

# INSPECTION REPORT

## **THE MAREHAM-LE-FEN CE PRIMARY SCHOOL**

Boston, Lincolnshire

LEA area: Lincolnshire

Unique reference number: 120576

Headteacher: Mr John Cowham

Lead inspector: Mr Sean O'Toole

Dates of inspection: 6<sup>th</sup> – 8<sup>th</sup> June 2005

Inspection number: 268076

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

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## INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Voluntary controlled
Age range of pupils:	4 – 11 years
Gender of pupils:	Mixed
Number on roll:	84
School address:	School Lane Mareham-le-Fen Boston Lincolnshire
Postcode:	PE22 7QB
Telephone number:	01507 568304
Fax number:	01507 568304
Appropriate authority:	Local Education Authority
Name of chair of governors:	Rev. A J Boyd
Date of previous inspection:	15 <sup>th</sup> June 1999

## CHARACTERISTICS OF THE SCHOOL

Located in Mareham-le-Fen, this school is smaller than most primary schools. Almost all of the 84 pupils (41 girls and 43 boys) are from white UK heritage backgrounds and live in the village and its surrounding area. Socio-economically, the area in which pupils live is below average. An average percentage of pupils are eligible for free school meals. (These figures do not fully represent the levels of deprivation in the area as there is no school meal service). The percentage of pupils with special educational needs and those with statements is above the national average. Attainment on admission to the school varies from year to year but is below average. The number of pupils attending the school has fallen steadily in recent years and there has been a significant rise in the percentage with special educational needs. The proportion of pupils joining the school after the Reception year is three times the national average. Half of the teaching staff joined the school during this academic year. The school is involved in the Leadership Development Strategy. It received an achievement award in 2001.

## INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
20891	Sean O'Toole	Lead inspector	Mathematics; Information and communication technology; Personal, social and health education; Design and technology.
14178	Patricia Willman	Lay inspector	
20911	Judy Dawson	Team inspector	Foundation Stage; Special educational needs; English; Art and design; Music; Physical education.
1818	Graham Warner	Team inspector	Geography; History; Religious education.

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## PART A: SUMMARY OF THE REPORT

### OVERALL EVALUATION

The school provides a **sound quality of education**. Achievement is satisfactory. Standards attained in English, mathematics and science are below average at the end of Years 2 and 6. Teaching and learning are satisfactory. The school is led and managed satisfactorily and provides satisfactory value for money.

The school's main strengths and weaknesses are:

- Pupils' behaviour and attitudes are good
- The school makes good provision for pupils with special educational needs
- Teaching in Years 3 and 4 is good
- Strategic planning is not sharp enough and the school has been slow to implement its priorities, especially in curriculum development
- Some lessons have insufficient pace and pupils' productivity levels are low, resulting in variable progress
- Governance is good
- Insufficient use is made of assessment in planning pupils' work, especially in setting challenges for the more able
- Parents provide strong levels of support

Improvement since the last inspection in June 1999 has been slow but there have been recent improvements. Standards in English, mathematics and science are generally lower than at the time of the previous inspection although the increased percentage of pupils with special educational needs affects the overall results. Almost all of the teaching staff have changed, including the headteacher. The school has maintained its good pastoral support but much more remains to be done to accelerate change and improve standards. Governance has improved substantially. The current staff has the capacity to effect change.

### STANDARDS ACHIEVED

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

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

**Pupils' achievement is satisfactory.** Attainment on admission to the school is below average. The children in the Reception class make satisfactory progress. By the end of the Reception year over half of the children attain the expected goals for their age in communication, language and literacy and mathematical development and most will achieve them in their personal, social and emotional and physical development. The downward trend in performance in national tests is mirrored by the significant increase in the percentage of pupils with learning difficulties. The relatively small number of pupils taking the tests each year has an impact on the results, which fluctuate from year to year. Over the last two years test results in English, mathematics and science, taken together, have been below average at the end of Year 6. Inspection evidence shows that standards in the current Year 6, where almost two-thirds of pupils have special educational needs, are

below average in English, mathematics and science. Girls are more successful in tests than boys. Almost all of the pupils with learning difficulties are boys. The school's targets are rather optimistic and it is unlikely that the pupils will achieve them.

At the end of Year 2, results in reading and writing have generally been below average although in mathematics they have been closer to average. In the current class, standards are below average in reading, writing and mathematics. However, given that over half of the pupils in Year 2 have special educational needs, achievement is satisfactory. Progress for most pupils in the school is satisfactory but the more able do not achieve as well as they should. Inspection evidence indicates that standards in ICT, geography, design and technology, physical education and religious education are average.

Pupils are positive about the school and most have good attitudes. Relationships and behaviour are good. There have been three exclusions. **Provision for pupils' spiritual, moral, social and cultural development is satisfactory.** Attendance is satisfactory and punctuality is good.

### **QUALITY OF EDUCATION**

**The school provides a satisfactory quality of education.** Assessment needs further development. **Teaching and learning are satisfactory.** Staff are consistently good in managing behaviour and have positive relationships with the pupils. Lessons are planned and prepared well. Teaching in Years 3 and 4 is good. Although support staff work successfully with small groups they are not sufficiently involved in some parts of lessons. The teaching of English to pupils with special educational needs is good. The teaching of basic skills in English and mathematics is satisfactory. Marking is accurate. Weaker aspects of teaching include lack of challenge for the more able and slowly paced lessons. Learning is mostly satisfactory although some older pupils, mostly boys, lack motivation. Pupils' productivity levels are not as high as they should be. The curriculum and teaching in the Foundation Stage are satisfactory. Pupils in Years 1 to 6 have an appropriate curriculum which is enriched satisfactorily with a range of activities, visits and visitors. There are insufficient links between subjects. Staffing levels and the accommodation are good. The school's resources are satisfactory.

### **LEADERSHIP AND MANAGEMENT**

**Leadership and management are satisfactory.** There is a shared commitment among staff and this is reflected in a positive ethos. Pastoral oversight is good but more needs to be done to improve other aspects of leadership. The school's self evaluation is largely accurate although strategic planning lack a sharp edge in identifying timescales for the completion of priorities and measures of success linked to raising standards. Governance is good. The governors have ensured that all statutory requirements are met and support the school effectively. Their role in monitoring and evaluation is satisfactory. The school runs smoothly and management is satisfactory. Good financial decisions are made and financial control is good. The school makes satisfactory use of best value principles in decision making.

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

The parents speak positively about the school and have no significant concerns. Most pupils enjoy school and value participating in decision making through the school council.

### **IMPROVEMENTS NEEDED**

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

- Improve aspects of leadership and management, especially the implementation of the school's strategic plans, rigorous evaluation of its performance and acceleration of improvements to the curriculum
- Improve the pace of some lessons and raise pupils' productivity levels
- Improve assessment to ensure that work is pitched at the right level for all pupils, especially in setting challenges for the more able



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

### **STANDARDS ACHIEVED BY PUPILS**

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

Achievement is satisfactory overall. Standards attained in English, mathematics and science are below average at the end of Years 2 and 6. Generally girls attain better than boys. Standards are not as high as those reported in the previous inspection.

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

- Children in the Foundation Stage achieve well in personal, social and emotional and physical development
- More able pupils could do better
- Pupils with special educational needs make good progress
- Progress is good in Years 3 and 4

#### **Commentary**

1. Children start in the Reception with below average skills, knowledge and understanding for their age. The children make satisfactory progress in almost all of the areas of learning. Their progress in physical and personal, social and emotional development is good and by the time they start in Year 1 most attain the expected goals for their age in these areas of learning. Over half of the children attain the nationally defined Early Learning Goals in communication, language and literacy and mathematical development. Children are prepared well for the next stage of their education.
2. National tests results at the end of Year 2 vary significantly from year to year because of the small numbers taking the tests, the high and varying proportion of pupils with special educational needs and the impact of high mobility. Results over the past four years have been mostly well below average in writing, below average in reading and average in mathematics. Trends over time show a steady decline but it is difficult to form reliable conclusions because of the small numbers involved. The results in 2003 were at least average as there were few pupils with special educational needs. Currently, over half of pupils in Year 2 have learning difficulties and inspection evidence shows that standards in reading, writing and mathematics are, at best, below average. Given their low attainment on admission, progress made in the lessons seen and work in the books, pupils achieve satisfactorily. There is some underachievement and low level work in science as the curriculum is not challenging enough. Girls are more successful than boys in reading and writing. Although most pupils make satisfactory progress the more able are not stretched enough and could do better.

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

Standards in:	School results	National results
Reading	14.2 (16.7)	15.8 (15.7)
Writing	14.0 (14.4)	14.6 (14.6)
Mathematics	16.0 (17.0)	16.2 (16.3)

*There were 12 pupils in the year group. Figures in brackets are for the previous year*

3. Progress is mostly satisfactory in Years 3 to 6. Broadly, trends over time show a decline in the standards attained in national tests at the end of Year 6. However, when

compared with schools in similar contexts pupils have mostly attained at least average standards. Currently, with 60 per cent of pupils with special educational needs in Year 6, standards are below average in English, mathematics and science. Pupils' achievement is satisfactory overall but the more able do not make sufficient progress as the work set for them is not challenging enough. Girls are much more successful than boys in English, mathematics and science largely because almost all of the pupils with special educational needs are boys. Progress is at its best in Years 3 and 4 where the teaching is well focused and challenging. Inspection evidence points to average standards in design and technology, physical education, geography and religious education. Pupils have appropriate skills for their age in information and communication technology (ICT) although limited skills in applying their knowledge in other subjects. Pupils have insufficient opportunities to apply their literacy and numeracy skills across the curriculum. The school has set rather ambitious targets for attainment in national tests and is unlikely to achieve them this year.

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

Standards in:	School results	National results
English	27.0 (26.2)	26.9 (26.8)
Mathematics	26.3 (25.0)	27.0 (26.8)
Science	28.4 (25.8)	28.6 (28.6)

*There were 17 pupils in the year group. Figures in brackets are for the previous year*

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

Most pupils enjoy school life and have good attitudes to their learning. Because they respond well to the sound spiritual, moral, social and cultural values promoted by the school, their behaviour is good and overall personal development is satisfactory. Pupils are mostly punctual and attendance is satisfactory.

**Main strengths and weaknesses**

- The school promotes good moral and social values
- Relationships between pupils and with their teachers are good
- All staff have high expectations of pupils' behaviour and work consistently to achieve this
- Children in the Foundation Stage are keen and responsive learners
- A small number of older boys lack motivation in their learning
- There are insufficient opportunities for pupils to experience aspects of multi-cultural lifestyles

**Commentary**

4. The provision for spiritual and cultural development is satisfactory and makes a positive contribution to pupils' good attitudes to school. There are some opportunities for pupils to develop spiritual awareness through their lessons and in assemblies, although these are not always recognised and developed. Pupils are learning about trust in assemblies and in their personal, social and health education lessons. This not only teaches them how to keep themselves safe, but also encourages them to think about the nature of trust, who they should trust and why. Regular visits to the local church help pupils to understand the intangible nature of faith and worship. Teachers always listen to pupils' contributions in lessons and insist on others treating these views with respect. This

encourages them to express their opinions and ideas confidently. Their cultural development is promoted through their studies in geography, music, art and literature. They gain an insight into the beliefs that govern other people's lives through their religious education lessons. They listen to music from other cultures, enjoy stories from different countries and take part in an interesting range of visits. This helps to promote an understanding and tolerance of differences.

5. Because the school has high expectations of pupils' behaviour, most conduct themselves sensibly. They understand the school rules and know what happens to them if they misbehave. Of those pupils who completed the questionnaire prior to the inspection, 40 per cent think that behaviour is not always good. Although no instances of poor behaviour were observed during the inspection, evidence shows that there are a very small number of boys who persistently misbehave and, despite the school's best efforts, cause disruption from time to time. Most pupils respond well to the school's good moral and social values which are consistently promoted and supported by the majority of parents. Most pupils develop strong friendships with their schoolmates, collaborate constructively in lessons and organise their games in the playground. They particularly like the visits out of school which stimulate interest in their learning. Through the school council pupils are involved in decision making and empowered to initiate change. This effectively develops a sense of responsibility towards the school community and encourages self-confidence.
6. During their time in the Foundation Stage, most children achieve the standards expected for their age in their personal, social and emotional development. They settle happily into the routines of the classroom and enjoy the good range of interesting activities provided for them. They move happily and confidently from one activity to another, understanding and complying with the established routines. Their attitudes and behaviour are good and they try hard to please their teachers.

### Attendance

7. Attendance for the current year has dropped below that expected in most primary schools. This is because a very small number of pupils do not attend as regularly as they should. The majority of pupils have good attendance records and arrive at school on time and ready to start their lessons. Most parents take their responsibilities to ensure the regular attendance of their children and to advise the school of reasons for absence seriously.

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

Authorised absence	
School data	6.2
National data	5.1

Unauthorised absence	
School data	0.2
National data	0.4

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

### Exclusions

#### *Ethnic background of pupils*

#### *Exclusions in the last school year*

Categories used in the Annual School Census
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No of pupils on roll
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Number of fixed period exclusions	Number of permanent exclusions
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White – British	78	3	0
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*The table gives the number of exclusions, which may be different from the number of pupils excluded.*

## QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

Sound teaching and learning and a satisfactory curriculum help the school to provide an acceptable quality of education.

### Teaching and learning

Teaching is never less than satisfactory and contributes to pupils' making steady progress. Assessment is underdeveloped.

### Main strengths and weaknesses

- Teaching in Years 3 to 4 is mostly good
- Pupils with special educational needs are taught well
- Some lessons lack sufficient pace and challenge
- Assessment is not used well enough to set demanding work, especially for the more able

### Commentary

8. Teaching ranges between satisfactory and good and is sound overall. Teaching is not as good as reported previously. Almost all staff have changed and the quality of teaching is now improving. Assessment is unsatisfactory as it is not used effectively enough to influence the planning of lessons. This results in some underachievement by more able pupils. Teaching was good in about half of the lessons observed and there was some good teaching in every class. The most effective teaching is in Years 3 and 4 as much of the work is matched well to the needs of pupils of all ages and abilities and most lessons have brisk pace in which pupils work hard and productively.

### Summary of teaching observed during the inspection in 25 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	1	12	12	0	0	0

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

9. The teaching of pupils with special educational needs has improved recently and staff are clear about planning for the needs of these pupils. Individual education plans are well crafted and good guidance is provided by the co-ordinator (SENCO) so that teachers and classroom assistants have useful guidance and targets to develop. The withdrawal of small groups or individuals for some parts of lessons works well and enhances learning. Work is matched appropriately to ability. By explaining new ideas clearly and using practical aids pupils are encouraged to have a go and grow in competence in basic skills, especially in English. Pupils are successful in achieving their targets in English because of teacher expertise and sharp targets in individual education plans.
10. Teaching in the Foundation Stage is satisfactory overall and sometimes good. Lessons are planned well using national guidelines and the teacher has good knowledge of how young children learn. Lessons are made interesting through the use of apparatus and games which enhance learning and the children show much enthusiasm when learning new things. There is secure teaching of basic skills in communication, language and

literacy and mathematical development although on some occasions the teacher is overambitious and some children become confused. In most cases, the tasks set are well matched to the needs of the children and this is especially the case when activities centre around purposeful play. An appropriate range of activities are provided including learning rhymes and songs to enhance reading and there is suitable teaching about the sounds that letters make. Support staff play an effective part in working alongside the children and intervene well to ensure successful learning.

11. The teaching of basic skills in English and mathematics in Years 1 to 6 is effective although the lack of links between subjects hampers the development of pupils' skills in applying these skills to writing for a wide range of purposes. Lessons are introduced with clear explanations and pupils understand what is expected of them. Some time is wasted as pupils are required to write out learning objectives; a task which many, especially boys, find irksome. Teachers and support staff work together effectively. This is especially the case in supporting pupils in learning to read. Teachers have secure subject knowledge of English and mathematics and make use of national guidelines when planning work. Planning and preparation are thorough. Homework is used appropriately to support learning although pupils say they would like a wider range of subjects to study at home.
12. The most successful teaching was brisk and purposeful, engaging the pupils and leaving them plenty of time to practise and refine their skills. In many lessons the pace is rather slow and explanations too long, which limit the time available for pupils to get on with their work. Although teachers provide different work for the various ability groups in each class this work is not always sufficiently challenging especially for the brighter pupils. This is because assessment lacks a sharp edge in clearly identifying the strengths and weaknesses in pupils' performance. Most pupils are keen to learn and work hard although sometimes at a slow pace.
13. Behaviour management by all staff is good and pupils clearly understand the boundaries of acceptable conduct. Some older boys show limited enthusiasm on occasion despite the teacher's best efforts. Most pupils are keen to learn and concentrate well. They collaborate well in discussion and cooperate in practical tasks. Learning is satisfactory overall and good in Years 3 to 4 where pupils apply themselves well in using their initiative and working independently. Teachers encourage their pupils in a variety of ways including the use of praise and reward. Marking in English is generally good with helpful comments to guide the pupils but in most other subjects the marking is accurate without being informative.

## **The curriculum**

The curriculum meets statutory requirements and is enriched satisfactorily through a range of visits and visitors. There are good levels of staffing and the accommodation contributes positively to pupils' learning. There are shortages of resources in some subjects.

### **Main strengths and weaknesses**

- The Foundation Stage curriculum meets children's needs effectively
- There is a good programme for personal, social and health education
- Links between subjects are weak

### **Commentary**

14. The curriculum is not as strong as reported at the time of the previous inspection. However, all subjects are taught and meet statutory requirements. Much of the

planning is linked to national guidelines and provides adequately for the needs of the pupils. Many subjects are planned on a two-year cycle and geography and history are taught alternatively each term. The planning cycle creates some problems with mixed age classes and affects the consistent development of skills, knowledge and understanding in science. In Years 1 and 2 not all aspects of the subject are taught annually and pupils easily forget what they have learned in the previous year which affects their performance in national assessments.

15. The curriculum is enriched satisfactorily with a range of visits and visitors who bring expertise in a variety of fields. There are appropriate opportunities for pupils to take part in extra-curricular activities which include sport and games. Links between subjects are not well established and this leads to some lack of application of the skills learned in English and mathematics to work in other subjects. The use of computers to support learning across the curriculum is at an early stage of development. The school provides well for pupils' personal, social and health education and there is a good programme of lessons which include education about growth, relationships and the use and misuse of drugs.
16. The school seeks to provide for the needs of individuals and is good at providing for those with learning difficulties although the more able receive less attention. The provision for special educational needs is well organised and support within the school and from outside agencies works effectively. Individual education plans are well written and used effectively by teachers and support staff to plan work which enables the pupils to attain their targets. This is especially good in English. Parents and pupils are involved in target setting and this inclusive practice has a beneficial impact on raising pupils' self esteem.
17. The curriculum in the Foundation Stage provides an appropriate balance between formal teaching and opportunities for the children to learn through play. There have been good improvements in the provision for outdoor play for young children since the previous inspection. The teacher uses national guidelines for the Foundation Stage when planning a range of activities to include opportunities for learning through play and direct teaching of skills.
18. The school benefits from good accommodation which enhances the opportunities for pupils. Resources are satisfactory overall although there are gaps in ICT. The school has good resources for physical education and the large hall is a real asset. Staffing levels are generous given the size of the school and pupils are taught in small groups. Staff have benefited from a range of training and newly qualified teachers are supported effectively. Substantial changes in staffing and the appointment of teachers new to the profession mean that some curriculum developments have necessarily been put on hold during this academic year.

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

The school makes good provision for the personal care and welfare of pupils. The quality of educational support, advice and guidance provided for pupils is satisfactory overall. Through the school council, pupils are involved well in the decision making process in the school.

### **Main strengths and weaknesses**

- Commitment of all staff to the welfare of pupils

- Good relationships between pupils and adults who work in the school ensure that pupils are well cared for
- Pupils trust their teachers to help them
- Support and guidance for pupils with special educational needs are good
- Pupils do not always have a clear idea of how to improve their work

## **Commentary**

19. There is a good awareness of health and safety issues and regular checks of the premises are carried out. Fire drills are carried out regularly and there is good provision for first aid. The headteacher is responsible for child protection issues and has a good awareness of this aspect of care. Staff follow recognised guidelines and the school has a constructive relationship with outside agencies. Pupils learn about the benefits of good hygiene and a healthy diet through their science lessons, and older pupils are given appropriate information about relationships and drugs. Children in the Foundation Stage are actively encouraged to bring healthy snacks to schools and are pleased to be rewarded for doing so. They learn about aspects of personal safety during their personal, social and health education lessons. Supervision during the mid-day break is good and pupils enjoy the use of the extensive grounds which allow them to enjoy their games to the full.
20. Pupils who completed the questionnaire prior to the inspection commented that there was an adult in school they would confide in if they were worried or unhappy. They know that their teachers will help them. This ensures that any small worries are picked up early and problems solved before they become serious. There are systems to monitor behaviour patterns and to deal with any emerging issues. Most parents support the school in their efforts to modify the behaviour of their children. Pupils say that they try hard to earn the rewards for good work and behaviour and value the recognition within the school community of their efforts. Because the systems for assessment are inconsistent and do not always identify sufficient and appropriate challenge, many pupils, particularly those of higher ability, do not always achieve as much as they could. The good induction procedures enable parents to be confident that their children will be cared for.
21. The school council is an effective body that canvasses and represents the views of the pupils and their decisions have a good impact on school life. They consider that they play an active role in providing help for younger pupils who feel unhappy.

## **Partnership with parents, other schools and the community**

The school has a good partnership with parents and with the community and satisfactory links with other schools.

## **Main strengths and weaknesses**

- Most parents have very positive views about the work of the school
- The school provides parents with good information about the school and about events taking place
- The parents' association makes a good contribution to the social life of the school and raises substantial funds in the process
- Good community links contribute well to pupils' learning and personal development

## Commentary

22. The majority of the parents who expressed a view prior to the inspection are pleased with most aspects of the school's work. They find staff easy to talk to and note that their children are expected to work hard. The general information provided about the school is of good quality overall. The annual report on progress contains good information about what the children have done, but does not always indicate how well they have done it. There are three opportunities each year for parents to consult with teachers about their children's progress and most parents attend these important discussions. The parents of children with special educational needs are invited to review meetings, but not all choose to attend. Parents know that they can arrange to see teachers at any time during the year if they want more information or have a concern and the headteacher and other staff are easily accessible at the beginning and end of the day.
23. Many parents help their children with their work at home and several make time to come into school to help in lessons. This makes a satisfactory contribution to pupils' achievement. Parents receive details about what their children will be learning and this helps them to focus their support. The parents' organisation organises a good range of activities and raises significant sums of money. This money is spent on providing extra resources and subsidising theatre trips and other visits. The school has good procedures to deal with complaints and parents are consulted both formally and informally about school developments from time to time. The school listens to their views and acts upon them. Evidence from a survey conducted last summer indicated that there was some concern about behaviour and bullying. As a result, the school introduced new procedures, and the inspection questionnaire returns shows that there is now little concern about this aspect of school life.
24. The school has good links with the village church and the vicar is a familiar face in the school. The pupils visit the church at special times of the year and in support of their religious education studies. The display of pupils' work showing stained glass windows and other parts of the church observed during a recent visit show a good level of interest and understanding of the meaning of some of the physical aspects of the church. Local businesses generously support the fund raising efforts of the parents' association and many villagers attend the events organised by the committee. The transfer of pupils to secondary education is managed effectively and educational links with other schools are satisfactory.

## LEADERSHIP AND MANAGEMENT

Leadership and management are satisfactory. The good governing body supports the school effectively. There is sound leadership by the headteacher and senior staff although the management of the curriculum has been insufficiently focused.

### Main strengths and weaknesses

- Staff share a common and purposeful ethos, working well together
- The school's strategic plans lack an incisive edge; timescales and measures of success are rather vague
- Analysis of trends in performance and evaluating pupils' progress are at early stage of development
- Financial administration is good
- The governors have a good understanding of the school's strengths and weaknesses



## Commentary

25. The school has faced several challenges in recent years including a high turnover of staff. The headteacher and other staff make an effective team who show much commitment to improvement. Although the leadership and management of school are not as strong as reported previously there is the potential to build on recent improvements. The school has benefited from its involvement in the Primary Leadership Programme and senior staff are now more confident about their role as leaders. A good illustration of this has been the effective improvements in the provision for special educational needs.
26. The governing body is much improved and is well organised and led by a skilled chair. Governors have a secure understanding of the school's strengths and weaknesses and have begun to monitor and evaluate the school's success in meeting its targets. They ensure that statutory requirements are met and have put in place good policies to ensure equal opportunities, racial equality and access for the disabled. They question the work of the school and provide good challenge whilst being very supportive of staff.
27. The headteacher takes a good pastoral lead and has a caring and supportive team. Subject leadership is underdeveloped largely due to staff changes and the appointment of teachers new to the profession who currently are not permitted to take a lead in subject development. There are good plans for reorganising responsibilities in the new academic year. Staff new to the profession are supported well. There has been some monitoring of teaching and learning in English and mathematics and this has led to improvements in the teaching of basic skills. More remains to be done to improve the pace of lessons. There are suitable arrangements for the assessment of staff and performance management is used effectively by the governing body to set targets for the headteacher.
28. The school runs smoothly and management is satisfactory. Day-to-day administration works effectively and the school's finances are well managed. The governing body have made good decisions about staffing issues surrounding the use of supply teachers and have used the funds to appoint an additional teacher to reduce insurance costs. This is working well. Funds are used for their appropriate purposes. The school has implemented a new and good system to track pupils' performance although the results of this analysis have yet to take effect on teaching. This use of data has enabled the school to identify correct priorities and to make a realistic evaluation of its performance. The school sets annual targets for performance in national tests although these goals are rather ambitious and the school is unlikely to meet them because of the high number of pupils with special educational needs.

## FINANCIAL INFORMATION

### *Financial information for the year April 2004 to March 2005*

Income and expenditure (£)		Balances (£)	
Total income	245,880	Balance from previous year	39,379
Total expenditure	260,227	Balance carried forward to the next	14,347
Expenditure per pupil	3,135		

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

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

29. Provision in the Foundation Stage is satisfactory. There have been good improvements since the previous inspection in developing the outdoor play area. Although children start school with a wide range of abilities their attainment on admission is mostly below average for their age. Many children have limited communication skills and a weak understanding of the world around them. Several children initially struggle to work alongside others. Almost a third have no pre-school educational experience.
30. The teacher has a good understanding of the Foundation Stage curriculum and provides appropriate opportunities for them to explore all of the areas of learning. There are good links between some areas of learning although more needs to be done to extend opportunities for the children to use their communication, language and literacy skills especially through practical tasks. Overall, teaching and learning are satisfactory. Assessment is used appropriately to identify the children's progress.
31. Progress and achievement are satisfactory overall and good in personal, social and emotional development. By the end of the reception year over half of the children attain the expected goals for their age in most of the areas of learning. Underdeveloped speaking skills hamper some boys' and girls' achievement in communication, language and literacy. Progress in personal, social and emotional development is mostly good and the children are prepared well for the next stage of their education. Pupils with special educational needs are supported well and make good progress in developing social skills.
32. There was not enough work seen for the children's **physical** or **creative** development during the inspection to make an overall judgement about provision or the children's achievements in these aspects. When playing outside it was evident that the majority of the children manipulated the wheeled vehicles with appropriate skills and three children cope with just two wheels. They are aware of space and steer around each other safely. Most children have similar control over fine movements as others of the same age and they manipulate small items accurately. At the end of the day, the children sang a range of action songs although several were reluctant to join in, obviously tired after their physical activities. Children develop their skills of painting and drawing and samples of their work show an appropriate range of activities using a good selection of media and materials. Children have appropriate opportunities for role play and most show empathy for the characters they adopt.

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

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

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

- Adults effectively encourage the children to be independent
- Children are sociable and work together well
- Teaching and learning are good

#### **Commentary**

33. The teacher and teaching assistant have consistent expectations of the children's behaviour and social skills and, as a result, children work and play together amicably.

They are encouraged to share equipment and the teacher's time and many are beginning to cooperate with each other as they work and play. During the inspection children worked excitedly with a parent to erect a tent. Others adopted the roles of family members as they prepared a "meal" in the sand pit. They understand the need to share the wheeled vehicles and to tidy away so that other children can use the equipment. Children know they need to take turns to speak and the teacher has established an environment where children care for and help each other. Even the youngest children know what is acceptable behaviour although some find it hard to adopt this all the time. For example, when a child laughed at another's mistake, a quiet reminder from the teacher generated an instant apology. The adults have been very successful in promoting individual children's self esteem. They have a good understanding of each child's abilities and take every opportunity to praise effort and achievement.

## **COMMUNICATION, LANGUAGE AND LITERACY**

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

### **Main strengths and weaknesses**

- More able children attain the nationally defined Early Learning Goals
- Writing tasks are sometimes too difficult for less competent children
- Over half the children attain the expected goals for their age

### **Commentary**

34. Although a few children join the school with average language skills and one or two are confident and mature speakers, the majority have a limited vocabulary and few reading and writing skills. They make satisfactory progress in the Reception class because language skills are taught methodically and rigorously. Adults question children well, encouraging them to express opinions as they answer. Technical vocabulary, for example, *square* or *title* is used consistently so that the children use these words with understanding. One or two children find it difficult to speak clearly and more could be done to help these children pronounce their words accurately.
35. Children make good progress in reading. They are taught a range of simple words and parents help them learn to read them at home. The most able children reading simple books with understanding and accuracy and will attain the Early Learning Goals for reading by the time they leave the Reception class. Most children recognise some letters and the sounds they make and about a third of the class are beginning to blend letters such as *ay* or *sh* to decode new words. All enjoy books and stories. Children are encouraged to write and are taught how to form letters accurately. The majority write a range of simple words although it is only the more able children who are beginning to form sentences independently. The teacher has high expectations of the children's abilities and the most able children achieve well. However, some children are not yet ready to cope with more formal writing tasks and they struggle to achieve what is expected of them. These children need more practical tasks, for example, forming letters in paint or sand, to prepare them for paper and pencil tasks. Although reading and writing skills are taught effectively in lessons, there are insufficient opportunities for children to choose to write independently as part of their role play. The teaching is satisfactory overall.

## **MATHEMATICAL DEVELOPMENT**

Provision in mathematical development is **satisfactory**.

## **Main strengths and weaknesses**

- The majority of children are close to achieving the expected standards for their age by the end of the reception year
- More able children achieve well
- Less able children are required to record their work before they have a secure grasp of numbers

## **Commentary**

36. Most children have a secure grasp of mathematical vocabulary and use words to describe size and position as part of their play. When playing in the sand children describe cups as *full* and indicate the smallest container. Children are given opportunities to use their knowledge of shapes to create pictures or make models and there are some good links with other areas of learning to consolidate mathematical skills. The children make sound progress in developing their understanding of numbers. Teaching and learning are satisfactory overall. In a good lesson the teacher used the outside area to play a game involving numbers which enabled the children to consolidate their learning well. The most able children have made good progress over the year, and one or two are already working within Level 1 of the National Curriculum. These children add and subtract accurately within 20 and delight in completing rows of “sums”. Over half the children order numbers accurately and most accurately match numbers to groups of up to five objects with accuracy. The less able children and the youngest are beginning to count accurately and to make an attempt at writing numerals. Some are not yet ready to use the small squared books to record numbers and need much more practical work to prepare them for the more formal recording of numerals or calculation. The majority of children have made sound progress during the year and teaching is satisfactory overall.

## **KNOWLEDGE AND UNDERSTANDING OF THE WORLD**

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

### **Main strengths and weaknesses**

- The teacher plans a good range of activities to extend children’s learning
- Children are encouraged to experiment and find things out themselves
- Many children do not attain the Early Learning Goals by the end of their reception year

### **Commentary**

37. The teaching for this aspect of the curriculum is satisfactory overall and was good in the lesson observed during the inspection. The teacher has a good knowledge of the curriculum and the plans interesting activities that extend the children’s knowledge and understanding of the world well. The children’s work and photographs of activities show them engaging in a range of scientific, historical and geographical activities based on finding things out for themselves. The outside area has interesting and stimulating resources to support learning. Children tend their garden and observe growing things and mini-beasts. They have used their senses to smell, feel and taste the herbs. During the inspection children baked biscuits. They were involved in all aspects of the process including reading the instructions and weighing the ingredients as well as manipulating the dough and cutting out the shapes. Others created clay owls, linking with their story of the week, enjoying the tactile experiences of the clay. There was no evidence of children using the computers and limited evidence of the children’s understanding of different cultures in the work seen during the inspection. Children make satisfactory

progress overall, building on what are, for many of them, limited experience of the world before starting school.

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

### **ENGLISH**

Provision in English is **satisfactory**.

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

- Standards are well below average at the end of Year 2 and below average by Year 6
- Basic skills are taught effectively in Years 1 to 4
- More able pupils are not challenged sufficiently because assessment lacks rigour
- Pupils are not expected to write enough in English lessons and in other subjects
- There are inconsistencies in promoting good handwriting and spelling

#### **Commentary**

38. Most pupils join Year 1 with lower than average language and literacy skills. Over half the pupils in Year 2 have special educational needs. The provision for these pupils is good and they make good progress. Nevertheless, over half the cohort is not yet achieving average levels in reading or writing. One pupil is working at an above average level in writing. These achievements are significantly lower than those attained by other pupils nationally in the 2004 national assessments for pupils in Year 2. Pupils without special educational needs make satisfactory progress overall because new skills are taught steadily and accurately. However, not enough is expected of the more able pupils.
39. Pupils in Year 2 are encouraged to discuss their work and most are willing to contribute answers and comments in whole class discussions. The teacher and teaching assistant use questions well, so that pupils have to give thoughtful and often extended replies. Most listen to their teacher well but several find it more difficult to listen to each other. In one lesson observed during the inspection, most pupils contributed adjectives to describe a snake. Although the teaching was satisfactory overall, more could have been done to encourage a greater range of adjectives. The teacher was reluctant to use the word *adjective*, missing the opportunity to extend the pupils' technical vocabulary.
40. Reading skills are taught rigorously and most pupils in Years 1 and 2 make satisfactory progress in developing their knowledge of the sounds letters make and are building up a bank of familiar words to enable them to read their books. Only the most able pupils can identify sounds formed by more than one letter, such as *ay* or *ph* and several of the pupils who read to inspectors were reluctant to try to decode words without prompting. Pupils read regularly to adults in school and are supported well by volunteers who hear them read, including a retired teacher. Pupils take books home but many do not come from a culture of story telling or being read to at home. Pupils' work shows that some are completing reading and spelling exercises that do not challenge them, for example, filling in the first letter of words when they need to develop their skills in learning letter blends. Writing skills are taught regularly and pupils make sound progress but there are too few opportunities for pupils to write at length in English lessons and across the curriculum.

41. The pupils in Years 3 and 4 are taught well. The teacher takes every opportunity to extend pupils' speaking and listening skills and has high expectations of their reading and writing prowess. There are some good readers in this class and the majority of pupils in Year 4 are exceeding national expectations for their age for both reading and writing. The teacher plans tasks that are relevant and challenging and much of the writing has a real purpose, generating enthusiasm and application in the pupils. In a very good lesson observed during the inspection there were clear time limits, a very accurate match of tasks to the different abilities including the most able and the pupils with special educational needs and a specific purpose. Pupils were writing to the chair of governors to request equipment for the playground as part of their work on letter writing, using persuasive text and reasoned arguments.
42. There are a significant number of pupils in Year 6 who have special educational needs and many find concentration and application difficult. The teacher has worked very hard to develop their speaking, listening and social skills. She has been very successful in this but maintaining these systems for good behaviour is having an adverse impact on pupils' learning and they make no more than satisfactory progress overall. While the teacher engages pupils well as they learn new skills as a class, not enough is expected of them when they work independently and several do not work as hard as they could. There are few examples of extended texts or story writing.
43. The subject is led and managed satisfactorily. Recent developments in analysing test results and monitoring of teaching are beginning to take effect but there is a need to be more robust in assessing the levels at which pupils work in order to more accurately set challenging work, especially for the brighter pupils.

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

44. There are some pockets of good work across the curriculum in Years 3 and 4 and occasionally in other classes. But because there are limited links between English and other subjects overall, most pupils have insufficient opportunities to learn, apply and extend their literacy skills. An over reliance on undemanding worksheets results in missed opportunities for pupils to practise and refine their writing. In Years 1 and 2 the content of scientific writing is at a low level and not enough is expected of the more able pupils.

### **MATHEMATICS**

Provision in mathematics is **satisfactory**.

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

- Standards are below average at the end of Years 2 and 6
- Most pupils have a secure knowledge of number
- Mathematics is used insufficiently in other subjects
- Assessment is not used well enough to pinpoint the next steps in learning especially for more able pupils

#### **Commentary**

45. Standards are not as high as those reported at the time of the previous inspection. Standards have fallen over the last few years and the percentage of pupils attaining higher levels in national tests has also declined. This decline is partly due to the increased percentage of pupils with special educational needs but also due to some weaknesses in teaching. Most of the pupils with special educational needs are boys

and this explains their relatively poorer performance when compared with girls. Overall achievement is satisfactory but more able pupils are not set sufficiently demanding tasks.

46. Pupils have a secure knowledge of number and this has improved recently with the school's identification of weaknesses and more regular practice of basic skills. A relatively weak area is in pupils' problem solving where many struggle to apply their knowledge of number. Pupils have satisfactory skills in shape, space and measures although their understanding of data handling is rather sketchy.
47. Overall, the quality of teaching is satisfactory. Good teaching was seen in Years 3 and 4 and it is evident from these pupils' work that progress is consistently good. In the lesson seen in Years 3 and 4, the quick fire questions targeted at pupils of different abilities ensured good progress and involvement. The teacher used her good subject knowledge to explain clearly in small steps what was to be done and the pupils quickly grasped what was required. There is some good teaching of basic number in the other classes but a weakness in the teaching of more able pupils. Although teachers set different work for the range of abilities in the classes it is not always sufficiently demanding because assessment is not used to pinpoint the exact strengths and weaknesses in pupils' learning. Lessons are well planned and prepared using the national guidance and where possible teachers make good use of resources to help pupils, especially those with special educational needs, to grasp new ideas. Teachers mark pupils' work accurately but there are few examples of guidance to help the pupils to improve their performance. Most pupils say they enjoy mathematics and they work steadily in lessons. Because teachers make limited use of timed targets productivity levels are below those normally seen. Homework is used satisfactorily to reinforce learning, but ICT is not used regularly enough to enhance learning.
48. Subject leadership is satisfactory. There have been recent improvements in analysing data to check on pupils' performance although this information has yet to be used to impact on lesson planning. Some monitoring of teaching and learning has been done and the information used to identify areas for development. Good support has been given to those who are new to the profession.

### **Mathematics across the curriculum**

49. Although basic skills are developed appropriately pupils' progress in applying their knowledge is hampered by insufficient opportunity to calculate, measure and solve problems in a variety of subjects. The work in design and technology relies little on accurate measurement. Graphs and charts in scientific writing lack detail and interpretation.

## **SCIENCE**

Provision in science is **satisfactory**.

### **Main strengths and weaknesses**

- Standards are below average at the end of Years 2 and 6
- There is an over reliance on undemanding worksheets in Years 1 and 2
- Assessment, monitoring and evaluation are weak
- Pupils in Years 3 and 4 make good progress

## Commentary

50. The science curriculum has received little attention since the previous inspection and standards are not as high as reported previously. Performance in national tests varies from year to year and inspection evidence shows that the current groups in Years 2 and 6 are working at below average levels. There is little difference in the work produced by boys and girls although test results suggest that girls are more successful than boys. More able pupils make unsatisfactory progress as the work set for them lacks sufficient challenge.
51. Pupils have a below average grasp of basic scientific knowledge because the curriculum is not sufficiently broad. The cycle of planning means that there is insufficient coverage of all aspects on a regular basis and pupils forget what they have learned. There are weaknesses in the recording of pupils' work and an over-reliance on using undemanding worksheets, especially in Years 1 and 2. Achievement is satisfactory but the rate of progress is rather slow as lessons lack pace. Pupils enjoy practical work and carry out experiments enthusiastically. However, they lack confidence when designing their own experiments and using a variety of scientific processes during investigation.
52. Teaching in the lessons seen was mostly good although pupils' work and discussions with them show that teaching and learning are satisfactory overall. Lessons are planned using national guidelines but the organisation of topics means that there are sometimes long gaps between aspects and pupils forget what they have been taught. In a good lesson in Years 1 and 2 the pupils enjoyed the opportunity to investigate a variety of light sources and came to a secure understanding of the difference between sources of light and reflectors. They worked hard and used a simple chart effectively to record their findings. Much of the recorded work in science is on worksheets, which lack challenge for the different ability groups and do little to extend pupils' writing skills. Pupils in Years 3 and 4 made good gains in learning about electricity and the more able competently predicted which circuits would work and explained why others would not. Teachers have appropriate scientific knowledge and make suitable use of apparatus to enhance pupils' learning. The pupils say they enjoy science but would like more opportunity to design their own experiments and to carry out homework in the subject. ICT is not used sufficiently to extend pupils' scientific understanding.
53. Subject leadership is underdeveloped and there is need of a review of the curriculum to provide a better balance in the teaching of the topics. The school has adequate resources and books. More needs to be done to increase the pace of lessons and to increase pupils' productivity levels.

## INFORMATION AND COMMUNICATION TECHNOLOGY

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

### Main strengths and weaknesses

- Basic skills are taught well
- Pupils have limited opportunity to apply their skills in other areas of the curriculum

## Commentary

54. Standards have been maintained since the previous inspection and are average overall. Boys and girls work with equal enthusiasm and skill. Progress for pupils of all ages and abilities is satisfactory. Pupils have appropriate skills of word processing and successfully amend text and use the computers' tools to correct mistakes. The oldest



pupils competently use their word processing skills to make multi-media presentations incorporating text, animation and graphics. Pupils have a grasp of basic data handling, making use of spreadsheets and graphs but this work is not applied well in recording work such as science. They know how to access the Internet and are aware of the school's safety rules and procedures when researching information on a variety of websites.

55. In the lessons seen the teaching was competent, well organised and included clear explanations and demonstrations so that the pupils were clear about how to proceed. Teaching and learning are satisfactory overall but there is no consistent system to record pupils' achievements and to inform planning. Most pupils enjoy using computers. Some older pupils, mainly boys, were initially disinterested in the lesson but the teacher moved on at a good pace and through well crafted questions stimulated a more positive response. As a result of setting specific targets the teacher ensured that pupils completed their work effectively within the given time. In another lesson in Years 3 and 4 the learning was satisfactory as the pupils made steady progress in opening a database and using the information to support their work in geography. Lessons are planned thoroughly and the school relies on national guidelines to ensure the consistent development of skills, knowledge and understanding.
56. The subject benefits from satisfactory leadership and management. The limited hardware available hampers some activities and opportunities for the pupils to explore a wide range of programs. The school has appropriate plans for improving resources. Assessment is underdeveloped and this results in some repetition of work without always sufficient extension.

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

57. Pupils have insufficient opportunities to use ICT to support their work in other subjects. Although they make use of the Internet for basic research in geography and history, this work is at a low level and does not stretch the more able. There is evidence of satisfactory work in art and design as pupils produce pictures in the style of Seurat, building up images using dots. Pupils have insufficient scope to develop their writing skills by editing and drafting using computers, and there are insufficient links between ICT and mathematics.

### **HUMANITIES**

58. Inspectors observed two lessons in each of religious education and geography but none in history. In addition, inspectors analysed planning and talked to the teachers and pupils about the subjects. They examined a variety of pupils' work. Inspection evidence indicates that the expectations of the Agreed Syllabus for religious education are met and that history and geography meet the requirements of the National Curriculum. A small sample of work in **history** was seen. Pupils know a little of the influence of the Romans on the development of early Britain and their learning was enhanced by a visit to Lincoln. Pupils have an appropriate knowledge of the Victorians. Much of the work is recorded on simple worksheets which does little to extend pupils' writing skills. Teachers rarely mark the pupils' work in depth and provide little guidance in the marking about developing research skills and improvement. Although the work seen was of an average level there is a limited range and quantity.

## Geography

Provision in geography is **satisfactory**.

### Main strengths and weaknesses

- Standards are average by the end of Year 6
- Pupils achieve satisfactorily as a result of learning an appropriate range of geographical knowledge
- Not enough attention is given to independent recording of learning

### Commentary

59. In the mixed age classes pupils learn a good range of geographical ideas over two years. All classes have joined together to produce an attractive entrance hall display on the theme of summer. This illustrates pupils' knowledge and understanding of the local environment from Year 1 through to Year 6. In the Year 3 and 4 class, the pupils have competently followed up their visit to Horncastle to contrast the differences between the town and their own village. They make skilful use of ICT in their work as they co-operate successfully in pairs and small groups. A large scale map is used effectively by the teacher to initiate useful discussion about contrasting environments. Pupils in Years 5 and 6 widen their understanding as they use books and the Internet to support their research work on the rainforest. As a result of this wide range of practical activity pupils make appropriate progress in gathering geographical knowledge.

60. Teaching and learning are satisfactory. The achievement of pupils is not enhanced by the fact that not enough attention is given to independent recording of their learning. There is an over reliance on undemanding worksheets, although pockets of good work such as the mini-books about mountains required the pupils to use their literacy skills effectively. Pupils with special needs achieve as effectively as all pupils because they are well supported. Although teachers plan a successful range of effectively resourced activities work is marked perfunctorily. Pupils are not made aware of what they could do in order to improve upon their work in order to raise standards. There is no designated member of staff with responsibility for developing work across the school. Assessment is weak.

## Religious education

Provision in religious education is **satisfactory**.

### Main strengths and weaknesses

- Standards are average by the end of Year 6
- The local syllabus requirements are met appropriately
- Pupils have insufficient opportunity to write in depth about religious education

### Commentary

61. Pupils make satisfactory progress and achieve satisfactorily but more able pupils could do better. Pupils with special needs are well supported in the recording of understanding by teachers and support staff. However, the school is only just beginning

to develop the work of support staff in opening discussion times led by teachers. Pupils are making satisfactory progress as many activities promote learning from religion as well as about religion. In the Year 1 and 2 class, pupils learn about things that are special to them. This is an effective way of introducing the care that is central in all religions. Display work confirms that Bible stories such as Noah's Ark are given an appropriate focus. In a good lesson in the Year 3 and 4 class, the pupils applied metaphors to Biblical references such as Jesus as the light of the world. Pupils make good contributions to initial discussions between themselves and the class teacher. Practical activities were used to follow up the discussion effectively. Pupils interrogate text closely in the Year 5 and 6 class as they probe into the importance of the Passover in the Jewish faith. The wider range of world religions is included in the studies of pupils in the older age groups. This ensures that the requirements of the local Agreed Syllabus are being met appropriately.

62. Overall, teaching and learning are satisfactory. Teachers plan and resource work suitably. Pupils work enthusiastically in pairs and small groups on practical activities that are a regular focus in their learning. However, there is too little opportunity given to record learning independently. Teachers tend to prescribe what is to be written and this leads insufficient opportunity for the pupils to explore and develop ideas. Marking is not detailed enough to ensure that pupils understand clearly what they need to do in order to improve on their work. Although the subject meets requirements there is no member of staff with designated responsibility for developing work. This does not help in the systematic development of the work throughout the school, for example, in using assessment and evaluation of standards to pinpoint areas for development.

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

63. Inspectors observed two lessons in physical education, one in design and technology and music but none in art and design. In addition, inspectors analysed planning and talked to the teachers and pupils about the subjects. They examined a variety of pupils' work. Inspection evidence shows that the curriculum for each subject is covered adequately.
64. Standards attained in **design and technology** are appropriate for the pupils' ages. Pupils enjoy the practical nature of the subject and work hard to produce a variety of models such as masks made from a range of materials to illustrate characters from literature. Pupils make good progress in food technology benefiting from the weekly visits of helpers who guide them well through following recipes. The quality of products is good and includes a variety of bread, puddings and biscuits. At Christmas the pupils make fruit cakes and there is a reward for the pupil who has made most progress. The pupils' pop-up books incorporate the use of a good range of skills. Pupils take pride in their work and make appropriate use of their literacy skills in planning. Limited use is made of mathematics in measuring and design.
65. Inspection evidence shows that pupils have experienced an appropriate range of media in **art and design** and samples of their work around the school would indicate that they develop their skills throughout the school. Gifted and talented pupils have produced some good quality observational drawing, collage and patterns when working with the artistic Reception class teacher. The older pupils have studied the work of Seurat and experimented with Pointillism. In the **music** lesson observed in Years 1 and 2 pupils identified sounds to depict a range of mini beasts as they listened attentively to *Pizzicato*. They used the music as a stimulus to move in the style of mini beasts and their achievements were appropriate for their age. Pupils' singing in assemblies is timid

and lacks conviction. There is an appropriate range of resources for the subject although at present there are no pupils receiving instrumental tuition.

## **Physical education**

Provision in physical education is **good**.

### **Main strengths and weaknesses**

- The teaching is good and pupils achieve well
- There is a good range of clubs and activities to extend pupils' skills
- The subject makes a good contribution to the pupils' social development

### **Commentary**

66. The teaching was good in both lessons observed during the inspection. The teachers have a good knowledge of the subject and have a good regard for health and safety, making sure pupils warm up before vigorous activity and cool down at the end. Pupils respond very well, enjoying their activities and understand that physical activity is essential for good health. Pupils in Years 1 and 2 rose to the challenge of developing more complex ways of balancing with their beanbags. The teacher encouraged them well and made constructive comments to help them improve their skills. As a result pupils achieved well. In Years 3 and 4 pupils worked hard to improve their skills with bats and balls and worked very successfully in groups of three to practice accurate bowling, batting and catching. They had a good recall of the rules for continuous rounders and organised the pitch and themselves very successfully. The teacher used pupils to demonstrate skills, generating self esteem in the "teachers" and appreciation of their classmate's skills in the class.
67. Pupils in the juniors have access to football, rugby, netball, athletics and rounders clubs during the school year and older pupils go swimming. The school sports day is an eagerly awaited event and pupils participate in local events and tournaments. The school makes very good use of the church's field and the new hall and there is a good range of small and large apparatus. Pupils' skills were appropriate for their age in both lessons observed.

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

68. The school has made good improvements in the provision for **personal, social and health education** since the previous inspection. Older pupils have good opportunities to learn about how their bodies change and this teaching is taught in the context of secure relationships. There is appropriate teaching about the beneficial and harmful effects of drugs and medicine. The school also promotes positive attitudes to healthy eating which is encouraged for the Reception year. Hygiene and good health are promoted well throughout the school. In lessons in design and technology the pupils are taught the benefits of healthy eating and the need to be meticulous in cleanliness before handling food.
69. The programme is linked well to themes in assemblies and specific lessons in social awareness. Currently pupils are learning about trusting relationships and this has provoked good discussion and an improved awareness of friendship. The school's positive ethos also promotes positive and caring attitudes and pupils are encouraged to take part in decision making and to be responsible for their own actions. Pupils enjoy the opportunities to take responsibility such as helping in assembly. The school council are proud of the contribution they make and other pupils regard its work as valuable.

The school's good promotion of moral development helps pupils to gain an appreciation for rules and regulations within a community.

## PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

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

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