

## INSPECTION REPORT

**St. Sebastian's Church of England Primary School**

Great Gonerby

LEA area: Lincolnshire

Unique reference number: 120601

Headteacher: David Williams

Reporting inspector: Mrs J. S. Cousins  
22942

Dates of inspection: 1<sup>st</sup>– 3<sup>rd</sup> July 2002

Inspection number: 195337

Full 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 Aided
Age range of pupils:	4 - 11
Gender of pupils:	Mixed
School address:	High Street Great Gonerby Grantham Lincolnshire
Postcode:	NG31 8LB
Telephone number:	01476 565896
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Appropriate authority:	The governing body
Name of chair of governors:	Mrs V. Townsend
Date of previous inspection:	June 1997

## INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
Mrs J. S. Cousins 22942	Registered inspector	English History Design and technology	What sort of school is it? How high are standards? How well are pupils taught? How well is the school led and managed?
Mrs M. Le Mage 9348	Lay inspector		How high are standards? (attitudes, behaviour, personal development/ relationships and attendance) How well does the school care for pupils? How well does the school work in partnership with its parents?
Mrs M. Palmer 20646	Team inspector	Foundation Stage Mathematics Geography Physical education	How good are curricular and other opportunities?
Mr K. Hobday 21372	Team inspector	Science Art and design Music	

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## **PART A: SUMMARY OF THE REPORT**

### **INFORMATION ABOUT THE SCHOOL**

St. Sebastian's is a Church of England Aided primary school for pupils aged 4 to 11 years in a village near Grantham. It is a smaller than average sized primary school with 116 pupils on roll. The numbers of pupils choosing the school has risen in the last year, against considerable competition from local schools. Most pupils live in the surrounding area, but some travel especially to attend the school. Approximately half the pupils live in low cost housing. The percentage of pupils who are eligible for free school meals is average. No pupils are in the early stages of learning to speak English as an additional language. Pupils enter the school with below average levels of knowledge and understanding. The number of pupils with special educational needs and those with Statements of Special Educational Need are above the national average. Many pupils leave the school throughout the year, but the school quickly fills these places. There has been a period of high staff turn over, which has stabilised in the new headteacher's first year at the school.

### **HOW GOOD THE SCHOOL IS**

This is an improving school where pupils make satisfactory progress in their learning. Teaching is satisfactory overall with several good features. These include teachers' behaviour management skills, which mean that pupils behave well in school and have positive attitudes to learning. The leadership and management of the headteacher are strengths of the school. He is fully committed to improving all aspects of school provision and has made a real difference in the short time he has been in post. The school provides satisfactory value for money.

#### **What the school does well**

- The leadership of the headteacher is very good.
- Staff and governors have a very strong shared commitment to improvement.
- The care of pupils is good.
- Provision for pupils with special educational needs is good.
- Pupils' attitudes, values and behaviour are good.
- The improvement since the last inspection is good and the schools development plan is very effective.

#### **What could be improved**

- Standards throughout the school in writing, speaking and mathematics.
- Standards in the infants in physical education and information and communication technology.
- The use of assessment to improve pupils rate of learning.
- The monitoring of learning by co-ordinators.

*The areas for improvement will form the basis of the governors' action plan.*

### **HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION**

The school was previously inspected in June 1997. It has made good progress in addressing the key issues, particularly the school's improvement and development plan, which is now regularly monitored and evaluated against success criteria. Schemes of work have been adopted for all subjects of the curriculum. The planning of the curriculum now ensures that most subjects have appropriate amounts of time, except for information and communication technology in infant classes. The statutory requirement to teach history is now met. The co-ordinators now monitor the quality of teaching in their subject. More able pupils in the infants are now suitably challenged in English, mathematics and science. Throughout the school, standards in science have improved.

## STANDARDS

The table shows the standards achieved by pupils at the end of Year 6 based on average point scores in National Curriculum tests.

Performance in:	compared with			
	all schools			similar schools
	1999	2000	2001	2001
English	C	A	E	D
Mathematics	E	B	D	D
Science	E	A	C	C

**Key**

well above average    A  
 above average        B  
 average                C  
 below average        D  
 well below average   E

*Similar schools are those with 8 per cent and up to 20 per cent of pupils entitled to free school meals.*

The table shows that standards in the 2001 tests in Year 6 were well below average in English, below average in mathematics and average in science. There are three reasons for low standards. Firstly, the small size of Year 6 in the school means that the results of one pupil can be worth almost 10 percentage points. Secondly, there are high numbers of pupils with special educational needs. Thirdly, a significant number of pupils join the school later than other pupils do. Compared with schools having a similar intake of pupils, standards are below average in English and mathematics and average in science. Standards in science are average because extra teaching sessions are effective in preparing pupils for national tests. Current inspection findings indicate that standards in Year 6 are below average in English and mathematics. Standards in English have improved because there are fewer pupils with special educational needs in this year group. Standards of speaking do not meet national expectations. This is because over one-third of pupils have significant special educational needs and this class had five teachers in two years. In Year 6, standards in science are average. Standards meet national expectations for all other subjects.

Standards of work in Year 2 are average for reading and science because of effective teaching. However, standards of writing and mathematics are below average. This is because of the pupils' low standards on entry and the high numbers of pupils with special educational needs. Standards meet national expectations for design and technology, geography, history, music and listening skills. Standards of information and communication technology, speaking skills and physical education are below average and are a significant weakness. Standards of art and design by Year 2 are above average.

By the end of reception, standards in literacy and numeracy are below average due to the high numbers of pupils who enter school with very basic reading, writing and number skills.

Pupils with special educational needs make good progress in their learning against targets set by the school. Classroom support assistants make a significant contribution to pupils' progress providing effective support.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Most pupils enjoy coming to school and have positive attitudes to their work. They work hard in lessons.
Behaviour, in and out of classrooms	Good; pupils behave well in lessons, at break, at lunchtimes and as they move around the school.
Personal development and relationships	Relationships between pupils and adults are good. Pupils work well together in lessons.
Attendance	Attendance is satisfactory.

## TEACHING AND LEARNING

Teaching of pupils in:	Reception	Years 1 – 2	Years 3 – 6
Quality of teaching	Satisfactory	Satisfactory	Satisfactory

*Inspectors make judgements about teaching in the range: excellent; very good; good; satisfactory; unsatisfactory; poor; very poor. 'Satisfactory' means that the teaching is adequate and strengths outweigh weaknesses.*

The quality of teaching in reception is satisfactory overall. It assists pupils to gain basic skills in all aspects of learning. The good features include teachers' planning, which creates an exciting and interesting range of activities for children. Strengths of teaching in Years 1 and 2 include good subject knowledge in many subjects, for example reading, art and design, design and technology and history. Teachers set high expectations of pupils to work hard and practice their reading in school and at home regularly. The good relationships with pupils contribute to the positive attitudes pupils have. Very good behaviour management ensures that pupils behave well. Lesson planning means that teachers are clear about what pupils are learning. There are several strengths to teaching in Years 3 to 6. For example, lesson planning is well organised and means that teachers often share learning objectives with pupils. This allows pupils to understand the focus of their learning and to keep it in mind throughout the session. The management of pupils is good and means that pupils are well behaved and concentrate carefully on their work. Throughout the school, teachers mark work, but they do not consistently guide pupils in their learning by pointing out the strengths and recording ways that they could improve their work. The teaching of pupils with special educational needs is good and a significant strength of the school. Teachers and classroom support assistants have detailed knowledge and understanding of the needs of these pupils and match activities carefully to their specific needs.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum offers pupils a satisfactory quality and range of activities. The strengths include the provision for extra-curricular activities. With a staff of five teachers the school nonetheless offers pupils 13 clubs. Visitors also enrich the curriculum; for example, visitors who show pupils how Victorian people lived make learning exciting.
Provision for pupils with special educational needs	Pupils with special educational needs have good provision. Individual education plans contain specific, realistic, achievable and measurable targets. Learning support assistants work effectively to support pupils.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Provision for pupils' personal development is good. The school offers many opportunities for pupils to reflect and to consider how people should treat each other. Western cultures are well explored through English, history, art and music studies. However, pupils have few opportunities to learn about other faiths and world cultures.
How well the school cares for its pupils	Good care is taken of all pupils. On a day-to-day basis the school has very good procedures to ensure that there is no bullying and that pupils attend school. While tests to assess pupils' attainment are good, the use of these tests to tell pupils where they are going next in their learning is underdeveloped.

Parents who returned the questionnaires were supportive of the work of the school. In particular, they feel that teaching is good and that pupils make good progress. All parents who returned the questionnaire said they would feel comfortable approaching the school with problems or questions. Parents also felt that the school works closely with parents.

## HOW WELL THE SCHOOL IS LED AND MANAGED?

Aspect	Comment
Leadership and management by the headteacher and other key staff	The leadership of the headteacher is very good. In the year that he has been in post at the school he has made a significant impact by addressing issues within the school. In particular, he has created a very strong school improvement and development plan. Leadership and management are good overall.
How well the governors fulfil their responsibilities	The governors fulfil their duties well. They are aware of the school's strengths and weaknesses. They take a satisfactory role in shaping the direction of the school.
The school's evaluation of its performance	Good; the school is aware of its strengths and weaknesses. It is currently focusing on how to raise standards, particularly in writing, numeracy and information and communication technology.
The strategic use of resources	Good; funding for pupils with special educational needs and other grants are used effectively.

The accommodation is good for pupils in the school. Staffing is good and several teachers have significant specific subject knowledge, which enhances the teaching within the school. Classroom assistants are well trained and make a considerable contribution to the care and teaching offered by the school. Resources are satisfactory overall. However, the library contains many out-of-date books and has a rather limited range of books.

## PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> <li>• The school is well led and managed.</li> <li>• Parents feel comfortable about approaching the school with any questions.</li> <li>• Their child makes good progress at school.</li> <li>• Teaching is good.</li> <li>• The school works closely with parents.</li> <li>• The school has high expectations of their children.</li> </ul>	<ul style="list-style-type: none"> <li>• The range of activities outside lessons.</li> <li>• The amount of homework set.</li> <li>• The information they receive about their child's progress.</li> </ul>

Sixteen parents attended the meeting with the registered inspector and 54 questionnaires were returned. Inspection findings support the positive views of parents. In relation to activities outside school, there is a good range of activities. Thirteen clubs are provided in a school with only four teachers and the headteacher. The inspection found that a reasonable amount of homework is set. The overall information provided for parents is good. Newsletters are particularly informative about every day activities in school. The annual reports to parents and parents' evening provide parents with a satisfactory level of information about their child's progress. However, annual reports to parents did not consistently explain what pupils could do to improve in the future.

## **PART B: COMMENTARY**

### **HOW HIGH ARE STANDARDS?**

#### **The school's results and pupils' achievements**

1. Pupils enter school with standards that are below average for the local education authority, particularly in the key skills of speaking, early language development, numeracy and physical development. As a result of satisfactory teaching, children make satisfactory progress in their learning towards meeting the nationally expected areas of learning. Inspection evidence, however, indicates that nearly half the children will not meet these expectations by the time they start Year 1.
2. Standards of work seen are below average overall, but pupils make satisfactory progress in their learning considering their below average starting point. There are many factors that affect standards. Firstly, the small size of Year 6 in the school means that the results of one pupil can be worth almost 10 percentage points. Secondly, a significant number of pupils join the school later than other pupils do. Thirdly, there are high numbers of pupils with special educational needs. The percentage varies from one-year group to another, but at present the school has concerns about 30 per cent of its pupils. A high proportion of these pupils have significant needs and 25 per cent are supported so that their needs can be met. This factor has a significant impact on performance in national tests in each year which, as a result, do not give a clear picture of trends over time. The school has begun to track pupils' progress in the infant and junior school and the information shows that the majority of pupils make satisfactory progress in their learning. A significant number of pupils leave the school to take up places in local schools from which more pupils gain grammar school places. A considerable number of more able pupils also leave the school for other reasons. The school often fills these places, but Year 6 classes can be as small as 12.
3. The results of the 2001 National Curriculum assessments for pupils in Year 2 are average in reading, well below average for writing and below the national average for mathematics. When compared to results in similar schools, results are below average in reading and mathematics and well below average in writing. This is due to a high number of pupils with special educational needs and the generally low attainment when pupils enter the school. The number of pupils who achieve the higher Level 3 is average in reading and mathematics, but below average in writing. In science, standards of teacher assessments meet the national average. The number achieving the higher Level 3 is very high in comparison to the national average.
4. Taking the three years 1999 to 2001 together, trends show standards in reading, by the age of 7 years, are above average, with those in writing well below average and mathematics below average. Standards in writing have been consistently weaker than in reading, which reflects national trends. Over the three years there has been no significant variation in standards by boys and girls except in mathematics. Girls have underachieved in mathematics tests on two out of the last three years. Since the last inspection, standards in reading and mathematics have improved against the National Curriculum test results. However, standards in writing have declined. The school is aware that standards in writing and mathematics are not high enough and is looking in depth at how this can be improved. In particular, it is looking at how other local schools with similar pupils are raising standards in writing and numeracy.
5. Current inspection findings are similar to last years test results apart from writing standards, which have improved. By the end of Year 2, standards in reading and listening are average due to effective teaching. However, standards of speaking are below average

because insufficient emphasis is placed on developing these skills. Furthermore, standards of writing are below average. This is because there are a large number of pupils with special educational needs and pupils' low standards on entry. Standards of writing have improved as a result of fewer pupils having special educational needs in the class and more effective teaching.

6. By the end of Year 2, standards in mathematics are below average. Pupils achieve suitably and make satisfactory progress from the start of Year 1, taking account of their low starting point. The reasons for this are the same as for writing standards. In science, standards are average as a result of effective preparation for tests. Standards of information and communication technology are below average as insufficient time is allocated to the teaching of this subject and there is insufficient emphasis on pupils learning basic skills.
7. Standards in art and design are good and exceed expectations for 7-year-olds. In design and technology, geography, history and music, standards meet national expectations for pupils of this age. Standards in physical education are below expectations due to insufficient emphasis on the teaching of basic skills.
8. The results of the 2001 National Curriculum tests for pupils in Year 6 were well below the national average in English and below average in mathematics. This is due to an above average numbers of pupils with special educational needs. Over one-third of the class had significant special educational needs. There are a significant number of pupils in this class who had not been through the junior part of the school and joined late. Standards in science were average because extra teaching sessions have been effective. When compared to similar schools, results are below average for English and mathematics, but are average for science. The proportion of pupils achieving the higher Level 5 is below average for English, well below for mathematics and average for science. When compared to similar schools the proportion of pupils achieving the higher Level 5 is average in English, below average in mathematics and above average in science.
9. Taking the three years 1999 to 2001 together, trends show standards in English and science to be average, with those in mathematics to be below average. Standards in mathematics have been below average in two years out of three. Over the last three years, there has been no significant variation in standards achieved by boys and girls. Since the previous inspection, standards in English and mathematics as measured against National Curriculum tests have been maintained. However, standards in science have risen. The school is aware that standards in English and mathematics are not high enough and are looking carefully at how they could improve them. In particular, they are looking at monitoring and improving the progress made by pupils through tracking their achievements.
10. Current inspection findings are similar to the 2001 test results. By the end of Year 6, standards in English are well below average. Standards of reading and listening in Year 6 are average as a result of effective teaching. Standards of writing are well below average due to insufficient use of assessment and teachers' marking to set personal targets for pupils and this class has had five teachers in two years. In speaking, standards are below average because there are insufficient opportunities for all pupils to develop these skills in lessons.
11. By the end of Year 6, standards in mathematics are below average, although pupils have achieved suitably and make satisfactory progress. This is because of the same reasons given for English standards. The National Numeracy Strategy has been satisfactorily introduced and contributes to satisfactory teaching of mathematics. In science, standards

are average overall. Standards in art and design, design and technology, geography, history, music and physical education meet national expectations.

12. Many pupils with special educational needs achieve standards that are below average in English and mathematics. However, a considerable number of pupils with special educational needs achieve average standards in science. They make good progress as measured against the targets set within their individual education plans. There are no pupils in the early stages of learning to speak English. The school does not identify gifted and talented pupils.
13. The school set challenging targets last year, but did not achieve them. It has made significant progress in raising the proportion of pupils achieving higher grades in the infant school in reading and mathematics and in the junior school for science. The school recognises and is determined to raise standards in writing and mathematics and has set challenging targets for 2003. Inspection findings judge that the school has the capacity to meet its future targets. Teaching is satisfactory with many good aspects and subject co-ordinators have a clear vision and understand what needs to be achieved.

### **Pupils' attitudes, values and personal development**

14. The attitudes, values and personal development of pupils in the school are good and the high standards observed at the time of the last inspection have been maintained. This has a positive impact on standards across the school.
15. Pupils' attitudes to all aspects of school life are good. Throughout the school, pupils show obvious enthusiasm when presented with interesting tasks and are keen to take part in all school activities. In most lessons, pupils listen quietly to the teachers and to one another, respecting other people's views and co-operating well in groups. The quality of their response reflects the quality of the teaching. When teachers are enthusiastic and knowledgeable about the subject being taught, pupils respond eagerly. When questions are challenging or purposeful, pupils focus well and are keen to contribute. However, pupils can become inattentive in less stimulating lessons.
16. In school, the pupils' behaviour is good, although there have been three exclusions in the last year. Pupils behave well in lessons and behaviour in the dining hall is also good. Skilful teachers gently and effectively deal with very occasional incidents of inappropriate behaviour with minimal disruption to lessons. Behaviour in the playground can be boisterous, but it is predominantly harmonious. There were no incidents of bullying seen during the inspection and pupils and parents feel there is very little, if any, bullying in the school.
17. Relationships throughout the school are good. Pupils' contributions in lessons and in the wider life of the school are valued and this encourages involvement. Pupils listen well to instructions and are pleased when given praise. They relate well to all adults they encounter during the school day and give a friendly welcome to visitors. They are polite and courteous with a natural curiosity.
18. The personal development of pupils is satisfactory. They are responsible for some tasks around the school and within their classrooms. The recently established school monitor system is creating more areas of responsibility for the older pupils. The organisation of swimming lessons by the school always pairs a class of older pupils with a class of younger ones as a deliberate vehicle to create further opportunities for older pupils to take responsibility and act as role models for younger pupils. Pupils' respect for others is demonstrated in lessons where they co-operate well together and show respect and courtesy when listening to the views and ideas of others in their class. However, the

opportunities to develop an awareness or understanding of the diversity of lifestyle in their own country are limited. Opportunities for pupils to use their initiative or take responsibility for aspects of their learning are also limited. This is partly due to not enough reference being made to specific targets for pupils in the normal course of lessons and insufficient focus on the investigative strand in science where pupils have the opportunity to make choices about their learning.

19. Attendance at the school is satisfactory and improving. A very small number of pupils have a very poor record of attendance, which does have a negative impact on their levels of achievement. The school monitors these pupils closely and their parents are involved in trying to improve the situation. The school has had some success with some pupils. Pupils arrive at school on time and registration is completed efficiently in a polite and pleasant manner.
20. These findings confirm the positive views expressed by parents at the parents' meeting and in their responses to the parents' questionnaire.

### **HOW WELL ARE PUPILS TAUGHT?**

21. The previous inspection report judged the quality of teaching to be satisfactory or better in 90 per cent of lessons, with a third of it good. Ten per cent of teaching was unsatisfactory. The unsatisfactory teaching did not lead directly to any key issues.
22. Current inspection findings judge that the quality of teaching is satisfactory overall with many good features. The teaching that pupils receive means that pupils achieve suitably and make satisfactory progress in their learning. Nearly half the teaching is good or very good. Twelve per cent of teaching is very good. This supports parents' views that there is a considerable amount of good teaching in the school. Six per cent of teaching was unsatisfactory during this inspection, which is less than at the last inspection. Unsatisfactory teaching in Years 5 and 6 is mainly due to the following weaknesses:
  - teachers' inadequate subject knowledge;
  - too slow a pace to learning in lessons;
  - insufficient use of the teachers' planning.
23. The quality of teaching in the reception class is satisfactory overall. It enables children to settle quickly into the school and learn the daily routines appropriately. Children make satisfactory progress in their learning and begin to broaden their rather basic knowledge and understanding of literacy and numeracy skills. Staff plan activities that ensure that children have equal access to the varied curriculum. Arrangements for including all pupils are satisfactorily achieved due to the effective use of classroom assistants and students. Teachers' effective behaviour management means that children behave well, co-operate with others and concentrate on tasks. Resources are effectively used so that pupils often learn through games and practical activities. All staff know pupils well, are conscientious and caring.
24. The teaching of literacy is satisfactory and has a positive impact on the progress that pupils make in learning to read. The literacy hour is effectively used to teach key reading skills, including the use of phonics, picture cues and in whole-word recognition. In lessons, there is not a strong emphasis on discussion by pupils. The key skills of handwriting, grammar, punctuation and spelling are taught to pupils satisfactorily. However, teachers do not use their assessments to set personal pupil targets, which expect pupils' to use their prior knowledge and understanding. As a result, standards of speaking are below average and writing standards are well below average.

25. The teaching of numeracy is satisfactory and makes a significant contribution to the appropriate achievements pupils make in their learning. The numeracy hour means that pupils mental recall of number is improving in speed and accuracy. Lesson planning emphasises the importance of basic number skills. Classroom assistants are well used to support pupils with special educational needs, but they do not carry out assessments of pupils' knowledge in the introductions to lessons. While teachers mark pupils work, they do not use this knowledge to set targets for improvement.
26. The teaching of science is satisfactory and means that pupils achieve average standards by the time pupils leave the school. Most teachers have effective subject knowledge and understanding, which enables pupils to learn about all aspects of science. Teachers use open-ended questioning effectively to challenge pupils' thinking. Well-planned lessons incorporate carefully chosen resources.
27. The teaching of information and communication technology is satisfactory in the junior school and enables pupils to make considerable progress in their learning. However, teaching in the infant school is not sufficiently regularly undertaken and these pupils do not use the information and communication technology suite. Teachers' subject knowledge has benefited from recent training. While teaching in the juniors effectively develops basic skills and accurately assesses pupils' attainment, this is not the case in the infants.
28. Pupils with special educational needs achieve well due to effective teaching. Teachers plan work that will interest these pupils. Classroom assistants are used effectively to support pupils in lessons or withdraw them for extra input. The inclusion of pupils with special educational needs is satisfactorily achieved due to the positive approaches of all staff.
29. The best lessons incorporate the following features:
  - good subject knowledge;
  - teachers' enthusiasm for learning;
  - lesson introductions which use open-ended questioning effectively to deepen pupils' thinking;
  - effective behaviour management, which allows pupils to concentrate on their work, behave well and co-operate in pair or group activities;
  - detailed planning sets out specific learning objectives.
30. A significant strength of teaching is the effective management of pupils. Teachers thoughtfully organise the classroom so that pupils can work separately and in groups, which allows pupils to learn how to relate to each other positively. Any negative behaviour is swiftly turned around due to the school's commitment to personal relationships. The majority of pupils behave well in lessons as a result of skilful teacher strategies and school policies, which set high expectations of pupils' behaviour. This also means that pupils work hard in lessons. Infant teachers have very effective behaviour management skills which ensure that pupils concentrate well.
31. Teachers mark most pieces of work, but it does not always guide pupils forward in their learning. This is particularly the case with writing, where many pupils are not consistently given areas of development to work on in future lessons. Nor do teachers give pupils time to read their comments in lessons so that the pupils use this knowledge effectively. Teachers do not often give pupils specific oral comments about what they have done well or could do to improve. In addition, the final part of the lesson is not consistently used to assess pupils understanding or offer pupils' opportunities to self-evaluate their work orally.
32. Homework is given out regularly and supports work in the classroom satisfactorily. Pupils take books, spelling and mathematics activities home regularly.

## HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?

33. The curriculum for children in the Foundation Stage is satisfactory. The teacher plans a satisfactory range of activities in accordance with the government's guidance for children of this age and includes an effective emphasis on learning through outdoor play. In the course of their reception year, children are introduced progressively to more formal literacy and numeracy sessions, which prepare them well for work based on the National Literacy and Numeracy Strategies. Effective links between different areas of learning bring added meaning and purpose to children's work. For example, children's work about 'water' forms the basis of learning in communication, language and literacy, mathematical, physical and creative development.
34. The school provides a satisfactory curriculum for pupils in Years 1 to 6. It offers a satisfactory range of learning opportunities that contribute effectively to pupils' positive attitudes and to their enjoyment of learning. The school teaches all subjects of the National Curriculum and the locally agreed syllabus for religious education. This marks an improvement since the last inspection, when there was too little teaching of information and communication technology and history. The curriculum fully reflects the school's aims and values. There are satisfactory arrangements for pupils' personal, social and health education. There is now a detailed programme of work for each class that successfully ensures that pupils have regular, planned opportunities to develop greater self-awareness and confidence. The curriculum includes suitable provision for sex education and teaching about the dangers of drug misuse.
35. Weekly lesson planning is better than it was at the time of the previous inspection. It is based on the most recent national guidelines and forms an effective framework for teaching and learning. The school has recently developed comprehensive curriculum plans designed to ensure systematic coverage of the content of each subject and to avoid unnecessary repetition as pupils move through the school. The co-ordinators for literacy, numeracy and science have opportunities to monitor how policies and planning are being put into practice in their subjects. This is beginning to result in some improvements in teaching and learning. However, these arrangements do not yet extend to all subjects. Planning for English and mathematics focuses satisfactorily on the needs of pupils of differing levels of attainment. In most classes, teachers use assessment information to group pupils according to their abilities. They often plan tasks that are matched to pupils' prior attainment to enable them to make satisfactory progress. However, the school has not established arrangements for using the results of assessment in planning for other subjects. This means that tasks are not consistently well matched to pupils' individual strengths and weaknesses. Teachers satisfactorily promote pupils' basic skills of literacy and numeracy in English and mathematics lessons. Class teachers and classroom assistants also give valuable additional support to groups of pupils in the course of the year. This successfully promotes the progress of the pupils involved. However, teachers plan few opportunities to reinforce and extend pupils' literacy and numeracy skills through other subjects. Pupils are beginning to use their information and communication technology skills as an aid to learning in other subjects.
36. The school satisfactorily ensures that all pupils have equality of opportunity and access to the curriculum irrespective of their ability, gender or background. The school building has been well adapted for pupils with physical disabilities. Teachers successfully ensure that the contributions of all pupils are celebrated and valued. All pupils have frequent opportunities to work together and support each other's learning. This successfully contributes to their academic and personal development.

37. The provision for pupils with special educational needs is a significant strength of the school. The school is aware of the individual needs of pupils at an early stage. Many pupils with already identified special educational needs transfer to the school because of its good reputation. The expertise of the reception teacher, who is the special educational needs co-ordinator, enables her to identify the needs of the youngest children quickly. Once aware of the needs of individual pupils, the school provides sufficient appropriate support to enable them to progress. The individual education plans written for these pupils clearly identify what needs to be done and by whom. Those written for pupils with a Statement of Special Educational Need cover all the aspects requiring development noted in the Statement. Where they are felt to be beneficial, the school sets up extra activities for pupils. For example, an extra-curricular club was formed to enable a small number of pupils to improve their skills in social communication. However, the use of information and computer technology to provide individually tailored programmes for pupils with special educational needs is under developed.
38. Pupils in Years 3 to 6 have many opportunities to be involved in a good range of activities outside lessons, including sport, music, art and line dancing. These arrangements successfully extend and enrich the curriculum. There are also opportunities for pupils to have music tuition from a visiting tutor. All pupils are involved in a good range of school productions and celebrations throughout the year. Teachers organise a good programme of educational visits, including a residential trip for the oldest pupils and visitors such as drama groups, which successfully bring learning to life. These activities promote pupils' interest and enthusiasm for school and thereby reinforce the quality of their learning.
39. Satisfactory links with the community and with partner institutions make a valuable contribution to pupils' social and cultural education. For example, pupils participate in activities organised by the parish council, contribute to seasonal festivals in the local church and the choir sings for older village residents at Christmas. Year 6 pupils visit Grantham Magistrates' Court, which successfully contributes to their understanding of citizenship. Secure links with the local secondary schools promote pupils' smooth transition to the next phase of their education.
40. As at the time of the previous inspection, the overall provision for spiritual, moral, social and cultural development is good. This ensures that pupils' personal development is well provided for.
41. The daily act of collective worship contributes strongly to pupils' spiritual development. A calm, reflective atmosphere is created through well-chosen music, songs, stories and prayers. In an assembly for younger pupils, for example, pupils repeated the words of a prayer, about using our own special gifts to help others, to a gentle guitar accompaniment provided by the headteacher. All pupils, including those with special educational needs, are helped to feel special and their contributions are valued. For example, certificates are presented weekly to pupils who have displayed positive attitudes or helpful behaviour as well as to those who have completed good work. Pupils' self-awareness and sense of worth is strongly promoted within assemblies and also in the classroom. Pupils in Year 6 benefit from an individual 'interview' with the headteacher where their achievements and hopes for the future are discussed. The work of pupils is attractively displayed, although not always indicating who has completed it. The school environment is made as attractive as possible. Pupils in the gardening club have planted colourful flowers, which can be appreciated by all. However, outdoor areas have not been utilised as much as they might be to promote spiritual development. For example, there are no areas specifically for pupils to quietly reflect and parts of the school grounds are under-used as a play area. Nevertheless, the overall impact of the school's provision for spiritual development is good. Pupils are positive yet realistic about their own skills, value those of other pupils and show respect for their environment.

42. There is good provision for moral development. School rules are clear, displayed in classrooms and consistently applied by all school staff. Moral issues are explored and pupils are reminded of school rules in assemblies, so that they clearly understand right and wrong. Teachers have high expectations about the way pupils behave. As a result, classrooms are orderly and interruptions to the learning process are rare. Nevertheless, when the inevitable occasional lapses occur, teachers and support staff take time to make clear to pupils the reasons that behaviour is unacceptable. Some teachers have employed effective techniques to correct undesirable behaviour. For example, one has implemented a 'whispering wall'. Pupils working quietly are asked to record their names on a 'brick'. When all the bricks are filled, the pupil whose name appears most frequently is rewarded. The wall is then cut up and a random brick is chosen for an additional prize. This has been a very effective way of improving the learning environment in what had been a rather noisy class.
43. Provision for social development is also good. There is a strong corporate spirit in the school, with adults and children co-operating well with each other towards common aims. All pupils are fully included in all activities and care is taken to ensure that pupils with physical or behavioural special educational needs are able to participate. A chair lift ensures that pupils with physical difficulties are not excluded from activities in the first floor classrooms. Parental perceptions that pupils are treated equally fairly are accurate. Pupils are given appropriate responsibilities and trusted to carry them out sensibly. Each week two pupils from each junior class are appointed as official monitors, carrying out a range of helpful tasks ranging from operating the overhead projector in assembly to assisting with younger pupils at lunchtime. Their service is recognised in a subsequent assembly. There are many opportunities in lessons for pupils to work together, mostly in pairs. An annual music production gives pupils the experience of working as a larger group towards a common purpose. Pupils in Years 5 and 6 have good opportunities to collaborate on a short residential visit. As a result of the co-operative attitudes engendered, pupils readily support those who need extra help. Opportunities to exercise leadership or initiative are less well developed. For example, there are fewer opportunities for pupils to understand, take decisions or engage in democratic processes. The library is under-used as a means of promoting independent learning.
44. The overall provision for pupils' cultural development is satisfactory, but pupils are not properly prepared for life in a culturally diverse society. The school's geography curriculum enables pupils to understand features of their own village and its surroundings as well as those of faraway places. The history curriculum gives pupils an insight into many of the formative influences upon British culture. In religious education, pupils learn about Christianity, in addition to features of the Jewish and Islamic faiths. Visiting theatre groups or speakers enrich pupils' cultural experiences. Pupils listen to a range of music in assemblies, including, for example, singers from Africa, although opportunities are missed to promote their appreciation of a wider range of styles. The school's emphasis upon valuing people as individuals provides an implicit recognition of the importance of race equality. However, the provision to widen the horizons of pupils in this largely monocultural school is inadequate. Pupils are made insufficiently aware of the multicultural nature of British society. For example, the library contains few books to help them to understand and appreciate non-Western European music and art or to gain knowledge of other religious beliefs. The previous report noted deficiencies in this area and the school is aware of the need to develop further pupils' awareness of a range of beliefs and faiths.

## HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS

45. The steps taken by the school to ensure the welfare, health and safety of its pupils are very good and have improved since the time of the last inspection. This is undoubtedly a very caring environment where the safety of pupils is given high priority in lessons and the general welfare of pupils is well catered for in the daily life of the school. The obvious care within the school is underpinned by rigorous procedures and monitoring to ensure all statutory requirements are met.
46. Child protection procedures are in place and are very good. Awareness of child protection procedures is raised regularly with all adults in the school.
47. The effectiveness of educational and personal support and guidance in raising pupils' achievement is satisfactory. The procedures to assess pupils' attainment are satisfactory overall, which maintains the position found at the last inspection. However, there have been improvements since the school was inspected. For example, the school has started tracking the attainment of three pupils per year group in English and mathematics, but not science. Pupils' progress in the infant or the junior school has been studied to discover how much progress pupils make. This analysis demonstrates that most pupils make satisfactory progress in the school.
48. In mathematics, English and science termly tests are carried out. Throughout the school pupils' attainment in reading, spelling, writing, mathematics and science are assessed and recorded on sheets clearly. The achievements of pupils in history, geography and religious education are recorded satisfactorily on sheets. In the junior school, pupils' attainment in information and communication technology is accurately recorded, but this is not carried out in the infant school. There are no assessment procedures for physical education, design and technology, art and design or music. 'Records of achievement' for each pupil hold a few years' tests as well as assessments.
49. The use of assessment is underdeveloped overall. Teachers do not use assessments of pupils' levels of attainment to set specific personal targets for pupils' attainment in reading, writing or mathematics. Teachers' marking does not consistently explain the strengths or development areas for pupils. Good examples of marking are found in Years 3 and 4. Assessment is well used to identify and set individual education plans for pupils with special educational needs. The analysis of the performance of boys and girls has been started. Arrangements for the inclusion of all pupils in lessons are satisfactorily achieved due to appropriate use of assessment.
50. Attendance is very well monitored, good attendance is rewarded and where pupils have a record of poor attendance the school works with them, their families and appropriate outside agencies to improve the situation. This has had some success. The procedures to monitor and promote good behaviour and eliminate oppressive behaviour are very good. Incidents of inappropriate behaviour are skilfully dealt with and if a pattern emerges, support is given to the pupil experiencing difficulties with their behaviour to help them change. This ensures that poor behaviour is unlikely to persist. The procedures to monitor pupils' personal development are satisfactory, although largely informal. They are effective because of the small size of the school, which means that pupils are well known by all members of staff.
51. Pupils with special educational needs and those with Statements of Special Educational Need are well supported, both academically and socially, by skilled classroom assistants. Most of this support is provided within the classrooms, but occasionally an individual pupil will receive help outside the classroom where this is more appropriate. Sensitive

assistance was given to a pupil with difficulties in social communication to provide reassurance after participation in an assembly.

## HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

52. There is an effective partnership between the school and the parents of its pupils, as at the time of the last inspection. Parents feel this is a good school.

53. The parents' questionnaires completed for the inspection reveal that parents are most pleased with:

- the way in which any questions or problems they have are dealt with by the school;
- the way in which the school is led and managed;
- the quality of teaching in the school;
- the high expectations the school has of its pupils;
- the way in which the school works closely with parents.

The inspection broadly endorses the parents' positive views of the school.

A minority of parents does not think that:

- the school provides an adequate range of activities outside of lessons;
- there is the right amount of homework set;
- they are well informed about the progress of their children.

The inspection found the range of extra-curricular activities to be good, as is the information about pupils' progress available to parents. The inspection found the quantity and quality of homework to be satisfactory.

54. The impact of the involvement of parents on the work of the school is good and parents make a good contribution to children's learning at school and at home. Currently, a small number of parents work in school as volunteers on a regular basis, but parents also accompany school visits and raise significant funds for the school. The contribution of parents is greatly valued by the school and makes a positive contribution to pupils' learning. Parents receive termly curriculum information about what their child is being taught. This covers all subjects except mathematics and English. Parents are asked to support their child's learning in topics through helping with research, reading about them and increased general awareness in daily life. Support for mathematics and English is encouraged by regular homework in these subjects, with parents being informed of when it will be set and how much will be set. This enables parents to be effectively engaged in their children's learning at home. In addition, the school regularly surveys parents about aspects of the school and the results of these surveys influence the school's plans for its development.

55. Information provided for parents is good. There is regular contact with parents through reading diaries, school newsletters and open evenings as well as many regular opportunities for informal contact at the start and end of the school day. The school's brochure is clear and informative and the governors' annual report to parents is also of good quality. All parents receive an annual report on their children's progress. These are of a satisfactory standard and cover all subjects of the National Curriculum and religious education. For English, mathematics and science there is a report, in some detail and without using jargon, of what the pupil can do in the subject. The better reports include a statement of the achievement of the pupil and give some indication of the next area of development in the subject. Reporting on other subjects tends to be more general, sometimes only outlining what the pupil has studied and possibly their attitude to the subject. Again, the better reports contain a clear statement of the pupil's achievement. However, it is not clear if this statement refers to the overall ability of the pupil in the subject or the progress they have made over the year. The National Curriculum standards achieved by the pupils are reported in English, mathematics and science at the end of

Years 2 and 6, but at no other time and in no other subjects. This makes it difficult for parents to know how their children are doing compared with the national level expected for the child's age.

56. There are good communications between the school and parents of pupils with special educational needs. However, the individual education plans for these pupils are not shared formally with the parents unless the pupil is a high level of concern, which is the stage at which the school has received external assistance to meet the pupils' needs.

## **HOW WELL IS THE SCHOOL LED AND MANAGED?**

57. The leadership of the headteacher is very good. He has a very clear vision for the future of the school. His leadership of the school in his first year in post has enabled the school to address successfully virtually all the key issues from the last inspection. This is a significant improvement since the last inspection when the leadership and management of the school required further strengthening. Staff, pupils and parents respect his genuine interest and commitment to the school. His impact can be seen in the very effective school improvement and development plan he has produced in consultation with staff and governors. Co-ordinators have already begun monitoring the quality of teaching in their subject and schemes of work are in place for all subjects. This was not the case a year ago. He has begun to set up systems and procedures which had lapsed during the previous headteacher's long period of ill health.
58. The headteacher embodies the aims and values of the school in every interaction he has with pupils, staff or parents. A detailed list of aims and values forms part of the school improvement and development plan. The document demonstrates the high expectations the school has of pupils when it includes the aim 'to realise the full potential of every child'. The values it wishes to promote are well laid out in its aim 'to foster personal qualities of tolerance, confidence, good manners, cheerfulness, helpfulness and respect in our pupils'.
59. Overall, the leadership and management of the school are good. The senior teacher supports the headteacher thoughtfully through regular meetings. The management of the school has addressed virtually all the key issues from the last inspection and has raised standards in information and communication technology in the junior school. Junior and infant school teams have been formed to develop standards and the curriculum. Staff with management responsibilities make a satisfactory contribution to improving their subject provision and raising standards. Co-ordinators have been empowered to develop their subjects and many have created effective action plans to achieve this. Co-ordinators have monitored the quality of teaching in their subject and this is a considerable improvement since the last inspection when this was not occurring. However, the co-ordinators do not yet monitor pupils' learning, do not analyse pupils' books regularly or give teachers detailed feedback on whole-school issues. The leadership and management of the provision for pupils with special educational needs are good. The co-ordinator works diligently to identify pupils and initiate effective support.
60. The monitoring and evaluation of teaching are satisfactory overall. The headteacher and local education authority advisers have observed teachers. As this has only been established in the last year after a long period without any observations, it has not yet had any significant impact. The monitoring of the quality of teaching has begun to identify whole-school issues, but few of them have been shared with staff or governors. Performance management meetings have been re-established for teachers.
61. The school's priorities for improvement are very well laid out in the school's improvement and development plan. This is a highly professional document, which clearly explains what aspects are to be developed, how it will be achieved and evaluated. This is a very

significant improvement since the last inspection, when it was found to be lacking in detail and focus. An effective system has been established to monitor the school improvement and development plan and clear success indicators are set. Staff have worked hard to achieve the goals set for this year with some success. The shared commitment to improve of all staff is strong and the inspection findings indicate that they have the drive to succeed.

62. The school has made effective improvements since the last inspection with regard to the key issues set. All the key issues have been addressed, some more successfully than others. This due to the very effective leadership and management of the headteacher. The school now has:
- a very good school improvement and development plan, which is effectively monitored and evaluated;
  - effective schemes of work for all subjects;
  - a whole-school curriculum that teaches all subjects;
  - co-ordinators involved in monitoring the delivery of the subject;
  - improved progress made by more able pupils;
  - met statutory requirements in the teaching of history;
  - information and communication technology being appropriately taught in the junior school.

The main issue still not effectively achieved is ensuring that pupils have opportunities to learn basic skills of information and communication technology in the infant school.

63. The governing body fulfils its statutory duties. There is now an organised system of committees to oversee various aspects of school life. They are well aware of the school's strengths and weaknesses and regularly monitor the school's improvement and development plan. The governors know that standards in writing, numeracy throughout the school and information and communication technology in the infants are a concern and are considering strategies to further improve these subjects.
64. The extent to which the principles of best value are applied in the school is good. All decisions are led by a clearly defined purpose identified in the school improvement and development plan. The school monitors its achievements in direct comparison with the attainment of all schools and similar schools and regularly consults with parents about the school's provision. Procedures are in place to ensure that all outside suppliers and contractors provide good value for money. The school's recent financial audit identified a very small number of minor improvements which could be made to the administrative systems in the school. These have been implemented. The school also compares standards and provision in other similar schools so that it can achieve the best value principals.
65. Financial planning is focused on well-defined educational priorities. The school has efficient financial management systems and the administration fully supports the work of the teaching staff. The efficient financial administrator provides accurate data to enable the headteacher and governing body to monitor expenditure and plan for unforeseen contingencies. Funds for specific purposes are appropriately allocated against well-defined objectives. There was a significant amount of money not spent last year. This occurred because the school was given extra grants from the government and the local education authority allowed for certain funds to be spent over four terms. The headteacher considered carefully which areas of the school required the money most in his first year at the school. It has virtually all been spent now on out-door play resources for the reception class, information and communication technology software and teacher training about the teaching of writing.
66. The school's staffing, accommodation and learning resources are good overall. The school has a good level of well-qualified staff to teach the subjects of the National Curriculum,

religious education and children in the reception class. The teachers have a wide range of experience and subject specialists. The headteacher has organised the timetable very effectively to allow teachers with expertise in music, physical education and information and communication technology to benefit all the pupils in Years 3 to 6 and not just their own classes. Subject managers have a clear understanding of their roles and all staff work closely together to improve the standards of pupils in the school. There are many skilful learning support assistants. These additional assistants are well deployed and are effective. The headteacher has developed and implemented a good performance management system, which links very well with the professional development of staff, although it does not extend to the classroom support staff. The induction system for staff new to the school is good and the school is developing a handbook for use by all classroom staff in the school, which will be very useful to new, or supply, staff. This is already partially in use and is effective. There has been a high turn over in staff in recent years. The present Year 6 class has had five teachers in two years, but this has stabilised since the new headteacher arrived a year ago.

67. The accommodation provides good facilities for teaching and learning. There have been several improvements over recent years, including a new outside activity area for the reception children and the creation of an information and communication technology suite. However, the library is small and inaccessible for many classes. The main, outdoor, hard play area is relatively small. The school overcomes this by having different break and lunchtimes for the older and younger children in the school. The building is very well maintained and is a credit to the caretaker and cleaning staff. Learning resources are adequate to meet the needs of the planned curriculum in all subject areas, although there are limited non-fiction library resources especially in music and art.
68. Taking account of:
- the very good leadership of the headteacher;
  - the very strong shared commitment to improvement of staff and governors;
  - the good behaviour and attitudes to learning;
  - the school's effective provision for pupils with special educational needs;
  - the good care for pupils;
  - the good improvement since the last inspection and a very good school improvement and development plan; but
  - low standards attained in English, mathematics and science;
- the school is judged to give satisfactory value for money.

## WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

In order to raise standards and improve the quality of education, the headteacher, staff and governors should:

- (1) raise standards of writing, speaking and mathematics throughout the school by:
  - analysing pupils' assessments and using them to inform pupils' personal targets;
  - developing the use of personal pupil targets and sharing them with parents and pupils;
  - improving the consistency of marking so that it sets development points for pupils;
  - ensuring that pupils have regular planned opportunities to develop basic skills; (paragraphs 31, 49, 80, 83, 85-86 and 94-95)
  
- (2) raise standards of physical education and information and communication technology in the infant school by:
  - improving the emphasis on the teaching of basic skills;
  - developing effective assessment systems; (paragraphs 6-7, 27, 31 and 48-49)
  
- (3) improve the monitoring of learning by co-ordinators in all subjects by:
  - analysing pupils' work;
  - reporting findings to teachers;
  - identifying whole-school areas for development; (paragraph 59)
  
- (4) ensure that teachers' oral comments inform pupils of their strengths and tell pupils how they could improve their work. (paragraph 31)

In addition, the governing body may wish to include the following in its action plan:

- developing non-fiction resources and pupils' abilities to use a library to gain information; (paragraphs 67 and 91)
- preparing pupils for life in a multi-cultural society. (paragraph 44)

## PART C: SCHOOL DATA AND INDICATORS

### Summary of the sources of evidence for the inspection

Number of lessons observed

33

Number of discussions with staff, governors, other adults and pupils

18

### Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
Number	0	4	12	15	2	0	0
Percentage	0	12	36	46	6	0	0

The table gives the number and percentage of lessons observed in each of the seven categories used to make judgements about teaching. Care should be taken when interpreting these percentages as each lesson represents three percentage points.

### Information about the school's pupils

<b>Pupils on the school's roll</b>	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	116
Number of full-time pupils known to be eligible for free school meals	11
<b>Special educational needs</b>	YR – Y6
Number of pupils with statements of special educational needs	2
Number of pupils on the school's special educational needs register	40
<b>English as an additional language</b>	No of pupils
Number of pupils with English as an additional language	1
<b>Pupil mobility in the last school year</b>	No of pupils
Pupils who joined the school other than at the usual time of first admission	20
Pupils who left the school other than at the usual time of leaving	18

### Attendance

#### Authorised absence

	%
School data	6.6
National comparative data	5.6

#### Unauthorised absence

	%
School data	0.2
National comparative data	0.5

Both tables give the percentage of half days (sessions) missed through absence for the latest complete reporting year.

### Attainment at the end of Key Stage 1 (Year 2)

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2001			

The number of boys and girls are not reported in the following table because there are less than 10 boys and girls in each year group.

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC Level 2 and above	Boys			
	Girls			
	Total	14	14	14
Percentage of pupils at NC Level 2 or above	School	78 (81)	78 (75)	78 (81)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC Level 2 and above	Boys			
	Girls			
	Total	14	14	17
Percentage of pupils at NC Level 2 or above	School	78 (81)	78 (81)	94 (94)
	National	85 (84)	89 (88)	89 (88)

Percentages in brackets refer to the year before the latest reporting year.

### Attainment at the end of Key Stage 2 (Year 6)

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2001			

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC Level 4 and above	Boys			
	Girls			
	Total	11	12	16
Percentage of pupils at NC Level 4 or above	School	61 (80)	67 (70)	89 (70)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC Level 4 and above	Boys			
	Girls			
	Total	10	10	13
Percentage of pupils at NC Level 4 or above	School	56 (78)	56 (78)	72 (78)
	National	72 (70)	74 (72)	82 (79)

Percentages in brackets refer to the year before the latest reporting year.

### **Ethnic background of pupils**

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	115
Any other minority ethnic group	1

*This table refers to pupils of compulsory school age only.*

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

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	1	0
Other minority ethnic groups	1	0

*This table gives the number of exclusions of pupils of compulsory school age, which may be different from the number of pupils excluded.*

### **Teachers and classes**

#### **Qualified teachers and classes: YR – Y6**

Total number of qualified teachers (FTE)	5
Number of pupils per qualified teacher	25
Average class size	29

#### **Education support staff: YR – Y6**

Total number of education support staff	7
Total aggregate hours worked per week	96

*FTE means full-time equivalent.*

### **Financial information**

Financial year	2000/2001
	£
Total income	273,250
Total expenditure	257,800
Expenditure per pupil	2,241
Balance brought forward from previous year	23,140

### **Recruitment of teachers**

Number of teachers who left the school during the last two years	3.6
Number of teachers appointed to the school during the last two years	2.6
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

*FTE means full-time equivalent.*

## Results of the survey of parents and carers

Questionnaire return rate 46.5%

Number of questionnaires sent out	116
Number of questionnaires returned	54

### Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	46	37	11	4	2
My child is making good progress in school.	43	46	7	2	2
Behaviour in the school is good.	19	59	11	0	11
My child gets the right amount of work to do at home.	20	56	20	2	2
The teaching is good.	44	54	0	0	2
I am kept well informed about how my child is getting on.	34	44	22	0	0
I would feel comfortable about approaching the school with questions or a problem.	81	19	0	0	0
The school expects my child to work hard and achieve his or her best.	39	57	2	0	2
The school works closely with parents.	22	69	9	0	0
The school is well led and managed.	57	37	0	0	6
The school is helping my child become mature and responsible.	22	65	6	0	7
The school provides an interesting range of activities outside lessons.	11	48	28	2	11

## **PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES**

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

69. The arrangements that the school makes for children in the reception class are satisfactory. Children join the school in the September before their fifth birthday. Parents and children visit the reception class and the school arranges a meeting for parents to talk to the headteacher and reception class teacher before their children start school. These arrangements successfully promote a smooth transition between home and school and enable links with home to begin to be established.
70. A large proportion of children enter the school with below average levels of attainment for their age. In the current reception class, many children displayed particularly weak language, communication and mathematical skills. The teacher and classroom assistant work to ensure that the reception class is calm and welcoming. This ensures that all boys and girls, including those with special educational needs, settle securely into school life and are motivated to learn. They make satisfactory progress overall, although by the end of the reception class many children do not attain the nationally expected levels for children of their age. Children's learning is particularly effective in personal, social and emotional development, knowledge and understanding of the world and creative development. Many children achieve the expected standards in these areas of learning.
71. The quality of teaching is satisfactory and has many significant strengths. There is a strong and effective team spirit between the class teacher and classroom assistant. The classroom assistant is clear about what the children are to learn in the course of each session. She supports groups and individuals purposefully and makes a significant contribution to children's learning. The teacher has a good knowledge and understanding of how young children learn and her detailed planning incorporates the required areas of learning successfully. She assesses children's skills shortly after they start school, using commercial materials. She notes children's achievements and creates a range of records. With the support of the classroom assistant, the teacher regularly observes and assesses each child's strengths and weaknesses and uses the results satisfactorily to identify development and learning priorities for each child. The classroom is thoughtfully organised with a satisfactory range of resources to stimulate children's curiosity and encourage them to become independent learners. There is direct access to a secure outdoor area, which has recently been re-developed and incorporates an area of 'safe play surface'. This outdoor area is currently being developed to provide valuable opportunities for children to learn by working on a more active scale than is possible indoors. For example, they make bubbles and watch them blow away in the wind as part of their work on water. Further wheeled vehicle and climbing equipment is on order to extend the current range of opportunities for children to develop their physical skills.

### **Personal, social and emotional development**

72. Children attain satisfactory standards of personal, social and emotional development. They are happy and well used to the classroom systems. Almost all children show a satisfactory degree of confidence in their approach to activities and daily routines. Almost all respond promptly to instructions and move from one area of the classroom to another when requested to do so. They show a satisfactory interest in learning. They settle to their tasks and almost all concentrate well for short periods of time. They handle books and equipment carefully. When moving around school, as when they go to the hall for assembly, they behave sensibly and co-operatively. With the exception of one or two children, they are patient and take their turn. Teaching in this area of learning is often good. Plans include topics such as 'All about us', opportunities to show objects that are precious to them and sessions in which they select a friend and make a positive statement

about them. These arrangements successfully promote children's awareness of their own feelings and their ability to express them. The teacher and classroom assistant value each child's efforts and give lots of praise and encouragement. Children have opportunities to carry out particular jobs, such as completing the calendar board, which successfully build children's self-esteem and promote their confidence in learning and in their relationships with others.

### **Communications, language and literacy**

73. Although children make good overall progress in acquiring communication, language and literacy skills, most do not attain the standards expected for their age. The quality of teaching in this area of learning is satisfactory overall and sometimes good. The teacher plans a satisfactory range of opportunities for children to talk to adults and each other. For example, children are encouraged to bring items from home to talk about in the weekly 'show and tell' sessions. The teacher and classroom assistant take every opportunity to promote children's confidence and ask well-directed questions which successfully promote children's speaking and listening skills. As a result, children make steady progress in developing their communication skills, even though many do not reach the expected standards. The teacher carefully prepares activities that successfully stimulate children's interest in letter sounds, reading and writing. Children enjoy sharing stories and rhymes and they regularly take home reading books to share with their parents. They demonstrate developing confidence in handling books and many are on the initial stages of reading. They recognise familiar words and make good progress in associating letters and sounds. Practical activities and games with 'letter cards' successfully reinforce their involvement and encourage the children to see learning as fun. They also enjoy letter and sound-matching games on the computer. Most children make less marked progress in developing their writing skills and few attain the expected standard. All children regularly practise writing their names and forming their letters correctly. They understand that writing conveys meaning. Almost all write their own name and some are beginning to write simple words, phrases and sentences independently. However, most rely heavily on copying an adult's writing.

### **Mathematical development**

74. Children make satisfactory progress in mathematical understanding overall, although many do not attain the expected levels by the end of their reception year. Most children develop a good sense of number, order and sequence through regular counting routines. Many children count reliably to 20 and are beginning to combine two groups of objects to find the total. They know the names of colours and common two-dimensional shapes. However, a high proportion of children are making slower progress in recognising and recording numerals accurately and in learning mathematical language associated with pattern and position. The quality of teaching is satisfactory overall and often good. The teacher plans lots of practical activities to promote children's mathematical development. Staff seize opportunities to reinforce children's counting skills and check their mathematical understanding through well-directed questions. Also, in the course of the day, they regularly introduce number songs and rhymes which children enjoy and which successfully support their learning.

### **Knowledge and understanding of the world**

75. Children acquire a satisfactory understanding of the world through well planned and stimulating topics. They learn about the properties of materials such as, sand, water and clay by handling and working with them. They make good progress in finding out about living things through practical activities throughout the year. For example, they plant a range of seeds in the outdoor planters. They gain further knowledge and understanding of the living world through pond dipping and searching for 'minibeasts' on a visit to Sherwood

Forest. The teaching of this area of learning is good. The teacher plans topics in which the children are actively involved. For example, they make good progress in finding out what it was like to visit the seaside in the past from an elderly visitor who brought photographs and souvenirs to illustrate his recollections of a childhood visit to Skegness. Careful preparation ensures that many of the children's activities support their progress in other areas of learning. This adds relevance to their work and successfully stimulates their interest. For example, when learning about the numbers six and seven, children make the shape of the numerals in playdough and decorate them with the appropriate number of beads. They also have regular opportunities to develop their computer skills by using a satisfactory range of simple computer programs that satisfactorily support their learning, particularly in language and mathematics.

### **Physical development**

76. Children's physical development is below what is expected for their age. They move safely and confidently in and around the classroom and have regular opportunities for vigorous outdoor play using a satisfactory range of equipment. Children enjoy regular opportunities to be active in physical education lessons, when most children respond promptly to instructions. They walk, run and climb safely and confidently. However, many children do not demonstrate satisfactory standards of co-ordination when they perform fast, slow, high and low movements. They show limited dexterity when throwing a beanbag or controlling a ball with their hands or feet. The quality of teaching is satisfactory. Within the classroom, planned activities satisfactorily promote children's physical development alongside other areas of learning. Children fit together jigsaws and construction materials. They frequently use paintbrushes and simple tools such as scissors and often demonstrate satisfactory manipulative skills.

### **Creative development**

77. Children develop satisfactory creative skills. They enjoy listening to music and learning new songs. They have frequent opportunities to draw using pencils and a satisfactory range of markers. They confidently paint and stick and their art and craft activities successfully reinforce other areas of learning. For example, they paint and make tissue paper flowers to support their topic about 'Growing'. The quality of teaching is satisfactory. Staff ensure that a satisfactory range of materials and tools are accessible to the children. The teacher plans activities which successfully engage pupils' interest and promote their imaginative language. For example, children collaborate actively in the role-play area as they purchase items in the shop.

## **ENGLISH**

78. Inspection evidence indicates that by the end of Years 2 and 6, standards are below the national average. Standards have improved in reading since the last inspection and are average, but remain below average in writing and speaking. Given their initial low attainment, pupils' achievement is satisfactory.
79. The results of the 2001 National Curriculum assessments for pupils in Year 2 were average in reading and well below the national average for writing. The number of pupils who achieved the higher Level 3 was average in reading and below average in writing. When compared to results in similar schools, standards are below average in reading and well below average in writing. This is because of a high number of pupils with special educational needs and pupils' low basic language and literacy skills on entry. Since the last inspection, standards in reading have improved against the National Curriculum tests results. However, standards in writing have declined.

80. The inspection shows that standards of English are below average by Year 6, although pupils achieved satisfactorily considering their previous attainment. Standards are higher than in last year's national tests because there are fewer pupils with special educational needs. Standards of reading and listening in Year 6 have been raised to be average by effective teaching. Standards of writing are well below average due to insufficient use of assessment and teachers' marking to set personal targets for pupils and too few opportunities for pupils to experience a wide range of writing activities. Standards in speaking are below average because pupils do not have enough chances to develop these skills in lessons.
81. There are slight differences in the attainment of boys and girls in Year 6, but there has been no significant difference between them over the last few years. Arrangements for the inclusion of all pupils, including those from minority ethnic groups, are satisfactorily achieved in literacy lessons because the school uses classroom assistants effectively. Gifted and talented pupils are not identified.
82. Although the results of the 2001 National Curriculum tests for pupils at the end of Year 6 are well below the national average in English, the school's circumstances mean that this statistical judgement does not tell the true story. The small class size, with every pupil worth almost 10 percentage points, the high number of pupils with special educational needs and the large number of pupils who do not spend their whole career in the school all tend to produce lower standards compared with national averages. However, the comparison with the attainment of pupils when they start school shows that they do in fact make good progress and their achievement is satisfactory.
83. Pupils enter the school with below average speaking and listening skills and the school does not provide many planned opportunities for pupils to develop their vocabulary. They make satisfactory progress; but in Years 2 and 6, pupils achieve below nationally expected levels of speaking skills. Year 1 pupils explain to the class who their friend is, but many give reasons using very limited vocabulary. Many Year 2 pupils do not use varied vocabulary to explain what they are doing. Pupils in Year 6 explain who their favourite character is in a book using a few simple words. They use very basic vocabulary when explaining the plot. Many pupils are not able to describe events in detail. Pupils do not have planned opportunities to speak in small groups or pairs. Standards of listening in Years 2 and 6 meet national expectations because the school provides many activities that develop these skills. Pupils listen to the teacher and follow instructions accurately. In Year 2, pupils listen carefully to discussions about books. By the end of Year 6 they listen thoughtfully to others and make relevant comments.
84. The literacy hour has been satisfactorily used to develop reading skills and word recognition. Throughout the school, pupils achieve well when learning to read. By Year 2, pupils have a satisfactory grasp of reading and they use their skills to sound out unknown words. Year 2 pupils identify reasons for events in the 'Big Book' they had read together. Reading skills of more-able pupils in Year 2 enable them to scan text for key words quickly. The reading skills of those with special educational needs were below average, but they were making good achievements with their recall of basic high frequency words because staff plan regular opportunities to practise these skills. Standards of reading in Year 6 are average. The Year 6 pupils read complicated text from newspapers about healthy living. They know how to use a content and index page, but do not know how to retrieve books efficiently from the library. Comprehension skills are satisfactory, although pupils' deduction and inference skills are not well developed. Pupils' independent research skills are satisfactory, but information and communication technology is only occasionally used to improve these skills.

85. Standards in writing are below average in Year 2. The school has recently planned more writing lessons for pupils to practise and develop their skills. Pupils in Year 2 write simple factual accounts and interesting stories about the seaside. Average pupils write about animals using alliteration, using capital letters and full stops satisfactorily. More-able pupils in Year 2 are beginning to add adjectives and connectives to their writing to make it more exciting. Few pupils write using interesting words. Pupils with special educational needs improve their spelling skills so that they write words which are readable and write the story of Baboushka for themselves.
86. Writing standards in Year 6 are below average. However, they demonstrate that they can on occasions produce pieces of writing that are at nationally expected levels. This is seen when pupils write a balanced argument about whether television is good for children. Although teachers' planning for writing is good, it rarely sets specific challenges for more able pupils. Less-able pupils, for example, only write a short thank you letter to David Beckham using simple connectives. Few pupils' writing is of a good length, incorporates adventurous vocabulary or utilises grammar and punctuation accurately.
87. Handwriting standards are satisfactory. Younger pupils regularly practise forming their letters correctly. Older pupils in Year 6 mostly use joined-up writing in their work effectively when they copy. Spelling standards are satisfactory and the school regularly expects pupils to learn groups of similarly spelt words.
88. There was no unsatisfactory teaching in lessons and one very good lesson was seen. The best teaching incorporates many of the following characteristics:
- good behaviour management focuses on positive reinforcement and ensures that pupils concentrate on tasks carefully;
  - effective use of teaching assistants;
  - learning objectives are displayed and shared with the class at the beginning of lessons;
  - effective use of open-ended questioning which means that pupils think deeply about their learning;
  - good use of stimulating resources.
- Teachers throughout the school have a good understanding of how to promote reading skills, which means that pupils learn to read accurately. However, teachers are less secure about how to develop writing. Teachers do not consistently mark work to assess its strengths. Nor do they usually record development areas which enable pupils to take the next steps in their learning. Teachers' spoken comments do not tell pupils specifically what they are doing well, so pupils are not sure which aspects of their work they should utilise in future. There are few opportunities for pupils to self-evaluate their work in lessons. Teachers do not plan sufficient opportunities for pupils to plan and then create extended pieces of writing. Most pupils enjoy reading and are keen to volunteer their own ideas due to the teachers' enthusiasm. The teaching of literacy is satisfactory. Information and communication technology is well used in the junior school to teach aspects of literacy. Pupils use word processors to write poems and stories. However, in the infant school, pupils have few opportunities to word process or edit their writing using information and communication technology. Numeracy skills and literacy skills are well linked when pupils write about data they have collected.
89. The school is developing the effective use of literacy across the curriculum, but opportunities for pupils to write in an extended way, for example, in history and design and technology are not always taken. Pupils' writing is sometimes limited to giving short factual answers. Older pupils write in a variety of ways depending on the subject or audience they are writing for. More able pupils are able to write using a more formal style satisfactorily.

90. Pupils with special educational needs receive support that enables them to make good progress in relation to their prior attainment. Classroom assistants make an effective contribution to the good progress of these pupils. They clarify questions, explain new vocabulary and encourage pupils. There are good individual education plans for these pupils and they are implemented carefully and reviewed regularly.
91. Significant improvements have been made since the last inspection. The co-ordinator has effectively introduced regular assessments of pupils' writing, spelling and reading. The tracking of pupils' progress has been initiated. There is a good local education authority scheme of work for small schools which has been adopted. This has assisted the school in raising standards of reading. However, reading records are very brief and while they record pupils' strengths in reading they do not record what pupils should do to improve. Assessment is not used effectively. An awareness of weaknesses in pupils' writing has not led to a detailed analysis of pupils' assessments. Many of the school's library resources are out of date and are rather limited.

## **MATHEMATICS**

92. The results of the 2001 National Curriculum assessments for pupils in Year 2 are average for mathematics. The number of pupils who achieved the higher Level 3 and above is average. When compared to results in similar schools, standards are below average. This is due to a high proportion of pupils with special educational needs and the very basic level of numeracy that pupils enter the school with.
93. The results of the 2001 National Curriculum tests for pupils in Year 6 are below average. This is due to an above average numbers of pupils with special educational needs. Over one-third of the class had significant special educational needs. A significant number of pupils join the school late. When compared to similar schools, results are below average. The number of pupils achieving the higher Level 5 is well below the national average.
94. Inspection findings are that standards are below average by the end of Year 2. Year 1 pupils enjoy mathematics and participate readily in a range of activities which promote their confidence in counting forwards and backwards to 10 and beyond. They make good progress in reading and recording the time in hours and half hours. By the end of Year 2, pupils count enthusiastically in two's, five's and ten's. They recognise, read and sequence sets of numbers accurately and most are confident about the value of digits in numbers up to 100. Few pupils identify odd and even numbers accurately. They know the pairs of numbers that add up to 10 or, in the case of more-able pupils, 20 and use this to carry out simple calculations quickly and accurately. Their knowledge of the two, five and ten times tables is developing satisfactorily. More able pupils solve problems involving familiar coins. Most pupils competently add sums within 50 pence, with higher-attaining pupils calculating change from £2.00. Some pupils name common two- and three-dimensional shapes and are beginning to describe their properties.
95. By the end of Year 6, standards are below average. Pupils in Years 3 and 4 continue to make satisfactory progress in their learning. For example, in one good lesson, pupils successfully reinforced and extended their mental strategies for adding pairs of two-digit whole numbers. The teacher consistently focused pupils' attention on the key principles involved in the process and followed up with tasks which challenged pupils of all abilities. Pupils apply their understanding to solve a satisfactory range of problems that are carefully planned to challenge pupils of different levels of attainment. Most pupils in Years 5 and 6 have a satisfactory grasp of mathematical ideas and usually explain their thinking using the correct mathematical vocabulary. They steadily extend their recall of multiplication tables. By the end of Year 6, they use the number facts that they have learned satisfactorily to solve a range of mathematical problems. All pupils use written methods of addition,

subtraction, multiplication and division, with more-able pupils confidently understanding the place value of numbers to 1,000. Most pupils name different angles, but few measure and drawing angles accurately. Pupils are beginning to grasp the concept of probability. However, their oral and written explanations of how they carry out their calculations use very limited vocabulary. They use a good range of graphs to display and interpret mathematical information. Throughout the school, pupils satisfactorily use their skills to support their work in mathematics. For example, Year 1 pupils use a number recognition program to reinforce their counting and sequencing skills and pupils in Years 5 and 6 present information on tables and charts created on the computer. However, pupils have few opportunities to reinforce and extend their numeracy skills through work in other subjects. Few pupils work at above average levels and complete complex calculations accurately.

96. Teaching is satisfactory overall and pupils make satisfactory progress because:
- planning emphasises the development of number skills, which is helping to improve mathematical understanding. Mental agility work forms a lively part in most lessons, improving pupils' confidence and the speed and accuracy of their thinking;
  - teachers value everyone's contributions and promote pupils' confidence and positive attitude to their work in mathematics. Most pupils settle satisfactorily to their tasks and respond positively to all of the adults who help them. Pupils of all abilities throughout the school complete a sufficient amount of work and most present it carefully.
- Teaching and non-teaching staff work as effective teams. Classroom assistants know what is expected of them and this enables them to support teaching and learning successfully. This particularly allows the school to provide additional support for pupils with special educational needs. The co-ordinator manages the subject effectively. She is enthusiastic and committed to raising standards in the subject. She has observed teaching and is beginning to bring a greater consistency to the teaching of mathematics so that pupils' achievements are starting to improve, particularly in Years 1 to 4. The school's mathematics curriculum ensures that pupils cover all aspects of mathematics thoroughly.
97. Teaching is good and pupils achieve well when:
- teachers successfully use the results of their observations, marking and regular assessments to target questions and adapt tasks for the different levels of attainment within the class;
  - teachers present challenging tasks so that pupils' productivity and pace of working are good. This adds to the quality of their learning and to the progress that they make;
  - teachers have a secure knowledge and understanding of the subject. This gives a greater clarity to teaching and inspires the confidence of pupils.
- Arrangements for the inclusion of all pupils, including those with special educational needs, are satisfactorily achieved due to effective use of classroom assistants.
98. However, the oldest pupils occasionally become confused and make unsatisfactory progress in lessons when:
- the teacher's knowledge and understanding of the topic is insecure;
  - well-prepared planning is not followed;
  - teaching points are not clearly made;
  - the pace of the lesson is too slow.

## SCIENCE

99. The results of the 2001 National Curriculum assessments for pupils in Year 2 are average. The proportion achieving the higher Level 3 is very high in comparison with the national average.
100. The results of the 2001 National Curriculum tests for pupils in Year 6 are average. This was because of extra effective teaching sessions. Compared to similar schools, results are average. The number of pupils achieving the higher Level 5 is average.
101. Attainment by the current Year 2 and Year 6 pupils represents an improvement on that at the previous inspection, when standards were reported to be below average at both ages. Because successive groups of pupils are small and vary in ability, results vary from year to year, but the general trend is one of steady improvement.
102. Inspection findings are that pupils in Year 2 achieve average levels in most aspects of the subject. By Year 2, pupils' knowledge and understanding of life and living processes are average. Pupils in Year 1 sort pictures of animals correctly according to their observed characteristics, such as fur, skin, feathers or scales. In Year 2, pupils recognise the main features of plants and understand the main function of roots, stems and leaves. These 7-year-olds identify healthy foods and are aware of the importance of exercise. More-able pupils know that animals produce eggs or live young according to the species. Pupils' understanding of the properties of materials and investigation skills is average. They carry out simple tests successfully to assess the suitability of materials for particular purposes, but tend to explain why this is the case using simple vocabulary. Year 2 pupils present their work attractively and record findings clearly in written, pictorial or graphical form. Pupils' understanding of physical processes is average. By Year 2, pupils understand that model vehicles move because of a push or a pull.
103. Most pupils make at least satisfactory progress through the infant school. Their attainment is assessed at the end of each topic, but the results of this assessment are not used to provide more challenging activities for pupils who have scored highly. Pupils with special educational needs make good progress as they are given modified resources to use and are well supported by teachers and classroom assistants. The good arrangements to teach the Year 1 and Year 2 pupils separately are beneficial in ensuring that there is effective progression in learning.
104. In Year 6, inspection findings are that pupils achieve average levels overall. By Year 6, pupils' knowledge and understanding of life and living processes are average. These pupils identify parts of a flower and know how these contribute to maintaining the plant's life cycle. More able pupils explain how animals are adapted to their habitats. They understand the function of producers and consumers in food chains. In Year 6, pupils' understanding of materials is average. Pupils classify materials into solids, liquids and gases. They know how to separate mixtures by filtration. Pupils' understanding of physical processes is average. Pupils know how shadows change during the day. Although some of their writing is word-processed, information and communication technology is under-used to support work in science. For example, pupils produce and use simple keys to classify plants or animals, but the opportunity was missed to use computers to produce a branching database for this purpose. By Year 6, pupils' knowledge and understanding of investigative skills are below average. Their recording of practical investigations is rather limited. The majority of pupils only wrote very simple explanations of their findings. There are few opportunities for pupils to plan and carry out their own investigations. Many pupils utilised rather basic language when they discussed the structure of a plant. Numeracy skills are satisfactorily used to record data and measure time as well as materials.

105. The quality of teaching and learning in science is satisfactory overall and there are many good features. The best teaching in the school incorporates many of the following qualities:
- good subject knowledge enables them to impart information clearly;
  - well prepared lessons;
  - effective choice of resources which capture the interest of the pupils;
  - good questioning promotes pupils' understanding and introduces appropriate scientific vocabulary.
- In a good lesson for Year 1 pupils, the teacher successfully advanced pupils' thinking about the characteristics of animals through good questioning and retained their interest by providing activities that involved them fully. Resources are often well chosen and this captures the interest of pupils. For example, the teacher of the Year 2 class brought two sizeable trees from her patio to demonstrate the parts of plants. In most classes the standard of marking is satisfactory. Corrections and comments relate satisfactorily to scientific content rather than surface features of the writing. The best marking is seen in the Years 3 and 4 class, where marking challenges pupils by asking additional questions, indicates what they have learnt and points the way to future activities, so giving pupils an insight into their own learning. However, this is not seen consistently throughout the school.
106. There are occasional weaker features of teaching. The most significant is that the results of the good assessment procedures are not consistently used to provide tasks at an appropriate level for all pupils. Tasks are not planned that will fully challenge all pupils. Teachers do not set specific aims for more able pupils. Investigative and practical activities which will deepen pupils understanding are not regularly planned.
107. The subject co-ordinator has been effective in observing lessons and examining pupils' work in all classes. Through these observations and the effective procedures for assessment she has gained a realistic understanding of the strengths and weaknesses of the school's provision. The school has used national guidance well to ensure that all areas of the subject are covered. Arrangements for the inclusion of all pupils, including those with special educational needs, are effectively achieved.

## **ART AND DESIGN**

108. At the school's previous inspection, standards in art were judged to be at average levels. Standards in Year 2 are now above national expectations. They have been maintained at average levels in Year 6. Art was not being taught during the inspection so it is not possible to make secure judgements about the quality of teaching. The indications are that rising standards result from good teaching of the subject throughout the school. Teachers are knowledgeable and enthusiastic about art. All pupils are included well in lessons. There is no significant difference in the attainment of pupils with special educational needs, those from minorities ethnic groups or between boys and girls.
109. By the end of Year 2, pupils develop their skills in drawing, printing and weaving well. All their work demonstrates careful use of skills and techniques but also reveals a good sense of form, shape and colour. Linking with their work in religious education, Year 2 pupils make coats to represent Joseph's coat of many colours. They produce paper patterns, use them to cut fabric and sew carefully to produce the coats. Beautiful weaving patterns are created. The results are bold, bright and well executed. Pupils show good skills of observational drawing. They use their own drawings from nature as the source of some high quality printing work in which they combine potato prints with collage techniques to produce art in the style of William Morris. In many examples, individual flair as well as neat and careful work is evident.

110. Standards by the end of Year 6 meet national expectations. Sketches of people demonstrate a satisfactory appreciation of shape, form and movement. Landscape sketches indicate some effective teaching of subject skills. Pupils in Year 6 are beginning to use textural techniques such as the use of shading to indicate distance. Some satisfactory landscape drawings in pencil use these techniques well. More able pupils are beginning to understand how famous artists have used particular techniques, for example Monet's use of shade. Pupils' literacy skills are not often used to evaluate their own or others work.
111. Recent national guidance is being used as the school's scheme of work and means that the school is teaching all aspects of the subject. The school has recognised that further work is required to ensure that all skills are developed progressively. The role of the co-ordinator is under-developed. She has had no opportunity to monitor the teaching and learning in the subject in order to decide how to address areas of weakness. There is insufficient attention to the study of the work of well-known artists from a wide range of cultural backgrounds. There is also scope to widen the curriculum through a programme of visits to art galleries and visits by artists to the school. There are very few books about art or artists in the school library to enable pupils with an interest in the subject to advance their knowledge and understanding.

## **DESIGN AND TECHNOLOGY**

112. Standards meet national expectations in Year 6 and pupils achieve satisfactorily. This maintains the standards found at the last inspection. Arrangements for the inclusion of all pupils, including those from minority ethnic groups, are suitably achieved due to the effective use of resources and classroom support assistants. Those pupils with special educational needs are well supported and achieve satisfactorily. There is no significant difference between the standards of boys and girls.
113. Teaching satisfactorily promotes designing skills. The majority of pupils create labelled diagrams of a satisfactory standard. Years 5 and 6 pupils produce well-labelled designs of their slippers. They enjoy planning their model vehicle and add labels to explain where the motor will be attached. In Year 2, pupils draw a labelled diagram of cooked and raw apple. This demonstrates their understanding of the different textures of processed and unprocessed foods. There are no design and technology folders or books for infant or junior pupils which would allow the co-ordinator to monitor pupils' learning and standards.
114. Making skills are in line with national expectations by the time pupils are in Year 6. The slippers patterns made by Years 5 and 6 demonstrate accurate measuring of their feet. Pupils make 'heart' shaped plates in clay and decorate them with paint satisfactorily. Years 3 and 4 make beautiful photograph frames out of card adding colourful finishes. In Years 1 and 2, pupils make wheeled vehicles. Years 3 and 4 investigated purse designs and were asked to decide which design is best for them. Pupils do not often use mechanisms in their products. Few pupils recall using food products in the junior school. Numeracy skills are not often used to measure out materials accurately.
115. Pupils own self-evaluation is underdeveloped, although pupils in Years 5 and 6 record evaluations of their slippers. One pupil wrote 'my slippers are good for comfort but not for anything else.' Younger pupils are not given many opportunities to self-evaluate their work orally or record their thoughts on paper.
116. The quality of teaching of design and technology is satisfactory overall. Teaching in the infant and junior classes means that pupils make satisfactory progress and achievements. The best teaching in the school incorporates the following qualities:
- teachers use effective learning methods;

- they give clear explanations, which ensure that pupils learn how to carry out complex tasks;
- well-planned lessons mean that teachers are clear about the focus and communicate learning objectives effectively;
- basic skills are well taught when pupils learn how to cut fruit and vegetables carefully;
- resources are used effectively to allow pupils to test products enabling them to learn how to compare materials.
- teachers' good behaviour management skills mean that pupils behave well and co-operate in lessons.

Teachers do not consistently give pupils specific feedback about their strengths and development.

117. There are significant improvements in the provision for design and technology. The co-ordinator now monitors the quality of teaching satisfactorily. The school has adopted a scheme of work which develops skills progressively. Three projects are planned per year. Teachers are now clear about what design technology is and teach the subject directly.

## **GEOGRAPHY**

118. Standards in geography meet national expectations by the end of Year 2 and Year 6. All pupils, including those with special educational needs, make satisfactory gains in their learning.
119. In Years 1 and 2, pupils gain a satisfactory understanding of their immediate surroundings. They become familiar with the layout of the school and its grounds and the routes they take from home to school. They extend their knowledge of localities that are different from their own through their work on Tocuoro, a Mexican village. They identify ways in which life in this village differs from their own. For example, they compare houses, schools and food. Pupils enjoy this topic and present their work neatly in topic books. Pupils gain an awareness of other parts of the world through the activities of a toy, Barnaby Bear. He accompanies members of the school on trips, has his photograph taken in distant locations and sends a postcard to the pupils from wherever he goes. This arrangement successfully engages pupils' interest. They are keen to find Barnaby's destination on maps and this successfully promotes their learning.
120. Pupils in Years 3 and 4 learn about the major cities in the British Isles. They make satisfactory progress in comparing the features of towns in Wales, such as Llandudno, with local towns. Pupils learn the locations of principal British rivers. They begin to extend their knowledge of these rivers by independently seeking facts in books and using computer programs as a source of information. In Years 5 and 6, pupils have a satisfactory knowledge of India, in particular the city of Bombay. However, their recorded work is very limited and there are few opportunities for extended writing.
121. Because only one lesson was observed, no overall judgement can be made about the quality of teaching. Examination of planning and talking to pupils about their work indicates that teachers' subject knowledge and understanding are sound. Planning is satisfactory and procedures are in place for assessing pupils' progress at the end of topics. However, information from these assessments is not consistently used to inform planning. Pupils evidently enjoy geography topics and readily discuss their work. Opportunities such as Year 5/6's residential visit enable pupils to reinforce their mapping and orienteering skills alongside other activities. Throughout the school, teachers plan very few opportunities for pupils to extend their knowledge, skills and understanding by carrying out fieldwork investigations outside the classroom. Pupils have rather limited opportunities to discuss or write about geographic features. The co-ordinator is keen to raise standards in the subject. She has introduced a new programme of work which incorporates national guidelines. She

checks teachers' plans, but has no opportunities to visit classes to assess standards in teaching and learning. This limits her capacity to build on strengths and identify and improve weaknesses in the subject.

## HISTORY

122. Provision has been improved since the last inspection when the statutory requirement to teach history was not being met. By the end of Years 2 and 6 the majority of pupils achieve satisfactorily and work at nationally expected levels. The improvement is due to greater monitoring of the teaching of history by the co-ordinator. Other improvements include a scheme of work, a yearly plan for topic and pupil assessment sheets. The school makes sure that all pupils can take part successfully in history lessons. Learning is effective because teachers have high expectations of pupils to analyse past events and make interesting use of visitors. Pupil with special educational needs make good progress as a result of different approaches to teaching being used for them. There is no significant difference between the attainment of boys and girls.
123. Pupils have a satisfactory understanding of chronology and the passing of time. In Year 2, they add events to a time line accurately such as the date of World War II, when Florence Nightingale lived and when the Fire of London took place. They order the events of the Fire of London. They are beginning to recognize that there are reasons for past events. Pupils in Years 1 and 2 write their own reasons for why events occurred in the Fire of London; for instance, 'the fire spread because the wind was blowing strongly.' Pupils identify similarities and differences between old and new toys. Infant pupils know that there are many different ways to find out about the past. They record that they have used four different methods: listening to stories, looking at pictures, reading Samuel Pepys' Diary and acting out a play.
124. Pupils in Year 6 had a satisfactory understanding and knowledge of British history. They produced simple pieces of writing about Henry VIII and his six wives and then noted one fact about each queen. More able pupils wrote a paragraph about Tudor Town streets, average pupils wrote six sentences on the subject and pupils with special educational needs completed a text adding appropriate words. Charts were well used to record the differences between Tudor and present-day schools. Maps were used effectively to show pupils where invaders settled. For example, drawing maps enabled Years 5 and 6 pupils to learn where the Romans settled in Lincolnshire. Literacy skills were suitably used when pupils wrote descriptions of Roman soldiers and Celts. One pupil wrote ' Celts were blood thirsty and warlike but also were farmers. They lived in mud and stick houses and built corals for animals they kept'. However, opportunities for pupils to produce extended pieces of writing are rather limited and pupils in Year 6 rarely write more than a page on a subject. Numeracy is not often used to support the teaching of history.
125. The standard of work seen during the inspection indicates that teaching is satisfactory. Teachers set high expectations so that pupils learn to compare and contrast events. Good subject knowledge of teachers enables pupils to learn facts about Tudor and Roman Britain. Effective teaching methods are used when drama groups act out stories from the past and bring the past to life. Resources are used well when pupils study pieces of writing from the past, such as when they read Samuel Pepys' Diary. Teachers' marking does not consistently explain to pupils how they could improve their work. The co-ordinator monitors the curriculum to ensure that the subject is taught appropriately.

## INFORMATION AND COMMUNICATION TECHNOLOGY

126. Standards of information and communication technology for Year 6 meet national expectations. By the time pupils leave the school they have achieved satisfactorily and have made appropriate progress in their learning. This is an improvement since the last inspection when standards were below average for 11 year olds. This improvement is a result of the use of the new information and communication technology suite and weekly information and communication technology lessons. However, standards in Year 2 are below the national expectations. Infant pupils do not have opportunities to use the information and communication technology suite. Arrangements for the inclusion of all pupils, including those with special educational needs and those from minority ethnic groups, have been suitably achieved for junior pupils by the use of the information and communication technology suite and small class teaching sessions. The achievements of boys and girls are appropriate for their different abilities.
127. In Year 2, standards are below national expectations. The majority of pupils type stories using letter keys appropriately, but none of them knows how to save or retrieve their work. Pupils plan and give instructions to make things happen satisfactorily. They enjoy programming a robot and making it move. Their explanations of what occurred when it was programmed used very limited vocabulary. None of the pupils knows how to classify information and present their findings and they do not write clearly about their findings. Very few pupils know how to draw using the mouse. They have satisfactorily explored an imaginary situation program and have found the characters in 'Granny's Garden'.
128. In Year 6, standards meet national expectations. Most Year 6 pupils' word-process and save their work effectively. They log on and retrieved texts quickly. For instance, pupils word process a story about 'Happy Santa' and add an image appropriately. Pupils change font sizes, styles and colours satisfactorily. Year 5 and 6 pupils enter data accurately and create bar, line graphs and pie charts. For example, pupils create a pictogram and demonstrate the various means by which pupils came to school. Pupils use computers suitably and create works of art. They draw crazy paintings, use a mouse and draw in the style of Mondrian using rectangles. Pupils use the Internet to carry out research and pupils in Year 4 know how to e-mail. Pupils use basic vocabulary to record their research findings. On a residential trip the Years 5 and 6 pupils created a web page. They also controlled devices and Lego models using the computer.
129. The quality of teaching for junior pupils is satisfactory overall. The best teaching in the school offers the following aspects:
- direct teaching in the information and communication technology suite so that pupils learn to use computers on a weekly basis;
  - good subject knowledge about different functions and icons;
  - the effective development of basic skills;
  - an enthusiastic approach to handling computers so that pupils learn how to overcome challenges and enjoy exploring programmes.
- Teacher's have high expectations when pupils learn how to use functions such as 'Find and Replace' on word-processing programmes. Open-ended questioning is used well to deepen pupils' thinking. For instance, teachers ask 'How could you carry on this pattern using a quick method?' and the questions encourage pupils to think deeply about the task. Teachers did not always give pupils specific oral feedback about what they had done well. However, teaching for infant pupils is under developed as too few opportunities are organised for them to develop basic skills and use computers and technology.
130. There are significant improvements in the provision for information and communication technology. The co-ordinator has led the adoption the national guidance, which ensures that pupils develop skills appropriately. Resources have been developed, including

hardware and software. Pupils' attainment is being assessed in the junior school, but not for the infant classes.

## MUSIC

131. Standards in music meet the national expectations by end of Year 2 and Year 6, as they did at the time of the last inspection. In Year 6, standards are higher in composing and performing as pupils are taught skills in a progressive way through the school. Pupils' skills in oral and written appraising are underdeveloped because insufficient attention is devoted to this aspect of the subject.
132. Pupils in Year 2 listen well to a commercially produced tape of the story of Pinocchio. Most join in with the songs, singing accurately and pleasantly as they follow the teacher's good lead, but a few do not participate enough. Pupils' sense of rhythm is satisfactorily developed, but their playing of percussion instruments lacks confidence. This is because the length of the lesson does not permit them to practise sufficiently.
133. In Year 4, pupils are developing their knowledge of conventional musical notation. They know the note values and clap a simple rhythm accurately from a written score. Pupils in Year 5 know the four families into which orchestral instruments can be placed, although some are unsure about which are pitched and which unpitched instruments. Higher attaining pupils identify reed instruments. By the end of Year 6, most pupils compose simple tunes using conventional notation and have an acceptable knowledge of musical vocabulary. They are unable to name many well-known composers and have little experience of listening to or appraising their compositions or those of their own peers. Although the school has software to enable pupils to compose music, pupils have not used computers in this way. Performance skills are appropriately developed. Pupils sing with good attention to the meaning of the words, occasionally varying the dynamics to highlight parts of a song. Some pupils are developing skills in performing on pitched percussion instruments such as xylophones or glockenspiels, or on the recorder.
134. The quality of teaching is satisfactory overall with good features. In Years 1 and 2, non-specialist teachers use appropriate resources with enthusiasm. Consequently, most pupils enjoy their lessons, try hard as they sing, play or listen and behave very well. Pupils in the two junior classes are taught music in three separate groups by the music co-ordinator. This is a very effective use of specialist teaching skills as the classes are considerably smaller and the teacher is able to provide a programme to develop pupils' skills in a progressive way. Most of the teaching of these classes is good. The best teaching in the school includes the following characteristics:
  - good use of teacher expertise;
  - effective management of pupils means that pupils behave well.However, there is an occasional tendency to spend too long on the same, or very similar, activities so that some lessons lack variety and pace.
135. Daily assemblies contribute well to the musical life of the school. Pupils sing hymns and songs enthusiastically and accurately, often with a guitar accompaniment. Pupils from the two recorder groups regularly contribute to assemblies and to church services. Recorder groups and the choir are open to all interested pupils in Years 3 to 6. There is a long-standing tradition of an annual music production, involving most of the school, providing the impetus to hone performance skills.
136. Through direct teaching the co-ordinator has a good awareness of standards in the junior classes, but has not had the opportunity to monitor teaching and learning in infant classes. The scheme of work has been adapted from national guidance by the co-ordinator and supplemented by commercially produced tapes in the infant classes. The arrangements

would benefit from being recorded more formally to clarify what programme the school provides for each age group. There are plans to improve the assessment arrangements in the subject, which have not developed since the previous inspection noted deficiencies. Resources for music are of an acceptable quality, but the range of recorded music is too narrow and the library contains very few books to enable pupils to follow up their interests in the subject. In particular, there are not enough instruments, compact discs and books exploring the music of a diversity of cultures.

## PHYSICAL EDUCATION

137. Children enter the school with limited physical skills. Standards by Year 2 are below national expectations, but by the end of Year 6 standards meet national expectations. In Years 1 and 2, pupils make satisfactory progress, although by the time they are 7 years of age they do not attain the expected standards in physical education. In Years 3 to 6, pupils make good gains in their skills, knowledge and understanding. By the end of Year 6, they reach and sometimes exceed the expected standards in those aspects of the physical education curriculum. Inspection evidence and teachers' planning for physical education indicate that all elements of the National Curriculum receive appropriate attention. Pupils with special educational needs receive good support. This enables them to take a full part in physical education lessons, experience success and make progress in line with others in their class.
138. Most pupils in Years 1 and 2 respond to their teacher's instructions promptly. They work satisfactorily in pairs, although a few pupils engage in minor disputes over equipment and others become noisy at times. Pupils use small games equipment purposefully. They practice throwing, catching and skipping and steadily reinforce their skills. A small number of pupils skip or use a hula-hoop skilfully. However, most show little precision and control when using a bat, ball or quoits. Although the teacher is consistently encouraging, she is not clear enough about how pupils can improve their skills in the course of the lesson. There are few opportunities for pupils to evaluate their own or others activities orally. This limits pupils' progress.
139. The subject co-ordinator uses his particular expertise effectively and teaches pupils in Years 3 to 6. His good subject knowledge is reflected in thoughtfully planned lessons which progressively build on pupils' skills, understanding and knowledge. The lessons incorporate activities which successfully stimulate pupils' involvement and learning, as in a contemporary dance session when pupils in Years 4 and 5 moved very expressively in response to music. They portray ideas and feelings very sensitively and control and co-ordinate their movements well, altering the speed and level of their movements in response to music. The teacher is clear about what he wants pupils to learn and he shares this with pupils at the beginning of lessons. He gives clear explanations, reinforces teaching points consistently well and monitors pupils' responses carefully. This ensures that all pupils are able to work confidently and make good progress. For example, in a well-structured lesson focusing on passing and receiving a ball on the move, pupils in Years 5 and 6 worked effectively to extend their basic control skills and successfully improve their technique.
140. Throughout the school, pupils are aware of the importance of warming up before exercise and teachers devise suitable exercise routines at the beginning of lessons. However, less emphasis is given to cooling down afterwards. Pupils in Years 1 to 6 have the opportunity to learn to swim and almost all reach or exceed the expected standard by the time that they leave the school.
141. In Years 1 and 2, the quality of teaching and of pupils' learning is satisfactory. Teachers' planning is sound. However, because there are no agreed procedures for assessing and recording pupils' attainment in physical education, most planning focuses on pupils'

activities rather than what they are to learn in the course of the lesson. The teachers consistently praise pupils' efforts and successfully promote their enjoyment of physical education sessions. They organise a good range of activities. This successfully promotes pupils' interest and involvement. Teaching is good in Years 3 to 6. The best teaching in the school includes these qualities:

- teachers give clear instructions and good demonstrations so that pupils know exactly what is expected of them;
- teachers' high expectations of pupils' involvement mean that pupils are keen to join activities;
- effective use of both praise and challenge to motivate pupils.

As a result, pupils are keen to improve their performance. They persevere well and make good progress in developing their skills. Throughout the school, teachers successfully use pupils' demonstrations to highlight good work. However, pupils do not consistently evaluate and comment on their own and others' performance in order to improve.

142. The co-ordinator is committed to improving standards throughout the school. He has recently introduced a programme of work incorporating national guidelines, which is designed to support teachers' planning for the progressive development of pupils' skills as they move through the school. However, there are no arrangements to enable the co-ordinator to monitor teaching and to evaluate aspects of pupils' learning. This reduces his capacity to build on the strengths and to improve areas of weakness that exist in the current arrangements. There are sufficient, good-quality resources to support teaching and learning. Notably, the outdoor facilities include a large playing field, which is marked out and used for a range of activities throughout the year. In the course of the year, pupils in Years 3 to 6 have opportunities to participate in sporting activities outside lessons. These include football, netball, rounders and cricket. The oldest pupils also broaden their experience by participating in outdoor and adventurous activities as part of their residential visit. The school organises its own swimming gala and also takes part in a range of sporting fixtures with other small schools. These activities successfully promote pupils' enthusiasm and learning and make a valuable contribution to their personal and social development.