

# INSPECTION REPORT

**FISKERTON CHURCH OF ENGLAND PRIMARY  
SCHOOL**

Lincoln

LEA area: Lincolnshire

Unique reference number: 120570

Headteacher: Mrs. M. Papworth

Lead inspector: Marianne Harris

Dates of inspection: 8<sup>th</sup> and 9<sup>th</sup> February 2005

Inspection number: 272942

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  
Gender of pupils: Mixed  
Number on roll: 33

School address: Ferry Road  
Fiskerton  
Lincolnshire  
Postcode: LN3 4HU

Telephone number: 01522 751049  
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Appropriate authority: The governing body  
Name of chair of governors: Mrs. Alison Cooke

Date of previous inspection: 2<sup>nd</sup> June 2003

## CHARACTERISTICS OF THE SCHOOL

Fiskerton is a very small village school that serves the local and surrounding community in Lincolnshire. All of the children are from a white British heritage, and have average social circumstances. The proportion eligible for free school meals is about average, although the number who have special educational needs is very high. These needs vary and include specific learning and emotional difficulties. A high number of pupils are diagnosed as autistic and some have physical difficulties. The number of pupils who leave or join the school other than at the normal times is very high and almost four times the national average. Although the spread of ability is very wide, pupils are of generally average ability when they join the school.

## INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
23288	Marianne Harris	Lead inspector	English Foundation Stage History Geography Religious education Special educational needs
9271	Selwyn Ward	Lay inspector	
31029	Peter Thrussell	Team inspector	Mathematics Information and communication technology Art and design Design technology Music Physical education PSHE and Citizenship

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## PART A: SUMMARY OF THE REPORT

### OVERALL EVALUATION

The school provides a **satisfactory** standard of education for its pupils, because it has raised achievement and pupils are doing as well as they should in English and mathematics. Overall standards are average and pupils achieve satisfactorily. Discipline is now good. However, there remain serious weaknesses in the curriculum for other subjects and in management. Monitoring is unsatisfactory - the school is not sufficiently aware of its weaknesses in subjects other than mathematics and English. Overall, because of the high cost per pupil, it provides unsatisfactory value for money. Teaching and learning are satisfactory, as is assessment. Leadership is satisfactory.

The school's main strengths and weaknesses are:

- Pupils' behaviour has improved significantly since the last inspection and is now good.
- Teachers and teaching assistants know the pupils well and relationships are good.
- Whilst work in English and mathematics takes appropriate account of the wide range and ability of the pupils in each class, in most other subjects all pupils do the same work, regardless of their age and ability.
- Progress since the last inspection on the improvements needed has been slowed by insufficient management time.
- Pupils are not always clear about what they are expected to learn in lessons.
- There are good links with parents, who are supportive of the school.

The school was last inspected in 2003 and there has been satisfactory improvement since that time. The most significant improvement has been in tackling the weaknesses in behaviour, and the school has been very successful in creating a school where pupils are ready to learn. The role of the governing body has been strengthened and governors are now helping the school to improve. The work provided in English and mathematics is planned appropriately and, overall, pupils are being challenged in lessons in these subjects. However, there are still serious weaknesses in the way other subjects are taught and this has resulted in pupils carrying out similar tasks, whatever their age or ability. The other weakness that remains is that regarding the management of the school. The headteacher has too little time beyond her teaching commitment to ensure that school improvement continues at a brisk pace.

### STANDARDS ACHIEVED

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

Key: A - well above average; B - above average; C - average; D - below average; E - well below average; E\* - lowest 5%

Similar schools are those with a similar number of pupils who are eligible for free school meals.

The very small number of pupils who take the national tests means that the performance of just one child can affect overall results significantly. Great care must be taken when comparing Fiskerton with other schools. In this school, standards and achievement are thus judged by looking at the systems the school has for tracking how well each child is doing, and by looking at work currently being undertaken in the school. From this evidence, it is clear that although there has been a legacy of underachievement, the school is now tackling this and **achievement is satisfactory**. Most children in the reception year are on course to reach the expected learning goals for children at the end of the Foundation Stage. By Years 2 and 6 pupils have made steady progress in English and mathematics and are reaching standards that could reasonably be expected for their age and ability. Pupils with special educational needs, including those with behavioural difficulties, also make steady progress in English and mathematics. The pupils who join part-way through the school year settle quickly into school and make the same progress as other pupils. Progress in science, however, is unsatisfactory. Here and in other subjects, some pupils have work set for them that is too hard, and some activities are too challenging.

**Pupils' personal qualities are satisfactory.** There is satisfactory provision for pupils' spiritual, moral, social and cultural development, with a notable strength in helping pupils behave appropriately. This has resulted in pupils behaving well, both in lessons and around the school. Attendance is satisfactory and pupils usually arrive at school on time.

## **QUALITY OF EDUCATION**

**The quality of education provided by the school is satisfactory. Teaching and learning are satisfactory.** Teachers form good relationships with the pupils and have high expectations of behaviour. This has resulted in the pupils being ready to learn. However, lessons do not all have clear learning objectives and pupils are not sure what it is they are meant to learn. Some subjects are not well planned and, in science, history and religious education, for example, pupils do the same work regardless of their age or ability. Progress in these subjects slows for some pupils because they have work that is too hard for them and some activities are too challenging. As a result, the curriculum overall is judged unsatisfactory, although pupils have access to a reasonable range of activities beyond normal lessons, notably in collaboration with a local secondary school that enables pupils to have rugby lessons and for pupils in Year 6 to have extra art classes. Accommodation and resources are good. The school takes appropriate care of the pupils. There are, however, too few opportunities for pupils to share their views of the school and have a voice in decisions that are made. The school has developed good links with parents, who effectively support the work of the school.

## **LEADERSHIP AND MANAGEMENT**

**Leadership and management are satisfactory.** The headteacher has succeeded in improving behaviour and in creating a school where pupils are ready to learn. However, management is unsatisfactory because there has been too little time for her to manage the necessary changes in the curriculum that would result in the school no longer having serious weaknesses. The governors are supportive of the school and are taking a positive role in leading the school forward. They fulfil their statutory duties appropriately.

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

Parents are positive about the work of the school and support its work. They feel that there has been much improvement over the last year, especially in behaviour, and inspection findings confirm this. Pupils are not as enthusiastic about the school, although they acknowledge that behaviour has improved significantly. They know that there is an adult who will listen to their worries.

## **IMPROVEMENTS NEEDED**

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

- Make sure that pupils have work that is relevant and appropriate to their age and ability in subjects other than English and mathematics.
- Ensure that arrangements for management provide adequate opportunities to monitor the curriculum and the progress pupils make.
- Better involve pupils in their learning by making it clear to them what it is they are expected to learn.

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

### **STANDARDS ACHIEVED BY PUPILS**

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

Standards of work seen, overall, are average and pupils achieve satisfactorily, regardless of their background or ability.

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

- Those who join part-way through their education settle well into school and make sound progress.
- Pupils' achievement in science in Years 3 to 6 is unsatisfactory.

#### **Commentary**

1. The number of pupils who take the national tests in Years 2 and 6 is very small, and this makes comparisons to national averages, and to similar schools, insecure. The performance of just one child can significantly affect the school's overall performance. For this reason, and because there would be the danger of identifying individual pupils, judgements have been made on standards and achievement by looking at the work the current pupils are completing, and examining the school's own tracking data. From this evidence it is clear that pupils achieve satisfactorily overall. However, the pupils' achievement and progress in science in Years 3 to 6 are unsatisfactory because insufficient attention is given to planning work that takes account of the range of ages and abilities in the class.
2. When they join the school, children have skills and knowledge that are broadly what is expected of children aged four. They make sound progress during their time in the reception year, and, by the time they enter Year 1, most are likely to reach the expected goals in each area of learning.
3. In English, pupils reach standards, overall, that are in line with those expected. Pupils in Year 2 write confidently and learn to read fluently and expressively. Work is generally well presented and handwriting is well formed. By Year 6, pupils speak clearly and listen attentively. They write neatly and experience an appropriate range of writing styles, from poetry to accounts and reports. More able pupils spell words correctly and take great pride in their presentation.



4. Standards in mathematics in Years 1 to 6 are broadly in line with what is expected, although there are no pupils who are working at higher than expected levels. Pupils are confident when using number but are only just beginning to use their skills when solving number problems. Pupils with special educational needs, and those who join the school part-way through their education, are encouraged to try hard and they achieve satisfactorily.
5. Standards in science are in line with those expected in Year 2. Pupils achieve satisfactorily in the youngest class. However, by Year 6, standards are below average. In the older class pupils underachieve because they all experience the same work, whatever their age and ability.
6. It was not possible to judge standards in other subjects because there was too little evidence, although pupils' progress is affected because often the work set takes insufficient account of the range of ages and abilities in the class. Pupils think they make reasonable progress in all subjects and parents agree with this.

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

Pupils' personal qualities, including their spiritual, moral, social and cultural development, are satisfactory. As a result, pupils are developing a positive attitude to learning. They behave well and get on well with each other. Attendance is satisfactory.

### **Main strengths and weaknesses**

- Behaviour is good, both in lessons and around the school.
- Pupils get on well with each other and most of the adults in the school.
- Pupils are very dependent on their teachers.
- There are fewer opportunities than usually found for pupils to learn about their own and other cultures.

### **Commentary**

7. In the last inspection, the behaviour of pupils was a serious concern, with unsatisfactory behaviour disrupting learning. In the two years since the last inspection, the school has given considerable attention to improving behaviour and pupils' attitudes to school. This effort has been successful, to the extent that the improvement in behaviour has been very good. In both classes, and at break times, behaviour is good, and the leadership of the school has been successful in creating an ethos where pupils are able to learn. Parents endorse this view, commenting particularly favourably on the improvement in this aspect of the school. There were no exclusions in the last school year.
8. Relationships throughout the school are good. Pupils get on well with one another and with their teachers and support staff, although some pupils complain that they are not always treated fairly by lunchtime staff. A high number of pupils have special educational needs but they are integrated well within the school, and pupils have learnt to treat one another with tolerance and respect. On a visit to the local secondary school to practise sports skills, the pupils were patient and forgiving of a pupil whose ailment made it difficult for him to contribute positively to the success of the team.
9. Attitudes to learning are satisfactory. Pupils settle to work sensibly. They work well together, co-operating in pairs and small groups. They are very dependent on direction from their teachers and support assistants, however. As a result of the school's strong focus on managing behaviour, pupils have too few opportunities to use their initiative and to take responsibility for their own learning. Children in the reception year make satisfactory progress in their personal, social and emotional development and are on course to meet the expected goals in this area of learning.
10. Pupils' spiritual, moral, social and cultural development is satisfactory. The daily assembly includes opportunities for reflection. In one assembly, a Year 2 girl had written her own thoughtful prayer, based on her personal thoughts and experience, and this was listened to with respect. Older pupils showed the pride they took in one another's work as they were keen to explain how displays showed the progress that a classmate had made in improving their writing. Some opportunities are taken in art, religious education and through assemblies to look at pupils' own and other cultures, but there are fewer examples of this than are usually found.

11. Attendance fluctuated widely last year. Because the number on roll is small, poor attendance by a very small number of pupils can have a distorting effect on the school's overall figures. Prior to last year, attendance was satisfactory and it is satisfactory now. The school has good systems for promoting and monitoring attendance, and parents confirmed that they were telephoned on the first day of any unexplained absence. There is effective liaison with the local education welfare officer, in cases that give rise to concern.

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

Authorised absence		Unauthorised absence	
School data	7.0	School data	3.6
National data	5.1	National data	0.4

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

**QUALITY OF EDUCATION PROVIDED BY THE SCHOOL**

The school provides a satisfactory standard of education. Teaching, learning and assessment are satisfactory. The curriculum overall is unsatisfactory because there are too many occasions when pupils experience the same work, regardless of their age and ability. There are, however, reasonable opportunities for them to learn beyond lessons. The school takes appropriate care of the pupils and has established good links with the parents. Links with other schools and the wider community are satisfactory.

**Teaching and learning**

Teaching and learning are satisfactory overall, as is assessment.

**Main strengths and weaknesses**

- Teachers have high expectations of pupils behaving well.
- Teachers form good relationships with the pupils.
- The quality of marking is too variable.
- Lessons are usually interesting and capture the imagination of the pupils.
- Sometimes activities are too hard for some pupils because planning is not good enough.
- The purpose of each lesson is not always explained clearly.

**Commentary**

**Summary of teaching observed during the inspection in 9 lessons**

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	0	4	4	1	0	0

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

12. Teaching and learning are satisfactory overall. Teachers know all the pupils well and form good relationships with them. They insist on good behaviour and have developed good strategies for managing any inappropriate behaviour so that it is not allowed to

disrupt learning. This is a great improvement since the last inspection, when behaviour was a major factor in unsatisfactory learning. Now pupils are keen to learn and respond positively to teachers because most lessons are interesting. For example, in a history lesson in the younger class, the pupils were absorbed in their learning about the Victorians. They were keen to talk about what they had learnt and then to experience a Victorian tea party.

13. Teachers' planning is not always good enough to meet the needs of all the pupils in their class. This is challenging for each teacher as the age and ability range within each class is very wide. However, there are times when all of the pupils experience the same work. This is not appropriate and leads to younger pupils eventually losing interest. They try hard and persevere, but do not make progress because they do not have the knowledge and skills necessary to tackle the work. This is especially true in science in Years 3 to 6, when teachers expect too much of their pupils and give them activities that are too hard for them. There are occasions, even in English and mathematics, when the purpose of the lesson is not explained clearly and pupils are confused as to what they are supposed to be learning. When this happens, a lot of time is lost whilst the teacher gives almost individual explanations to pupils so that they can begin their work.
14. The quality of marking is variable. At best it gives pupils good encouragement whilst pointing out what they need to do next to improve their work. When this happens, pupils know what they need to do and correct their mistakes immediately. At worst, marking is merely ticks with some comment on the positive parts of the work. Whilst this encourages the pupils, it does not help them know what to do to improve. The school has put in place an appropriate system for tracking the progress that individual pupils make in English and mathematics. Teachers know what the pupils need to do in order to reach higher standards, and plan work accordingly. Individual targets are set for English and mathematics, although many pupils are unsure what their targets are and do not refer to them in lessons. In science pupils' knowledge and understanding are not assessed regularly or carefully enough to ensure that they have work that builds on what they already know.

## **The curriculum**

The curriculum is, overall, unsatisfactory. Curriculum enrichment, through activities beyond lessons, is satisfactory. Staffing, accommodation and learning resources are good.

## **Main strengths and weaknesses**

- Curriculum planning for many subjects does not take enough account of the range of age and ability in mixed-age classes.
- A good number of support staff help to ensure delivery of the curriculum.
- The school has spacious accommodation that supports learning well.
- All pupils have regular swimming sessions.

## **Commentary**

15. The school's curriculum is sufficiently broad and balanced and covers all subjects of the National Curriculum and religious education. In English and mathematics, subjects which the school has focused on, curriculum planning, based on the National Literacy and Numeracy Strategies, takes sufficient account of the wide range of age and ability

in the school's two mixed-age classes, so that the delivery of these subjects is satisfactory. In most other subjects, particularly in Years 3 to 6, planning and delivery are not effective. The curriculum is based on national guidelines and planned over a two-year period to take some account of mixed-age classes. However, pupils' past work shows that insufficient account is taken of any developing skills as all pupils cover the same work, broadly at one level. Work is often copied, with little certainty that full understanding is imparted to all. Insufficient checks are made of the National Curriculum levels at which pupils could be expected to work in order to consistently build on their developing individual skills, knowledge and understanding in these subject areas. As a result the access that all pupils have to a relevant curriculum is lessened. The curriculum for children in the reception year is appropriate, and planned on the basis of the national guidance for children in the Foundation Stage.

16. The opportunities that the school provides for curriculum enrichment, including extra-curricular activities, visits and visitors, are satisfactory, and are similar to those seen in other very small schools. The school makes regular provision for all pupils to go swimming so that most reach the expected standards.
17. The school has a good number of support staff. They are deployed well and generally provide effective support, particularly in group work where they take the initiative in developing pupils' learning. The inside and outside accommodation is good and enhances learning opportunities. Resources are good for most areas of the curriculum. The opening of the computer suite in the current year is supporting developments in information and communication technology.

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

Arrangements for pupils' care, welfare and support are satisfactory. The extent to which the school seeks pupils' views and involves them in its development is unsatisfactory.

### **Main strengths and weaknesses**

- Staff know all the pupils well.
- Pupils have targets in English and mathematics for improving their work, but they do not all know what they are.
- There are no mechanisms for formally seeking pupils' views.

### **Commentary**

18. Arrangements for pupils' care and welfare are similar to those in place at the time of the last inspection. There are satisfactory arrangements for checking on health and safety issues, including involvement of governors to inspect the premises. First aid and minor medical needs are handled appropriately. The headteacher is the child protection co-ordinator. She has not had recent training on child protection issues, but is due to go on a course shortly.
19. Because Fiskerton is a small school with a relatively stable staff, the teachers and other adults know the pupils well. Targets set in English and mathematics are matched appropriately to the pupils' needs. Pupils do not, however, readily refer to these targets and they do not all know what their targets are. Pupils with special educational needs are set achievable targets in their individual education plans and these are reviewed regularly. The progress they make is tracked in the same way that other pupils'

progress is tracked, and this means that teachers know what they need to do next in order to improve their work. Pupils new to the school, including the many who join the school part-way through their education, are given satisfactory help in settling in.

20. Although the good relationships mean that pupils have informal opportunities to express their views, there are currently no formal systems in place for giving pupils a voice in the running of the school and pupils do not feel that they are consulted enough about what happens in school.

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

There are good links with parents and satisfactory links with other schools and the wider community.

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

- Parents express positive views about the school.
- Pupils benefit from good sporting ties with the local sports college.
- There are plans for increased collaboration with another local primary school but these are still in their infancy.

#### **Commentary**

21. More than half of the parents responded to the pre-inspection questionnaire. Their views were positive and were endorsed by those who came to meet inspectors at the pre-inspection meeting. Parents, a number of whom have specifically opted to send their children to a small school, express particular satisfaction with the approachability of staff and the information they are given on how well their children are doing.
22. Inspectors judged reports to be satisfactory. They are supplemented well with good information, through newsletters, on activities and events. Although quite a large number of families come from neighbouring villages rather than Fiskerton itself, many parents come in to school to help and to attend celebration assemblies. The accessibility and openness of the school have helped it build an effective partnership with parents that in turn helps them to support their children's learning.
23. The school to which most pupils transfer at the start of Year 7 has specialist status as a sports college. As such, it is involved in a number of outreach activities for local primary schools, and pupils at Fiskerton benefit from the increased opportunities that these links provide. During the inspection, for example, pupils in Years 3 to 6 visited the secondary school for a morning of coaching in rugby skills. Pupils have also benefited from the opportunity to take part in arts events at the secondary school, including working with mosaics and learning African drumming. Links with other local primary schools remain less well developed. Although there are plans for increased collaboration with a popular primary school in a neighbouring village, these have not so far had a significant impact on the curriculum.
24. The school hall is used for a number of village activities, particularly since the village hall burnt down, and a number of villagers come in to school to attend performances. The school's partnership arrangements are similar to those described in the last inspection report.

## **LEADERSHIP AND MANAGEMENT**

Leadership and management are satisfactory. The leadership of the headteacher and other key staff is satisfactory, as is governance. Management is unsatisfactory because there is too much to do in too little time.

### **Main strengths and weaknesses**

- The leadership of the school has been successful in establishing an improved climate for learning.
- Progress is impeded by the lack of non-teaching time available to the headteacher for her role in leading and managing the curriculum.

### **Commentary**

25. Leadership and management were judged unsatisfactory in the last inspection report. Over the past two years, the school has focused particular attention on improving behaviour, and the strategies the staff have adopted, in conjunction particularly with the local education authority's educational psychologist, have been successful, so that behaviour that was previously unsatisfactory is now good. As a result, the school now has an ethos where pupils are able and willing to learn.
26. There has been less success to date, however, in tackling other weaknesses in the school, and, in particular, the serious weaknesses that remain in the curriculum. Subject leadership has concentrated on literacy and numeracy to the extent that in other subjects leadership is unsatisfactory, and pupils in the same class all too often are expected to do the same work regardless of age and ability.
27. Though the leadership of the school has appropriately identified priorities for improvement, management remains unsatisfactory because there is insufficient management time available to carry forward improvements and to adequately monitor teaching and learning. The headteacher currently has just two afternoons each week when she does not have full-time class teaching responsibility. In this time she is expected to carry out all of the duties of headship, leadership of several subjects and co-ordinate and manage provision for the unusually high proportion of pupils with special educational needs.
28. Day-to-day administration is satisfactory and the school has a broadly balanced budget, although its cost per pupil is very high in relation to schools nationally because the number of pupils is low.
29. Governance is satisfactory. This is an improvement since the last inspection. Governors are very supportive of the school and have played an effective part in its progress since the last inspection, although they have not all appreciated that the school still has further to go in order to eliminate the remaining weaknesses. Although each governor has taken on responsibility for looking at one or more individual subjects, governors have not all appreciated the shortcomings in the school's curriculum.

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

Income and expenditure (£)	
Total income	148,410
Total expenditure	145,073
Expenditure per pupil	4,396

Balances (£)	
Balance from previous year	0
Balance carried forward to the next	3,337



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

### AREAS OF LEARNING IN THE FOUNDATION STAGE

Provision for children in the Foundation Stage is **satisfactory**.

#### Main strengths and weaknesses

- Good use is made of teaching assistants to help children learn.
- Children with special educational needs are fully included.
- Children learn a lot about the local area and past events.

#### Commentary

30. There are very few children in the Foundation Stage, and so each area of learning has been sampled. Teaching and learning for children in the reception year are satisfactory. Good use is made of adults other than the teacher so that the children can experience activities that are appropriate for children before they enter Year 1. However, there are times when the children sit for too long on the carpet and this means that they lose concentration. During their time in the reception year, children make steady progress in all areas of learning and achieve satisfactorily. Most are likely to reach the expected goals for children's learning at the end of reception. Children with special educational needs are fully included in all activities and they achieve satisfactorily. Assessment is satisfactory, and the progress that pupils, including those with special educational needs, make is carefully recorded. These records are then used to plan work and activities that are relevant and appropriate. The Foundation Stage is satisfactorily led and managed. Every effort is made to provide an appropriate curriculum for the children even though they are in a class with older pupils. There has been satisfactory improvement since the last inspection.
31. Children settle into school quickly and happily adapt to the routines, because the programme for **personal, social and emotional development** takes into account their needs. As a result, children get on well and work together harmoniously. They are encouraged to become increasingly independent and they enjoy choosing their own activities as well as working in groups with adults in the classroom.
32. The programme for developing **communication, language and literacy** skills results in the children being confident speakers and attentive listeners. They begin to write simple sentences and learn the sounds that letters make. Children's **mathematical development** is promoted effectively, with children counting accurately to ten and beyond and experiencing a variety of mathematical language.
33. The children's **knowledge and understanding of the world** are promoted through tasks and activities that help them understand about the local area, and about events that happened in the past. For example, the children learnt about Victorian tea-time, and enjoyed setting the table as it would have been in laid in Victorian times, with lace cloths, cups, saucers and milk jugs. The children then had a tea party. This all contributed well to children's **physical and creative development** as they made up their own stories and practised the skills needed to pour milk from a jug into a small

cup, and make small sandwiches for the class to eat. Children also learn about the local area as they walk in the village and go swimming every week.

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

### **ENGLISH**

Provision in English is **satisfactory**.

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

- Pupils are given good guidance on how to improve their work.
- Lessons are brisk and maintain the interest of the pupils.
- The purpose of lessons is not always explained to pupils so they do not know what they are supposed to learn.

#### **Commentary**

34. Pupils reach standards in English that are broadly in line with those expected at the end of Years 2 and 6. The numbers in each year group are very small, and the school's own tracking system shows that pupils make reasonable progress, whatever their starting point, and achieve satisfactorily. Achievement in lessons is satisfactory, with pupils working well together and persevering at tasks. Pupils with special educational needs make the same progress as the other members of their class, because work is generally well matched to their capabilities and they are given appropriate support in class. The many pupils that join the school mid-way through their education also make reasonable progress and achieve satisfactorily because they are made to feel welcome and settle quickly into school routines.
35. Teaching and learning are satisfactory. Assessments are carried out regularly and targets set for each child. Pupils are not always sure of what their targets are, but work is marked well so that they know the small steps they have to take to improve their work. Lessons usually move at a brisk pace and capture the imagination of the pupils because the subject matter interests them. For example, in a lesson on the work of Dr. Seuss, pupils were excited to learn that he wrote a whole book using only 50 different words. Teachers form good relationships with the pupils and this contributes to their achievement. Teachers have high expectations of pupils behaving well and this is a significant improvement since the time of the last inspection, when behaviour was a barrier to learning. However, there are times when the purpose of the lesson is not clearly explained to the class and pupils are not sure what it is they are supposed to be learning. When this happens, valuable time is lost as teachers have to explain and this leads to loss of concentration.
36. English is satisfactorily led and managed throughout the school. This has resulted in satisfactory improvement since the last inspection less than two years ago. Behaviour is no longer affecting learning, and weaknesses have been identified and are beginning to be tackled.

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

37. Pupils' language and literacy skills are promoted satisfactorily across the curriculum. In subjects such as history, pupils write accounts of their visit to the local museum. In other lessons, pupils are encouraged to talk to each other and share their ideas during

class or group time. This gives the pupils confidence to share their views and explain clearly to each other.

## **MATHEMATICS**

Provision in mathematics is **satisfactory**.

## **Main strengths and weaknesses**

- Pupils are well managed and this now contributes to better progress in lessons.
- Lesson planning takes good account of the age and ability range within classes.
- Pupils are not sufficiently aware of how well they are progressing.
- There are not enough opportunities to use mathematical skills in other subjects.

## **Commentary**

38. In Year 2 standards are average and pupils in Years 1 and 2 are achieving satisfactorily. In Year 6 standards overall are average, although there is little indication that any pupils are working at a higher than expected level. However, the sample is very small and, overall, pupils are making reasonable progress and achieving satisfactorily.
39. Teaching and learning overall are satisfactory. The lessons seen were well prepared and organised. Initial questioning, involving quick mental recall, was targeted to different ages and abilities within the class, including and challenging all pupils appropriately. Tracking of individual progress, with end-of-year targets to strive for, enables teachers to group their pupils well by age and ability, and to plan broadly appropriate work. However, daily assessment is not used well enough to identify the next small steps in individual pupils' learning to enable them to make greater progress.
40. Classes are well provided with adult support from teachers and teaching assistants. This is used effectively to support the high number of pupils with special educational needs, particularly those with behavioural needs. However, this is not always used fully effectively, particularly in group activities, to check on pupils' understanding through group discussion and questioning. As a result many lack the confidence to talk and reason about their work or to ask for assistance when unsure. One class uses a traffic light system effectively during activities, so that more diffident pupils can indicate privately how well they are doing and whether or not they need help. This is very effective.
41. Pupils do not always know how well their own learning is progressing. Work is marked regularly, but there are few comments that relate to clear learning objectives and inform pupils how well they are doing and how they could improve. Individual targets are set but many pupils are unsure of these.
42. The subject is satisfactorily led and managed. Weaknesses have been correctly identified, and strategies such as improved behaviour management mean that all pupils are included in lessons and make reasonable progress.

## **Mathematics across the curriculum**

43. There is not enough planning for mathematics to be used to support learning in other subjects, so limiting the opportunities for pupils to apply their mathematical skills in real life and problem solving situations. Some use is made in science to record and compare the results of investigations; in information and communication technology some use is made of data handling programs.

## **SCIENCE**

Provision in science is **unsatisfactory**.

### **Main strengths and weaknesses**

- Curriculum planning does not take enough account of the age and ability of pupils in mixed-age classes.
- Achievement in Years 3 to 6 is unsatisfactory.
- Co-ordination is unsatisfactory and has resulted in unsatisfactory improvement.

### **Commentary**

44. Standards in Year 2 are average; pupils in Years 1 and 2 achieve satisfactorily. Standards in Year 6 are below average. The way in which the curriculum is planned and delivered, particularly in Years 3-6, is unsatisfactory so that pupils do not achieve well enough. Pupils have insufficient opportunities to carry out their own investigations, which was a weakness at the last inspection.
45. The curriculum follows national guidelines and is planned over a two-year cycle to take account of mixed-age classes. However the planned work for pupils in these classes takes insufficient account of their developing skills and what they could be expected to know and understand at different ages and abilities. Assessment is therefore unsatisfactory and yet to be fully developed. Much of the work in books has been copied by all Year 3-6 pupils, with insufficient regard for understanding. For example, Year 3 pupils have recorded the workings of the human body in some detail, which is too complex for them at their stage of learning. Pupils in Years 3-6 are currently following a topic on earth in space, which again goes beyond the understanding of younger pupils, and contains detailed work on planets beyond the expected scope of the National Curriculum for science.
46. Teaching and learning, in consequence, with particular weaknesses in planning and assessment, are overall unsatisfactory. Adult support is used well to support groups within classes. For example, in the reception and Year 1/2 class the teacher and teaching assistants worked well with groups. They encouraged the investigation of materials used to make pancakes and the development and use of subject vocabulary. However, in the Year 3-6 class an inappropriate activity challenged both the understanding and concentration of younger pupils, and hence the adult support they were receiving, as restlessness developed. Another activity used information and communication technology; work on "*PowerPoint*" pages developed computer skills but offered little scientific challenge as information on different planets was just entered from prepared information sheets.
47. Subject co-ordination is unsatisfactory. The school has yet to fully identify and remedy weaknesses in the curriculum in order to raise standards and achievement. Improvement since the last inspection, where standards, achievement and teaching and learning were satisfactory, is unsatisfactory.

### **INFORMATION AND COMMUNICATION TECHNOLOGY**

*Work in information and communication technology (ICT) work was sampled, as no lessons could be seen during the inspection.*

48. In those aspects of the subject where there is evidence, standards by Year 2 and Year 6 are average. Work was seen on communicating information using wordprocessing, paint and multimedia programs; data handling was used in science to enter and compare the results of an investigation. Controlling and measuring were not evident at the previous inspection. The scheme of work shows that these aspects of ICT are now fully covered and the school now has all the equipment required. The scheme of work follows national guidelines and covers a two-year period to take account of mixed-age classes. There are good resources for the subject; a new computer suite is fully timetabled both for teaching skills and applying them to different subject areas. However, limited use was observed of this facility during the inspection. The school recognises that the use of ICT to support learning across the curriculum is a developing area. An interview with Year 6 pupils indicated that opportunities to use ICT are inconsistent, and for some infrequent.

## HUMANITIES

*It is not possible to report in full on any subject in humanities because too few lessons were seen. Religious education, history and geography were sampled.*

49. There were no lessons seen in **religious education**. However, from looking at the work and talking to pupils it is evident that, by the end of Year 6, pupils have learnt about the Jewish tradition and understand the significance of the Torah and the importance of the synagogue to Jewish people. Pupils in the younger class learn about belonging and understand about baptism. However, work in the books shows that pupils in each class experience the same work, whatever their age and ability.
50. One unsatisfactory **geography** lesson was seen in the older class, for pupils in Years 3 to 6. This involved the pupils looking at maps to contrast two differing locations. Pupils had just begun to look at this, and the youngest members of the class were a little confused because they did not understand exactly what they were supposed to do. All pupils were working on the same activity and this resulted in the tasks for the Year 3 pupils being too challenging. In the younger class (Years 1 and 2), pupils learn about the local area and identify various features of the local environment.
51. There was one **history** lesson seen in the younger class. In this lesson the pupils learnt about some aspects of Victorian life. The class has visited the Museum of Lincolnshire and has looked at the history of the local area. The most able pupils have written a full account of their visit and clearly explained what many of the household implements were used for. Work in the books indicates that all pupils experience the same activities, whatever their age and ability.

## CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

*Design and technology and physical education were sampled. Art and design and music were not inspected.*

52. No lessons were seen in **design and technology**. An analysis of past work and school documents shows that a full curriculum is now in place and that all aspects of the subject are covered; sufficient time is allocated to the subject, showing satisfactory improvement since the last inspection when this was a concern.

53. One lesson was seen in **physical education**. Teaching and learning in this Reception, Year 1 and Year 2 gymnastics lesson were good. The lesson was well planned and prepared so that a good pace was maintained. Pupils discussed the benefits of exercise and there were opportunities to observe each other with a view to improving performance. Pupils with special educational needs were fully included in this lesson. Swimming is a strength within the curriculum; all pupils have regular swimming sessions and as a result the majority of pupils reach the expected standards.

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

*This area of the curriculum was sampled.*

54. Discussion with teachers, along with scrutiny of the scheme of work based on national guidelines, shows that consistent provision is made. A regular time is allocated each week for the subject. Particular provision is made for specific sex education and drugs awareness in Year 6. Some use is made of circle time, where pupils are encouraged to contribute their ideas, feelings and opinions. A measure of the success of the provision is the improvement in behaviour and attitudes since the last inspection.



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

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