

INSPECTION REPORT

**THE NETTLEHAM CHURCH OF ENGLAND AIDED
JUNIOR SCHOOL**

Nettleham, Lincoln

LEA area: Lincolnshire

Unique reference number: 120626

Headteacher: Mr D Gibbons

Lead inspector: Mr K Williams

Dates of inspection: 27 - 29 June 2005

Inspection number: 268079

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

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INFORMATION ABOUT THE SCHOOL

Type of school: Junior
School category: Voluntary aided
Age range of pupils: 7 - 11
Gender of pupils: Mixed
Number on roll: 242

School address: Mill Hill
Nettleham
Lincoln
Lincolnshire
Postcode: LN2 2PE

Telephone number: 01522 750276
Fax number: 01522 753794

Appropriate authority: Governing body
Name of chair of Mr Simon Hardy
governors:

Date of previous 1st March 1999
inspection:

CHARACTERISTICS OF THE SCHOOL

Nettleham is a Church of England Voluntary Aided junior school with 242 pupils on roll in Years 3 to 6. The pupils' attainment on entry to the school is above average. Over nine out of ten pupils are of white ethnic background. Amongst other pupils are those from families with roots in China and Africa and those from mixed backgrounds. There are no children at an early stage of learning English. Forty-five pupils have been identified with special educational needs, including seven who have a Statement of Special Educational Needs. A well below average proportion of pupils are eligible for free school meals.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
21074	Keith Williams	Lead inspector	Science, information and communication technology, design and technology, physical education
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21661	Peter Belfield	Team inspector	Personal, social and health education
33168	Tracey Sharkey	Team inspector	Mathematics, art and design, music
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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

The school provides a **very good standard of education**. As a result of the excellent leadership and management and the very good teaching, the pupils achieve very well. By the end of Year 6, standards are well above average in English, mathematics and science. The school gives very good value for money.

The school's main strengths and weaknesses are:

- The very good provision in English, mathematics and science means that the pupils achieve very well in these key areas
- The headteacher's outstanding leadership is having a direct impact on the quality of teaching and learning and on the standards achieved by the pupils
- The school has an excellent ethos in which pupils of all backgrounds and ability are valued
- The pupils behaviour and attitudes are excellent because the teachers make sure that lessons are interesting, challenging and exciting
- Most parents work very closely with the school, and hold it in very high regard, and there are excellent links with the local community and other schools
- Excellent use is made of on-going assessment to respond to the pupils' different needs although tracking the progress of individual pupils as they move through the school is not yet fully established

The school has made very good progress since it was last inspected in 1999. Standards in English, science and information and communication technology (ICT) have risen and the proportion of very good or excellent teaching has more than doubled. The role of governors has improved and they have been instrumental in making sure that the few minor issues identified in the last report have been tackled very effectively.

STANDARDS ACHIEVED

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

The results for in recent years compare very favourably with other schools nationally and they have been improving at a faster rate than the national picture. When compared with similar schools, the results were average in English and science and well above average in mathematics. The proportion of pupils reaching the higher Level 5, in 2004, was above average in English and well above average in mathematics and science.

Inspection evidence indicates that the pupils, including those with special educational needs, **achieve very well**. There is a high level of challenge for the more able pupils and they, too, achieve very well. Standards are well above average in English, mathematics and science by the end of Year 6. The pupils' achievements in ICT, design and technology (DT) and geography are good and standards are above those expected. Standards in ICT

have risen since the last inspection due to the very good leadership of the subject co-ordinator and the teachers' improved knowledge and confidence. In geography and design and technology, the pupils benefit from good teaching and a broad and interesting range of activities.

The pupils' **personal development, including their spiritual, moral, social and cultural development, is excellent.** Excellent behaviour and attitudes to school have a significant impact on the pupils' achievement and learning. Attendance and punctuality are very good.

QUALITY OF EDUCATION

The school provides a very good quality of education. The teaching is very good and has a very positive impact on the high standards and very good achievement. The teachers have very high expectations of the pupils and make excellent use of on-going assessments to respond to the pupils' different needs and make lessons interesting, exciting and challenging. In return, the pupils work hard to improve and ensure that they give of their best. The school has rightly identified the need to improve the tracking of individual pupils' progress. Possible strategies are being explored but, as yet, there is no consistent approach across the school.

The school provides a very good curriculum, enhanced by an excellent range of enrichment activities. The care and welfare of pupils are very good and they are offered very good guidance and support. The school benefits from very good links with parents and excellent links with the local community and other schools.

LEADERSHIP AND MANAGEMENT

The leadership and management of the school are excellent. The headteacher's outstanding leadership is having a direct impact on the quality of teaching and learning and on the high standards achieved by the pupils. There is a very strong commitment, shared by the school leaders, staff and governors, to continue to seek further improvement, borne out by the national test results, which continue to improve at a faster rate than the national picture. Together, they ensure that pupils of all abilities and backgrounds are able to play a full part in school life and achieve their potential.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Most parents have very positive views of the school. In particular, they indicate that their children enjoy school, are expected to work hard and make good progress. They are comfortable approaching the school with suggestions or complaints and appreciate the good range of activities offered to their children and the arrangements for homework. The pupils, too, are very supportive of their school and value the teachers' high expectations of them and the help they get to improve. Although a few of the older pupils indicate that they do not find some lessons interesting, inspectors found that the pupils invariably enjoyed lessons and worked extremely hard. These excellent attitudes are also evident in the pride taken by the pupils in work presented in their books.

IMPROVEMENTS NEEDED

The most important thing the school should do to improve is:

- Agree and implement arrangements for improving the tracking of pupils' progress

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

The evidence of the inspection confirms that the pupils' achievement is very good. Standards in English, mathematics and science are well above average by the end of Year 6.

Main strengths and weaknesses

- The very good provision in the core subjects means that the pupils achieve very well in these key areas
- Standards are rising in ICT and are now above those expected

Commentary

1. The results of the 2004 national tests for eleven year olds were well above average in English, mathematics and science, matching those of the two previous years. Although consistently well above the national average, the results continue to improve at a faster rate than the national picture. When compared with similar schools, the results were average in English and science and well above average in mathematics. The proportion of pupils reaching the higher Level 5, in 2004, was above average in English and well above average in mathematics and science.
2. Inspection evidence confirms that standards in the current Year 6 are well above average in English, mathematics and science and the pupils, including those with special educational needs and those capable of attaining the higher levels, achieve very well. Standards in English and science have risen since the last inspection.

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

Standards in:	School results	National results
English	28.5 (28.8)	26.9 (26.8)
mathematics	29.6 (29.0)	27.0 (26.8)
science	30.2 (30.0)	28.6 (28.6)

There were 64 pupils in the year group. Figures in brackets are for the previous year

3. The high levels of achievement are as a direct consequence of the very good teaching and the pupils' excellent attitudes towards their work. The higher attaining pupils respond well to the teachers' very high expectations of them and rise to the challenges presented in lessons. The school makes very good provision for those pupils with special educational needs enabling them, too, to make very good progress towards their individual targets. The teaching assistants play an important role in assisting these pupils in class, enabling to understand the work and play a full part in the lessons.
4. In other subjects, standards are above those expected in ICT, design and technology and geography and the pupils achieve very well. Standards in ICT have risen since the last inspection due to the very good leadership of the subject co-ordinator and the teachers' improved knowledge and confidence. In geography and design and

technology, the pupils benefit from good teaching and a broad and interesting range of activities.

Pupils’ attitudes, values and other personal qualities

The pupils’ attitudes to school, behaviour and personal development, including their spiritual, moral, social and cultural development, are excellent. Attendance and punctuality are very good.

Main strengths and weaknesses

- The pupils make full use of the opportunities provided for them, enjoy their time in school and attendance levels are very high
- Relationships amongst the pupils and with the staff are excellent
- The school makes excellent provision for the pupils’ all-round development

Commentary

5. The pupils show a very high level of interest in their work and in the opportunities provided for them outside of lessons. They are enthusiastic and keen to learn, stay focused on their work for long periods and respond very well to the teachers’ high expectations of their behaviour. All lessons, therefore, take place in a productive and supportive atmosphere and this makes a significant contribution to the pupils’ very good progress and achievement.
6. The attendance rate at the school is very high in comparison with other schools. Most parents ensure that their children attend regularly. Although at a low level, the rate of unauthorised absence is rising due to a minority of parents who exceed the permissible ten days for withdrawing children from school for annual holidays during term time.

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data	3.2	School data	0
National data	5.1	National data	0.4

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

7. The vast majority of those parents who took part in the consultation with inspectors indicate that incidents of bullying are extremely rare, are dealt with effectively when they do occur and their children know what to do if they should happen. As one pupil put it, the headteacher ‘really hates bullying’. The pupils confirm that others are friendly and they appreciate having a member of staff they can turn to if they are worried. The pupils are involved in compiling school rules and feel that they are useful and generally complied with. Those in Years 5 and 6 are very conscious of their position in school and the schools’ expectation that they should be good role models for the younger pupils. They clearly take this responsibility very seriously. A group of Year 3 pupils spoke very enthusiastically about their Year 5 ‘buddies’ – partners who were allocated to them before they joined the school. The letters these pupils received while still in their infant school helped them to feel more confident about their move to the juniors. There are many opportunities for pupils to take on additional responsibility, including the very effective school council.

8. The school is very effective in creating an environment of mutual respect and care. The teachers have a high regard for the pupils and deal with them fairly and consistently. As a result, relationships between staff and pupils and amongst the pupils are excellent. On the rare occasions when a pupil becomes distracted the teacher will quickly bring the pupil back on task often using good humour to achieve this. In this mutually supportive environment, this is all that is needed. Around the school, the pupils show great respect and politeness, for example, by holding doors open for others to pass and offering chairs to visitors to their classrooms. There was one exclusion in the last school year.

Ethnic background of pupils

Exclusions in the last school year

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	223	1	0
White – Irish	1	0	0
White – any other White background	7	0	0
Mixed – White and Black Caribbean	1	0	0
Mixed – White and Black African	1	0	0
Mixed – White and Asian	3	0	0
Mixed – any other mixed background	1	0	0
Black or Black British – African	1	0	0
Chinese	4	0	0

The table gives the number of exclusions, which may be different from the number of pupils excluded.

9. Underpinning the excellent attitudes and behaviour is a very strong emphasis on promoting all aspects of the pupils’ personal development. The pupils’ spiritual awareness is excellent. Assemblies play a key part in helping them to develop an understanding and respect for the beliefs and values of others and this approach permeates the whole of the school’s work. The pupils are very aware of what is right and wrong, not only in their own immediate world but also at a wider level. Rewards and sanctions are clear, effective and understood by all. The school provides a wide range of circumstances for the pupils to develop their moral values and social skills and the pupils take up these opportunities enthusiastically. They take very seriously their role as class representatives on the active school council and, increasingly, they carry out a number of jobs to ensure the smooth running of the school. The pupils work very closely with the local community and the church, are involved with other schools through sports activities and they carry out fund raising. They are given many rich and interesting opportunities to experience their own and others’ culture. The Arts week, for example, with its focus on ‘faith and culture’, enabled the pupils to experience a wide range of activities from a variety of cultures, including Brazilian and African dance, Aboriginal artwork, Islamic art and African crafts. The pupils speak enthusiastically about their experiences. Music and the performing and visual arts are strong features of the school.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The school provides a very good quality of education. The teaching, learning and curriculum are very good and there are very good arrangements for securing the care, welfare, health and safety of the pupils. Links with parents are very good and there are excellent links with the local community and other schools.

Teaching and learning

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

Main strengths and weaknesses

- The teachers have very high expectations of the pupils and make lessons interesting, exciting and challenging
- The pupils rise to the challenge set by teachers, produce their best work and strive to improve
- Excellent use is made of on-going assessment to respond to the pupils' different needs although the tracking of individual pupils is not yet fully established

Commentary

10. Overall, the quality of teaching is very good and this has a significant impact on the standards attained by the pupils, their achievement and the progress they make. The teaching was very good or excellent in almost half of the lessons seen and, across the school, there are many very strong features. The quality of teaching has improved since the last inspection and the amount of very good and excellent teaching has more than doubled.

Summary of teaching observed during the inspection in 37 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
2 (6%)	16 (43%)	17 (46%)	2 (6%)	0	0	0

The table gives the number of lessons observed in each of the seven categories used to make judgements about lessons; figures in brackets show percentages where 30 or more lessons are seen.

11. This very positive profile of teaching is a direct consequence of the hard work put in to ensure that lessons focus entirely on the quality of the pupils' learning. The teachers are very adept at assessing the pupils' progress as lessons unfold. They question very skilfully to keep a check on the pupils' understanding and any misconceptions are dealt with quickly and effectively. A particular strength is the way that the teachers reflect on the pupils' learning on completion of the lesson, evaluate the progress they have made and use this information to plan the next steps that they need to take. Excellent account is taken of the pupils' differing needs, so those pupils capable of reaching the higher levels are challenged to do so and those needing extra help get it. The teaching of those pupils with special educational needs is very good and all teachers make very good provision for these pupils during lessons. Able support is provided by the teaching assistants who have a positive impact on the pupils' learning.

12. Across the school, the teachers have a very good understanding of the subjects they teach and they use this knowledge to provide interesting and exciting activities that capture the pupils' attention and motivate them to do well. The teaching of literacy and numeracy is very good and contributes to the high standards in these key areas. The teachers improved knowledge and confidence in the use of ICT contributes to the rising standards in this subject and the very good use of computers in other subjects helps to maintain a high level of motivation. For example, the pupils in Year 6 have produced high quality multi-media presentations to support their work in geography. They were engrossed in this work and enjoyed the challenge of creating and refining a strong visual appeal. The introduction of an interactive whiteboard in the computer suite is proving highly effective and there were many examples of very good use during the inspection. The pupils respond very positively to the teachers' very high expectations of how they should behave and approach their work. Lessons are invariably calm: the pupils are able to concentrate on their learning, secure in the knowledge that their contributions will be valued by adults and other pupils.
13. Assessment arrangements are very good. Thorough assessments are made at the end of each unit of work and a full analysis is made of national and optional tests. The school has rightly identified the need to establish firmer procedures for tracking the pupils' progress over time so that, for example, those pupils needing the extra help of the national intervention strategies for literacy and numeracy are identified quickly. Similarly, the school plans to keep a closer check on the progress made by those pupils who achieved the higher Level 3 at the end of Year 2, to ensure that they make appropriate progress to achieve the higher level by the end of Year 6. Systems are being trialled in some classes and there are appropriate plans to review their effectiveness and establish a consistent approach across the school.

The curriculum

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

The main strengths and weaknesses

- The school provides an excellent range of visits, visitors and out-of-school activities
- There are very good arrangements for reviewing and developing the curriculum
- The provision for those pupils with special educational needs is very good
- The pupils are very well prepared for secondary school

Commentary

14. The school provides its pupils with an excellent range of activities that enhance their learning. Additional projects are devised to enrich the pupils' learning experiences. For example, the pupils in Year 3 took part in a glass project recreating the reflective nature of the stained glass windows in the school hall; Year 6 pupils used their ICT and speaking and listening skills to very good effect in the production of a Sonic Postcard. Visits to places of interest, such as York, the National Space Museum, a Hindu Mandir and the British Museum are an integral part of the pupils' learning that support and enrich their experiences. Many visitors to the school make a valuable contribution to the pupils' learning. The school has hosted the English Touring Opera during which

performers led a pupils' workshop. There have been excellent contributions from a visiting author, artists and theatre groups as well as visitors from the local community.

15. The teachers constantly review their curriculum planning to ensure that the pupils' knowledge and understanding are consistently challenged and enriched during lessons. The teachers collaborate very effectively to plan the pupils' learning, ensuring a consistency of experiences across each year group. They review the effectiveness of the curriculum systematically to identify what has worked well and what needs to be improved. They are particularly successful in using their on-going assessment in lessons to inform their daily planning. There is ample evidence of the school's commitment to improving the curriculum and devising strategies to make the work as interesting and exciting as possible for the pupils. The pupils spoke enthusiastically about the 'arts week' when over 30 adults provided them with a whole range of art experiences from many cultural traditions. They also enjoyed taking part in a Geographical Association project on photography and mapping.
16. The provision for those pupils with special educational needs is very good. The pupils are well supported by their class teachers and the effective teaching assistants. Support for pupils with Statements of Special Educational Need is particularly good. The positive atmosphere and philosophy of the school ensure the successful inclusion of these pupils into every aspect of school life. Very good provision is also made to meet the needs of gifted and talented pupils. This is achieved by the school utilising every opportunity to extend their learning, including the use of specialist outside agencies, and by collaborating with local secondary schools whose staff provide expertise and specialised programmes for the pupils who have been identified as being gifted and talented.
17. The pupils are very well prepared for transition to their secondary schools. This is achieved through a wide range of induction activities including Year 5 pupils attending a Technology Challenge, Year 6 pupils taking part in sports challenges and a frequent exchange of pupils and teachers for specific activities. The teachers from all of the schools collaborate well together, sharing their particular expertise in subjects and improving classroom practice.

Care, guidance and support

The school provides very effectively for the care, safety and welfare of the pupils and they receive very good support, advice and guidance. There is very good involvement of pupils through seeking, valuing and acting on their views.

Main strengths and weaknesses

- The arrangements for ensuring the pupils' health and safety are very good and child protection procedures are secure
- Induction procedures are very good

Commentary

18. The school provides very effective care for its children and the headteacher provides excellent leadership in this aspect of the school's work. All members of staff are very approachable, caring and totally committed to the children in their charge. Supervision at breaks and lunchtimes is very good with staff well-deployed, alert and vigilant. All staff consistently demonstrate a very good knowledge of the school's pastoral and welfare procedures. There is a very good programme for ensuring that the pupils are able to settle quickly when they first join the school. Child protection procedures are secure and are fully understood by all members of staff. The governing body and headteacher ensure that all of the required checks and inspections, including comprehensive risk assessments, are carried out regularly and recorded properly. Arrangements for first aid and dealing with minor injuries are very good.
19. The pupils confirm that they have a very good and trusting relationship with one or more adult in the school. The teachers listen to the pupils and value their opinions and ideas. The School Council offers very good opportunities for the pupils to have input into the day-to-day running of the school and this is valued by the pupils. They are rightly proud of their influence on the improvement to playground facilities and their role in organising a very successful talent show.
20. The teaching assistants make a positive input to the care and welfare of pupils. Those pupils with special educational needs are supported very well across the school. The teachers, teaching assistants, visiting staff and the school's special education needs co-ordinator all make a significant contribution to the provision and to the progress made by these pupils. Thorough assessments help to identify those pupils needing extra support and ensure that they meet their particular targets.

Partnership with parents, other schools and the community

Links with parents are very good and there are excellent links with the community and other schools.

Main strengths and weaknesses

- The school provides excellent information for parents and actively seeks and values their views
- Most parents are very supportive of their children's learning
- Mechanisms for the transfer of pupils are excellent

Commentary

21. Links with parents are very good. The vast majority of parents are very pleased with nearly all aspects of the school and hold it in very high regard. The headteacher and his staff are available, approachable and very welcoming to parents. Most parents support their children's education at home and at school very well. Support for home reading and homework is very good. The parents respond to specific requests for assistance by, for example, using their own particular talents to help in classrooms or by willingly helping to supervise the pupils on out-of-school trips. The parents' association is very well supported and has raised considerable funds for the school.
22. The school provides information about all aspects of school life that is excellent in range and quality. The school prospectus is attractive and informative, the governors hold an annual meeting with parents and they publish a comprehensive annual report. The

parents receive excellent day-to-day information through newsletters and circulars about specific events and activities. Curriculum newsletters contain year group curriculum information and these are also made available on the school's informative website.

23. Parents are given a very clear annual progress report that states the progress their children are making and sets targets for future improvement. The reports also point out areas where parents might help and support their children at home. Parents are offered the opportunity to attend termly consultation evenings.
24. The school uses the community extremely well. There are very strong links with the church. The pupils are taken on a wide range of trips, including an annual residential visit, which enrich the curriculum and support their personal development. Visitors from the arts, including multicultural musicians and dancers, are welcomed into school. The pupils raise considerable funds for local, national and international charities, which increases their awareness of others less fortunate than themselves.
25. The school has developed very strong links with the local infant school – an improvement since the last inspection - and everything is done to ensure that the infant children quickly and happily settle into their new learning environment. For example, there are Year 4 buddies who look after the incoming Year 2 children. There are excellent relationships with the receiving secondary schools and the high quality transfer arrangements ensure that pupils have a smooth transition to the next stage of their education.

LEADERSHIP AND MANAGEMENT

The leadership, management and governance of the school are excellent.

Main strengths and weaknesses

- The headteacher's outstanding leadership is having a direct impact on the quality of teaching and learning and on the standards achieved by the pupils
- The headteacher, staff and governors are committed to ensuring that pupils of all abilities and backgrounds are able to play a full part in school life and achieve their potential
- The school leaders are unified in their desire to continue to improve

Commentary

26. The headteacher's energy and determination to improve the very good education that the school provides is shared by the staff, governors and parents. As a result, the staff work very well as a team and they are keen to improve further the high quality of what the school provides for its pupils. The careful analysis of assessment information, and the monitoring of teaching and learning, enables them to make a very accurate appraisal of what the school is doing well and identify what it needs to do to continue to improve. There is a constantly strong focus on making the teaching and learning even better, which means that there is no place for complacency. This is borne out by the consistency with which the teachers focus on assessing the pupils' learning, during and after lessons, and the way in which they use this information to provide appropriate levels of challenge and support. As a result, standards are rising year-on year and the

governors and the vast majority of parents rightly value what the headteacher and staff provide for the pupils.

27. Governors are central to the school's efforts to maintain its high standards and their role has developed well since the last inspection. They are fully involved in keeping a check on what the school is doing to improve and have well organised arrangements for reviewing what has been done so far to meet their priorities. Many governors visit classrooms regularly, join the staff on training events and meet with subject co-ordinators. Individual governors have helped supervise the pupils on their residential visit, met with the school council, attended assemblies and carried out health and safety checks. Consequently, the governors understand fully the school's strengths and priorities and are able to make informed decisions about its future. A particularly noteworthy feature is the common commitment, amongst governors and staff, to ensuring that all pupils have equal access to what is on offer. This means that all pupils, including those with special educational needs, are able to fulfil their potential. The special educational needs co-ordinator leads the provision very well. The school is fully adapted for pupils with physical disabilities.
28. The headteacher's assertion that 'all staff are managers' is borne out by the way that responsibilities are devolved and how the decision-making process involves all staff. Subject co-ordinators are highly effective in leading their areas of responsibility and are instrumental in the high standards achieved. Further improvement is sought through checking and supporting the quality of teaching and learning and keeping abreast of new developments through attending relevant training. A particular strength of their work, and further evidence of the team ethic, is the way that links are made between subjects and the improved use of computers across the curriculum. The senior management team keep thorough overview of the developments across the school and ensure that the co-ordinators have sufficient time to carry out these important duties.
29. The headteacher, staff and governors have worked hard to ensure that the school has continued to improve since its last inspection and very good progress has been made. Standards have risen in English, science and ICT and, although only minor issues were identified, all have been addressed fully. There are excellent procedures to ensure that the school achieves its educational priorities through the prudent management of finances and this has had a significant impact on the standards achieved and the quality of education provided. The highly efficient office administrator ensures that the day-to-day management of financial matters runs smoothly and she provides regular information to enable the governors to maintain a full oversight of spending. All of the minor recommendations of the most recent audit of the school's accounts have been implemented.

Financial information for the year April 2004 to March 2005

Income and expenditure (£)	
Total income	540,070
Total expenditure	528,120
Expenditure per pupil	2,182

Balances (£)	
Balance from previous year	31,010
Balance carried forward to the next	11,950

PART C: THE QUALITY OF EDUCATION IN SUBJECTS AND COURSES

SUBJECTS IN KEY STAGE 2

ENGLISH

Provision in English is **very good**.

Main strengths and weaknesses

- The leadership and management of the subject are very good
- The quality of teaching and learning is very good and the pupils have excellent attitudes to the subject
- There are very good opportunities for writing in other subjects
- Assessment information is very well used to match the work to the pupils' needs but they are not always given enough information about how they can improve

Commentary

30. Standards in English at the end of Year 6 are well above the national average. The percentage of pupils achieving the higher Level 5 in 2004 was below average when compared with similar schools, but inspection findings indicate a stronger picture in 2005. This is a result of a careful analysis of data and by the rigorous monitoring of challenge and expectation in the quality of teaching and learning by the co-ordinator and headteacher. Over the past three years the trend of improvement in English has been above that achieved nationally.
31. Throughout the school, teachers provide a breadth of opportunities to promote the pupils' speaking and listening. The pupils are confident and keen speakers who use a wide range of appropriate vocabulary to express their ideas and opinions. For example, in Year 6, the pupils used their skills very well when "hot seating" or acting the characters involved in the murder scene from Macbeth. The pupils are avid readers and reading attainment throughout the school is well above average. They have very positive attitudes to reading and are keen to share their enjoyment with one another through a range of activities.
32. Attainment in writing is well above average and is a significant strength. By the end of Year 6, the writing of most pupils is of a very good quality. They have a sense of audience and choose their words for effect and with imagination. Complex sentences are well structured into paragraphs. The pride the pupils take in their work and its presentation is particularly noteworthy. Presentation of displays of writing and work in books is equally very good.
33. The teaching and learning are very good across the school. The teachers are very effective in the manner in which they motivate their pupils. Lessons are very enjoyable and move with pace, challenge and high expectation. Very skilled of questioning challenges and supports the pupils' learning. The teaching assistants play an important role in ensuring that those pupils with special educational needs are able to take an active part in lessons and make similar progress to their peers. On-going assessment is used very effectively to ensure that the work is planned to meet the pupils' differing needs. Marking is carried out conscientiously, but the pupils are not always given enough information about how they can improve their work.

34. The leadership and management of the subject are both very good. The co-ordinator has a very clear vision for the future development of the subject and how to sustain the raising of standards. There are very good arrangements for monitoring and evaluating the provision and this, in particular, is having a positive effect on the performance for the higher achieving pupils. Good use is made of ICT to support the pupils' research and presentation skills. Improvement since the previous inspection has been good.

Language and literacy across the curriculum.

35. The teachers plan carefully to identify opportunities for the pupils to use language and literacy across the whole curriculum and the pupils apply their skills effectively. Opportunities to discuss, question, express ideas and employ research skills are a regular feature of lessons in other subjects. A strong feature is the way that the work in design and technology, geography, history and science provides opportunities to write in a wide variety of styles and contexts.

MATHEMATICS

Provision in mathematics is **very good**.

Main strengths and weaknesses

- Standards are very high as a result of the very good teaching
- Very good day-to-day assessment ensures that the work is planned to meet the needs of pupils of all abilities
- The subject co-ordinator provides excellent leadership and management
- Resources, including computers, are very well used to help the pupils understand the work

Commentary

36. Standards in mathematics are well above average and the pupils, including those with special educational needs, achieve very well and make very good progress. This is a similar position to that found in the last inspection. A scrutiny of the pupils' work shows that all aspects of the mathematics curriculum are covered in depth, using a well-balanced combination of investigations, exercises and practical work.

37. The teaching throughout the school is very good. Lessons are exciting and lively and, as a result, the pupils enjoy mathematics, work very hard and achieve very well. The teachers have a very good knowledge of mathematics and challenge the pupils in a many different ways. In an excellent lesson in Year 5, the pupils' were congratulated on their correct initial answers, but the teacher used skilful questioning to extract a deeper level of understanding and, as a result, a simple answer of 'a right angle' became 'the two lines are perpendicular to each other'. These high expectations are evident across the school. In a very good lesson in Year 3, for example, the teacher gained the pupils' attention by modifying the questions asked of pupils of different ability. The lesson began with simple, straightforward questions such as '3x5', changing quickly to 'what is the third multiple of 5?' Consequently, the higher attaining pupils were fully stretched by questions of increasing complexity. Instead of reciting the 5 times table with the rest of the class, they were asked to recite it backwards and more quickly. The less able pupils

were supported sensitively and were given additional time to work out answers enabling them to make very good progress. The teachers and pupils take their work very seriously and the pupils have a consistently industrious approach to mathematics. The pupils take great pride in their work and the work in their books is well presented.

38. The teachers assess the pupils' understanding at the end of each lesson and use this information very well to follow up individual and group misunderstandings and inaccuracies. In a Year 6 lesson, for example, the teacher spent the first five minutes of a group activity working with a pupil to sort out a difficulty in calculating angles. A brief recap on the use of a protractor enabled the pupil to follow the rest of the lesson and complete the task.
39. The pupils are consistently working at a very high level and so encounter difficult mathematical concepts. They persevere admirably and resources are very well used to help them fully understand these difficult ideas. In a lesson in Year 6, a computer program and digital projector were used to show how to use bearings to guide a small canoe through a series of obstacles. Subsequent discussions with the pupils show that they found this practical demonstration helpful and their work was for more accurate as a result.
40. The leadership and management of the subject are excellent. The co-ordinator has very good subject knowledge, expertise and is passionate about the subject. She has provided practical demonstrations on the use of ICT in mathematics for other staff and ensured its good use across the school. The detailed analysis of test data is well used to help teachers plan work and to identify the areas of the curriculum in which the pupils struggle. Despite very high achievement, there is no complacency: the coordinator is clear about how to maintain and improve the teaching of mathematics. Assessment information is collated and examined regularly, and in great detail, but it is rather unwieldy making it difficult to track accurately the pupils' individual progress as they move through the school.

Mathematics across the curriculum

41. There are very strong with links other subjects that enhance the pupils' mathematical understanding and support their learning in those subjects. Data handling skills, including the use of tables, charts and graphing, are used effectively in science and accurate measuring skills are well used in design and technology. The pupils' skills of identifying and creating patterns are well used to produce Rangoli patterns in art and design. Computers are very well used to support learning.

SCIENCE

Provision in science is **very good**.

Main strengths and weaknesses

- Lessons are interesting and challenging so that pupils of all abilities achieve very well
- Science has a high profile and is very well led by the co-ordinator
- There is a strong emphasis on practical investigations and good use is made of computers
- Procedures for tracking the pupils' progress are not yet fully established

Commentary

42. Standards are higher than at the time of the last inspection and are now well above average by the end of Year 6, which reflects the results in the national tests for eleven year olds in recent years. The pupils, including those with special educational needs, achieve very well.
43. The quality of teaching is very good and this has a significant impact on the pupils' progress and the high standards they achieve. Lessons are very well organised. The teachers make excellent use of day-to-day assessment to plan work that builds well on what the pupils have learned in previous lessons. This information is shared with the pupils in the introductory discussions and, when appropriate, misconceptions are highlighted and the next steps that they need to take are identified. The teachers ensure that those needing extra help get it and those capable of reaching the higher levels are challenged to do so. Consequently, all abilities achieve very well and make very good progress. Lessons are interesting and enjoyable and invariably involve practical activity that gives the pupils first hand experience of carrying out investigations, testing hypotheses, observing carefully and recording their findings in a variety of ways.
44. The pupils rise admirably to the challenge presented in lessons. They concentrate fully, work hard and persevere when faced with difficult work. Relationships amongst the pupils and with the staff are excellent and they work equally well alone or in pairs and small groups. The pupils in Year 3 are developing a very good understanding of the conditions necessary for a plant to grow healthily. In one lesson, they worked together very well to use this knowledge to decide how well a plant would grow in a range of different circumstances. They use terminology, such as 'nutrients', confidently and know the importance of a plant's leaves on its health: in the words of one pupil, 'the leaves are like little factories that help it grow.' The expectation that the pupils will use scientific language precisely is also a strong feature of the work in Year 4, where the teacher encourages careful observation as they identify the key features of mini-beasts.
45. Across the school, the teachers make sure that the pupils understand the work they are covering and are strongly focused on developing and extending this understanding. In another lesson in Year 4, the pupils devised food chains including, for the more able pupils, a consideration of primary and secondary consumers. They worked hard to understand this difficult concept and were helped by the teacher's careful explanations and probing questions. In a lesson in Year 5, the teacher used this on-going assessment to identify misconceptions amongst some of the pupils about the life cycle of plants. These were soon dealt in a sensitive and good humoured way. Life cycles featured in a Year 6 lesson, this time studying frogs and butterflies. The teacher promoted a strong sense of awe about this wonderful example of the beauty of the natural world, contributing very positively to their spiritual development. Teaching assistants play a very important role in ensuring that those pupils who find the work difficult, including those with special educational needs, are able to play a full part in lessons and make progress.
46. The subject is very well led by the co-ordinator who has a very clear picture of strengths and areas for development. Through the systematic monitoring of teaching and learning and careful analysis of the pupils' performance in the national assessments, he has rightly identified the need to develop procedures for tracking the pupils' individual progress. This will enable for example, a closer check to be kept on those pupils who perform well in the national tests for seven year olds and ensure that the work continues to be planned to match the pupils' differing needs as they move through the school.

Science is given a high priority in the school and this is reflected in the pupils' excellent attitudes to the subject. Very good use is made of a good range of resources, including computers, to make the work interesting and relevant. In Year 4, for example, after learning about the key features of mini-beasts, the pupils constructed branching databases on the computers, so enhancing their scientific understanding and extending their ICT skills. The pupils use their research skills regularly, using books and the internet confidently to find information to support their work.

INFORMATION AND COMMUNICATION TECHNOLOGY

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

Main strengths and weaknesses

- As a result of good leadership and improved staff confidence, standards have risen and the pupils achieve well
- Good use is made of computers in other subjects
- The pupils enjoy using computers and they share resources and work together well

Commentary

47. Standards have improved since the last inspection and are now above those expected of pupils of this age. The pupils achieve well. The school has worked hard to improve the provision. The co-ordinator, well supported by the headteacher and staff, has identified the right areas for development and has set about securing the necessary improvements conscientiously and enthusiastically. The knowledge and confidence of teachers have improved through in-house training and support and by the school's participation in the national arrangements for ICT training. The impact of this work is not only evident in the teaching of ICT, which is consistently very good, but also in the way that the staff have embraced the use of technology, for example in planning lessons electronically, so that the plans are available to other staff. The co-ordinator keeps a close check on the teaching and learning and plans for further improvement are well in hand.

48. The work seen in lessons, discussions with the pupils and a scrutiny of their previous work indicate that the full range of National Curriculum requirements are taught systematically, so that the pupils' use of computers and other technology becomes increasingly sophisticated as they move through the school. The pupils in Year 3 benefited from the very good subject knowledge of a governor, working in a voluntary capacity, as they use their well developed skills to manipulate text and pictures using a publishing program. These pupils already know that such programs have strengths and limitations and are developing a strong sense of design as they produce information leaflets linked to their work in history. In Year 5, the pupils know that computers can be used to measure light, sound and temperature and they use their mathematical knowledge to understand that there are limitations to the level of accuracy provided by the measuring tools. The pupils were able to spot patterns in the data that had been collected so that, for example, they could describe accurately how a line graph would look when showing the changing levels of light at dawn. Year 6 pupils are very adept at creating multi-media presentations to show the impact of coastal erosion, linked to a recent residential visit.

49. The teachers are strongly focused on checking the progress made in lessons, addressing any misunderstandings and ensuring that there is a good level of challenge. The pupils who find the work difficult are well supported to enable them to play a full part. As a result, pupils of all ability make good progress and achieve well.

Information and communication technology across the curriculum

50. This is a strength of the provision. Every opportunity is taken to use computers to support the pupils' work in other subjects, which enhances their learning in those subjects and has a significant impact on the development of their ICT knowledge, skills and understanding. For example, the pupils in Year 3 used computers very effectively to develop their understanding of the Vikings; those in Year 4 created branching databases in a science lesson and the lesson in Year 6 developed the pupils' geographical awareness. There are many examples of the pupils using computers in other subjects including art and design, music and design and technology. Many pupils took part in a project of national significance to create 'sonic postcards', providing a musical backdrop to a video of the locality. A Year 6 visit to a residential centre offered the pupils experiences beyond what might otherwise have been possible: their video clips of a dancing monkey, including visual and aural accompaniment, are a delight! The pupils in Year 6 are taking part in an exciting, nationally funded project in which they are completing 'learning profiles' that will be used to smooth their transition to secondary schools. Their digitally created artwork is of a high quality.

HUMANITIES

51. Only one **history** lesson was observed during the inspection so it is not possible to make an overall judgement on the provision. The analysis of the teachers' planning, discussions with the co-ordinator and the lesson observed indicate that the school provides an effective curriculum with strong links to literacy. Much of the work seen in the pupils' books and in the lesson observed was above that expected of pupils of this age. Visits, for example to the British Museum and York, are used well to support and enrich the pupils' learning. Good use is also made of the immediate locality in the pupils' historical studies.

Geography

Provision for geography is **good**.

Main strengths and weaknesses

- Standards are above average and the pupils achieve well because they are well taught and are provided with a wide range of experiences
- Very good use is made of the locality and visits to enrich learning

Commentary

52. By the end of Year 6, standards are above those expected nationally, which is similar to the last inspection. All pupils, including those with special educational needs, achieve well and make good progress.

53. The pupils are developing good geographical skills. In Year 3, for example, they are able to identify local features and make comparisons between their village and the

nearby city of Lincoln. Map reading skills are developed from an early stage and the school is taking part in a project, led by the Geographical Association, linking photographs and maps. In Year 6, the pupils have a good understanding of coastal erosion and its effect on people's lives. They are given every encouragement to develop their literacy skills in geography through discussion and extended writing activities.

54. The quality of teaching and learning is good. The teachers plan their lessons well and make effective use of on-going assessment to inform their planning. The activities provided are stimulating and enjoyable. Matching photographs of the village to a map of the area gave pupils in Year 3 the opportunity for lively discussion. In Year 5, the pupils are linking their geography and history studies to carry out a detailed study of the changes in the life of the village and the school using original documents.
55. The curriculum is enhanced by visits and visitors and these are used effectively. For example, in Year 6 during their residential visit to North Norfolk the pupils were able to observe, at first hand, the effects of coastal erosion and measures that are required to maintain the coastline. On their return, the pupils were involved in preparing the argument for the different bodies involved in the decision on whether Mrs Brown's house should be saved. Assessment is used well to ensure that the work is planned to meet the pupils' needs.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

56. One lesson was seen in each of **art and design** and **physical education** and there was one brief observation in **music**. It is not possible, therefore, to make a judgement on the provision in these subjects. Additional information was gained from discussions with the pupils and staff, a scrutiny of the work on display and in the pupils' books. Pupils were heard singing in assembly and observed playing a variety of musical instruments.
57. In **art and design** there is a good range of work in a variety of media across the school. Watercolours and pencil sketches are well used to complete digital pictures and are beautifully combined to produce a very striking display. In the very good lesson in Year 6, the story of Macbeth was used well as a stimulus for designing hats for a variety of characters. The pupils have many opportunities to work with professional artists, for example during the arts week and when producing striking stained glass motifs exhibited around the school. Much of the work produced is of high quality. The scrutiny of the pupils' artwork during the inspection shows well presented, carefully designed and very well executed work such as Egyptian textured pictures, pencil drawn coats of arms and Camelot collages. The pupils in Year 5 produced carefully painted Diwali lamps or divas.
58. In **music**, the pupils sing well, enthusiastically and tunefully maintaining a good rhythm. They receive specialist teaching in playing the cello, violin and viola. The school has a number of musicians on the staff whose expertise is well used to support non-specialists. Planning indicates that all aspects of the National Curriculum are covered and are well supported by a good range of teaching resources. Opportunities are provided for pupils to perform for others and to take part in whole school assemblies and productions. The school provides a range of top quality enrichment opportunities including a visit from the English Touring Opera Company, when the pupils participated in a production of 'Cunning Little Vixen'; working with a professional musician to produce a original piece of music using ICT and sounds from the local environment

encapsulated in a 'Sonic Postcard'. Members of the local community provide an enthusiastically attended weekly 'chimes club' and all pupils in Year 4 learn the recorder. The music coordinator's annual report for governors provides a useful guide for further improvement. The weakness in planning raised during the last inspection has been addressed very well.

59. One outdoor games lesson, in Year 4, was seen in **physical education** and there were very brief observations of pupils in Years 4 and 5 taking part in games lessons. The PE programme is very well organised to provide a wide range of activities in and out of lessons and to take full advantage of a thriving local programme of competitive sport. In the good lesson seen in Year 4, the pupils showed a high level of skill as they practised and refined their fielding and batting techniques. The pupils had very positive attitudes and worked hard to improve their skills. This was reflected in the brief observations in Years 4 and 5. The pupils understand the importance of warming up thoroughly and this was demonstrated by one of the Year 5 pupils, who took great delight in leading his classmates through an intensive period of stretching in preparation for their games lessons. The co-ordinator leads the subject very enthusiastically and the staff give willingly of their time to provide an excellent range of opportunities for the pupils to develop their skills outside of lessons. The school is rightly very proud of its many successes in local inter-school competitions and reports that the vast majority of pupils can swim the expected 25 metres, or beyond, well before they leave the school.

Design and technology

Provision in design and technology is **good**.

Main strengths and weaknesses

- The pupils enjoy designing and making and take great pride in their completed work
- Skills are developed systematically and progressively as the pupils move through the school
- The pupils make good use of the skills they learn in other subjects such as mathematics, science and ICT

Commentary

60. The pupils benefit from a well organised programme of activities. They make good progress, achieve well and attain standards that are above those expected of pupils of this age. This is similar to the position found in the last inspection.
61. Much work of high quality is seen around the school. For example, the pupils in Year 4 have designed and made very good model rooms with an integrated alarm system, using their knowledge of electrical circuits gleaned in science lessons. In a brief observation, pupils in this year group created wooden picture frames, handling tools sensibly and measuring and cutting accurately. The pupils' become increasingly sophisticated in their approach and in their ability to evaluate their efforts as they work. In a very good lesson in Year 5, the pupils again used a range of tools, including saws, to create very accurate cams to be used to create a box with a moving part. They gave their full attention to their work in a highly productive atmosphere, shared tools and ideas for improvement with their classmates and they achieved very well. Pupils in this year group have created stunning displays of 'talking textiles', interpreting scenes from a range of stories. In Year 6, the pupils have designed and made attractive footwear.

62. The teaching and learning are good overall. A strong feature of the very good lesson in Year 5 was the quality of support given to the pupils as they worked. Probing questions challenged the pupils to do even better, and those who needed extra help were very well supported. As a result, pupils of all abilities were fully engaged in the lesson and achieved very well. The subject co-ordinator keeps an effective overview of the work and has a clear view of the successes and areas for development, including developing staff expertise. During the inspection, the pupils in Year 5 took part successfully in a 'primary challenge' at a local secondary school. Carrying out much of the work at home, each pupil produced a rocket which was tested against those of the other entrants. Very good links are made with other subjects, particularly mathematics and science, and effective use is made of computers.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

Personal, social and health education (PSHE)

63. No direct teaching was seen in this area. The evidence from discussions with staff and pupils indicates that a very good programme is provided, but it is not possible to make firm judgements on the quality of the provision and learning. The school places a very strong emphasis on this aspect from the moment the pupils join the school. Lessons in PSHE are a regular feature and provide opportunities for the pupils to discuss important matters and resolve difficulties. Excellent behaviour is reinforced during class discussion times and the school is particularly successful in supporting high quality relationships. Aspects of personal and social development are taught regularly in each class and strongly supported in assemblies. There are clear procedures for teaching sex education and drug awareness.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

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

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