and activities are introduced and explained. This helps the children to become more confident about embarking on this very important stage of their life. They settle quickly into the carefully organised routines because they are secure and know that the staff will listen to them and support them. The children develop positive attitudes because the school successfully creates the ethos and conditions they need to become effective learners.

There are planned times when children join in discussions with adults and these activities cater well for the children who are gaining the confidence to explore or to participate. They are encouraged to voice their likes and dislikes, share and take turns. The children learn to work together, become aware of other children's feelings and in understanding the consequences of their actions. By the time they join Year 1 children will meet the early learning goals for personal, social and emotional development and several are likely to exceed them.

34. In the area of **communication, language and literacy**, the children achieve well. Their learning is managed well with carefully planned and supervised activities as well as opportunities for independence. Their skills of speaking and listening are developed effectively in adult directed activities. This is evident in discussion times when the children are encouraged to ask and answer questions about topical and personal issues. During imaginative play they adapt their speech and mannerisms to the characters they are portraying. The children are keen to learn to read and their early reading skills are developed through the sharing of books and stories. When they look at books they handle them carefully and explain that they can get information from the words and the pictures. When they share the reading with the adults they predict events and when they finish the story they recount it in sequence. Through the phonics sessions they learn the letters of the alphabet and the sounds that they make. Some use this information when they read unfamiliar words or when they are writing and need to decide how to spell. All the children are likely to attain the early learning goals for communication, language and literacy and about a quarter have already met them.
35. The children make good progress with their **mathematical development**. By the end of the academic year children will have met the early learning goals and about a quarter already work well within Level 1 of the National Curriculum. There is a good range of opportunities for developing mathematical skills as they explain how they work things out. The children learn the correct mathematical vocabulary in stories, rhymes and games and enjoy using it as they count, match, sort, measure, weigh and order objects according to shape, size, colour, position and direction.
36. In the work planned to develop the children's **knowledge and understanding of the world** they take part in a wide range of carefully planned experiences. There are well thought out opportunities that give the children the confidence to explore, experiment and use all their senses. They make good progress in learning about why things happen, how things are made and why changes occur. The current theme of the 'Garden Centre' is helping the children to understand different types of plants and conditions for growth and the part that they can play in taking care of the environment. Through taking part in school, church and village events the children begin to appreciate the variety of religious and cultural beliefs and celebrations. The children solve simple problems by making and modifying models. They use a variety of construction kits to make decisions about the ways of joining parts. When they create collages and models they are sensible about the safety rules for using scissors and glue. When they use the computer they operate the mouse and become increasingly confident in clicking on icons when using programs. All the staff are skilled at questioning and they make effective use of the children's answers to assess their understanding. They extend this effectively by giving the children the support they need to develop the confidence to think for themselves. Children build on their good knowledge and understanding of the world during the year and are likely to achieve or exceed the early learning goals by the end of their Reception Year.

37. There are good opportunities for the children's **physical development**. They do not have direct access to an outdoor area of their own but the staff compensate effectively for this by carefully organised sessions on the field and playground and in the garden and the school hall. The resources are used well for the children to gain control of their bodies and they learn to run, climb, push, pull, and balance. They demonstrate control as they change speed and direction and respond to the mood created by music and by stories they have heard. This was evident in an excellent lesson in the hall when the Year 2 teacher inspired them to create a dance about a bear hunt. The children learn to be aware of space and of their own safety and the safety of others. They develop the skills of throwing, catching and kicking and they also use mathematical language as they talk about over, under, high and low. They use tools carefully as they dig and fill containers in the sand and water trays. They develop their manipulative skills when they use small equipment such as scissors and brushes and when they connect and assemble jigsaws and construction kits. They have the physical skills to control the computer cursor and the quality of their drawings demonstrates that they develop the hand-eye co-ordination and pencil control needed to write letters and numbers. Their skills are above average and all meet or exceed the early learning goals for physical development.
38. The children's **creative development** is promoted effectively through opportunities to express their feelings in drawing, painting, modelling, music making and role-play. The teachers and support staff ensure that the children learn how to use and control the materials well and this helps them to gain an awareness of shape, pattern, colour and texture. The children enjoy the opportunities for imaginative play and they are provided with a range of small world equipment and materials for the 'Garden Centre'. When they use the small world figures they create conversations and these activities are a rich source for language development and the children adopt the voices and mannerisms of the characters. The children have good creative skills.

SUBJECTS IN KEY STAGES 1 and 2

ENGLISH

Provision is **very good**.

Main strengths and weaknesses

- Standards are well above the national average by the end of Year 2 and Year 6
- Pupils of all abilities achieve well.
- Teaching is good
- The teaching assistants play a significant part in the very good provision
- Pupils use their literacy skills very well in other subjects
- The subject is managed very well
- The pupils are encouraged to discuss what they have been doing but they are not always provided with opportunities to discuss their learning

Commentary

39. Pupils enter Year 1 with all attaining and some exceeding the national expectations for communication, language and literacy. This is built on effectively and the pupils achieve well. In Years 2 and 6 more than half the pupils are working at the higher levels and this

is well above the standards seen nationally in 2004. In the Year 2 national tests in 2004, the standards in reading were well above the national average and well above those attained in similar schools. Standards in writing were in the top five percent of schools nationally and similar schools. In the Year 6 2004 national tests the standards in English were below the national average and well below those attained by pupils in similar schools. These results should be seen against the pattern of high standards attained in previous years. Fluctuations in annual results can be expected as the year groups are very small. The 2004 cohort had three pupils with special educational needs and a significant number of pupils who had recently joined the school.

40. Throughout the school the pupils with special educational needs make good progress and attain standards that reflect their individual targets. These pupils benefit from a balance of whole class teaching, small group work and individual attention to their areas of difficulty. The school has used effectively the National Literacy Strategy intervention programmes such as the Early, Additional and Further Literacy Support materials and methods. Gifted and talented pupils are clearly identified and their individual education plans meet their needs well. Teachers challenge these pupils well and they make good progress.
41. Standards in speaking and listening are well above average by the end of Year 2 and Year 6. The majority of the Year 6 pupils have well-developed speaking skills and use interesting language with complex sentences. The pupils think carefully when they answer questions, explain their point of view and justify their answers and opinions in a mature way. This was evident in an excellent Year 5/6 lesson where the pupils were discussing the environmental issues associated with waste management and re-cycling. They worked co-operatively in analysing an article they had read and the techniques the writer had employed to stimulate the readers' interest. The evaluation of the issues was thoughtful and sensitive and the suggestions accepted as positive encouragement to express opinions and accept the range of views.
42. Standards in reading are well above average by the end of Year 2 and Year 6. The Reception children are introduced to a structured reading programme supported by the systematic teaching of phonic skills. By the end of Year 2 most pupils read accurately with increasing fluency and all enjoy books and stories. Volunteer parents play a significant part in helping pupils apply their reading skills. By the end of Year 6, the pupils are independent and enthusiastic readers who explain why certain books appeal to them. They express their opinions about the style and effectiveness of the language the author uses to create a particular mood or atmosphere in a book.
43. Pupils use books and computer programs for research and to support their work in other subjects such as geography, history, science and religious education. Through the younger pupils' home-school books and the older pupils' book reviews, the teachers and the parents are provided with information about progress, suggestions about how the children can be supported with any difficulties and with guidance for the next stage.
44. The National Literacy Strategy has influenced the organisation of lessons and had a positive impact on the development of the pupils' knowledge of grammatical structures and the processes of writing in different styles for different purposes. By the end of Year 2 standards in writing and spelling are well above average. The pupils develop their ideas into a sequence of punctuated sentences and begin to use connecting words effectively to join ideas and to create sustained writing. By Year 6 standards in writing are well above average and the pupils organise their writing very well and edit it to clarify their thoughts. They write narrative, arguments, factual pieces and poetry. There

is ample evidence that the pupils are given a wide range of opportunities to use their writing skills in other subjects.

45. The pupils have very positive attitudes to their learning and they enjoy their lessons. They are very well behaved and try to do their best at all times. During discussions, they are attentive, make relevant contributions and respect the ideas and opinions of others. They are clear about the teachers' very high expectations of their work and their behaviour. The subject makes a very good contribution to their spiritual, moral, social and cultural development as they begin to understand the power of words to create moods and atmosphere, to pose questions, create arguments and encourage empathy.
46. Six lessons were observed with teaching judged as excellent in one of them, very good in two and good in the rest. All the members of staff have a very good knowledge and clear understanding of the subject. The work is planned carefully and the teachers explain clearly what they want the pupils to learn. The lessons are organised well, presented imaginatively and the work is stimulating and suitably challenging for all ability levels. The teaching assistants provide excellent support in the lessons. The teachers question effectively to establish the pupils' understanding and then use the answers to support and extend learning. At the end of lessons the pupils are usually given opportunities to discuss what they have been doing but rarely discuss their learning.
47. The subject is very well managed by the co-ordinator who works at the school part-time. She has a very clear idea of the role and its responsibilities and has a good knowledge of the quality of teaching and learning. The very good provision is due also to the efforts, expertise and enthusiasm of the teachers who work as a team. They analyse the school's provision and the pupils' performance by scrutinising the teaching plans, the pupils' books and the results of the internal and national tests. The teachers make great efforts to know the pupils well and gather information about their strengths and weaknesses. This knowledge of what the pupils know, understand and can do is then used to ensure that pupils of all abilities are challenged and supported appropriately. They mark the pupils' work regularly and offer praise but there is inconsistency in the use of the school's marking policy. The marking does not refer to the pupils' individual or group targets and advice about what needs to be done to improve the work or guidance about the next steps in learning is inconsistent throughout the school.
48. The school's resources are good, with a suitable collection of reading scheme and other fiction books. There is good range of reference books and the new library and computer suite now provide the pupils with opportunities for independent research or browsing.

Language and literacy across the curriculum

49. The pupils use their literacy skills very well to support work in other subjects. Their skills in speaking and listening are used across the curriculum in support of discussions in class sessions and in groups for subjects such as mathematics and science. Pupils are encouraged to retrieve and collate information from a range of sources to support history and geography topics. Pupils' writing skills are developed extremely well in all the subjects where they use a wide range of genre, often consolidating recently acquired skills.

MATHEMATICS

Provision for mathematics is **very good**.

Main strengths and weaknesses

- Standards are well above average in Years 2 and 6 and pupils achieve well
- The teaching observed during the inspection was very good or excellent and teaching is very good overall
- Pupils enjoy mathematics and work very hard
- There are very good links with other subjects
- While some marking provides additional challenge, generally it does not always help pupils improve their work and pupils' targets are not referred to

Commentary

50. Year 2 pupils have sustained well above average standards in mathematics in the national tests over the last few years and have been well above average when compared with similar schools. The present pupils in Year 2 have maintained these standards. Well over half the pupils are working at the higher Level 3, significantly more than last year's national average. This is a reflection of the very high expectations of the teacher who combines challenge with fun. Pupils strive to achieve and make very good progress in the lessons. Her marking often suggests challenges to extend learning. Pupils of all abilities have their needs met very well. A younger pupil who is a gifted mathematician joins the class and copes very well with the additional challenge. Less able pupils and pupils with special educational needs have excellent support from the teaching assistant and it is likely that almost all these pupils will attain average standards in the 2005 National Tests. In an excellent lesson observed during the inspection the pace was rapid, the activities were very challenging but perfectly matched to the pupils' abilities and the lesson was fun. Learning was rapid and pupils' achievements were high, especially in mental arithmetic and the use of different strategies to calculate. Pupils in Year 1 have similar challenges and very good questioning extends learning very effectively. In both classes pupils evaluate their learning at the end of the lesson, reinforcing the skills they have gained.
51. In spite of the number of pupils joining the school during their last two years of primary education, and there were three pupils with special educational needs, pupils' attained well above average standards in the 2004 National Tests. They were above average compared with similar schools. This is a tribute to the very good teaching throughout the school. The present Year 6 achieves well and is likely to maintain well above average standards in the 2005 National Tests as well over half the pupils achieve the higher Level 5. The teachers' match of work to challenge pupils of all abilities is impeccable and there is a sense of urgency, rapid pace and high levels of concentration in the lessons. In an excellent lesson for the oldest pupils, the teacher's unobtrusive but searching questions tested and extended learning through the lesson. She has an excellent knowledge of how pupils have achieved in every aspect of mathematics and pupils work in flexible groups that reflect their needs for that particular lesson. Her excellent relationship with the class, gives the impression that she is learning as well by asking pupils to "teach" the class how to use their strategies for solving problems. Excellent inclusion ensures that pupils of all abilities participate in this. A second teacher works with pupils who need to consolidate their learning in the booster class. This is very good provision and enables all pupils to achieve well.
52. Teachers use mathematical vocabulary consistently and ensure that pupils do likewise. In a very good lesson for younger juniors the teacher's impressive planning ensured that all pupils were working at tasks that were achievable and challenging. Very good support from the teacher and teaching assistants ensured that pupils learnt very well and the end of the lesson provided further challenge. However, pupils did not discuss

what they had learnt and it was the teacher who evaluated their learning through his good questioning. Work is marked accurately throughout the school and, in some classes, challenges pupils with additional activities to extend learning. However, this is inconsistent throughout the school. Pupils have targets for improvement but these are never referred to in the marking and were not heard mentioned in lessons. Teachers miss the opportunity to enable these well-motivated pupils to take more responsibility for improving their work and evaluating how well they are achieving their goals, which would enable them to make even more rapid progress.

53. The good resources are used well, often within other subjects and pupils' homework not only includes the acquisition of basic skills but also consolidation of skills within other subjects. The subject is very well managed and human resources are deployed very effectively to support learning for all abilities. A teacher from a local secondary school works with older pupils and provides good links to aid transition to the next stage of pupils' education. Teaching and learning are monitored and pupils' progress is tracked through the school to identify specific needs and to set targets as well as to identify areas for improvement.

Mathematics across the curriculum

54. The school's commitment to providing relevance and continuity of learning is clearly reflected in the use of mathematics across the curriculum. The subject is very well managed and the planning integrated into other subjects. For example, the different ways of recording and extracting data are used in ICT and geography lessons as well as science. In a science lesson pupils doubled the size of their drawings of their pea seedlings by measuring carefully and using their understanding of proportion. The "Birdwatch" project generated interesting statistics and the high quality examples of pupils' work in design and technology show very good applications of pupils' knowledge of shape, space and measures. Skills are taught rigorously in lessons and are made relevant by the very good application of these skills across the curriculum.

SCIENCE

Provision for science is **very good**.

Main strengths and weaknesses

- Standards are well above those expected nationally in Year 2 and Year 6
- Teaching is good
- The teaching assistants play a significant part in the good provision
- The pupils have opportunities to design and perform their own experiments
- The subject is managed very well
- The pupils are given opportunities to discuss what they have been doing but they are not always given opportunities discuss what they have learnt.

Commentary

55. In Years 2 and 6 more than half the pupils are working at the higher levels and this is well above the standards seen nationally. In the 2004 national tests for Year 6 pupils the standards were the same as those attained nationally and below those attained by pupils in similar schools. Inspection evidence indicates that standards have improved this year. Fluctuations in annual results are to be expected because of the small numbers of pupils in each year group.

56. Throughout the school the pupils, including those with special educational needs, make good progress. They are very well behaved, keen to learn and are attentive in lessons. They work independently or co-operatively as required. They understand the teachers' very high expectations of their behaviour and they respond well to the good class management.
57. Teaching was good in the three lessons observed and from scrutiny of the pupils' work, it is judged as good overall. The teachers plan the lessons carefully and their explanations are clear so that the pupils understand what is expected of them. Their imaginative presentation captures the pupils' interest. In a Year 2 lesson they quickly became absorbed in investigating the characteristics of different environments when they went on a mini beast hunt. They were careful in the handling, microscope investigation, the returning 'home' of the creatures and recording their observations. The teachers' questioning skills are good and they use the pupils' answers effectively to assess their understanding and extend their learning. The teaching is successful as the teachers have a clear idea of the pupils' previous knowledge and are able to build upon their understanding. This knowledge is then used to ensure that pupils of all abilities are challenged and supported. The pupils are given opportunities to discuss what they have done but there are few opportunities for them to evaluate what they have learnt.
58. There is an emphasis on the development of the skills of scientific enquiry. The pupils are given opportunities to think creatively about a problem, to consider what kind of evidence they need to collect and what materials to use. They learn how to plan an investigation with a fair test. In Years 3 to 6 the understanding of pupils of how to use their knowledge to design experiments and draw conclusions is being developed well. In Year 5/6 their recording of their observations of the conditions for germination were supported by their literacy and numeracy skills. The subject makes a very good contribution to the pupils' spiritual, moral, social and cultural development as they experience the wonder of discovery, the satisfaction of working co-operatively and appreciate the range of the other pupils' knowledge.
59. The science curriculum is based on the national guidelines and provides a broad programme of work that covers all the required areas. There is a comprehensive system for assessing the pupils' work, the development of their skills and tracking their progress. The headteacher is the co-ordinator and the subject is managed well. She is supported well by the school's emphasis on team work which is based on the involvement of all the teachers who share their experiences and expertise. The quality of teaching and learning is monitored through lesson observations, scrutiny of plans and pupils' work and analysis of test results. The information gathered is used to plan the next steps in learning.
60. There is a good range of resources to support the subject and good links with studies in literacy, numeracy, art, design and information technology, geography and religious and physical education. The curriculum is supported and enriched by several extra-curricular activities such as bird watching and gardening. Their broccoli would grace any table.

INFORMATION AND COMMUNICATION TECHNOLOGY

Provision for information and communication technology is **good**.

Main strengths and weaknesses

- Pupils in Years 1 and 2 make good progress
- Use of the new computer suite is beginning to help raise standards in Years 3 to 6
- The subject is led and managed very well
- ICT is well used across the curriculum

Commentary

61. Though only one ICT lesson was observed, inspectors talked to pupils and looked at their work and the teachers' planning. Standards in Year 2 are above those normally expected. Pupils in Year 6 fully meet national expectations but have not had time to complete the entire curriculum required for the higher level, as the computer suite is a very recently developed resource.
62. Pupils in Years 1 and 2 have good computer skills. They control the mouse well when using a graphics program to create pictures in the style of Mondrian. Pupils use a range of different tools for this and most are very confident to experiment to create different effects. In the only lesson observed during the inspection, Class 2 were asked to create a picture of the sun using the straight line tool to draw triangles round a circle to improve their mouse control. All understood the need for accuracy as floods of colour need enclosed perimeters to work. Some experimented and added stars with a variety of points and adjusted the size of the central circle. This was a good lesson taught by the ICT specialist teacher with the class teacher, teaching assistants and parents supporting the class. Adults coped very well and gave pupils space to experiment, encouraging them with effective questioning, in spite of the high ratio of adults to pupils. Samples of work show all aspects of the curriculum are covered, often within or to support other subjects.
63. The subject is led and managed very well. No time has been lost in making effective use of the new facilities and there are plans to improve these further with interactive whiteboards. The planning is also very good with clear links to other subjects. The subject leader teaches all the pupils and liaises closely with the class teacher to ensure that new skills are consolidated. At the request of the school council, pupils have access to the computers in their free time and there is a computer club to extend pupils' experiences still further. She keeps records of what the pupils have covered and has a very good knowledge of their skills although these are not assessed formally. The organisation of ICT lessons into single age groups not only makes access to the computers easier but also allows the other pupils in the class to be taught as a year group.

Information and communication technology across the curriculum

64. ICT is used very well throughout the curriculum. Pupils throughout the school search CD-ROMs, for example, to find out facts for other subjects. Class 2 have planned routes on a map and program the "Roamer" to support mathematics and geography. Year 6 have created multi-media presentations, combined text and graphics using desk top publishing and used a range of different methods to record and interrogate data for science, geography and other subjects. For example, their work shows samples of keys to identify vertebrates. They use the Internet for research and understand the dangers that can be associated with using the Internet.

HUMANITIES

65. Not enough lessons were seen to make a judgement about the quality of provision in **history** and **geography**. Evidence was gathered from talking to the pupils and the teachers and looking at the plans and the work as well as the work in lessons.
66. The pupils' experiences in history, geography and religious education are enriched by a programme of day and residential visits to places of religious, historical, geographical and cultural interest. Pupils in Years 3 to 6 have used their very good writing skills in accounts of historical events and geography studies and the Year 1 and 2 pupils have enjoyed learning about the features of the local area and about the world wide travels of Barnaby Bear. Throughout the school the pupils are learning about their responsibilities for the local and wider environment and this links well with their science studies.
67. From the evidence of the pupils' work over time and the geography lessons the teaching appears to be good in both subjects. The lessons are planned well and build on the pupils' experiences. The teachers' good questioning skills support the pupils' speaking and listening skills and encourage discussion to deepen their understanding.
68. The management of all three subjects is very good and is part of the school's team approach of using individual talents and expertise to monitor the teaching and learning by observing lessons and looking at the teachers' plans and the pupils' work. There is an assessment at the end of each unit of work but there is not yet any system for recording the pupils' progress in the development of key skills.

Religious education

Provision for religious education is **good**.

Main strengths and weaknesses

- Pupils in Years 2 and 6 exceed the expectations of the Agreed Syllabus
- Pupils respond to their learning very well and understand how religion influences their own and other people's lives
- The subject makes an excellent contribution to pupils spiritual, moral, social and cultural development

Commentary

69. The pupils are acquiring a good knowledge of Christianity and other major religions as they learn about traditions, beliefs and practices and about the significance of buildings, ceremonies and the signs and symbols of particular forms of worship. This provides good links with subjects such as science, art, geography, music and history. They are developing an understanding that religious faith is important to many people and that their values have an impact on their lives and on their communities. The pupils are encouraged to reflect and develop their own responses to issues and dilemmas. In an excellent lesson for the oldest pupils about Buddhism, pupils showed a good understanding of symbolism and the Buddha's message about the "Middle Way". Some are very knowledgeable about modern symbols and those from other cultures such as the "Yin Yang" symbol and that of the CND as well as the political parties. The teacher showed her delight in the pupils' contributions and made it very clear she was learning from them. The lesson ended with a moment of reflection where all pupils participated. In a very good lesson for Year 2, the teacher provided very good artefacts and a good

range of activities to deepen pupils' understanding of the Passover festival and the Exodus from Egypt. Among these activities pupils made Charoset and created a drama about the plagues. Pupils have a good understanding of the Jewish faith for their age and some have impressive knowledge of stories from the Old Testament.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

70. Inspectors observed three music lessons, one design and technology lesson and one physical education lesson. No art and design lessons were seen. In addition, inspectors looked at teachers' planning, talked to teachers and pupils and looked at a range of work. The planning for all the subjects is very good and all subjects are enriched by an excellent range of extra-curricular opportunities and links with other subjects.
71. Although no **art and design** lessons were observed during the inspection, there is some high quality artwork around the school. The oldest pupils have observational drawings and paintings of buildings and scenes in Grantham using a range of media, showing a good understanding of perspective and light. They have used tie and dye techniques and made cubes with accurate wooden frames showing good links with design and technology. Some very well-crafted bird studies greet people as they enter school. Younger juniors have a range of Viking art and have made clay coins. Rain forest art is supported by very well designed felt parrots, very carefully sewn. The Year 2 classroom is decorated with kites and butterflies and spring flower designs generated on the computers. There are glove puppets made to support drama. The Reception and Year 1 pupils have produced careful and imaginative weaving and the classroom shows a range of interesting and colourful artwork. Every pupil created a batik square to form a banner in aid of the Tsunami Appeal. Adults value pupils work highly and work from all ages is mounted, framed and glazed.
72. The **design and technology** work displayed around the school is of a standard that is well above average and, because of the different approaches to the work, it is evident that the design element of the subject is very strong. All the work on display is linked to other subjects and pupils obviously take a great pride in their work. Pupils have used computers to control electrical circuits to light lighthouses. There are Egyptian artefacts - sacred cats and Shadufs - models of villages from the past and homes from other countries. In a good lesson the oldest pupils designed a meal for a specific purpose. They brought food from home and prepared it in school demonstrating a good understanding of safety. Their very well balanced meal show the good links with their work on food values in science.
73. Pupils have a very good range of physical activities to support the **physical education** curriculum. In the lesson observed during the inspection all pupils worked very hard and it was apparent that they were enjoying themselves. They organised their game well. Some Year 3 and 4 pupils have ball skills that are well above those normally expected of their age. Their teacher models new skills well and has a very good knowledge of the subject. This was a well-taught lesson although there was rather too much in the lesson and little time for pupils to practise their skills. All pupils from Year 2 to Year 6 go swimming and all pupils swim by the time they leave the school in Year 6. Pupils participate in a dance festival, swimming galas, indoor athletics, small school sports and maypole dancing. There is a skipping club, football, dance, gymnastics, TAG Rugby, rounders, Kwik Cricket and Maypole dancing during the year in addition to the physical education lessons. This represents an excellent range of physical activities for a school of this size. Parents and pupils alike are very appreciative of the school's provision for sport.

Music

The school's provision for music is **good**.

Main strengths and weaknesses

- The school provides a very good range of musical opportunities
- There is good specialist teaching
- Standards are above average throughout the school and pupils achieve well

Commentary

74. Two teachers share the music teaching between them. Both have good subject knowledge and musical skills. The very good coordination of the subject and curricular planning ensures that pupils build on their skills throughout the school.

75. Pupils in Year 2 learnt a new song swiftly in their music lesson. The teacher used a story with a narrator [a pupil with very good reading skills] and pupils selected instruments to accompany the sound and movement in the story. There has been an improvement in the range on instruments since the last inspection and pupils are knowledgeable about the names of the instruments as well as the sounds they make. They sing well with attention to dynamics, phrasing and pitch. The same teacher took Years 3 and 4 in another good lesson. Again the singing was good and this time pupils sustained their part in a round well. The combination of singing, instrumental work and narration works well as the lesson involved several skills within a story framework, making learning fun. In both lessons pupils behaved very well and worked hard. In a very good lesson for the oldest pupils the swift pace, high expectations of pupils ability to "get on with it" by cooperating with each other and sharing ideas, resulted in very good achievement. Pupils have a good knowledge of standard notation, discord and concord, rhythm and pulse. Pupils worked hard to compose an ostinato to accompany their song using tuned and untuned percussion and computers. Resources were very good and pupils were supplied with just enough information to stretch their abilities while enabling them to achieve. It is evident that they have had a good grounding in musical knowledge and skills.

76. The extra-curricular activities, for example, recorder club, choir and guitar clubs and the many musical activities throughout the year make a significant contribution to pupils' social, spiritual and cultural development, as does the opportunity for pupils to learn musical instruments.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

Provision is **very good**.

Main strengths and weaknesses

- The good start made in the Foundation Stage is developed very well throughout the school
- The mutually respectful relationships and ethos support the pupils' personal development.

- There is a very good range of opportunities for the pupils to express their opinions and to contribute to life in the community

Commentary

77. The teachers and support staff encourage the pupils to care for each other and to consider the effect of their words and actions. The pupils have a good understanding of the need for rules and maintain them well. There are planned opportunities for them to take part in discussions and to develop social skills such as learning to take turns, share, work and play together and help each other. Classroom debates provide good opportunities for the pupils to discuss their thoughts and feelings and share their anxieties and concerns. Through science and physical education lessons the pupils learn about the importance of personal hygiene, diet and exercise. Sex education and awareness of drug and alcohol abuse are dealt with through science lessons and informally with pupils' questions answered sensitively. The school encourages the pupils to develop a very good understanding of the responsibilities of citizenship with the establishment of the School and Class Councils and the many references across the curriculum. The school's family atmosphere, the commitment to high achievement and the value placed on both work and very good relationships enable pupils to feel valued members of the community and the wider world.

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	2
How the school's effectiveness has changed since its last inspection	3
Value for money provided by the school	3
Overall standards achieved	2
Pupils' achievement	3
Pupils' attitudes, values and other personal qualities	2
Attendance	2
Attitudes	2
Behaviour, including the extent of exclusions	2
Pupils' spiritual, moral, social and cultural development	2
The quality of education provided by the school	2
The quality of teaching	3
How well pupils learn	3
The quality of assessment	3
How well the curriculum meets pupils needs	2
Enrichment of the curriculum, including out-of-school activities	1
Accommodation and resources	3
Pupils' care, welfare, health and safety	2
Support, advice and guidance for pupils	2
How well the school seeks and acts on pupils' views	1
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	3
The leadership of the headteacher	1
The leadership of other key staff	2
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).