

INSPECTION REPORT

GOSBERTON COMMUNITY PRIMARY SCHOOL

Gosberton, Spalding

LEA area: Lincolnshire

Unique reference number: 120411

Headteacher: Brian Fisher

Reporting inspector: Tony Painter
21512

Dates of inspection: 25th – 28th September 2000

Inspection number: 225237

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

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INFORMATION ABOUT THE SCHOOL

Type of school: Infant and junior

School category: Community

Age range of pupils: 4 - 11

Gender of pupils: Mixed

School address: High Street
Gosberton
Spalding
Lincolnshire

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Telephone number: 01775 840414

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Appropriate authority: Governing body

Name of chair of governors: Dr Robert Brookes

Date of previous inspection: 27th April 1998

INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
Tony Painter 21512	Registered inspector	Mathematics Science Information and communication technology Art and design Design and technology Music Special educational needs English as an additional language	What kind of school is it? The school's results and achievements How well are pupils taught? How well is the school led and managed?
Len Shipman 14061	Lay inspector		How well does the school care for its pupils? How well does the school work in partnership with parents?
Eileen Scott 21639	Team inspector	English Geography History Physical education Religious education Equal opportunities Children under five	Pupils' attitudes, values and personal development How good are the curricular and other opportunities offered to pupils?

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

This community primary school is smaller than average with 138 boys and girls on roll aged between four and 11 years. Children enter the reception class at the beginning of the year that they are five. Their overall attainment is below that found nationally. Most pupils live in and around the village where socio-economic circumstances are average. Almost all pupils are from white families but two have English as an additional language. The proportion of pupils eligible for free meals, at 4.3 per cent, is below the average for this type of school. There are 29 pupils on the special needs register, below the average. One pupil has a statement of special educational need.

HOW GOOD THE SCHOOL IS

The school is effective and provides satisfactory value for money. Very good leadership and management are raising the quality of education provided. Substantial measures have been taken to improve the school since the last inspection. These are beginning to raise standards effectively and pupils make good progress through the school. The overall quality of teaching is good. The school is well placed to make further improvements in the quality of education and the attainment of the pupils.

What the school does well

- Children get a good start to their schooling.
- Very good leadership helps the school to move forward effectively.
- Overall good teaching helps pupils to make gains through the school.
- The school encourages very good relationships and positive attitudes to school and these help pupils to do well.
- Good links with the wider community enrich pupils' experiences well.

What could be improved

- Pupils' writing could be better.
- Teachers' expectations of more able pupils are not consistently high enough.
- Pupils are not sufficiently independent in their work.
- Better monitoring of teaching and pupils' work would enable teachers to share good practice.

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 last inspected in April 1998 and reviewed by Her Majesty's Inspectors (HMI) in June 1999. During this period it has made overall good progress with sustained effort to improve the identified serious weaknesses. It is now appropriately placed to continue development and further improve standards. Many improvements have taken place in most weaknesses identified in the report. Teaching is improved through better planning systems and a clearer attention to what pupils need to learn. This is assisted by better assessment systems, although the full potential of these is not yet realised. The school has halted the fall in standards and raised the quality of work in information technology. The leadership and management are substantially improved with clearer vision based on teamwork and a shared approach to improvements. Subject co-ordinators have more defined roles. The governing body is more effectively involved in the process of development planning and monitoring.

STANDARDS

The table shows the standards achieved by 11 year olds based on average point scores in National Curriculum tests.

Performance in:	compared with			
	all schools			similar schools
	1997	1998	1999	1999
English	A	B	E	E*
Mathematics	A	C	B	D
Science	B	C	D	E

Key	
well above average	A
above average	B
average	C
below average	D
well below average	E
very low	E
	*

Variations in the school's National Curriculum results in both key stages have often related to the different groups of pupils involved. However, the general trend of results has been down although this has now been halted in Key Stage 2. The most recent 2000 results show clear improvements in English and science. The results for mathematics fell, but analysis of results shows that several pupils were very close to achieving the higher Level 5. The most recent results in Key Stage 1, however, do not show similar improvements. Limited challenge means that few pupils achieve at the higher Level 3 and standards could be higher. Current improvements in the Foundation Stage have raised attainment on entering Key Stage 1 and this suggests that attainment in the school will rise. The school has set ambitious targets for improvements and is monitoring and undertaking good analysis of pupils' work to ensure that these are achieved.

At both key stages, the school's results compare unfavourably with those of similar schools and the 1999 Key Stage 2 English results were in the bottom five per cent of such schools. However, pupils' individual achievement is often good. Analysis of individual pupils' progress from their Key Stage 1 National Curriculum tests to their results at Key Stage 2 shows that most make better than expected gains.

By the time pupils leave the school their attainment is average, similar to that found at the last inspection. Pupils' performances in English are similar to the national average. Writing, including spelling and presentation, is weaker than reading. Pupils' achievements in mathematics and science are average. Attainment in information and communication technology has improved since the last inspection and is in line with that expected nationally. Pupils' attainment in religious education is similar to that described in the locally agreed syllabus.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils enjoy school, listen well and participate fully in activities.
Behaviour, in and out of classrooms	Pupils behave well. They are courteous and polite. There is a harmonious ethos throughout the school.
Personal development and relationships	Personal development is good and pupils often take responsibilities well. Relationships are very good but many pupils are not good at settling quickly when working independently in lessons.
Attendance	Good attendance and punctuality.

The very positive relationships contribute to an effective atmosphere of respect. Despite their positive attitudes, however, many pupils lack urgency when given independent tasks in lessons. They are slow to get themselves organised and this slows the pace of their learning.

TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years	aged 7-11 years
34 lessons seen overall	Good	Satisfactory	Good

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 is good and this enables all pupils to make effective gains in their learning. Almost all observed lessons were at least satisfactory with only three per cent unsatisfactory. Much teaching was good and around 12 per cent of lessons were very good or better. The teaching of basic skills is good and there is effective teaching of literacy and numeracy. The teaching of English and mathematics is good overall, aided by effective implementation of the National Literacy and Numeracy Strategies. Pupils are given appropriate opportunities to apply their developing literacy and numeracy skills across the curriculum. Although most pupils are appropriately challenged, there is some evidence that teachers could have higher expectations of more able pupils, particularly in Key Stage 1.

The best teaching is in the Foundation Stage and Key Stage 2. The teaching of children under five is good and particularly good attention is paid to effectively developing children's personal and social skills. Clear and positive attention to classroom routines creates a very supportive environment for learning. Rigorous planning helps children to make progress through carefully sequenced activities. In Key Stage 1, teaching is satisfactory but sometimes limited by teachers' inconsistent demands for good behaviour. Teachers are able to establish good control but sometimes tolerate inattention that slows learning. In Key Stage 2, teachers set high standards of behaviour and manage pupils well. Lessons are planned well and this leads to good pace in lessons and effective use of time.

Teachers use their very good relationships with pupils to underpin their lessons. Good planning pays attention to what pupils need to learn and this information is often used effectively to give purpose to lessons. Throughout the school, whole class sessions are effective but pupils often begin to lose attention when they begin individual or group work. Teachers have not established sufficient independence in pupils to allow them to begin briskly.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum is appropriately broad and balanced, improved since the last report. A good range of extra-curricular activities enriches it well.
Provision for pupils with special educational needs	Concerns are identified at an appropriately early stage and pupils are given appropriate provision to enable them to make progress.
Provision for pupils with English as an additional language	Teachers are appropriately conscious of these pupils' needs and tailor the work suitably to help the pupils to make good progress.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good provision is made with many opportunities to work and play together. The personal development of children under five is well supported through all activities. Good links with the wider community give pupils awareness of the diversity and richness of cultures.
How well the school cares for its pupils	The school provides a caring environment for pupils. Teachers know the pupils well. Good systems of assessment are not fully used in planning to promote all pupils' learning.

Good links have been established with parents. Many good opportunities exist for parents to be involved in the school. The school's effective links with playgroup and adult learning enrich the

community. Parents are given good information about the school and the progress of their children. The curriculum is soundly planned and the school is making good improvements in policies and schemes of work. Good procedures are in place to monitor pupils' behaviour and attendance.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher gives very effective leadership. A rigorous plan for improvement has been introduced and this is having positive effects. Good levels of teamwork between staff and governors are developing.
How well the governors fulfil their responsibilities	Governors are closely involved in decision making and monitoring the school's work. They have a clear view of strengths and weaknesses.
The school's evaluation of its performance	Good analysis is being made of pupils' achievements and this is used to set challenging targets.
The strategic use of resources	All resources available to the school are used effectively.

Very good management has been established and this is producing important improvements in the school. The headteacher has a very thorough understanding of the strengths and weaknesses of the school's provision. He has set into place a rigorous review of policy to ensure that all have a shared view of the way forward. The role of subject co-ordinators has been appropriately clarified and developed. This includes monitoring of planning and pupils' work. A comprehensive system of monitoring teaching in order to share good practice is not established.

The school accommodation is very good and there are effective levels of staffing to deliver the curriculum. The level of resources is appropriate. The governing body ensures that financial planning is linked to the school's needs and is monitored well. All expenditure is carefully considered to ensure that best value is achieved.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

Before the inspection, 11 parents attended a meeting for parents. There were 56 replies to the parents' questionnaire (41 per cent) and inspectors held a number of discussions with parents.

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • The school has made good improvements recently. • Good teaching and high expectations help children do well in school. • Behaviour is good. • Children enjoy coming to school. • The school is open and welcoming. 	<ul style="list-style-type: none"> • Homework is not given consistently. • They would like more information about how well their children are doing. • More able pupils are not challenged enough. • The range of activities outside lessons is restricted.

The inspection team generally agrees with the positive points made by parents although expectations are not uniformly high through the school. There are some weaknesses in addressing the needs of more able pupils. Appropriate homework is regularly given although the systems for recording this are not consistent. Reports and open days give a clear view of how well pupils are progressing. The range of extra-curricular activities is good.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and achievements

1. Pupils' standards of attainment by the time they leave the school are average. This is similar to the findings of the last report. Although the National Curriculum test results in Key Stage 2 have shown a decline in recent years, the most recent 2000 results show clear improvements in English and science. The results for mathematics fell, particularly in the proportion of pupils achieving higher levels. The school's analysis of these mathematics results clearly shows that several pupils were very close to achieving the higher Level 5. The inspection confirms the standards shown in the most recent results. The National Curriculum tests and tasks in Key Stage 1 show low attainment that reflects the below average attainment of children when they enter the school. The most recent results do not show a similar improvement to those in Key Stage 2. In particular, there is little attainment at the higher Level 3. This results from a limited amount of challenge for these pupils and standards could be higher. However, developments and improved teaching in the Foundation Stage are improving the standards of pupils entering Key Stage 1. As a result, standards should rise as these pupils pass through the school. At both key stages, the school's results compare unfavourably with those of similar schools. However, pupils' individual achievement is often good. Analysis of pupils' progress from their Key Stage 1 National Curriculum tests to their results at Key Stage 2 shows that most make better than expected gains.
2. Children enter the reception class with attainment that is below that expected nationally. They make good progress through the Foundation Stage but by the time they begin Key Stage 1, their attainment is still below that expected nationally. Children make particularly good gains in their personal, social and emotional development. Teaching pays good attention to developing this area through all the activities of the class. This enables children to achieve standards in line with those expected by the beginning of Year 1. Although children make good gains in their language and communication skills and satisfactory progress in their literacy skills, a significant number do not meet the level expected by the end of the Foundation Stage. Suitable emphasis is placed on extending children's vocabulary and their communication skills but many lack confidence and find identifying words very challenging. Effective teaching helps children to make good gains in their mathematical development, but they are not secure enough to meet the level expected by the end of the Foundation Stage. Children make impressive gains in their understanding of a range of cultures and beliefs and meet the national expectations in their knowledge and understanding of the world. Children's physical development is in line with that expected nationally. They enjoy moving to music and play well together, particularly on the wheeled toys. However, their fine control, for example, of pencils, is weaker. Limited observational skills and confidence in expressing themselves restrict children's creative development. Many are unlikely to meet the expected levels by the end of the Foundation Stage.
3. Standards in English in Key Stage 1 are low. Pupils listen well in large groups but do not ask questions to clarify their thinking. Their limited vocabulary hampers their explanations when answering questions. Developing knowledge of letter sounds helps pupils when reading familiar stories but few have confidence with other books. Some more able pupils, however, begin to read with fluency and expression. Pupils' writing lacks variety in the choice of words. Although most understand simple punctuation and common patterns of spellings, few use them correctly consistently.

Handwriting is not clear because pupils do not control the size and position of letters enough. By the end of Key Stage 2, pupils achieve standards that are in line with national averages. They have more adventurous vocabulary and greater control of grammar that they use in their answers and descriptions. They are less confident in discussing their observations or questioning other pupils' ideas. Pupils know a range of authors and talk about the types of books they read. There is still a weakness in interpreting information. Pupils are less confident in probing the text and recognising techniques that the author is using. Their writing includes greater attention to interesting details and they have improved vocabulary. They know and use different types of writing such as poetry and instructions. Spelling is generally accurate although presentation of work is still weak.

4. Pupils' attainment in mathematics by the end of Key Stage 1 is below average. Pupils develop increasing confidence with simple number facts and begin to use these in their calculations. By the end of the key stage, pupils use a growing range of mental strategies to tackle simple problems. They are familiar with measurements such as time and length and correctly identify simple shapes. Pupils make effective progress through Key Stage 2 and achieve attainment in line with the national average by the time they leave the school. They gain quicker mental arithmetic skills, including recall of multiplication tables. They apply these developing skills to larger numbers and more complex problems. By the end of the key stage, pupils have a good mathematical vocabulary and use larger numbers with confidence. They apply their developing skills appropriately to a range of investigations.
5. At the end of Key Stage 1, the overall attainment of pupils in science is below the national expectations. Pupils make satisfactory gains through the key stage in their understanding of the properties and uses of materials. They begin to make predictions and undertake simple investigations. By the end of the key stage, pupils have sound knowledge, for example, of what seeds and plants need to grow. Most pupils can make simple electrical circuits and classify forces as pushes and pulls. Few pupils, however, show sustained achievement at higher levels. By the time pupils leave the school, their level of attainment is in line with national averages. Through the key stage, pupils build effectively upon their earlier learning and gain greater independence in their approach to investigations. By the end of the key stage, pupils have secure knowledge across the curriculum. They understand and describe fair tests in a good variety of contexts. Higher-attaining pupils identify key factors to be considered and suggest appropriate choices of approach.
6. By the time pupils leave the school, their attainment in information and communication technology is in line with the national expectations. Pupils show good levels of confidence when using the computers. They start machines, log into the network and load programs as required. Pupils retrieve their own work and make amendments using the keyboard and mouse with good control. They confidently combine text and graphics with greater understanding of the use of the effects when they set out their poems. They have good knowledge of the functions of a wide range of programs and use them with clear understanding. When they have completed their tasks they print when necessary and save their work to disk. Pupils show understanding of the school network and the Internet and how they operate.
7. By the end of both key stages, standards in religious education are in line with the recommendations of the locally agreed syllabus. By the end of Key Stage 1, pupils are aware of important events and festivals in the Christian religion. They use this knowledge to understand the significance of special clothing in other religions such as the prayer shawl or skullcap. At Key Stage 2 pupils study celebrations in all the major faiths and compare religious beliefs and lifestyles. Particularly effective

learning takes place when pupils study the theme of Creation starting with their own reflections then making comparisons between the Hindu and Christian beliefs. Pupils in Years 4 and 5 remember their visit to a Sikh temple well and make thoughtful comparisons. By the end of Key Stage 2, pupils have good recall of religious practices within Judaism.

8. Pupils achieve standards in art that are in line with those expected nationally by the end of both key stages. In Key Stage 1, pupils make increasingly detailed observational drawings with greater attention to colour. They begin to mix colours using powder paint and apply them to their paintings. In Key Stage 2, pupils pay closer attention to objects when they draw them. Many use a wider range of skills in an attempt to capture the textures of what they are drawing. By the end of the key stage, pupils show considerable levels of concentration and perseverance when they make drawings that link well with their studies in science.
9. Pupils' achievements in design and technology, by the end of both key stages, are in line with national expectations. Pupils' work shows a range of design activities with developing attention to planning and evaluation. Pupils in Key Stage 1 look at everyday products and note how things are joined. They make designs and models with moving parts such as articulated figures. Key Stage 2 pupils build appropriately upon this. They work with increasing control and accuracy to create working model cranes and vehicles with axles. They begin to evaluate their work and identify how they would improve it in the future.
10. Attainment in geography is in line with national expectations at the end of both key stages. Key Stage 1 pupils study the local area and become familiar with plans using a plan of the school. They develop their observational skills by identifying features in the locality such as the church. In Key Stage 2, pupils continue to build on their knowledge and skills. They consider the attractions of living in Gosberton and design an information leaflet. By the end of the key stage, pupils have good geographic vocabulary related to their studies of rivers.
11. Pupils' attainment in history meets national expectations at the end of both key stages. Pupils in Key Stage 1 find out about some famous people and events. They begin to develop understanding of things that happened in the past. Pupils in Key Stage 2 gain greater understanding of periods in history such as the Romans and Britain since 1945. Older Key Stage 2 pupils make good gains when they handle artefacts and are encouraged to question their evidence.
12. By the time they leave the school, pupils' attainment in music is average. The school's provision is enhanced by a number of extra-curricular opportunities such as choir, tin whistle and keyboard groups. Those pupils who take part in instrumental tuition gain increased skills and confidence in music. Pupils in Key Stage 1 join in with enthusiasm with songs and rhymes and many learn words readily. Key Stage 2 pupils sing well and have developed secure diction. They use simple instruments well, identifying differences between tuned and untuned instruments.
13. Attainment in physical education is in line with national expectations at the end of both key stages. Key Stage 1 pupils travel across the floor and low apparatus using different parts of their bodies and with different types of movement. Key Stage 2 pupils develop greater control and balance. By the end of the key stage, most use their imaginations well to create sequences of movements, often working well in pairs. A good range of extra-curricular sports activities supports pupils' achievement well.

14. There are no significant differences in the standards achieved by pupils of different gender, background or ethnicity. Pupils with special educational needs make secure progress and reach levels of attainment in line with their capabilities. Those few pupils with English as an additional language are sensitively supported in their work. They are quickly gaining confidence to take a full part in the life of the school.

Pupils' attitudes, values and personal development

15. The good attitudes, values and personal development of the children have been maintained, and in some areas improved, since the last inspection. Parents express satisfaction regarding the standards of behaviour and values the school promote. Levels of attendance are good and better than the national averages. Registration is taken swiftly and with a minimum of delay. Punctuality is good. This provides a good start to the day and provides positive attitudes to learning.
16. Attitudes to school are good. The good liaison between the school-based playgroup and the reception class enables children and parents to start school without anxieties. At the beginning of the school day the reception children are bursting with news which they are eager to share. Parents confirm that pupils enjoy school as illustrated by the comment that their child would like to attend school at the weekend. In Key Stages 1 and 2 pupils respond to the routines of school well. In the playground pupils immediately line up in an orderly fashion when hearing the signal. Pupils are courteous and respond politely to queries or requests for help. They listen well when in class groups or within assembly and participate fully in all activities. However, there is a significant number of pupils, both boys and girls, whose work output is limited as they lack urgency when working on activities without adult support. Teachers do not clearly communicate a high expectation of achievement in terms of quantity and presentation.
17. Behaviour is good. There is a harmonious ethos in the classrooms and playground. Staff have high expectations that children will conform to the school ethos and guidelines. The headteacher sets a positive role model and that example is supported by all of the teaching and support staff. As a result the children and staff have good relationships and mutual respect is shown. These very good relationships between adults and pupils and amongst pupils contribute well to the good behaviour. If problems arise they are dealt with quickly, calmly and amicably ensuring that unacceptable behaviour does not get undue attention. There have been no exclusions from the school. Pupils develop a good understanding and respect of differences. They are generous in their admiration of each other's achievements. A pupil's success in an East Midlands County gym competition, for example, was celebrated during an assembly on the theme of 'doing your best'. Pupils are always pleased to have gained a house point for individual effort. Teachers use praise and the house point system effectively to encourage good achievement. Teachers have good control, particularly during whole class sessions where behaviour is consistently good throughout the school. At the end of Key Stage 1 behaviour deteriorates during group activities as there are insufficient interventions by the teacher to sustain high expectations of behaviour. This limits the pace of learning and pupils' achievements.
18. Personal development is good. Pupils are given responsibilities as soon as they start school in the reception class. Monitors carry out tasks such as passing round snacks and drinks in Class 1 and the older pupils set out chairs and collect hymn books in assembly. Years 1 and 2 pupils take out and put away gymnastic equipment safely. In Class 3, for example, pupils are eager to help arrange the furniture in readiness for afternoon lessons during lunch break. Pupils are calm and courteous when moving around the school, stopping to allow other pupils to pass. Mixed gender groups work

well together in class lessons, particularly in Year 6 and in Years 1, 2 and 3. In the playground the pupils play in single gender groups. The boys dominate the space but the girls do not view this as a problem. The older pupils are aware of the younger pupils in the playground and make sure their ball games do not encroach on their space. By the end of Key Stage 2 pupils are mature and are able to sort their differences successfully and amicably. However, most pupils throughout the school do not show such a responsible attitude when working independently or in groups. These pupils are slow to organise their work and to settle to their tasks. This results in a slower pace of work and presentation during this part of the lesson.

HOW WELL ARE PUPILS TAUGHT?

19. The overall quality of teaching is good and this effectively enables pupils to learn and make progress. Teaching has improved since the last inspection and reflects the good attention paid by the school to improving standards. Very little unsatisfactory teaching takes place and around 12 per cent of lessons are very good. The best teaching is found in the Foundation Stage and Key Stage 2, where the overall quality is good. In Key Stage 1 teaching is satisfactory.
20. The teaching of children under five is good, an improvement from the last inspection. Very good knowledge of the Foundation Stage results in rigorous planning. As a consequence, children make good progress through carefully sequenced experiences. The teacher's very positive and clear attention to classroom routines creates a very supportive environment for learning. The teacher creates interesting activities that give children opportunities to practise their skills. There is a particular strength in the teaching of personal, social and emotional development. A noteworthy feature is the high priority it is given in planning. Lessons give a clear focus on achieving in this area. As a result of the teacher's high expectations, good gains are made in developing relationships and behaviour is good. Good opportunities are taken, for example, during snack time, to encourage children in good social interactions.
21. Effective implementation of the National Literacy and Numeracy Strategies together with improved systems of planning guide teachers in both key stages well. They lead to well-organised lessons with good attention to the pupils' learning. Good attention is paid, for example, to the provision of resources in many lessons. This often enables lessons to proceed at a good pace with little lost time. This is particularly apparent in those parts of lessons directed at whole classes. Here explanations and instructions are given clearly and these hold pupils' interests well. Only when these become over-extended, for example in a Key Stage 1 mathematics lesson, does the pace slow and pupils lose full attention.
22. Very good relationships are established throughout the school and teachers use these effectively to promote a good atmosphere for learning. Teachers have good questioning skills and use them well. Pupils are effectively challenged and questioning ensures that they think carefully about their work. Teachers praise pupils' responses appropriately and give recognition and respect to their ideas and opinions. Pupils respond well to this and develop confidence, allowing them to give answers willingly. The high quality of relationships allows teachers to have good control of classes, particularly in Key Stage 2. Lessons here are conducted with a calm and considerate approach that encourages pupils to do well. In Key Stage 1, teachers are less consistent in their demands upon good behaviour. When necessary, the teacher can call the pupils' attention well and is able to establish good control. Sometimes, however, high standards of behaviour are not sufficiently stated

and some inattention is tolerated which slows the pace of lessons and pupils' learning.

23. Throughout the school, pupils lack some important skills when asked to move away from the whole class parts of the lessons. The oldest pupils generally settle themselves well when given individual and group tasks. They organise themselves effectively and most quickly begin their work with good levels of concentration. However, this is not always the case in the rest of the school. Although teachers are generally clear about what pupils are to do, the pupils are often slow to start working. This is sometimes associated with too much chattering and the pace of lessons slows. In a number of cases, pupils wait for additional support although they are capable of beginning without it. Teachers have not established sufficient independence in the pupils. Some teachers in Key Stage 2 set effective time targets that add additional impetus to lessons and encourage pupils to work hard. These have a positive effect and help pupils to focus their attention on their tasks.
24. Teachers' planning pays good attention to the clear identification of what pupils need to learn. This is usually discussed with pupils at the beginning of lessons. As a result, pupils are given secure purpose to their activities and this steers lessons well. Both teachers and pupils are able to assess informally how well the lesson has gone. Most lessons include useful discussion periods at the end that allow pupils to reflect on their learning. Teachers often use these for informal assessment of pupils' successes. This sometimes leads to effective changes in teachers' planning to address the weaknesses noted.
25. Homework is used effectively by teachers. A good range of activities is set, many of which play important roles in promoting pupils' learning. For example, pupils are asked to note any minibeasts that may live in their own houses, to contrast with those found in the school grounds.
26. The teaching of basic skills is good and there is effective teaching of literacy and numeracy. The quality of English teaching is good overall, satisfactory in Key Stage 1 and good in Key Stage 2. Teachers give pupils opportunities to use their literacy skills across the whole curriculum. However, it is often in worksheet or narrative form and does not help pupils to gain such skills as note taking. The National Numeracy Strategy gives teachers a good framework for their mathematics lessons and teaching is good. It is satisfactory in Key Stage 1 and good in Key Stage 2. Teachers make very good use of the introductory and plenary sessions. Mental arithmetic skills are well promoted and teachers ensure that pupils use their growing mathematical vocabulary when talking about their work. Good emphasis is placed on the development of quick responses and pupils develop good skills and enthusiasm for the subject. Many opportunities are taken to use mathematics in other subjects such as measuring in science and design and technology. The overall quality of science teaching is good. It is satisfactory in Key Stage 1 and good in Key Stage 2. Classes are organised well and resources are used effectively to develop pupils' understanding. Lessons often make effective use of the school environment. Some effective links are made with mathematics when pupils record and display their data.
27. The teaching of information technology has improved substantially since the last inspection. In Key Stage 2 it is now good. Teachers make good use of the newly installed suite of networked computers and they create tasks that challenge pupils well. Continuing training for all staff is raising their knowledge and understanding effectively. Sound teaching through the rest of the curriculum enables pupils to make appropriate gains in their learning in all subjects. Considerable attention has been paid to establishing a secure curriculum and this is having a positive effect,

particularly on teachers' planning. As a result, teachers generally provide appropriately challenging tasks.

28. The teaching of pupils with special educational needs is secure. Classroom support assistants have appropriate access to the individual education plans of pupils. They are sufficiently aware of the targets that pupils are set and use them appropriately. The teaching of pupils for whom English is an additional language is generally secure and pupils make effective gains in their learning. Teachers make good efforts to ensure that these pupils have access to the whole curriculum.

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

29. There have been good gains in this aspect of the school since the previous inspection. All subjects have appropriate documentation and there is good guidance for teachers about what should be taught and when. Appropriate provision is made for personal, social and health education throughout the school. Suitable attention is paid, for example, to drugs awareness and sex education. Provision for information technology is now in place and is being integrated into the curriculum appropriately, particularly in Key Stage 2. This contributes to good statutory provision for all the subjects of the National Curriculum including religious education. Planning is clear about what pupils will learn. This is clearly explained to pupils at the beginning of each lesson throughout the school. Teachers' organisation is rigorous in ensuring that each subject gets an appropriate amount of time. Planning is effective with particular strengths in upper Key Stage 2 and in the Foundation Stage. This is characterised by well-designed activities that are sequenced well and lead the pupils step by step. In these carefully planned lessons, pupils make good gains in their knowledge and understanding. A good range of extra-curricular activities that inspire a lot of interest from the pupils enhances the curriculum. Homework supports the curriculum well, particularly in the Foundation Stage and Key Stage 1. Parents are informed well through the shared activity book. In Key Stage 2, useful homework is allocated but there are insufficient opportunities indicated in planning to effectively use this to promote good achievement.
30. In the Foundation Stage the curriculum achieves good relevance by engaging the children well in their learning. The design of tasks ensures the children are actively involved in their learning. For example, children improve their listening skills by trying to identify the contents of sealed containers by listening to the noise they make when shaken. In Key Stages 1 and 2, the range of learning opportunities are satisfactory. Numeracy and literacy strategies are in place and are effectively used to guide the contents of lesson. Reading is promoted well through the whole class session but the link between reading and writing is not exploited sufficiently during the hour to effectively support progress in writing skills. The numeracy co-ordinator has been effective in developing the teachers' skills in providing for the mental and oral part of the lesson. Higher achieving pupils are provided with extra tuition in mathematics through pooling resources with a neighbouring school. Provision for progress in the skills element of subjects such as history and writing is weaker. In Key Stages 1 and 2, it is rare for the expected outcome of lessons to state the skills that pupils will gain or the quality of work expected. Opportunities are missed to enable pupils to raise their own questions or use different forms of writing across the curriculum. This restricts attainment, particularly of more able pupils.
31. The curriculum is effective in catering for the needs of all the pupils in the school. Pupils with special educational needs are appropriately supported to enable them to make secure progress. Concerns are identified at an early stage and suitable targets

are identified in individual education plans. The school makes good use of outside specialists to ensure that pupils are given activities that will be effective in addressing needs. Those very few pupils with English as an additional language are effectively supported to work in their lessons. Teachers are appropriately conscious of their specific needs and tailor the work suitably, making good use of support staff and other helpers. The school has established good relationships with the pupils and they are making good progress.

32. Provision for personal and social development is good. It is a noteworthy strength in the Foundation Stage as it is given high priority and carefully woven into the daily routines of pupils. At snack time, pupils are encouraged to taste and share food, say please and thank you and use names correctly. In both key stages, there is a weakness in the range of activities and methods to enable pupils to develop independence. Pupils are given too few opportunities to take responsibility for their own learning. Teachers do not place sufficient emphasis on the need to begin and complete tasks quickly. They do not, for example, consistently give clear time targets. Consequently, there is a slower pace of work during group work. For all except the higher achievers, there is a lack of rigour in presentation.
33. Links with other agencies such as the church and health agencies are good and enrich the curriculum well. A good range of extra-curricular activities contributes effectively to pupils' social development. The school uses the local community to widen the pupils' experience but also contributes to the life of the community such as taking part in the carnival. A meeting with the local Member of Parliament while on a trip to London is another example of the good opportunities to develop pupils' personal and social education. The school reaches out to the community by linking with the local college to provide classes based in school for parents. Time is allocated weekly to promote the school's programme for personal and social development.
34. Opportunities for moral and cultural development are good. Teachers work well together and as a result pupils receive a consistent model. There is an effective emphasis on praising the good that is sensitively translated in the classroom. Teachers are clear about their expectations of behaviour and this is particularly consistent throughout the school during whole class sessions. Pupils are clear about the boundaries and are aware of the right way to treat their peers and adults. There are good opportunities through work and play for pupils to exercise choices. The religious education curriculum promotes a good awareness of the diversity and richness of other cultures. The whole school, for example, was immersed in a study of Judaism. Throughout the school pupils had good opportunities to explore and appreciate the traditions such as cooking and tasting the food used to celebrate Rosh Hashanah or trying on significant clothing.
35. Spiritual development is satisfactory and has improved since the last inspection. The strong links with the local church and contribution of assembly are the most significant features of the progress. During an assembly on achievement pupils were gasping in awe at the visual demonstration of the amazing accomplishments of the Olympic athletes. This effectively let the pupils comprehend and wonder at the height and lengths of the jumps that winning athletes achieved. There are missed opportunities within the curriculum to allow pupils to explore what they are through reflection and asking their own questions.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

36. The school provides a caring environment for all pupils and has made improvements

since the last inspection. As a result of the school being part of a close knit community, staff know the children and their families well. This close contact and knowledge helps provide a safe and caring environment for the children. Many parents have expressed their appreciation for the caring ethos and support shown for their children. A small number of parents felt that the more able children are not sufficiently challenged to make higher achievement.

37. There are good procedures in place for monitoring and assessing pupils' attainment and progress and there has been significant improvement since the last inspection. The school has introduced a range of measures that are clearly communicated in their documentation. The headteacher carries out rigorous analysis of the results to establish strengths and weaknesses. This analysis is discussed with governors and staff and supports them well in their own evaluation. Teachers' planning always states what the pupils are expected to learn and this is used at the end of the lesson to review the learning. There are good examples of teachers using this information to amend planning. In the reception class an activity on patterns was made more challenging for those pupils who could easily recognise and continue the simple pattern. In Year 3, pupils are selected for the additional literacy support on the basis of their Key Stage 1 test results. Pupils' past work showed that at the upper end of Key Stage 2, pupils are given individual targets for improving their writing. Teachers' marking guided pupils effectively in achieving this target. However, this is not consistent practice and often marking did not provide pupils with enough guidance or link to the stated learning outcomes. Overall the use of assessment is satisfactory. There is not yet a consistent use of assessments to ensure pupils are making the maximum progress. This is particularly evident in history, physical education and writing in Key Stage 1. Pupils with special educational needs are assessed and reviewed regularly. Their provision reflects the targets in their individual education plans and their statement of special educational need. This enables them to make successful progress.
38. All aspects of health and safety are taken seriously and appropriate records of maintenance are in place. The building is maintained in a clean and hygienic condition. Risk assessments are conducted frequently but there is no system for the formal recording and monitoring of these. There are appropriate numbers of staff trained to deal with incidents. Recording of accidents is well documented. The school notifies parents of incidents, such as 'bumps to the head'. The headteacher is the designated member of staff for child protection. The school has adopted the agreed procedures of the local authority. All the staff have received appropriate training.
39. Procedures to monitor and promote better behaviour are good. All staff consistently and effectively implement the school's behaviour and anti-bullying policies. The children understand the policies well. Deviation from the expected standards are closely monitored and, in appropriate cases, tracked. Where necessary, parents are involved at an early stage to correct any unacceptable behaviour. Racial disharmony is not an issue and all forms of anti-social behaviour strongly discouraged. Children respect their school and their property. There was no evidence of any graffiti, damage or other forms of neglect throughout the school. Abusive language was not evident during the inspection.
40. Procedures to monitor and promote attendance are good. The parents follow the policies for notifying absence or holidays. Poor attendance has not been a problem, historically, at this school. However, should a concern arise, appropriate procedures are in place, such as the school secretary's early contact with the parents.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

41. Links between the school and the parents or carers, as well as the wider community, are good. The school has consolidated and improved upon many of the aspects featured in the previous report. Most parents fully support the school. Many have remarked on the number of improvements since the last inspection. A few, though a significant number, had concerns that homework was inconsistently applied and that the quality of information regarding their children's progress needed improvement, especially at Key Stage 1. A few felt that the more able children were not challenged sufficiently well to reach their full potential. The inspection evidence does not fully support those concerns although the attainment of more able pupils could be better extended.
42. Almost all of the children entering the reception class have attended the adjoining 'Rainbow' playgroup. Good links between the two ensure that children feel safe and confident in their new class. The process of induction is further supported by home visits by staff, parents' evenings and a parents' pack. Parents bring their children into class and are made to feel welcome. These measures have a positive influence on the children's education and reassure the parents.
43. Parents help in school in a number of ways to improve the overall quality of education. Some become parent helpers and assist, for example, with reading or numeracy. The school is seeking to improve closer ties with parents, with the initiative "Family Learning at Gosberton" (FLAG). This scheme welcomes parents into the school, to raise their own awareness of the demands of the curriculum. This initiative has received support and funding from organisations including the nearby Stamford College. This strategy is part of future planning to improve the overall quality of education.
44. A well established "Friends and Relatives of Gosberton School" (FROGS) provide a valuable channel of support and communication between the school and parents. A wide variety of activities, such as the harvest or flower festivals, are well supported and closely involve the children. Proceeds from these are distributed by the children to pensioners within the locality. In addition fund raising provides a wide range of resources, for example audio equipment and computers. This input supports the quality of education of the children. To meet the social needs of the community and school, closer links are being forged with the church. In addition the school is well on track to open an after-school club later in 2000 for children enrolled at the school.
45. The quality of information provided by the school is good overall. The annual school reports are detailed and reflect the strengths of each child. Targets are set for pupils' work and parents have appropriate opportunities to comment on these and the reports. Teachers are very approachable. An open door policy, linked together with newsletters and parents' evenings, provide ample means of communicating with parents. For those parents whose children have special educational needs, there is regular liaison. The prospectus is informative but has some minor omissions. It does not include precise absence figures and parents' rights to withdraw their children from religious education.
46. Parents contribute appropriately to their children's learning. They monitor their children's homework diary by making comments. In addition, they assist with reading or other topic work or numeracy. Parents are informed effectively of homework through the shared activity book. In Key Stage 2, homework is regularly and appropriately allocated.

HOW WELL IS THE SCHOOL LED AND MANAGED?

47. After a period when the school had only an acting headteacher, the leadership and management are now very good. Good progress has been made in remedying the serious weaknesses identified at the time of the last report. The current headteacher provides strong and positive leadership and demonstrates a commitment to good relationships at all levels. He has a clear view of the strengths and weaknesses of the school and shares this appropriately with staff and governors. This is allowing effective teamwork to be developed that is contributing to a better quality of education. Good analysis is being made of pupils' attainment throughout the school. This information is used to set very challenging targets and progress towards these is being monitored well.
48. The roles of other staff, including subject co-ordinators, have been clarified and developed. This includes monitoring of planning and pupils' work, which has been effective in developing the curriculum and teachers' planning. A rigorous and effective programme of policy review is helping all staff to gain shared understanding of the way forward. Systems for monitoring teaching by the headteacher and other staff have been established. These are beginning to give some useful information about weaknesses in standards and provision. There are good plans to extend these to the rest of the curriculum. They have not yet, however, enabled teachers to effectively share good qualities of the best teaching. Co-ordinators do not have a consistently clear picture of the strengths and priorities in their subjects.
49. The governing body is enthusiastic and increasingly knowledgeable. With the support of the headteacher, governors are using an effective system of committees. This ensures that the governing body fulfils its statutory requirements and enables information to be shared appropriately. Governors have taken a number of training opportunities to equip them for their developing role and some are able to use their personal skills effectively in the school. The governing body is now more closely involved in the decision-making process. Governors are increasingly involved in monitoring the work of the school. This takes place through good information from the headteacher and other staff, close examination of the school's results and some observation of teaching. Through these systems, governors gain a clear view of the strengths and needs of the school.
50. **The school development plan includes appropriate priorities that are effectively linked to the values and aims of the school. Good attention has been paid to the weaknesses raised in the last report and good progress has been made in all these. In addition, the plan focuses appropriately on the improvement of standards. Careful monitoring of expenditure during the year ensures that funds are used appropriately. The governing body has an appropriately long-term view of the expenditure of the school and this is related realistically to the school's financial circumstances. Financial control and administration are secure. The school has effective systems to ensure that value for money is obtained from all purchases. The governing body makes good efforts to apply the principles of best value to the use of resources. The school's office is well organised and the secretary is welcoming and shows good partnership with the headteacher. Administration is efficient and ensures that the school is able to run smoothly, reducing the tasks of teaching staff.**
51. **The school has a satisfactory level of experienced teaching staff and makes effective use of its good range of experienced classroom assistants. Class sizes are in line with national averages and well organised to allow ease of**

supervision by the staff. In the reception class, a student is used effectively to support small groups of children. In other classes, the auxiliary learning assistants are well prepared to provide more individual tuition to groups of children. Their input leads to improvements in pupils' learning. All the support staff ensure that the school functions well and they provide good levels of support for the teaching staff. To improve their impact on learning, appropriate professional development is provided, such as training in first aid. There are sound arrangements for the professional development of teachers. Appropriate plans are in place to develop systems of performance management. Observations and discussions led by the headteacher are effectively used to focus training and all staff have access to a wide range of suitable courses. There has been appropriate training for the implementation of the National Literacy and Numeracy Strategies. This has proved beneficial and is having a positive impact on standards of teaching, particularly in mathematics. Staff are undertaking much training in the field of information and communication technology, a weakness identified in the last report.

52. The school's buildings and grounds are very good for the delivery of the full curriculum. The classrooms are spacious and well set out, to allow freedom of movement for the class teachers to supervise. Good use is made of walls to demonstrate the children's work to the full potential. Although the building is dated, the décor and good maintenance create an atmosphere conducive to learning. There are up to date fire alarm systems in place. Facilities for people with disabilities are limited but improving. Outside the playing areas are in a good state of repair and allow children to play with a high degree of safety. An adjacent grass and shrub area is systematically being weeded and developed, with help from parents, as a nature area.
53. Learning resources overall are satisfactory. These support both the curriculum and the needs of children when engaged in tasks, for example, audio headsets. The main corridor is now also used as a small information and communication technology suite. Each class has an appropriate level of text and reading books. There is a well stocked library, with an index system. A number of books are relevant to the multi-cultural society in which we live.
54. The school meets the recommendations of the Code of Practice¹ and the management of special educational needs is effective. The organisation of the provision and more effective use of individual education plans ensure that pupils with special educational needs make secure progress and achieve in line with their capabilities. The funds available to the school to meet the needs of these pupils are used effectively for the benefit of the pupils.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

The school has made good progress since the last inspection. In order to sustain and maintain these improvements, the headteacher, staff and governors should now:

- (1) improve pupils' writing skills through attention to spelling, presentation and the range of writing across the curriculum (paragraphs 3, 26, 30, 63-4, 67, 71, 105);

¹ Code of Practice – this gives practical advice to schools and local education authorities about their responsibilities and tasks to ensure that pupils who have special educational needs receive the most appropriate help to further their learning and personal development. This is a statutory duty under the 1993 Education Act.

- (2) ensure that teachers set sufficiently challenging tasks to bring out the full potential of more able pupils, informed by effective use of the assessment systems (paragraphs 1, 5, 30, 73, 80, 91);
- (3) convey consistently high expectations to pupils when they are working independently and developing appropriate skills to enable them to settle quickly to their work (paragraphs 16-8, 23, 32, 68-9, 79, 81);
- (4) establish systems of monitoring and evaluating teaching and pupils' work in order to identify and share good practice throughout the school (paragraphs 48, 72, 89, 100).

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	34
Number of discussions with staff, governors, other adults and pupils	27

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
0	11.8	41.2	44.1	2.9	0	0

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

Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	0	138
Number of full-time pupils eligible for free school meals	0	6

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	1
Number of pupils on the school's special educational needs register	0	36

English as an additional language	No of pupils
Number of pupils with English as an additional language	2

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	14
Pupils who left the school other than at the usual time of leaving	10

Attendance

Authorised absence

	%
School data	4.1
National comparative data	5.4

Unauthorised absence

	%
School data	0.1
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

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2000	12	9	21

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC Level 2 and above	Total	17	16	16
Percentage of pupils at NC Level 2 or above	School	81 (81)	77 (81)	77 (88)
	National	(82)	(83)	(87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC Level 2 and above	Total	16	17	17
Percentage of pupils at NC Level 2 or above	School	76 (81)	81 (88)	81 (94)
	National	(82)	(86)	(87)

Detailed numbers of boys and girls are not included because the number of girls is low.

Percentages in brackets refer to the year before the latest reporting year. At the time of inspection the national percentages from the 2000 tests were not available.

Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2000	11	14	25

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC Level 4 and above	Boys	7	9	9
	Girls	11	8	12
	Total	18	17	21
Percentage of pupils at NC Level 4 or above	School	72 (52)	68 (74)	84 (78)
	National	(70)	(69)	(78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC Level 4 and above	Boys	8	11	11
	Girls	9	10	11
	Total	17	21	22
Percentage of pupils at NC Level 4 or above	School	68 (57)	84 (74)	88 (70)
	National	(68)	(69)	(75)

Percentages in brackets refer to the year before the latest reporting year. At the time of inspection the national percentages from the 2000 tests were not available.

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	1
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	137
Any other minority ethnic group	0

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	0	0
Other minority ethnic groups	0	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)	5.6
Number of pupils per qualified teacher	24.6
Average class size	27.6

Education support staff: YR – Y6

Total number of education support staff	5
Total aggregate hours worked per week	120

FTE means full-time equivalent.

Financial information

Financial year	1999-2000
	£
Total income	258,750
Total expenditure	255,714
Expenditure per pupil	1,853
Balance brought forward from previous year	2,250
Balance carried forward to next year	5,286

Results of the survey of parents and carers

Questionnaire return rate 40.6%

Number of questionnaires sent out	138
Number of questionnaires returned	56

Percentage of responses in each category²

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	46	50	4	0	0
My child is making good progress in school.	54	45	2	0	0
Behaviour in the school is good.	45	52	2	0	2
My child gets the right amount of work to do at home.	20	46	21	11	2
The teaching is good.	41	54	4	0	2
I am kept well informed about how my child is getting on.	29	50	18	4	0
I would feel comfortable about approaching the school with questions or a problem.	48	46	4	2	0
The school expects my child to work hard and achieve his or her best.	42	51	7	0	0
The school works closely with parents.	29	46	4	2	0
The school is well led and managed.	35	45	7	9	4
The school is helping my child become mature and responsible.	36	55	7	0	2
The school provides an interesting range of activities outside lessons.	21	57	7	13	2

² Percentages for each category may not add up to 100 due to rounding errors.

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

55. Children enter the reception class at the beginning of the academic year they are five. Many of the children have attended the playgroup that operates on the school site and there is good liaison between the playgroup and school. At the time of the inspection all the children were attending full time and had rapidly adapted to school routines. Families are introduced to school life through home visits, a parents' evening and a new parent pack. This is appreciated by parents and helps the smooth transition between home and school.
56. Teaching and learning in the Foundation Stage are good. This is an improvement since the last inspection. Very good knowledge of the Foundation Stage results in rigorous planning. As a consequence, children make good progress through carefully sequenced experiences. The teacher's very positive and clear attention to classroom routines creates a very supportive environment for learning. Children gain experience through interesting activities that give them opportunities to practise their skills. For example, children consolidate their listening and knowledge of letter sounds by playing a game where they identify missing objects from a tray. The teacher selects objects to reinforce knowledge of the letters N or P as the initial sound of a word. Children are interested and listen well during class sessions. They are enthusiastic about school and confident to share their ideas with each other and adults. They work well with adults but are less able to sustain concentration when an adult is not working alongside them. Children make good gains in their understanding and skills. The strong links with the playgroup contribute to the good knowledge teachers and assistants have of the children. These links include transfer of records, discussions and shared events such as harvest. This is enhanced by an effective system of monitoring the daily activities. As a result there is good information about children's achievements and early identification of individual needs. Children enter school with low levels of achievement. Although there are good gains in the Foundation Stage, many children do not reach the nationally expected levels by the end of their reception year. This is particularly the case in language, literacy and mathematical development.
57. There is a particular strength in the teaching of personal, social and emotional development. A noteworthy feature is the high priority it is given in planning. Lessons give a clear focus on achieving in this area. As a result of the teacher's high expectation, good gains are made in developing relationships and behaviour is good. During snack time they are encouraged to say please and thank you and address each other by name. This contributes well to their sense of community. They work together in harmony and are able to wait their turn. This was demonstrated well during a lesson with a parachute. The children worked together well to keep the parachute above the floor. Children who were unable to go under the parachute in the previous lesson had gained enough confidence and trust of their peers to achieve successfully. Children with special educational needs are involved in all activities with appropriate support and expectations of them are high. Children are likely to achieve the expected levels by the end of the Foundation Stage.
58. Children build successfully on their early communication, language and literacy skills. An appropriate emphasis is put on extending children's vocabulary within all activities. At snack time, for example, children are appropriately challenged to find words to describe the banana. Extensive probing by the teacher encourages improved responses including terms referring to texture and shape. Many find this

challenging and only one or two children respond creatively. Generally children lack a fascination with words, which results in a lack of questioning or curiosity. The children listen well to the teacher in large groups and to each other when working in small groups. They use language appropriately to complete tasks and help each other. They enjoy stories and rhymes and are eager to share their books with adults. However, they find it difficult to use language to help them remember the sequence of events in a story or clarify their thinking by forming questions. The teacher plans a range of interesting activities to promote basic literacy knowledge. Appropriate emphasis is put on the children being able to hear the sounds in the words as they speak. Children lack confidence in hearing and saying initial sounds and find identifying the last sound in words very challenging. As a consequence, they are less confident at making attempts at writing familiar words or attempting words using their knowledge of sounds. The teacher wisely plans to ensure the children get appropriate experience in this area. Displays are effective in giving children an understanding of the printed word and are used well. During a religious education lesson on the Jewish New Year, a display labelling the months of the year was used effectively to link print with meaning. Children were encouraged to say the month of their birth and identify the correct label. Children are making satisfactory gains in being able to read familiar words and enjoy using this skill to read some words in their books. The shared activity books enables parents to become actively involved in their children's learning. The activities are well chosen to meet the needs of the children. Children make good gains in their language and communication skills and satisfactory progress in their literacy skills during this year but a significant number do not meet the level expected by the end of the Foundation Stage.

59. Children make good progress in their mathematical development. The teacher provides appropriate opportunities throughout the day to give the children practice in counting in practical situations. They count, for example, how many prefer water or milk. Rhymes are used well to consolidate the children's developing knowledge. For example, a display of 'Ten Green Bottles' with appropriate labelling consolidates recognition of numerals and the children were eager and excited to mime the 'Hairy Monster eating lunch'. They have little understanding of the size of a number and many find it difficult to name a bigger or smaller number. Some children can count to 10 but most lack security in counting. They identify and name simple shapes such as rectangle and circle and the children demonstrated good levels of personal and independent skills when organising a shape game. However, they have limited vocabulary to describe the properties of shape. The teacher provides interesting activities to support the children's development and there are good links with other areas of the curriculum. For example, they recognised and continued a simple pattern using the characters from the book they were reading in literacy. Although good teaching helps children to make good gains, they are not secure enough to meet the level expected by the end of the Foundation Stage.
60. A notable strength in the area of knowledge and understanding of the world is that of cultures and beliefs. Very good learning took place when the children explored the Jewish New Year celebration Rosh Hashanah. Children show interest and listen well to the teacher's explanations. They can name celebrations that they had experienced. A group of children talk about the ingredients they use to make a Jewish honey cake. The highlight of the lesson was the sharing and tasting of the cake. The teacher inspired all the children to try the cake that was an excellent achievement. A sense of time and place is promoted through discussion of children's holidays. A collage is used to display and reinforce appropriate vocabulary such as "beach" and "sea". Making skills are effectively promoted through modelling with a variety of materials. Children investigate and explore plasticine when trying to shape their own name. They are less confident in raising their own questions to investigate

what they see and experience. Children use the tape recorder confidently but there are insufficient opportunities to use the computer to support learning. Children are in line to achieve the expected levels by the end of the Foundation Stage.

61. Children move with enjoyment in response to music and have control of their bodies as they move around. Provision of outdoor activities has improved since the previous inspection. Children have access to wheeled toys and climbing apparatus during playtimes. They play very well together and develop skills in pedalling, steering and balancing. However, there is little intervention from adults to help them develop their movement imaginatively. Pencil control is weak for many children, which impacts on the formation of letters. Good opportunities are given for children to improve their skills in using equipment such as writing tools and scissors. Carefully monitoring of children's skills through recorded observation ensures activities are well targeted. Overall, children are in line to meet the levels expected by the end of the Foundation Stage in their physical development.
62. Children respond to music with enthusiasm. In assembly they try hard to join in the singing, echoing the older children. However, they have limited confidence in expressing their own ideas and feelings. When printing with shapes, children explore the colours that they can make when mixing paint. They comment on their likes and dislikes but find it challenging to express their own ideas. Their observational skills are not sufficiently developed to help them express themselves through drawing and other materials. Overall, many children are unlikely to meet the expected levels by the end of the Foundation Stage.

ENGLISH

63. Standards at Key Stage 1 are low although pupils' achievements are satisfactory. This is lower than the previous inspection but pupils are entering the school with lower attainment than at that time. Pupils make satisfactory gains in their reading and writing skills but they are constrained by their lack of understanding of text, limited vocabulary or inclusion of detail in their writing. Low levels of handwriting and spelling skills also inhibit their writing development. By the end of Key Stage 2 achievement is good and standards are satisfactory. Pupils make good gains in their reading skills and their comprehension of text. Vocabulary is still limited which constrains their understanding of imagery or their ability to use inference when making sense of what they read. Pupils develop their skills in constructing their writing and good gains are evident in spelling but handwriting and presentation are still weak. The achievement of pupils identified as having special educational needs is satisfactory. Those few pupils for whom English is an additional language are sensitively supported. Good arrangements are made to allow them to develop appropriate language. Teachers use the specialist support available very effectively and make good arrangements in their classes to ensure that these pupils make good progress.
64. There has been a downward trend in national test results in English at both key stages. The most recent results at Key Stage 1 show this trend has continued with fewer children achieving at the higher Level 3 in reading. More than half the pupils failed to reach the expected level in spelling. The 1999 results are below the national average in comparison to similar schools and well below these levels in writing. However, in Key Stage 2 the downward trend has been arrested and the most recent results show significant improvement in the number of pupils achieving the expected level for 11 year olds. This is particularly marked in writing where there has been a noteworthy improvement from 30 per cent to 67 per cent achieving the expected level or above. The 1999 results are low in comparison to schools nationally and similar

schools. Key factors in the improvement are marking which clearly identifies strengths and weaknesses followed by the effective use of target setting in writing at the end of Key Stage 2.

65. Standards in speaking and listening are close to national expectations at Key Stage 1. Pupils can listen well in large groups but do not raise questions to clarify their thinking. They have a limited range of vocabulary. This hampers them in their explanations or exploration of ideas in other subjects of the curriculum such as history and religious education. More able pupils use expression when reading aloud. By the end of Key Stage 2, standards are in line with national expectations. Pupils have more adventurous vocabulary and are more confident in their descriptions. They use the conventions of grammar appropriately in their speech. They are less confident in discussing their observations or questioning other pupils' ideas. Apart from the most able pupils in Years 5 and 6, pupils find it difficult to debate each other's ideas when handling artefacts. Few are able to clarify their thinking and come to sensible conclusions.
66. Standards in reading are low at the end of Key Stage 1. Pupils use their limited knowledge of letter sounds to read unknown words in their reading scheme books. However, they are less confident with other appropriate reading material such as non-fiction books. A few more able pupils use expression to help their fluency. They easily use their knowledge of alphabetical order to use an index in a non-fiction book. They answer simple questions about the events in a story but are less confident in interpreting the information. In Key Stage 2, children make good gains. Reading is in line with national expectations by the end of the key stage. Pupils are familiar with a range of authors and discuss the types of books they read. There is still a weakness in interpreting information. Pupils are less confident in probing the text and recognising the technique the author is using. For example, a higher achieving Year 6 pupil was unable to analyse competently or comment on the relevance of the chapter title in the book she was reading. Pupils find the imagery in poetry difficult to understand and interpret. A significant majority of pupils do not read extensively out of school.
67. Standards in writing are low at the end of Key Stage 1. Pupils understand where to use capital letters and full stops but do not always use them accurately. Pupils write independently and are aware of correct sentence structure. However, there is little development in their descriptions of character, setting or action. Variety in the beginning of sentences and linking words is weak. More able pupils use words such as 'next' to link ideas but this is not sustained. There is a weakness in the use of adventurous vocabulary. Spelling shows an awareness of some common patterns and letter strings but this is not consistently applied in pupils' writing. They form their letters correctly but do not develop control of the size and position of letters so that each letter can be distinguished. By the end of Key Stage 2, pupils have made good gains particularly at the end of the key stage. Standards are in line with national expectations. Pupils are more competent in including detail to add interest to their writing. They have knowledge of different types of writing such as poems and instructions. The use of vocabulary has improved as was demonstrated by their "Friendship Recipes". Accuracy in spelling is developing well but handwriting and presentation are still weaker. The higher-attaining pupils are beginning to develop a fluent joined style but there is still a lack of control over size and reliance on using a form of print.
68. Teaching and learning are satisfactory at Key Stage 1 and good at Key Stage 2. Teaching of pupils identified as having special educational needs is good. The National Literacy Strategy framework is used effectively for planning throughout the

school. Teachers are particularly confident with the whole class part of the lesson. Pupils listen well and behaviour is good. At Key Stage 1, the teacher makes good use of pupils' own writing to illustrate the correct use of full stops and capital letters. The teacher was clear about what she wanted the pupils to learn. However, her expectation of pupils' independent work was not communicated effectively. As a result pupils did not produce the quantity of work for them to apply their knowledge of punctuation or develop their writing skills. Pupils worked in harmony but did not get deeply involved with the task.

69. At Key Stage 2 the good teaching is characterised by lessons which carefully focus on the identified needs of the pupils. In the lower end of Key Stage 2, lessons focus effectively on extending pupils' vocabulary. Good links are made between reading and writing. Teachers' use of sensitive interventions to guide pupils to correct their errors during whole class sessions is a particularly good feature. Pupils are enthusiastic in their responses and achieve well during these parts of the lessons. When working independently, however, pupils' pace of work deteriorates. They find it challenging to apply their own skills without referring to an adult. In one lesson, for example, the less able group was very reluctant to think for themselves and the classroom assistant reinforced this dependence.
70. Another feature of the good teaching is the careful planning of the sequence of activities that leads the pupils step by step to good achievement. This was demonstrated well during a lesson on similes at the upper end of Key Stage 2. At first, pupils were led to identify similes by good questioning through sharing a simple poem together. A supportive framework of a poem followed this and pupils had to suggest similes. Initially only a few pupils volunteered answers but pupils quickly gained confidence and all were responding enthusiastically. The teacher ensured that pupils experienced a good range of poems during the independent part of the lesson.
71. Throughout the school teachers take too few opportunities to talk with groups of pupils to build their understanding. They do not help pupils enough to discuss their ideas before they begin to record. Text is used well with the whole class to illustrate teaching points but less so in the independent part of the lesson. They therefore miss opportunities to enable pupils to reinforce their learning through a rich diet of reading material. Although teachers are clear about what they are going to teach the pupils, there is insufficient clarity about the expectation of pupils' independent learning.
72. At Key Stage 2 information technology is used well to support literacy skills. Pupils use clip-art to support their narrative writing. Overall there is an environment throughout the school that promotes print. Although writing is used across the curriculum it is often worksheet based or narrative. There are insufficient opportunities for pupils to use a range of writing such as tables, charts and note taking to support better achievement. Test results have been analysed rigorously and writing has been identified as an area for improvement. However, there is insufficient evaluation of the strengths and weaknesses in teaching and learning to inform the way forward for improvement. Targets set for Key Stage 2 are appropriately challenging, however, the targets set for Key Stage 1 are over-ambitious and are being reviewed.

MATHEMATICS

73. By the time pupils leave the school, their attainment is in line with the national averages. There have been variations in the Key Stage 2 National Curriculum test

results over recent years. These often relate to the relative strengths of the groups of pupils involved. The most recent 2000 results seem to show lower attainment, particularly in the proportion of pupils achieving higher levels. However, close examination of pupils' marks shows that several pupils were very close to achieving the higher Level 5. The school's results were further weakened by absences within a relatively small cohort of pupils. Although there have been variations, National Curriculum test results in Key Stage 1 show attainment that is consistently below national averages. A consistent weakness has been the small proportion of pupils achieving the higher Level 3.

74. The inspection confirms the general results of the National Curriculum tests at both key stages. Pupils enter Key Stage 1 with attainment that is below the national expectations. They make sound gains through the key stage but do not reach the national average by the end of the Key Stage 1. Pupils make effective progress through Key Stage 2 and achieve attainment in line with the national average by the time they leave the school. Pupils with special educational needs and those for whom English is an additional language receive appropriate support. This enables them to make effective progress with other pupils. The school is making closer analysis of pupils' test results and their answers. These are helping to focus the teaching and are leading to improving learning in the school.
75. The youngest pupils enjoy taking part in simple counting rhymes and other activities and respond well. They concentrate appropriately and are keen to answer questions. Although they count to 10 with developing confidence, many find it difficult to name "the next number" at any point. The teacher makes appropriate demands of the pupils but their mathematical skills are limited. Some are unable, for example, to create a simple sequence of shapes without the support of a classroom assistant. Older Key Stage 1 pupils show greater confidence and sequence numbers correctly. They add two numbers with improving recall of simple number facts. More able pupils increase their range of methods for solving addition problems. They quickly recognise, for example, pairs of numbers that make 10 and use these to speed their calculations. Most begin to explain their thinking but a few give clear explanations of what they are doing. By the end of the key stage, pupils use a growing range of mental strategies to tackle simple problems. They are familiar with measurements such as time and length and correctly identify simple shapes.
76. Younger pupils in Key Stage 2 develop quicker mental arithmetic skills through demanding question and answer sessions. They identify, for example, pairs and trios of numbers that will make a target number with increasing speed and confidence. Pupils know the values of digits in numbers to 1,000 and answer confidently. However, they are less secure when applying this knowledge to setting out calculations in columns. The teacher's effective resources help pupils here to understand the new ideas and maintain the pace of learning. Pupils gain greater understanding of symmetry and use an increasing range of mathematical language when describing their work although their speaking skills are often limited. Older pupils show developing confidence with number and begin to have recall of multiplication facts. They apply these to problems using larger numbers. By the end of the key stage, pupils know a good range of mathematical language and use large numbers with confidence. They understand fractions and find groups of fractions with equivalent values. More able pupils use this knowledge effectively when they tackle addition of a range of fractions. Pupils undertake appropriate investigations that require them to use their mathematical knowledge and understanding. Effective partnership with another local school gives a particularly able pupil opportunities to work with another in a small group. These sessions are very focused and

demanding, stretching the pupils well and extending their understanding and confidence with quite complex algebra.

77. The school has effectively implemented the National Numeracy Strategy and this is having a positive effect on the quality of teaching, which is good overall. Teachers make effective use of clear statements of what the pupils will learn in the lesson. These are included in the good planning and refer directly to the activities that pupils will undertake. These statements are usually written on the board and shared with pupils at the beginning of the lesson. In this way, teachers and pupils are clear of what needs to be achieved and this adds focus to the lessons. The statements are often used to good effect in the discussion sessions that usually finish the lessons. Through these, teachers and pupils are able to establish the success of the learning. Pupils then gain confidence and teachers are able to amend their planning to take into account what they know about pupils. Some effective marking, particularly in Key Stage 2, indicates clearly to pupils what they need to do to improve.
78. Very good relationships underpin all the work of teachers in the school. These are effectively used to create classrooms where pupils feel secure and want to do well. Behaviour strategies are effectively established and these allow lessons to proceed smoothly. The sound teaching in Key Stage 1 helps pupils to make appropriate gains. Teachers have good control of pupils in whole class sessions and these are often well planned. Pupils pay good attention and teachers use their good relationships and effective questioning to promote secure pace. Some introductory sessions are too long and pupils' concentration begins to slip, reducing the effectiveness of the teaching. In Key Stage 2, teaching is good, questioning in class sessions is often brisker and pace is maintained. This holds pupils' attention well and promotes an excitement for mathematics that is transmitted to the pupils and has a positive impact on learning. Teachers often make good use of their assessments of pupils' earlier learning to amend their planning. This is seen to good effect in a Years 3 and 4 class where the teacher makes good choices of resources. This effectively builds pupils' confidence in work they had previously found difficult.
79. The oldest pupils settle themselves well when given individual and group tasks. They organise themselves effectively and most quickly begin their work with good levels of concentration. However, this is not always the case in the rest of the school. Although teachers are generally clear about what pupils are to do, the pupils are often slow to start working. This is sometimes associated with too much chattering and the pace of lessons slows. In a number of cases, pupils seem to be waiting for additional support although they are usually capable of beginning without it. Teachers have not established sufficient independence in the pupils.

SCIENCE

80. By the time pupils leave the school, their level of attainment is in line with national averages. This is similar to the position found at the time of the last inspection. The most recent National Curriculum tests have shown a pleasing improvement in the proportion of pupils achieving the higher Level 5. At the end of Key Stage 1, however, the proportion of pupils achieving the higher Level 3 is low and the overall attainment of pupils is below the national expectations. Teachers throughout the school are making better efforts to meet the needs of pupils at different levels of attainment. This is having some positive effect on the achievement of higher-attaining pupils although there are more opportunities for sustained improvement. Pupils have appropriate opportunities to apply their literacy and numeracy skills to science activities. They use information and communication technology when appropriate, for example, when collecting data and displaying graphs of water usage.

81. Pupils make satisfactory gains through Key Stage 1 and sound teaching enables them to develop skills and knowledge in all parts of the curriculum. They examine materials and categorise them appropriately by their properties, identifying such materials as fabric, glass and wool with suitable uses. They use their developing knowledge to make predictions as to which of a range of fabrics will be most waterproof. They use their understanding of magnetism to classify a group of metals. Pupils present their information in an appropriate range of forms. Teaching is satisfactory, particularly in giving instructions and simple tasks. Pupils generally pay attention and listen carefully to teachers in these parts of the lessons. Some pupils are keen to answer questions and make suggestions. However, tasks are not always sufficiently carefully planned to allow pupils to work independently. Pupils have not been given suitable strategies to begin their work and they expect to be given further support. As a result, some groups of pupils are slow to settle and their attention begins to drift. The teacher needs to spend too much time supporting and repeating instructions, which reduces the pace of lessons. Teachers give pupils few opportunities to choose their own ways to investigate and display their findings. By the end of the key stage, pupils have sound knowledge, for example, of what seeds and plants need to grow. They can identify parts of a flower. Most pupils can make simple electrical circuits and classify forces as pushes and pulls. Few pupils show sustained achievement at higher levels.
82. In Key Stage 2, good teaching promotes effective gains in pupils' learning. Classes are organised well and good use of resources enables lessons to proceed at a brisk pace. Lessons often make very effective use of the school environment and these create interest and motivation in pupils. Teachers plan activities carefully and ensure that the pupils understand what they are to do and what they are expected to learn. This adds purpose to the lessons and ensures that all pupils focus securely on their tasks. Teachers are effective at asking challenging questions and these make pupils think carefully about what they have seen and done. The pupils respond well and recall earlier learning effectively to give their answers, making appropriate connections with their current lessons. Years 3 and 4 pupils, for example, remember much information about minibeasts when looking in the garden for their habitats. Pupils in Years 5 and 6 show more independence in considering their activities. They identify, for example, a range of simple equipment that they would find useful in examining habitats. They use an increasing range of scientific vocabulary when talking about their work. The teacher reinforces this precisely in all discussions. By the end of the key stage, pupils have secure knowledge across the curriculum. They understand and describe fair tests in a good variety of contexts. Higher-attaining pupils identify key factors to be considered and suggest appropriate choices of approach.

ART AND DESIGN

83. Pupils achieve standards that are in line with those expected nationally by the end of both key stages. The school has maintained the satisfactory standards found at the time of the last report. Pupils use an appropriate range of media through the school. Pupils are introduced to a range of famous artists, such as Rothko, and their painting techniques. They have good opportunities to discuss these and apply them to their own paintings. Many art opportunities are usefully linked to pupils' studies in other subjects. The school has recently adopted new strategies for teaching art and developing pupils' skills. These are giving teachers a clearer framework for their lessons and improving their skills and knowledge.

84. Pupils in Key Stage 1 make observational drawings with developing attention to detail. In drawings of flowers, for example, they use colour appropriately as well as pencil. The drawings show improvements in detail and control through the key stage. Year 2 pupils make observational drawings of themselves with developing skill and accuracy. All pupils begin to mix colours using powder paint. They are making good progress at developing these new skills and many recall correctly how to make some secondary colours.
85. In Key Stage 2, pupils pay closer attention to objects when they draw them. Many pay appropriate attention to fine detail, for example, in leaves drawn by Year 3 pupils. They use a wider range of mark making and shading skills in an attempt to capture the textures of what they are drawing. Years 3 and 4 pupils pay good attention to instructions and apply their developing skills in mixing powder paint to creating shades and variations of colour. They apply these to tasks such as making patterns and this link well with studies in mathematics. Pupils refer, for example, to “symmetrical” patterns and their vocabulary is extended well through the teacher’s effective questioning. Older pupils apply these skills to drawings of the local area and produce some well-detailed drawings using pencil carefully. By the end of the key stage, pupils show considerable levels of concentration and perseverance when they make detailed and considered drawings that link well with their studies in science.
86. Teaching is satisfactory through the school and enables pupils to make appropriate progress. In Key Stage 1, for example, clear instructions show pupils what they need to do and resources are effectively organised. As a result, pupils generally apply themselves well. The teacher further motivates pupils well through showing examples of successful work. The pupils respond well to this and spontaneously show their happiness at other pupils’ successes. In Key Stage 2, a very successful lesson includes a range of activities that are linked to the pupils’ study of the Romans. The teacher gives precise instructions for a clear framework to the activity. At the same time, she gives pupils sufficient opportunities to apply their own creativity within the task. Pupils apply some of the earlier knowledge when considering their tasks and they recognise how their activities must fulfil the brief that they have been given. They share materials and equipment well, working together and co-operating effectively.

DESIGN AND TECHNOLOGY

87. No lessons took place during the inspection but it is clear from pupils’ past work that provision in the subject has improved since the last inspection. In particular, the weakness in pupils’ attainment by the end of Key Stage 2 has improved. Pupils’ achievements, by the end of both key stages, are in line with national expectations. Pupils’ work shows a range of design activities with developing attention to planning and evaluation. However, the school is still discussing the framework for the curriculum and no clear path forward has been established. Although an appropriate temporary approach to planning the curriculum has been established, there is limited support for teachers’ long-term planning.
88. Pupils develop an appropriate range of skills relating to materials such as card, wood and food. In Key Stage 1, they look at materials and products around them and begin to explain how things are joined. They recognise, for example, levers and some different types of movement. They make simple designs for models with moving parts such as sliders and articulated figures. Some make designs for a coat for Teddy. Key Stage 2 pupils build appropriately upon this foundation. They cut, drill and join wood with increasing control and accuracy. They use their own designs

to create working model cranes, inspired by a toy that they have looked at carefully. Year 6 pupils create vehicles with axles in different forms, powered by electric motors. They begin to evaluate their work, identifying problems that they have had and how they were able to resolve them. They explain what they think was good and what aspects of their products disappointed them. All identify how they would improve their work in the future.

GEOGRAPHY

89. Attainment is in line with national expectations at the end of both key stages. The school has sustained these standards since the last inspection. Good progress has been made towards improving the issue raised in the last inspection by introducing new guidance for teachers. As a result teachers are more confident and it has given direction to the work of the school. The co-ordinator made good use of national guidance to formulate the school documentation. Limited use has been made of information from monitoring and evaluating teaching to inform the way forward.
90. Pupils' achievement is satisfactory and is supported by consistent implementation of the scheme of work. In Key Stage 1 pupils study their local area and begin with their address. They become familiar with plans using a plan of the school. Photographs of different rooms and areas are identified on the plan. They develop observational skills by identifying features in the locality, for example, road signs and buildings such as the church. In Key Stage 2, pupils continue to build on their knowledge and skills. They consider the attractions of living in Gosberton and design an information leaflet. The opportunity to apply pupils' writing skills was lost in this activity as the text had been copied. Visits are used well to give pupils first hand knowledge of different localities such as the visit to London. By the end of Key Stage 2 pupils have good geographic vocabulary related to their studies of rivers. More able pupils apply their knowledge effectively, investigating the source and journey of a river using an Ordnance Survey map.
91. Teaching and learning are sound. Strengths in the lessons observed were the good planning and the design of tasks. Resources were used effectively to help the pupils' understanding. In Key Stage 1, pupils had photographs of features in the locality that they had to find on a walk around the village. As a result, pupils were excited and well motivated. This had a good impact on speaking skills. At Key Stage 2, resources aided the good match of work to pupils' stage of learning. More able pupils worked with a more complex resource to challenge their application of skills. This inspired a great deal of questioning and exploration. As a consequence, their achievement was good. This was not as evident in the other working groups. Pupils' books demonstrate a range of different types of writing which supports pupils' literacy development.

HISTORY

92. Attainment is in line with national expectations at the end of both key stages. The school has sustained these standards since the last inspection. Pupils' past work indicates that the curriculum framework has been implemented throughout the school. However, the skills element of the curriculum is not given high enough priority, an issue that was identified in the previous inspection. Teaching methods that rely on the teacher imparting knowledge and pupils writing a summary or completing a worksheet dominate. As a result, pupils have limited opportunities to discuss and build skills of prediction and inference. The school has made good progress towards improving other issues raised in the last inspection by using national guidance to inform their curriculum. The newly appointed co-ordinator has introduced a very effective assessment system that will provide the school with good information for evaluating the curriculum in history. The co-ordinator knows the strengths and weaknesses in the school and is encouraging improvements in a sustainable time frame. As a result there is clear direction for the subject.
93. Pupils in Key Stage 1 find out about some famous people and events. They begin to develop greater understanding of things that happened in the past. Pupils in Key Stage 2 gain knowledge and understanding of periods of history such as the Romans. They recognise aspects of life in the past and how it is different from life today. Only one lesson in Years 5 and 6 was observed during the inspection week and in this lesson the teaching and learning were good. Planning was a noteworthy strength and the lesson activities ensured the pupils developed their skills in questioning of evidence. Initially the pupils were reluctant to question and discuss. Some immediately tried to write something in their book, an automatic response. However, as they made closer examination of the group of artefacts dated from 1948, the pupils became more motivated and enthusiastic. They began to express their views and question each other's conclusions. All pupils achieved well during this lesson.

INFORMATION AND COMMUNICATION TECHNOLOGY

94. Good improvement has been made since the time of the last inspection. Teachers' knowledge and understanding are considerably better and there are good plans to continue teachers' professional development in the subject. Through the school, pupils gain greater skills with computers. Teachers are beginning to make good use of the expanded resources, including the new computer network. By the time pupils leave the school, their attainment is in line with the national expectations. Pupils show good levels of confidence when using the computers. They start machines, log into the network and load programs as required. Pupils retrieve their own work and make amendments using the keyboard and mouse with good control. They have good knowledge of the functions of the programs and use them with clear understanding. When they have completed their tasks they print when necessary and save their work to disk. Pupils show understanding of the school network and the Internet and how it operates.
95. Throughout the school, pupils show confidence when using tape recorders to listen to stories or record their voices. Years 3 and 4 pupils, for example, record their responses to pieces of music to encourage discussions. In Key Stage 1, pupils make some appropriate use of the computers in their classrooms, using programs that are linked to their work across the curriculum. In Key Stage 2, pupils effectively build upon their earlier skills, often supporting their learning in other subjects well. They input and amend text with increased familiarity, beginning to add appropriate clip-art pictures to their stories. Pupils use painting and drawing programs with developing

control of a wider range of drawing tools. Some create 'mosaic' pictures within a program relating to the Romans, by selecting items, dragging and dropping them accurately. By the end of the key stage, Year 6 pupils confidently combine text and graphics with greater understanding of the use of the effects when they set out their poems. They use simple spreadsheets to model the expenditure for a school visit using formulae. Pupils extract data and present it in the form of graphs of different kinds. This work links well with work in science as they present information relating to a survey of the use of water.

96. No formal teaching was seen in Key Stage 1, but teaching in Key Stage 2 is good. Teachers are making effective use of the new network and good plans are in hand to ensure that all staff gain confidence with the new provision. Tasks are well organised, making effective use of the network by grouping pupils appropriately. The teachers use their knowledge of prior attainment effectively to pitch the difficulty of work suitably. Pupils respond well to the lessons and out of school opportunities. They show interest and excitement in their work and apply themselves well. Pairs of pupils work well together, sharing their knowledge and skills effectively. Good support is given to pupils when they encounter problems and challenging questioning helps them to consider what to do. Good opportunities are taken to extend knowledge and understanding and to link it to earlier learning.

MUSIC

97. Only limited observation of music lessons could be made so no overall judgement of teaching is possible. Teachers' planning and other observations of pupils show that satisfactory provision is made through the school. A clear framework for teaching the subject gives good guidance to teachers and is supported by an appropriate range of resources. The school's provision is enhanced by a number of extra-curricular opportunities such as choir, tin whistle and keyboard groups. There are good opportunities for pupils to take their developing skills into the community, enhancing their confidence. All pupils gain skills and knowledge at an appropriate rate. By the time they leave the school, their attainment is average, similar to that found at the time of the last report. Those pupils who take part in instrumental tuition gain increased skills and confidence in music.
98. Pupils have appropriate opportunities to listen to music, including during assemblies. They are given opportunities to talk about their responses. Many Key Stage 2 pupils refer to what they feel about the music although few use specific musical information and vocabulary to illustrate their thinking. Pupils in Key Stage 1 sing songs and rhymes as a part of their day-to-day curriculum. They join in with enthusiasm and many learn words readily. Pupils in Key Stage 2 sing well and have developed secure diction. Many memorise words well and sing with enthusiasm. They listen carefully when the teacher gives specific instructions and suggestions of how to sing the words. Most pupils respond readily to this support and make good improvements in their performances. They use simple instruments well, identifying differences between tuned and untuned instruments.
99. Pupils respond well to music lessons and many undertake discussions well. They listen to each other and make sensible comments and suggestions. Most share instruments and take turns politely. However, many groups are slow to settle to their activities. The teachers' control and clearly stated expectations are effective, however, in promoting the pace of the lessons.

PHYSICAL EDUCATION

100. Attainment is in line with national expectations at the end of both key stages. The school has sustained these standards since the last inspection. Each aspect of the curriculum is allocated time throughout the year which contributes to a balanced curriculum. This is an improvement since the last inspection. Assessment is still an outstanding issue from the previous report that the school needs to address. Currently teachers have not enough information about pupils' prior attainment to ensure that work is well matched to their needs.
101. At Key Stage 1 pupils have an awareness of health and safety issues when carrying equipment. They travel across the floor and low apparatus using different parts of their bodies and with different types of movement. The girls were particularly strong at using their imagination and developing control in their movements. At the lower end of Key Stage 2, pupils transfer their weight from one part of the body to another and achieve a good rate of physical exercise. They perform forward and backward rolls but control is generally weaker. However, a group of higher-attaining girls show good control and definition in their movements. By the end of Key Stage 2, pupils are aware of the effect of exercise on their health and understand the importance of warm-up exercises. They develop a repertoire of movements and secure control in their balance. Most use their imagination effectively to link movements together. They work successfully in pairs. Attendance at an after school club supports the high achievement of some girls in the Key Stage 2 classes. The school provides after school sports clubs that are popular with the pupils and supports the development of their game skills. Boys are involved in good physical exercise during school breaks as many take part in small-sided ball games.
102. Teaching and learning are sound. When teachers make clear their high expectations of behaviour and participation, all pupils work at a good pace. As a result they experience an appropriate rate of physical exercise. However when management is weaker, pupils do not listen well or apply themselves wholeheartedly to the task. Behaviour deteriorates through the lesson having a negative impact on the quality of the movement and the level of exercise. Some teachers' interventions are too prescriptive, for example, pointing out specific ways pupils can improve their balances. Too few opportunities are taken to ask pupils to evaluate why particular actions or movements are successful.

RELIGIOUS EDUCATION

103. By the end of both key stages, standards are in line with the recommendations of the locally agreed syllabus. There have been significant improvements since the last inspection. The co-ordinator is effective in ensuring religious education is given appropriate standing within the curriculum. There are displays in the hall and every classroom celebrating the work in religious education. Themes are now developed appropriately throughout the school. Time allocation allows the pupils to study themes systematically and collective worship contributes well to the religious education provision. Liaison with the local church and vicar enriches the pupils' experiences. The school now holds celebrations such as harvest in the church and the vicar visits school to share assembly and contribute to class lessons.
104. By the end of Key Stage 1, pupils are aware of important events and festivals in the Christian religion. They use this knowledge to understand the significance of special clothing in other religions such as the prayer shawl or skullcap. At Key Stage 2 pupils study celebrations in all the major faiths and compare religious beliefs and lifestyles. Particularly effective learning takes place when pupils study the theme of Creation starting with their own reflections then making comparisons between the Hindu and Christian beliefs. Pupils in Years 4 and 5 remember their visit to a Sikh

temple well and make thoughtful comparisons. By the end of Key Stage 2, pupils have good recall of religious practices within Judaism.

105. Teaching and learning are sound throughout the school. The strength in the teaching is the good use of resources to bring the lessons alive for the pupils. In these lessons, pupils listen well and show an eager curiosity. They volunteer to try on the clothing and show appropriate respect. Teachers build well on previous learning and draw on pupils' own experiences. For example, during a lesson exploring the significance of special clothing in Judaism, one child describes the vestments used by the vicar in the harvest service he attended the day before. Good use of visitors, visits and special shared events enriches the pupils' experiences. However, opportunities are missed to extend pupils' literacy skills when they copy a summary of the content of the lesson from the board. More opportunities to raise their own questions, research and discuss in small groups before writing would enrich their learning and their writing.