

# INSPECTION REPORT

## **THE EDENHAM C of E PRIMARY SCHOOL**

Bourne

LEA area: Lincolnshire

Unique reference number: 120521

Headteacher: Miss Fay Carter

Lead inspector: Mr Peter Belfield

Dates of inspection: 3rd – 5th May 2005

Inspection number: 268052

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 - 11  
Gender of pupils: Mixed  
Number on roll: 112

School address: School Lane  
Edenham  
Bourne  
Lincolnshire

Postcode: PE10 0LP

Telephone number: 01778 591207

Fax number: 01778 591196

Appropriate authority: Governing body

Name of chair of Mrs Jane Bradley  
governors:

Date of previous May 1999  
inspection:

## CHARACTERISTICS OF THE SCHOOL

Edenham is a small primary school with 112 boys and girls on roll serving a village close to the Lincolnshire town of Bourne. The school is organised into four mixed aged classes. Almost all of pupils are from white British backgrounds and there are no pupils at an early stage of learning English. Attainment on entry is above average but covers a wide range. There are currently no pupils entitled to free school meals. The proportion of pupils with special educational needs is below average. The number of pupils who join or leave the school other than at the normal time is average. At the time of the inspection the school was undergoing major building work and some of the accommodation, including the hall, was not available for learning.

The school has the following awards *Artsmark*, *Quality Mark*, and an *Achievement Award* (2003)

## INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
21661	Peter Belfield	Lead inspector	Mathematics, Information and communication technology (ICT), Geography, History
13526	Richard Barnard	Lay inspector	
30398	Christopher Scola	Team inspector	Special educational needs, English, Art and design, Design and technology, Physical education,
20655	Beryl Rimmer	Team inspector	Personal social and health education, Foundation Stage, Science, Religious education, Music

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](http://www.ofsted.gov.uk)).

## **REPORT CONTENTS**

	Page
<b>PART A: SUMMARY OF THE REPORT</b>	<b>6</b>
<b>PART B: COMMENTARY ON THE MAIN INSPECTION FINDINGS</b>	
<b>STANDARDS ACHIEVED BY PUPILS</b>	<b>8</b>
Standards achieved in areas of learning, subjects and courses	
Pupils' attitudes, values and other personal qualities	
<b>QUALITY OF EDUCATION PROVIDED BY THE SCHOOL</b>	<b>11</b>
Teaching and learning	
The curriculum	
Care, guidance and support	
Partnership with parents, other schools and the community	
<b>LEADERSHIP AND MANAGEMENT</b>	<b>15</b>
<b>PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING, SUBJECTS AND COURSES</b>	<b>17</b>
<b>AREAS OF LEARNING IN THE FOUNDATION STAGE</b>	
<b>SUBJECTS IN KEY STAGES 1 and 2</b>	
<b>PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS</b>	<b>29</b>



## PART A: SUMMARY OF THE REPORT

### OVERALL EVALUATION

Edenham CE Primary School provides a **very good standard of education** and gives very good value for money. The leadership and management of the school and the quality of teaching are very good. By the time they leave the school, the pupils attain well above average standards in English, mathematics and science.

#### The school's main strengths and weaknesses are:

- The leadership of the headteacher, subject leaders and governors is very good
- Pupils achieve very good standards in English, mathematics, science, religious education and music
- The pupils have very good attitudes to school, they behave well and the school provides very well for their care and spiritual, moral, social and cultural development
- The standards of writing for the more able could be higher in Years 1 and 2
- The provision for pupils with special educational needs is very good and the support provided by teaching assistants makes a strong contribution to the quality of the pupils' learning
- Very good links are established between different subjects
- Planning for learning for the youngest children does not take sufficient account of the Foundation Stage curriculum
- There is a very strong partnership with parents and excellent links with the local community

There has been good improvement since the school was last inspected in 1999. Teachers now keep assessment files for each year group for all subjects; they are used well in planning lessons. The provision for ICT has been extended and the opportunities for all pupils have increased. Standards are high and are similar to those found during the last inspection. Teaching and learning are monitored and evaluated closely and the work of the subject leaders ensures that learning is enjoyable and relevant.

### STANDARDS ACHIEVED

The pupils' overall **achievement is very good**. The pupils with special educational needs achieve very well. Most children in the Foundation Stage achieve satisfactorily, reaching or exceeding the goals expected of them in all areas of learning by the time they enter Year 1. Progress is slower than might be expected as the children are given too few opportunities to select activities for themselves and to work independently and collaboratively.

Caution is needed in interpreting the data from national test results. Because of the very small number of pupils in each year group results can vary widely from year to year. In the national tests in 2004 for Year 2 standards were well above average in reading and mathematics and above average in writing. Inspection evidence indicates that the standards in the current Year 2 are well above average in reading and mathematics and above average in writing. Writing standards could be higher, particularly for more able pupils, if less use was made of restrictive worksheets that reduce opportunities for pupils to develop and improve their writing skills. In 2004 Year 6 pupils

Results in National Curriculum tests at the end of Year 6, compared with:	all schools			similar schools
	2002	2003	2004	2004

English	A*	C	B	C
mathematics	A	B	A	C
science	A	A	C	E

*Key: A - well above average; B – above average; C – average; D – below average; E – well below average  
Similar schools are those with similar percentages of pupils eligible for free school meals*

achieved the levels expected of them in the three core subjects but, with fewer than usual higher attainers in the year, comparisons with similar schools yielded modest grades. The work seen during the inspection indicates that standards in the current Year 6 are well above average in English, mathematics and science and overall achievement is very good. The standards achieved by pupils in religious education and music are very good due to the very good teaching and very effective curriculum provision in these subjects.

The pupils are polite and courteous. Their **spiritual, moral, social and cultural development is very good**. They have very positive attitudes to school, behave well and feel secure in an environment in which they are valued. Their attendance and punctuality are good.

## **QUALITY OF EDUCATION**

**The quality of education provided by the school is very good. The quality of teaching is very good overall** and varies from excellent to satisfactory. The teaching in the Foundation Stage is satisfactory but there are too few opportunities for the children to make independent decisions or to make choices and take the initiative. The teaching across the rest of the school is very good, with learning for much of the time being very effective. At times the overuse of worksheets in Years 1 and 2 inhibits the acquisition of writing skills and the ability of the pupils to present their own work in different ways. Overall, however, the pupils make very good gains in their learning over time. This is confirmed in both lessons and from the evidence seen in the pupils' work. Teaching assistants make a very good contribution to the pupils' learning and they provide very good support for pupils with learning difficulties.

The curriculum provided by the school is very good and is enriched through visits and visitors to the school. It is also enhanced by the emphasis placed on the arts and the very good sporting provision. The provision for pupils' care, welfare, health and safety is very good, and the staff ensure that they seek the pupils' views. There are very good links with the supportive parents, who make a very positive contribution to their children's learning. Links with the community and with other schools are very good.

## **LEADERSHIP AND MANAGEMENT**

**The leadership and management of the school are very good.** The headteacher has been very effective in maintaining the very good achievement of the pupils. She has ensured that the school quickly responds to any dip in the pupils' performance, such as in writing, and has worked hard with teachers to make learning enjoyable. The headteacher's vision has strong support from the staff and governors who work with a common purpose and a clear commitment to further improvement. Governance is very good; the governing body is supportive and fulfils its statutory obligations. Financial control and routine administration are good.

## **PARENTS' AND PUPILS' VIEWS OF THE SCHOOL**



The school has a very strong relationship with parents. Parents and their children have very positive views of the school. A very small number of parents believed that their children were bullied but there is no evidence that this is the case and the staff respond very quickly and effectively to any problems that pupils encounter.

### **IMPROVEMENTS NEEDED**

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

- Ensure that the learning planned for the Reception children takes more account of the Foundation Stage curriculum
- Provide more opportunities in Years 1 and 2 for the more able pupils to write independently and at length

## **PART B: COMMENTARY ON THE INSPECTION FINDINGS**

### **STANDARDS ACHIEVED BY PUPILS**

#### **Standards achieved in areas of learning, subjects and courses**

By the end of Year 6, standards are well above average in English, mathematics and science. In other subjects standards are at least satisfactory and the pupils do particularly well in religious education and music.

#### **Main strengths and weaknesses**

- The pupils' progress and achievement are very good
- Pupils with special educational needs achieve very well
- More able children in Years 1 and 2 do not achieve as well as they should in their acquisition of writing skills
- The children in the Foundation Stage make satisfactory progress but could do better if the curriculum planned for them followed the national guidance

#### **Commentary**

1. The children's attainment on entry to the Foundation Stage is above average and they make steady progress as they move through the Reception and Year One class. By the end of the reception year the majority of children are likely to reach or exceed the expected goals in five areas of learning. There is no clear focus on promoting the children's personal development in the teachers' planning, resulting in a lack of opportunity for the children to make independent decisions when carrying out their own work in either the indoor or outdoor classroom. The children's opportunities to make choices, take the initiative, select resources and develop personal tastes and preferences are consequently restricted.

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

Standards in:	School results	National results
reading	17.0 (17.6)	15.8 (15.7)
writing	15.7 (16.8)	14.6 (14.6)
mathematics	18.3 (18.0)	16.2 (16.3)

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

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

Standards in:	School results	National results
English	28.1 (27.5)	26.9 (26.8)
mathematics	28.9 (28.3)	27.0 (26.8)
science	28.5 (31.2)	28.6 (28.6)

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

2. The pupils make very good progress in English, mathematics and science. National test results vary from year to year due to the changing overall ability levels of small

year groups. These variations also make it impossible to draw reliable conclusions from year-to-year improvement trends; they are currently below the national pattern for both Year 2 and 6. The evidence in the pupils' books and discussions with the pupils, together with the evidence gained from the observations of lessons, indicates that the achievement of the pupils is very good. The quality of teaching and learning through the infants and juniors is very good and the pupils achieve very well. The teachers have high expectations of the pupils and plan challenging work for them. In English, standards in reading, writing and speaking and listening are well above average. In the infants standards are well above average in reading, mathematics and science by the end of Year 2. The standards of writing are constrained due to the overuse of worksheets affecting, in particular, the performance of more able pupils. The very good progress of pupils is reflected in the results of the national tests and confirmed by the inspection evidence. Standards have been maintained since the last inspection. The school identified that there was a need to place greater emphasis on investigational work in science in Years 3 to 6. This has been carried out and standards in the present Year 6 are well above average. Problem solving and investigation work in mathematics are underdeveloped aspects of the pupils' work and teachers are beginning to plan more opportunities for this type of work to be included in the mathematics curriculum.

3. There are significant strengths in other subjects. Well above average standards are attained in religious education and music by the time the pupils leave the school. This is due to the very good quality teaching and the effective deployment of subject specialists. Though evidence seen by inspectors was limited, standards appear to be well above those expected in geography, history, art and design and design and technology.
4. The pupils with special educational needs receive very good support and make very good progress towards the targets in their individual education plans. A measure of their achievement in English is seen in the high percentage of pupils attaining Level 4 and above in national tests. The special educational needs co-ordinator, class teachers and teaching assistants work very effectively together and ensure that the pupils are given every help in their efforts to achieve their targets. With the exception of writing in Years 1 and 2, more able pupils also achieve very well and reach high standards.

### **Pupils' attitudes, values and other personal qualities**

Pupils' attitudes to school are very good and they behave very well. The provision for their spiritual, moral, social and cultural development is very good. Attendance is good

### **Main strengths and weaknesses**

- A supportive ethos encourages pupils' very positive attitudes towards all aspects of school life
- Clear rules and high expectations lead to very good behaviour
- There are very good relationships throughout the school

### **Commentary**

5. The school is a welcoming and harmonious community. Even with extensive and potentially disruptive building work taking place during the inspection, it was orderly and calm. Strong links with the church and the local community actively promote the school's aims, firmly based on Christian principles. Assembly themes and frequent

visits from the local clergy help to generate a very strong sense of belonging. Pupils come to school happily; they feel confident and secure in the warm, friendly environment created by caring and enthusiastic staff. The youngest children are curious and eager to begin the day's activities and concentrate well on their tasks. Pupils of all ages and abilities relish new learning. They show a keen interest and enjoyment in their lessons and the wide range of activities available to them. Pupils of all abilities work hard and take great pride in their efforts. In particular, pupils enjoy learning to play instruments and singing and performing in lessons and in public. They listen intently to teachers' lively introductions to lessons, such as science, where they become engrossed in investigating the roots of vegetables. In the junior classes, pupils' excellent attitudes have a considerable impact on the high quality of their work. They are highly motivated by some inspirational teaching and apply themselves willingly without waiting for direction.

6. Pupils behave very well. Routines and expectations are clearly established when children start school in the reception class. Isolated incidences of immature behaviour in the youngest children are dealt with through the good support of classroom assistants. Adults provide very good role models and expectations are frequently and consistently reinforced in a clear but unobtrusive way, throughout the school. Classes devise their own rules and boundaries and pupils respond seriously and sensibly, with increasing levels of self-discipline. They show genuine respect for one another, all adults and for property and are consistently polite and courteous. The behaviour of the oldest pupils is excellent and they set a fine example to others.
7. Pupils' personal development is very effectively promoted. Relationships between children, parents and staff are very good. Pupils have high levels of confidence and trust in the adults who work with them. In both infant and junior classes they have frequent opportunities to work in pairs and groups; they listen to and co-operate very well with one another. They mix well between age groups. Their social skills are further developed when they act as hosts to groups of elderly citizens from a variety of cultures and backgrounds. Pupils frequently show initiative in imaginative ways of raising funds for the wide range of charities supported by the school. There is a well-established and democratic system of electing House Captains, for which the headteacher has introduced performance management targets. This develops the older pupils' sense of responsibility and understanding to a very good extent. A school council is a recent and positive development where representatives from Year 2 upwards have to apply for their places and are involved in whole school decision making. The school takes very good account of their views and opinions. Officers take their roles very seriously and develop a very good understanding of citizenship.
8. The provision for pupils' spiritual development is very good. A love and appreciation of music, dance and poetry are intrinsic values of the school. Their creative contributions are increasingly welcomed and by the time they reach Year 6 the pupils have gained high levels of confidence and self-esteem. The pupils in Years 5 and 6 are challenged to think more deeply about fundamental questions. They engage in thoughtful discussion about the environment and endangered species in religious education, for example. In a predominantly monocultural environment the school makes exceptional efforts to develop pupils' understanding of a range of different cultures. They have a very strong sense of their own cultural identity through local churches, festivals and celebrations and gain a broader understanding through art and music. Through religious education, the pupils have gained a very good understanding of different faiths and strong links have been forged with other religious groups.

## Attendance

### Attendance in the latest complete reporting year (95.3%)

Authorised absence		Unauthorised absence	
School data	4.7	School data	0.0
National data	5.5	National data	0.4

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

9. Pupils like coming to school and overall attendance levels have been above average and levels of unauthorised absences low for the last four years. Good procedures monitor and promote attendance, to which parents respond well. Punctuality is very good, enabling lessons to start promptly.

### Exclusions

10. There were no exclusions in the school year prior to the inspection.

## QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education is very good overall. Teaching and learning are very good. There is a very good curriculum with very good provision for pupils who have special educational needs. The school cares very well for all pupils and very good links with parents and excellent links with the community support the quality of education.

### Teaching and learning

The quality of teaching and learning is very good overall and there are good procedures for assessing the pupils' attainment.

### Main strengths and weaknesses

- The teachers make good use of assessment information when planning work in English, mathematics and science
- There are too few opportunities in the Foundation Stage for the children to work independently
- The teaching by co-ordinators of their own subjects results in high levels of achievement

### Commentary

11. The quality of the teaching was a strength at the time of the last inspection and this has been maintained. Relationships between teachers and pupils are very good and provide the key to the very good quality of teaching and learning. The teachers demand high standards of work and behaviour from the pupils. The way the older pupils present their work is impressive and they are proud of their achievements. Assessment of the pupils' progress has improved since the last inspection. In each of the core subjects pupils' progress is tracked very carefully through tests and assessment. The teachers plan their lessons to take account of the identified weaknesses in these assessments. This is one of the main reasons for the pupils' very good achievement. The teachers mark the pupils' work carefully, suggest improvements and indicate when a target has been met. The teachers also assess the

pupils' work in foundation subjects and use the results of their assessments to plan future work. In Years 3 to 6, the pupils are taught science, geography, history and music by the subject leaders. The scrutiny of the pupils' work shows that this specialist teaching is very effective; the pupils' learning is enhanced and good or very good standards are achieved. In music, the quality of the teaching and learning seen was excellent. The pupils attain very high standards in all of the aspects of music with singing and instrumental work a pleasure to listen to.

**Summary of teaching observed during the inspection in 22 lessons**

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
4	8	4	6	0	0	0

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

12. There are occasions when the overuse of worksheets in Years 1 and 2, in subjects such as history, geography and religious education, restricts writing opportunities and limits the ways that the pupils can present their work. This particularly inhibits the development of writing skills of more able pupils.
  
13. The teaching of pupils with special educational needs (SEN) is very good. SEN pupils are identified in good time. A suitable programme of learning is planned and work is very well matched to the pupils' needs. Very good use is made of skilled teaching assistants to support these pupils and they deliver programmes of learning that are very appropriate. The targets that are set for pupils are highly relevant and address all areas of the curriculum including managing relevant aspects of behaviour. The specialist expertise of outside agencies is called in and used if necessary. Reviews, both formal and informal are regularly held to check that the pupils are making sufficient progress. The pupils themselves and parents are also involved in this.
  
14. The teaching in the Foundation Stage is satisfactory and a wide range of interesting activities are planned for the children. This ensures that they make satisfactory progress and achieve satisfactorily in all areas of learning. The learning planned for them is sometimes overly directed by the teacher and classroom assistant and on occasions there are too few opportunities for the children to make independent decisions or to make choices and take the initiative. This restricts the progress and development of collaborative skills, for example, in mathematical and scientific work and in sharing and agreeing roles in imaginative play. An example of this was observed in a role play activity when the children were required to act out a story following the teacher's instructions and were not provided with the opportunity to interpret the story and choose how to enact it for themselves. Overall, there could be a better balance of activities in which the children are taught directly by the teacher, and those that they select for themselves.

**The curriculum**

The quality of the curriculum is very good and is enriched by a very good range of visits and visitors. Accommodation and resources are good.

**Main strengths and weaknesses**

- A wide interesting curriculum ensures pupils enjoy their learning and achieve very well

- A very good range of extra-curricular activities covers many aspects of the curriculum both within and outside the school day
- Provision for special educational needs pupils is very good
- The specialist expertise of teachers is used very well
- The curriculum planned for Reception children does not cater sufficiently well for all their learning needs

## Commentary

15. The curriculum for pupils from Year 1 to Year 6 is very well planned and includes all subjects of the National Curriculum. It is broad and balanced and contains a very good range of interesting and exciting learning opportunities. However, in the Foundation Stage, too few opportunities are planned to allow children to develop skills in choice and independence. Planning takes too little account of the national guidance for the Foundation Stage curriculum and leaves the children with insufficient opportunities to work in small groups, to select activities and resources for themselves and to work independently. The ICT curriculum and resources have improved since the most recent inspection. The school places a very appropriate and successful emphasis on enjoying learning while at the same time achieving very high standards. The recent introduction of the 'Activity Zone' allows pupils to plan their own learning across the curriculum.
16. The school provides a very rich curriculum and provision for the arts, and particularly music, is very good. Many pupils learn to play at least one musical instrument. Pupils perform in dance festivals and work with a whole variety of artists, musicians and theatre groups. There are many opportunities to celebrate language and literature and to perform in public. All pupils take part in productions and there is a very wide range of musical events including the public performance of a specially written opera. The recent initiatives to raise standards in writing have been very successful, especially in the juniors, where literacy is used very well to support other subjects.
17. The school benefits from a wide range of external specialist expertise and provides a very good range of visits that greatly enrich the curriculum. Close links with the local grammar school and a college support work in the arts and drama. Parents with specialist coaching skills enable pupils to experience and compete in a variety of sports. There are very good links with the local church. The local area, as well as further places further afield, is used very well to promote and reinforce learning in many ways. For example, to support their learning in history, infant pupils visit Doncaster museum to learn about toys and junior pupils develop their understanding of life in Tudor and Victorian times on visits to Kentwell Hall and the Stibbington Centre. Pupils visit a mosque, a synagogue and a cathedral to see how different religions worship. In science, junior pupils visit the Black Star Dome to learn about astronomy and infant pupils learn about different animals when they visit Zoolab. Pupils also have the opportunity to take part in a wide range of sporting activities and leisure outside the school day. These include cricket, cross-country, football matches, athletics, tag rugby, volleyball, gardening and Morris dancing.
18. Provision for pupils with special educational needs is very good. The school has effective systems to identify pupils with special educational needs are they are quickly identified and well supported. High quality individual education plans clearly lay out suitable targets, which are clear, achievable and manageable. Skilled teaching assistants are used very well and give very effective support often on an individual or

small group basis. There are very good links with support services, reviews are held regularly and parents are kept informed of progress. This ensures that pupils with special educational needs make very good progress and achieve very well.

19. The school has developed good links with other local primary and secondary schools. These benefit areas of the curriculum such as the arts and physical education. Although the school is small, the combined expertise of the staff is more than sufficient to deliver a full and rich curriculum. The specialist expertise of some teachers is used very well. The accommodation has been greatly improved and meets all curricular needs. Local facilities such as the Village Hall are a valuable asset.

### **Care, guidance and support**

The provision for pupils' care, welfare, health and safety is very good and has improved since the last inspection. 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 good.

### **Main strengths and weaknesses**

- The school provides a safe and secure environment for all its pupils
- The time given to individual guidance greatly supports the pupils' development
- Induction arrangements are very effective
- Pupils are valued and well involved in school life

### **Commentary**

20. 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 needs of the pupils are put first. The sensitive awareness and thorough approach to child protection procedures, very good evaluation of health and safety risks and supervision of pupils at break and lunchtimes, enables pupils to feel safe and work in confidence. Particular care has been taken over the safety of pupils during the current building works. Very good care is taken to ensure all children are collected by a responsible adult at the end of the school day. Typical of the importance the school places on the welfare and safety of pupils are the very careful arrangements to walk pupils to and from the bus stop and to the local village car park by means of the *walking bus* which, in addition, helps ease traffic congestion and improves safety near the school entrance. Pupils say they feel most confident about talking to teachers or other adults if they have any worries or concerns. They also feel that House Captains do a good job and either deal with problems or act as very effective links with members of staff.
21. The provision for support, advice and guidance based on monitoring is very good. The personal needs of all pupils are monitored very closely. Very good relationships exist between staff and pupils. All members of staff know every pupil very well and they provide very good personal support. Very good induction arrangements help the youngest pupils settle quickly into school and make good progress in their personal development. Pupils who join the school other than at the normal time of entry are made to feel welcome and soon become members of the "family." Pupils feel that members of staff value their views and this gives them confidence to discuss issues and raise questions. The establishment of a School Council in the current year has given the pupils a good platform to formally raise and discuss issues and concerns. It has already had a positive impact as members say they have been very well involved in setting rules for parts of the new building such as the library.



## Partnership with parents, other schools and the community

The school has a very good partnership with parents. Links with the local community are excellent and with local schools they are good.

### Main strengths and weaknesses

- Parents' support school for their children's education enhances the quality of their learning
- Pupils benefit greatly from excellent community links

### Commentary

22. The school is an integral part of the local community and makes excellent use of it to support both pupils' academic and personal development. Visits made within the locality are a particularly strong and effective feature especially in relation to science, geography and history. The church features prominently in the life of the school and the vicar plays a significant role in enriching pupils' spiritual and moral experiences. The village hall and field are used for physical education and sports activities. Local sports clubs provide expert coaching and the very successful cricket team has appeared at the county cricket ground and players represent local clubs. The school contributes significantly to local events and festivals, for example playing music at functions such as afternoon tea for the elderly residents of the village or performing at dance festivals.
23. The high levels of involvement and support provided by parents contribute to the very good pupils' attitudes to their learning. Parents feel welcome and appreciate that they play an important part in the life of the school and in their children's education. They say that their help is much appreciated and many assist with football coaching, swimming, cooking, tennis, cross-country, gardening and art work. They provide daily help with the *walking bus*. The *Friends of Edenham School* provide excellent financial support organising a wide range of fundraising and social events. Funds are deployed very effectively to meet school needs such as computers. Parents receive very good information and encouragement to help their children further in their learning. Annual reports give very good and evaluative information on progress and achievement and provide helpful developmental points for future learning. These help parents to understand how they can assist in their children's learning. Parents value the quality of individual information given in consultation sessions, especially pupils own self-evaluations which are shared with parents. Regular newsletters, which parents may receive by e-mail, give very good information about school life and events. The school has a succinct and clear homework policy that is appreciated by parents.
24. The partnership with the local secondary schools ensures pupils are well prepared for and confident about their move to the next stage of their education. Joint initiatives also provide good enrichment activities such as an annual opera production. Good links with local primary schools provide pupils with good opportunities in relation to areas such as sport. The very strong links with the village playgroup help the youngest pupils to settle quickly into school. The school is looking positively to further develop the links with other local primary schools and a *Learning Network* has been created with a focus on developing subject leadership skills.

## LEADERSHIP AND MANAGEMENT

The leadership and management by the headteacher and senior staff are very good. The governance of the school is a strength.

### Main strengths and weaknesses

- The ethos of high achievement for all is supported by very good relationships and the effective implementation of school policies

- The headteacher's drive, ambition and commitment to improve the school inspires staff and has maintained very good levels of achievement
- The headteacher and staff are very strong team and ensure that the pupils achieve very well and enjoy learning.
- The governors are very effective in shaping the direction of the school and holding it to account

## Commentary

25. The headteacher leads the teaching team very effectively and ensures good levels of achievement for the pupils. The governors and staff share the headteacher's vision of what sort of school Edenham should be and they are very involved in its development. This clear vision pervades all aspects of the school. Consequently, the school ethos strongly supports achievement and learning. Governors and staff jointly contribute to the school improvement plan and the succinct and accurate evaluation provided by the headteacher indicates how well priorities are being implemented. The excellent relationships that exist in the school reflect the hard work that has been done to ensure that all adults promote inclusion and equal opportunities. All pupils have full access to the curriculum and good systems enable pupils' views to be considered. The headteacher ensures that her colleagues' work is monitored well and she sets appropriate targets for them. Much thought is given to improving the curriculum and it is enhanced by the innovative approach. A range of initiatives such as the *Activity Zone* bring excitement and enrichment to the pupils' work across the curriculum. The pupils' dramatic performances are examples of this work with a *Masque* and a *Tudor Christmas* presented in school and an opera performed in Grimsthorpe Hall.
26. The school is managed very well. All of the issues raised in the last inspection have been successfully addressed and there have been significant improvements in assessment and the provision for information and communication technology. All of the staff work as a team; they are clear about the school's priorities and are highly committed to providing the best possible education for pupils. They evaluate the school performance data carefully and take effective action. The role of co-ordinators has been developed since the last inspection. They lead staff meetings when areas for development within their subjects are discussed. This has led to a whole school focus on improving the quality of writing and extending the range of investigational work in science. Agreement was also reached on increasing the frequency of assessments in English, mathematics and science. The close scrutiny of test papers and of the pupils' work identifies where improvements are needed. The tracking of the pupils' achievement is well established and provides the information needed to set targets for the pupils. It is effective and has contributed to the pupils' very good achievement. The provision for pupils with special educational needs is very well managed and reflects the school's vision of encouraging all pupils to achieve their best. The special needs coordinator meets regularly with staff to reflect upon pupil progress and formal planned meetings involving the headteacher and teachers ensure provision is appropriately matched to need.
27. The governors make regular visits to the school and they are strongly committed to its improvement. They fulfil all of their statutory duties. Financial planning and management are good and the governors are provided with very good quality information on which to base their financial decisions. These decisions are carefully linked to the school priorities for improvement. The governors have a good understanding of the school's strengths and weaknesses and their monitoring role,

particularly in relation to standards and the quality of the curriculum, is well developed. The headteacher ensures that they have the information so that they can evaluate the effect of their decisions on the quality of education that the school provides and the standards that the pupils attain. The governors have evaluated their own performance and then planned training to target areas for development. The commitment and the expertise of the governors ensure that they make a major contribution to leadership of the school and its successes. There are suitable policies to promote inclusion, racial harmony and equal opportunities.

### ***Financial information***

#### ***Financial information for the year April 2003 to March 2004***

Income and expenditure (£)	
Total income	285,790
Total expenditure	270,534
Expenditure per pupil	2,577

Balances (£)	
Balance from previous year	23,830
Balance carried forward to the next	15,260

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

### **AREAS OF LEARNING IN THE FOUNDATION STAGE**

28. There are 17 children in the Foundation Stage in a mixed reception and Year 1 class of 24 in total. Major building works taking place have meant that this class has had several moves and they had only just moved into their new classroom. Children are admitted in September, aged four years, most having attended a pre-school playgroup. Standards on entry to the school are above those usually found in most areas of learning. There is an exception in the current year, where boys show below average scores in personal, social and emotional and mathematical development. Achievement is at least satisfactory and by the end of the reception year the majority of children reach the expected levels of development in all the areas of learning. They exceed the expectations in communication, language and literacy, mathematics and knowledge and understanding of the world.
29. Teaching is satisfactory in all areas and a varied and interesting range of activities is provided for the children. However, planning and organisation are based on the National Curriculum programmes of study and there are too few opportunities for children to make independent choices, to work individually and in small groups and to apply their learning to everyday situations through child initiated activities. Subjects tend to be taught discretely making it harder to plan a relevant topic for the children and bring areas of learning together. There is strong support for children with special educational needs and they make good progress. Good assessment procedures track the children's progress in reading, writing and mathematics. There is very good support for the minority of children with special educational needs.
30. Timetables show that children enjoy a regular and varied programme of **physical development** with opportunities for using large climbing equipment and apparatus. Children have access to a good range of wheeled toys such as tricycles and scooters. Although no lessons were seen, observations at playtimes, examination of planning and discussions with staff suggest that children develop increasing levels of control and co-ordination. They hop, skip and jump, making good use of the space and practice balancing beanbags and controlling balls in a challenging variety of carefully planned activities. Children learn to handle and manipulate small construction equipment, scissors, brushes and writing tools with increasing control. Since the last inspection children have had access to a safe and partially covered outdoor space, most suitable for frequent physical activity and other activities.

### **PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT**

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

#### **Main strengths and weaknesses**

- The class routines and procedures are well established
- The children develop a sense of responsibility
- There are too few opportunities for children to make independent choices

#### **Commentary**

31. Most children have experienced pre-school education and they enter reception with a wide range of personal, social and emotional maturity. They settle happily because of very good links between the playgroup and the school and the good relationships established by the teacher and teaching assistant. The children soon become familiar with the clear rules and expectations that create a well-ordered class. Effective use of praise and encouragement motivates the children. They manage their personal belongings efficiently and begin to take responsibility for jobs, such as watering the plants and giving out resources. Children follow instructions well and concentrate sensibly on their directed tasks. They show interest and curiosity in the stimulating displays and resources around them. Child initiated learning is not sufficiently emphasised and the children miss the opportunity to explore an aspect of learning without the direction of an adult. The teacher has high expectations of children's behaviour and most children behave very well. Occasionally children become restless and distracted when they taught in a large group for overlong periods. This affects the quality and pace of their learning.

## **COMMUNICATION, LANGUAGE AND LITERACY**

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

### **Main strengths and weaknesses**

- There are good opportunities for speaking and listening
- Phonics is developed well
- There are too few opportunities for the children to write independently

### **Commentary**

32. Lively and enthusiastic introductions promotes a love of books and language. Children enjoy sharing books and talking about the pictures. The teacher encourages children to talk about their news and their favourite *treasures*. She provides a good role model and makes good use of questioning to develop children's responses. Pupils of all abilities are confident speakers because the teacher listens and values their contributions. They are articulate and reach a good standard. There is a strong emphasis on phonics and children recognise initial sounds, blends and familiar words. The most able begin to read simple books which they regularly read to adults. They tackle unfamiliar words with confidence, using their growing knowledge of sounds and other clues. There are many opportunities to practise letter formation and pencil control through copying and colouring activities. Children develop these mechanical skills to a good extent and form letters well. They reach standards beyond those expected for their age group. The development of writing skills is slower as there is an overuse of worksheets that limit the children's ability to write freely and too few opportunities to write independently. The emphasis is on the completion of the task, rather than writing for relevant and meaningful purposes.

## **MATHEMATICAL DEVELOPMENT**

Provision in mathematical development is **satisfactory**.

### **Main strengths and weaknesses**

- The children reach a good standard in number recognition and counting skills

- Good use is made of mathematical vocabulary

### Commentary

33. Children count and sing number rhymes and songs with enjoyment. They carry out a considerable volume of work to record their progress in counting, sorting and ordering. The children are taught to recognise shapes and they can name simple shapes and sort and classify objects by colour, shape and size. They learn a range of counting songs and rhymes which support their knowledge of basic number. Most children recognise numbers up to 10 and count up to 20; some can add two or three single digit numbers together and have a good understanding of the principles of addition and subtraction. They apply their understanding during daily activities, such as registration. The teacher makes good use of mathematical vocabulary, reinforcing number names, comparative and positional language, such as 'more', 'less' and 'forwards' and 'backwards'. The best learning takes place when children are involved in practical tasks, such as one involving capacity. They estimated how many scoops of water were needed to fill a variety of different sized containers. Adults intervened well in this session to extend learning and the children's understanding. On occasions, however, too little account is taken of the children's varying abilities when they are taught in a large group. The other adults could be better deployed working with smaller groups so that all of the children do not work at the same level of difficulty.

## KNOWLEDGE AND UNDERSTANDING OF THE WORLD

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

### Main strengths and weaknesses

- Interesting activities and visits are planned
- Good use is made of the local environment
- There is too much direction from adults

### Commentary

34. Children enjoy an interesting range of stimulating and worthwhile practical activities and visits to broaden their experiences. They see the changing seasons on regular visits to Grimsthorpe Castle and learn about living things when they plant seeds and investigate the growth of tadpoles. Children develop computer skills appropriately by programming a computer driven *Roamer* toy, predicting the number of moves it will take to move a certain distance. In design and technology, children cut, stick and join a variety of materials to make bird scarers. The displayed results are of a good standard of finish. Children have opportunities to use their senses when they are shown a variety of different fruits and vegetables. However, the planning does not allow for sufficient regular and ongoing opportunities for children to explore and investigate materials independently. Scientific work is over directed and children need more time and opportunity to decide how they are going to explore for themselves.

## CREATIVE DEVELOPMENT

Provision in creative development is **satisfactory**.

### Main strengths and weaknesses

- There are too few opportunities to experiment and express themselves creatively

## **Commentary**

35. All children have regular access to a suitable range of picture making activities. They paint, stick, draw and make models to illustrate a particular topic. In largely teacher led activities, they gain experience with colour, texture and shape. Children experience a good range of music making activities. They enjoy singing and make good progress in controlling sounds. In well-planned and resourced activities they clap to the rhythm of puppets' names and create a musical score. They confidently participate in organised role-play activities, such as when they play in the 'garden centre' or re-enact stories, following the teacher's lead. They need more opportunities to express themselves with less direction from adults. This was evident when a group of children were only allowed to crayon a picture of one flower from the vase of flowers on display. Some children had quite advanced skills and would have benefited from deciding for themselves both the medium and the format of their work.

## **SUBJECTS IN KEY STAGES 1 and 2**

### **ENGLISH**

Provision in English is **very good**.

#### **Main strengths and weaknesses**

- Standards are well above average at the end of Year 6
- Pupils of all abilities achieve well because they consistently work hard and have very positive attitude to learning
- Teaching is very good overall and is particularly strong Years 5 and 6
- There are very good links with other areas of the curriculum, especially in the juniors
- The leadership and management of the subject is very good
- In some lessons, in the infants, inappropriate worksheets limit the achievement in writing of the more able pupils.

## **Commentary**

36. Standards in the present Year 6 are well above average and similar to those found at the time of the last inspection. In Year 2 standards are well above average in reading and above average in writing. The school's actions to raise writing standards have had more impact in the juniors than in the infants where the most able pupils are not always sufficiently challenged.

37. Standards of speaking and listening are very high in both the infants and the juniors. Most pupils speak very confidently in all year groups because, in all classes, there are very good opportunities to develop speaking and listening skills and the school places great importance on developing this area of literacy. This is particularly noticeable during whole-class discussions because the teachers' questioning skilfully addresses all abilities and ages, which results in all pupils being involved. In addition, the teachers value what their pupils have to say and the pupils respect each other and

listen very well to one another and their teachers in all areas of the curriculum. One particularly effective feature of the literacy curriculum is the emphasis it gives to speaking and listening through drama. Drama workshops, visits to and from theatre groups and the many opportunities the school gives to develop self-confidence, whether speaking in assemblies or performing in the school opera and other school productions ensure that all pupils including those with special educational needs, achieve very well in this area of literacy.

38. Standards of reading are well above average across the school and all pupils achieve very well in this area of literacy. Basic skills, such as the way letters make sounds, are very well taught and this gives younger pupils confidence to tackle unfamiliar words. Pupils are encouraged to read regularly at home and parents are very closely involved in the teaching of reading and give very good support. Comprehensive reading diaries for younger pupils are used very effectively for teachers, classroom assistants and parents to monitor and improve pupils' progress in reading. Older pupils read widely and are constantly encouraged to read a wide range of authors and understand particular texts. They keep detailed and comprehensive book reviews. Although the school library area is quite small, there is a good range of reading books to support the curriculum particularly in the younger age classes. Older pupils are very good at using the local library, local bookshops and bringing in their own books. Book fairs and other activities to celebrate reading are regularly held. For example, a very informative and confident talk, to the whole school, on the books of Anthony Horowitz by a Year 6 pupil resulted in many pupils wanting to try this author for themselves. By the end of Year 6, virtually all pupils are very accomplished readers who can express opinions about their favourite author and explain why they like a particular type of book. Most have read and are able to discuss a very wide range of traditional and modern authors, poets and playwrights.
39. Standards of writing are well above average by the end of Year 6 and above average by the end of Year 2. The school has made great efforts and introduced many initiatives to raise standards in this area of literacy. For example, what motivates boys to write is very much taken into account when planning writing activities. Also, the use of very precise and relevant individual targets, motivate and guide pupils to greater achievement. The way writing skills are developed and consolidated very effectively through other subjects in the curriculum has been particularly successful. In such subjects as history, design and technology and science, very imaginative teaching uses diaries, presentation of arguments and explanatory texts to develop the pupils' abilities to target a particular audience and adapt the style appropriately. Standards have risen, particularly in the juniors, where the pupils' achievement is very good. This particularly benefits higher attaining pupils who, as a result, achieve at the higher levels. The achievement of higher attainers is a relative weakness in the infants where an overuse of inappropriate worksheets sometimes limits the creativity, content and presentation of the work of the more able pupils. Also, although some good teaching uses other areas of the curriculum very effectively to support writing, this is not consistent and there are missed opportunities to use the wider curriculum to promote skills in writing.
40. Leadership and management are very good. The subject leader is an excellent teacher of literacy and gives very good support to her colleagues. She has a very good overview of English teaching across the school through a very well planned programme of lesson observation and scrutiny of pupils' work. Systems of assessment have been improved are now very detailed and effective. Teachers are better at judging levels. The much greater use of drama and art has raised standards



in speaking and listening and this has fed through to writing. A very strong cross-curricular approach is now well established. Special educational needs pupils are very well supported by skilled teaching assistants who work closely with the class teacher.

### **Language and literacy across the curriculum**

41. Literacy skills are used very well across the curriculum. Much of the pupils' extended writing practice is carried out in other curriculum areas such as humanities, the arts and religious education. Science and design and technology lessons also provide a good context for writing, and are frequently used for writing plans, instructions and results of experiments and evaluations. ICT is used well to support literacy teaching and learning, such as when pupils use word processing to present their work or the Internet for research.

## **MATHEMATICS**

Provision in mathematics is **very good**.

### **Main strengths and weaknesses**

- Standards are well above average at the end of Year 2 and 6. Pupils of all abilities achieve very well
- Teachers have a good knowledge of the subject and plan work that matches the pupils' abilities
- The subject is well led and managed
- Greater emphasis could be given to problem solving and investigational work

### **Commentary**

42. High standards in the subject have been maintained since the last inspection. The teachers' consistent implementation of the National Numeracy Strategy, with its emphasis on developing the pupils' mental calculation skills and their understanding of the processes of mathematics, has had a considerable impact upon standards. The scrutiny of the pupils' past and present work and lesson observations confirm that all pupils, regardless of ability, make very good progress and achieve very well in relation to their prior attainment. The skills of mental calculation are systematically taught and the pupils build up a range of strategies that assist them in calculating mentally. Teachers and teaching assistants are particularly skilful in using questions that extend pupils' thinking and provide good information about pupils' understanding. The teaching assistants make a significant contribution to the pupils' learning, working particularly well with small groups of pupils in well-planned activities. They are well briefed by the teachers and have good knowledge of what the pupils they are supporting are expected to learn.

43. The quality of teaching and learning is very good. All of the staff have good subject knowledge: expectations are high, lessons move along at a brisk pace and the pupils speak of their enjoyment of the subject. A strong feature of the work is the way in which the teachers assess the pupils' understanding and plan future lessons based on what the pupils need to do to improve. In the lessons observed the pupils were very well behaved and keen to learn. In Year 2 they demonstrated a good understanding of time and learned that the passage of time is relentless. The teaching assistants were well deployed and the pupils, in small groups, extended their ability to calculate and

record digital times. In Year 6 the pace of the lesson observed was brisk. The teacher had very clear learning objectives for the two age groups in the class and the pupils rapidly improved their ability to carry out calculations involving equivalent fractions. After they have covered the core work, the more able pupils are given extension activities that provide a greater level of challenge. At times they have so many calculations to complete for the core task that they do not have time to tackle the more difficult work and to increase the rate of learning.

44. The co-ordinator leads the subject very effectively and provides good guidance for her colleagues based on the analysis of tests taken by the pupils. Teachers' lessons are observed, improvements suggested and further training provided. An audit of the subject led to more frequent assessments of the pupils' work. These very good assessment systems and the careful tracking of the pupils' progress that have been devised is a key factor in pupils' achieving their potential. The need to provide more opportunities for the pupils to solve problems and to carry out investigations in mathematics has been identified by the co-ordinator and this is confirmed by the inspection evidence. Staff are aware of the need to place greater emphasis on this aspect but too few examples are present in the pupils' work

### **Mathematics across the curriculum**

45. Older pupils use mathematics confidently to help their learning in other subjects. This was evident when handling data and retrieving information from spreadsheets. Year 6 pupils have devised graphs in science to show how sound travels in different directions. Most classes generally use ICT well to support mathematics, but its use in investigational work is underdeveloped.

## **SCIENCE**

Provision in science is **very good**.

### **Main strengths and weaknesses**

- By the time the pupils leave the school they have acquired very good skills in carrying out scientific investigations
- All elements of the curriculum are comprehensively covered
- Worksheets are overused in Years 1 and 2

### **Commentary**

46. After a dip in standards in Year 6 an audit of the subject revealed that a greater emphasis needed to be placed on investigations. The inspection of the workbooks in Years 3 to 6 shows that an appropriate number of investigations have been carried out by the pupils and the standards in the current Year 6 are well above average. The pupils' achievement is good in Year 1 and 2 and very good in Years 3 to 6. When pupils start school, they have a good knowledge and understanding of their natural world. In Years 1 and 2, a published scheme, consisting mainly of commercial work sheets, ensures thorough coverage of curriculum requirements. However, the pupils do not have enough opportunities to carry out their own investigations and to record their work in different ways to develop their writing and presentation skills within the subject. In a lesson about seeds and growth, pupils were engrossed by the teacher's lively and interesting presentation of pictures, seeds and growing plants. While they

make good gains in their knowledge they did not investigate the plants for themselves and opportunities to set out their findings in different ways were limited. In Years 3 to 6, the curriculum is well planned on a two-year cycle to provide pupils with a wealth of stimulating work. Teachers have high expectations and pupils present the outcomes of their investigations to a high standard and in a well organised way. Workbooks show extensive recording of an interesting and wide variety of scientific investigations.

47. Teaching is good overall, varying from satisfactory in Years 1 and 2 to very good in Years 3 to 6. The expertise and enthusiasm of the co-ordinator develops the confidence and participation of pupils in Years 3 to 6. By teaching in all the year groups from Year 3, she ensures that pupils build progressively on previous learning. The teacher makes very good use of a variety of resources to motivate pupils to design and carry out their own experiments, such as one to find out how much water a tap root will take up. In response to challenging questions, pupils made good use of scientific vocabulary, such as *variable* and *evaporation* and showed good understanding of what constitutes a fair test. In Years 5 and 6 pupils benefit further from well-planned opportunities for independent research. They make predictions, think carefully and modify their ideas as a result. They record their experiments in a variety of different ways including charts, graphs, diagrams, tables and independent writing. They do so to a high standard, showing good levels of knowledge and understanding of scientific principles.
48. Leadership and management are good. The co-ordinator has carried out thorough analysis of results and pupils' work to accurately identify strengths and weaknesses of learning. Assessment procedures are good and tracking systems highlight individual concerns and inform future planning to a good extent. The subject leader's confidence and expertise makes a good contribution to pupils' high levels of achievement from Year 3 onwards.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

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

### **Main strengths and weaknesses**

- All staff are confident in the use of computers and make good use of them to support the pupils' learning
- The additional staffing provision for the subject provides good support for learning
- Computers could be used more to support work in other subjects

### **Commentary**

49. The pupils make good progress as they move through the school, improving their skills year on year. They are competent in most areas of the curriculum and attain standards that are broadly average by the end of Years 2 and 6. The range of work covered is wider than at the time of the last inspection and provision in the juniors has improved as the National Curriculum requirements are now fully covered. A two year progressive curriculum cycle has been established and what the pupils are to be taught is set out clearly as a guide for the teachers in all four classes in the school. The scrutiny of work and discussions with pupils reveal that this programme of work is successfully implemented. The ICT suite is in regular use, although the computers that are based in

classrooms are not networked with those in the suite and are now out of date and shortly to be replaced..

50. The quality of teaching is good. Year 5 and 6 pupils are regularly by a part-time teacher who recently retired from the school. He has good subject expertise and in a lesson observed during the inspection he taught the Year 6 pupils to successfully write a control program with sequential instructions to lift a load and place it in a container . A teaching assistant is also skilled in supporting the pupils. The school ensures that she has opportunities to attend relevant training and to consequently cover a wider range of work with the pupils. The teachers are skilled in using programs such as *Powerpoint* to teach the pupils how to create a slide presentation. The pupils in Years 5 and 6 wrote a play and then converted scenes from it into slides. A presentation was then made to younger children in Reception and Year 1. The pupils develop good word processing skills and know how to use ICT to add to, amend and combine different forms of information from different sources. They make use of spreadsheets to display personal characteristics and favourite biscuit types. They access websites to find out scientific information and make good use of the Internet to gather information. They are gaining competence in the use of digital cameras and incorporating photographs into their work.
51. The subject is well co-ordinated by the headteacher and she has appropriate plans for improving provision. The computers in the suite are to be replaced in the near future and the present machines re-located to classrooms. Assessment procedures have been recently revised and pupils taking some responsibility for their own learning carry out their own skills check list.

### **Information and communication technology across the curriculum**

52. The co-ordinator is aware of the need to extend the use of ICT across the curriculum. Although the pupils research aspects of religious education, history and geography and teachers use a selection of programs to improve skills in English and mathematics, computers are not used sufficiently to support cross curricular work.

### **HUMANITIES**

53. As no lessons were observed in geography and history, insufficient evidence was gathered to make judgements about the quality of provision in these subjects. In both subjects, discussions were held with the co-ordinator and groups of pupils, teachers' planning was examined and pupils' workbooks were inspected. The standards in **history** and **geography** appear to be well above average in both subjects by the end of Year 6. Very good use is made of the local environment and visits to places of interest to enrich the curriculum. The pupils in Year 1 and 2 gain a good understanding of the contrasting features of their local environment and changes over time when they visit farms, Bourne town centre and nearby woods. In history the pupils study toys through the ages and a good feature of the work is the enrichment provided by staff from Doncaster Museum who bring artefacts to the school for the pupils to study. A good range of work is covered although the pupils record much of their on restrictive worksheets that prevent them from writing at length and presenting their work in a variety of different ways.
54. The work of the pupils in Years 3 to 6 is of high quality and is carried out over a four year cycle. In geography they are successfully introduced to environmental issues and they have a very good understanding of the major physical features of the world.

Workbooks contain studies of rivers, mountains and volcanoes and the pupils speak knowledgeably about these physical features. They use their ICT skills to gather information about glaciers, the impact of altitude on lungs and how roads are constructed in mountainous areas. In history, very good use is made of artefacts and photographs to extend the pupils' historical understanding. Cross-curricular links are established with music, art, design technology, drama and religious education. Timelines are the means by which the teacher improves the pupils' understanding of chronology; they cover longer periods of time as well as an overview of events during a monarch's lifetime. Visits and visiting experts are fundamental to historical studies. Work on Tudors was enhanced with a visit to Kentwell Hall in Suffolk, a Tudor manor house where enactments take place. The pupils wore clothes of the period and learned to speak sixteenth century English. They learned authentic songs and performed dances of those times. Back in school, replica Tudor instruments were brought by a visiting expert for the pupils to play and they designed and made their own versions in technology sessions. A similar approach was adopted for Victorian studies and the pupils, knowledge and understanding of the period is very good. The subjects are enjoyed immensely by the pupils and their learning is deepened by the very effective planning of teachers and the emphasis placed on work beyond the classroom.

## **RELIGIOUS EDUCATION**

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

### **Main strengths and weaknesses**

- Subject leadership is strong
- Visits and visitors make a strong contribution to pupils' learning

### **Commentary**

55. The subject has a significant place in the life of the school and lessons are well planned to ensure extensive coverage of the curriculum and continuity of learning. The co-ordinator is strongly committed to developing pupils' awareness and understanding of other world faiths and has been very proactive in forging strong links with, for example a Hindu community in Peterborough. She provides a very good role model and her commitment is shared across the school, leading to very good teaching overall. There are visiting speakers from the Jewish, Sikh, Islamic and Hindu faiths and planned visits to mosques, cathedrals, temples and synagogues. This leads to very good learning opportunities and provides the pupils with a clear understanding of the similarities and differences between world faiths.
56. No lessons were seen in Years 1 and 2 but examination of books and discussions with pupils and staff show that the standards the pupils reach are well above the expectations of the locally agreed syllabus. By the end of Year 2, pupils have a very good knowledge of Christianity through stories, well planned visits to local churches and frequent and regular visits from the local vicar who makes a significant contribution to pupils' knowledge and understanding. They have a good knowledge of the life of Jesus through Christian festivals and enjoy Bible stories, such as Joseph's many-coloured coat. By the end of Year 6, standards are well above what might be expected for the pupils' age. They have a firm foundation of religious knowledge and consider fundamental issues based on faith. They recognise that Bible stories are symbolic and pose thoughtful questions, such as 'Who wrote the Bible and how do we know?' Pupils are encouraged to ask questions of the vicar who visits on a regular basis. There are

good opportunities provided for reflection on the honest answers provided to some challenging questions about his faith. In a very good lesson in Year 5 and 6, pupils the teacher successfully achieved a holistic approach, linking religious education effectively with science and literacy as pupils debated issues as diverse as hunting, recycling and the fur trade. They had very good opportunities for discussion and gave consideration to the part they play in caring for the environment and endangered species. Pupils produce posters, prayers and letters to relevant authorities, showing a well-developed sense of community awareness and responsibility. Some produce sensitive and thought provoking poetry reflecting deep thinking and reflection. They achieve very well.

## **CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS**

57. Only one lesson was seen in art and design and design and technology so there was insufficient evidence to make a firm judgement about overall provision in these subjects. However, from looking at displays, photographs and pupils' portfolios, teachers planning and discussions with pupils and teachers, it is evident that the arts are a major strength of the school's provision.
58. The quality of teaching in the one **art and design** lesson seen was excellent because of the teacher's own expertise, knowledge and enthusiasm for the subject. Also, excellent resources enabled Year 5 and 6 pupils to gain a very good understanding of Art Nouveau and the work of Beardsley, Klimpt and Tiffany. They very expertly created their own curvilinear designs. There is a very well planned curriculum that makes very good links with many other subjects, such as observational drawings of toys to link with history in Year 1 and 2, or using pastels to create still life and imaginary landscapes modelled on the work of native artists in Years 3 and 4. As pupils move through the school, skills are progressively and systematically developed and the work of a whole range of great painters, artists and sculptors is studied. Another major strength of the provision is in the number and range of artists who come into school and work with teachers and pupils. This gives them first hand experience of working with a specialist and is one of the many aspects of the art curriculum that the pupils enjoy so much.
59. There is a very interesting and well-planned curriculum in **design and technology**. Year 3 and 4 pupils spoke enthusiastically about designing and making wheeled vehicles out of junk that used pneumatics in various ways. In a very good lesson they analysed different types of bread and decided what makes a healthy sandwich. It was also evident that the subject is used very well across the curriculum. Very good links were made with literacy when Year 5 and 6 pupils made and designed to very specific criteria some excellent wall hangings based on nursery rhymes. The pupils also spoke enthusiastically about designing and making various musical instruments, which were tested and evaluated by the reception children.

### **Music**

Provision in music is **very good**.

### **Main strengths and weaknesses**

- The leadership of the subject is excellent
- The quality of learning is very good

60. Music continues to be a considerable strength of the school as it was at the time of the last inspection. Although no lessons were seen in Years 1 and 2, discussions with pupils and teachers and examination of documentation indicate that curriculum coverage is very good and that teachers plan a wide range of work for the pupils. The subject leader is an advanced skills teacher and ensures that the staff receive excellent advice and training. She has a very strong influence on the quality of music in the school. All pupils experience and benefit from the rich provision of musical activities throughout the school. From the earliest stage in reception, children thoroughly enjoy musical activities. There is a very well planned programme of lessons providing a clear focus on the progression of skills in all the required musical elements.
61. Singing in assemblies is tuneful and expressive with clear diction and a very good sense of timing. Pupils build on their knowledge and understanding to very good effect and by the time they leave the school they have reached standards well above expectations for this age group. Achievement is very good. Two lessons were seen in the juniors; both of outstanding quality. The talent and expertise of the teacher and her very high expectations of performance resulted in high quality ensemble singing. All pupils sang exceptionally well in two and three part harmonies and were confident to sing solos on request. The teacher's frequent use of musical vocabulary ensured very good understanding of terms such as texture and timbre. Pupils have learned good techniques to enable them to control the pace, pitch and volume of their voices with consummate skill. The pupils showed high levels of imagination, sensitivity and creativity when they composed and performed pieces using notation. Working well together, they used their knowledge of ostinati to successfully create changes of moods and effects. They played a wide variety of tuned and untuned instruments to represent a journey with sensitivity and skill. Their compositions were of a high standard, worthy of a wider audience. Pupils were totally absorbed in creating music and showed a strong sense of discipline and commitment. They valued and respected one another's efforts.
62. Many pupils enjoy learning instruments in small groups, practise the recorder and take part in ensemble practices, at every opportunity. A high proportion of pupils, mainly girls, take advantage of the good opportunities to learn an instrument. Pupils from Year 3 upwards reach a high standard of cello playing, for example. The good relationships and sense of continuity provided by a visiting teacher contributes to the high levels of interest, ability and application shown by pupils. They practise diligently at home and have a good understanding of notation and musical terminology. Many reach very high standards.

## **Physical education**

Provision in physical education is **very good**.

## **Main strengths and weaknesses**

- The school makes very good use of community and other resources to provide a strong and well-balanced curriculum
- The subject is very well supported by a very good range of extra-curricular activities
- The systems of assessment are good

## **Commentary**

63. Standards are above national expectations by the end of Years 2 and 6 and there are significant strengths in a variety of sports, dance, and swimming. The pupils do well in competitive sports and games because of skilled and often specialist coaching. Parents play a crucial role in this and many extra-curricular clubs, such as football, cricket, tag rugby and volleyball, would not meet without their generous support and specialist expertise. Very good opportunities are provided for the pupils to receive a balanced programme of physical education through the year.
64. Only games and gymnastics lessons could be seen during the inspection. In a very good Year 5 and 6 gymnastics lesson the teacher set very high expectations. Standards of gymnastics were above national expectations. Apparatus was used imaginatively to develop challenging sequences. The pupils worked very collaboratively together. Year 1 and 2 pupils worked together very well in a dance lesson. They interpreted the movement of various animals very well with movement and actions to suggest animal movements. In a games lesson they showed good catching and throwing skills. All pupils speak with great enthusiasm about the physical education curriculum and enjoy the wide range of activities.
65. Despite having limited facilities in the school, very good use of the local village hall and good links with a sports centre to ensure that the full curriculum is delivered. The subject leader has a very good overview of the subject and has identified very appropriate areas to develop. These include working with the community to set up a 'Trim Trail', improving resources in athletics and providing more opportunities for infant pupils to take part in games. There are now good systems of assessment and this addresses the criticism of the previous report.

## **PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP**

### **Personal, social and health education**

66. There is a very strong emphasis on developing the pupils' personal and social skills, which permeates the whole school. All teachers follow a well-structured PSHE programme that focuses on keeping safe and developing a healthy life style, for example, a 'walking bus' brings pupils to school. There are good links with design and technology and science when pupils learn about the importance of healthy eating. The work of the school council supports the pupils' personal development. House captains and monitors help to ensure the smooth running of the school. Pupils develop skills of citizenship when they organise, cook and serve lunch for the elderly in the community and put on a fund raising event for the victims of the Tsunami. Participating in an event at a local Hindu temple develops an understanding and appreciation of other cultures.



## PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<b>Grade</b>
<b>The overall effectiveness of the school</b>	<b>2</b>
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	2
<b>Overall standards achieved</b>	<b>2</b>
Pupils' achievement	2
<b>Pupils' attitudes, values and other personal qualities</b>	<b>2</b>
Attendance	3
Attitudes	2
Behaviour, including the extent of exclusions	2
Pupils' spiritual, moral, social and cultural development	2
<b>The quality of education provided by the school</b>	<b>2</b>
The quality of teaching	2
How well pupils learn	2
The quality of assessment	2
How well the curriculum meets pupils needs	2
Enrichment of the curriculum, including out-of-school activities	2
Accommodation and resources	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	3
The effectiveness of the school's links with parents	2
The quality of the school's links with the community	1
The school's links with other schools and colleges	3
<b>The leadership and management of the school</b>	<b>2</b>
The governance of the school	2
The leadership of the headteacher	2
The leadership of other key staff	2
The effectiveness of management	2

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