

INSPECTION REPORT

NORTH COCKERINGTON CHURCH OF ENGLAND PRIMARY SCHOOL

Louth, Lincolnshire

LEA area: Lincolnshire

Unique reference number: 120580

Headteacher: Mrs J Stark

Reporting inspector: Mrs H Johnson
Rgl's OIN: 20957

Dates of inspection: 11/11/2002 – 14/11/2002

Inspection number: 248157

Full 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

School category: Voluntary controlled

Age range of pupils: 4 -11

Gender of pupils: Mixed

School address: School Lane
North Cockerington
Louth
Lincolnshire

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Telephone number: 01507 327258

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Appropriate authority: Governing body

Name of chair of governors: Mrs A Stratford

Date of previous inspection: 02/02/1998

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
20957	Helen Johnson	Registered inspector	English Art and Design Design and Technology Music Religious Education Foundation Stage English as an additional language	What sort of school is it? The school's results and pupils' achievements How well is the school led and managed What should the school do to improve further?
9056	Val Cain	Lay inspector	Educational inclusion	Pupils' attitudes, values and personal development How well does the school care for its pupils? How well does the school work in partnership
2692	Phil Willavoys	Team inspector	Mathematics Science Information and Communication Technology Geography History Physical Education Special Educational Needs	How well are pupils taught? 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 is a popular, small Church of England school. It serves the village of North Cockerington and four outlying rural villages, where there is a mixture of housing. The school also draws pupils from Louth and it is currently over-subscribed. There are 75 pupils in the school, 41 boys and 34 girls aged four to eleven, and taught in three classes; Foundation and Years 1 and 2, Years 3 and 4, and Years 5 and 6. The attainment of children on entry to the school is broadly similar to that found nationally except in aspects of their linguistic, mathematical and personal, social and emotional development where it is above expectations. The percentage of pupils eligible for free school meals is below the national average whilst those with English as an additional language is a bit higher than in other schools. The proportion of pupils with special educational needs, including those with a statement, is less than that found nationally.

HOW GOOD THE SCHOOL IS

This is a very good school. The headteacher gives very strong leadership and as a result high standards have continued for seven year-olds since the last inspection. A firmly established Christian ethos underpins the pupils' excellent attitudes to school and the school's excellent provision for pupils' social and moral development. The quality of teaching and learning are good and better, and pupils achieve well. The governing body provides very good support and is effective in helping shape the direction of the school. The school has very positive relationships with parents and the community and these make a significant contribution to pupils' learning. The school now provides good value for money.

What the school does well

- In 2002 pupils achieved very high standards in reading and writing by age seven and high standards in mathematics by ages seven and eleven.
- Pupils have excellent attitudes to school and to learning. They have excellent relationships with each other and with the adults in the school.
- Provision for pupils' social and moral development is excellent, and for spiritual and cultural development it is very good.
- The leadership of the headteacher is very good, giving purposeful direction to the work of the school.
- The governing body is very supportive and has a good understanding of what the school does well.
- The school's partnership with parents and parents' views of the school are very good.

What could be improved. There are some minor issues for the school to address so that it continues to improve on the current good practice. These issues are currently part of the school's development plan.

- Raise standards further in writing by the end of Year 6.
- Improve further the headteacher's monitoring of teaching and learning, and the governors' monitoring of the work of the school.
- Dedicate time for the Foundation Stage teacher to work with teaching assistants so that they extend further the variety of ways they use to help children learn.
- Make better use of the limited area outdoors so that children under six can use it more for learning, spontaneous play and for their physical development.
- Improve the quality of the school's non-fiction library.

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 February 1998. The issues identified as needing improvement have been addressed well overall. The curriculum for the Foundation Stage is firmly based on the national requirements and is planned for with care to cover all aspects of learning. The school has put in place very good curriculum planning that ensures continuity and progression in learning in mixed age classes. Teachers fully understand the purpose of assessment and it is now used effectively to determine what pupils will learn in lessons. Because teachers know their pupils so well lessons are planned to meet every pupil's needs. The more able are challenged and the less able are supported. The result is that all pupils make good progress. Systems, mainly informal, have been set up to monitor the quality of teaching and learning and these are effective in identifying strengths and weaknesses.

STANDARDS

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

Performance in:	compared with			
	all schools			similar schools
	2000	2001	2002	2002
English	A	C	C	C
mathematics	B	A	B	B
science	D	B	C	C

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

Because of the small number of pupils in each year group, the interpretation of this data needs to be considered carefully. Fluctuations are likely to be more pronounced because each pupil accounts for a significant proportion of the overall result. The results of tests in 2002 for eleven years-olds standards are higher in reading than they are in writing. When compared to schools in similar contexts the results are repeated, in English and science they are average and in mathematics they are above average. The trend in standards of attainment is broadly in line with the national trend.

For seven year-olds in 2002 test results show that standards attained were well above average in reading and writing and above average in mathematics. When compared to schools in similar contexts standards of attainment are in the highest five per cent in reading, well above average in writing and above average in mathematics. The trend in standards of attainment shows standards have been sustained over the last four years in reading and writing with a slight dip in mathematics in 2002 only.

The school's current focus on writing is continuing in order to raise standards further by the end of Year 6. The school has set itself challenging targets and results from national tests in 2002 show that the school has achieved its target of 83 per cent in English and exceeded by ten per cent its target in mathematics to achieve 83 per cent. All pupils, including those with special educational needs and English as an additional language, as well as those who are higher attaining, achieve well because teachers have a good understanding of what each pupil can do and what they need to learn next.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils are very keen to come to school and to work hard. They have excellent attitudes to their work. They want to do the best they can.
Behaviour, in and out of classrooms	Behaviour of all pupils is very good. There is no bullying and pupils show respect for one another and for adults.
Personal development and relationships	Excellent. Pupils support and care for one another well, with older pupils looking after the younger ones. Older pupils are keen to take responsibility and to help throughout the school.
Attendance	Very good. Levels of attendance are above the national average, pupils arrive punctually and lessons start on time. There is no unauthorised absence.

Pupils are very interested and involved in all aspects of school life, with a high proportion of them attending extra curricular activities. There is generally an atmosphere of sustained hard work in lessons with pupils responding well, and often very well, to the challenges the teachers provide. Pupils listen well and are keen to contribute to discussions, speaking confidently to their peers and adults. They show respect for adults, each other, the school and its resources. Boys and girls work harmoniously together.

TEACHING AND LEARNING

Teaching of pupils in:	Reception	Years 1 – 2	Years 3 – 6
Quality of teaching	Good	Good	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 throughout the school is always satisfactory and much of it is good or very good. The majority of teaching in English and mathematics is very good because teachers have good subject knowledge. They plan well using their expertise to match work to what each pupil needs to learn next. They pose questions to extend pupils' knowledge and understanding and set tasks that challenge them to improve. At the end of lessons teachers assess what pupils have achieved so that the next lesson builds on previous learning. The skills of literacy and numeracy are taught well because teachers model new skills for the pupils to practise, and often expect them to apply these new skills in other subjects. By linking learning between subjects teachers help pupils understand how well they are learning.

The school is fully inclusive and its aim is to ensure every child achieves well. The school plans for individual pupils, including those with special educational needs, English as an additional language and those who are higher attaining. Teachers predict what each pupil will achieve at the end of each year, and pupils' progress towards meeting these predictions is reviewed regularly. Teaching assistants make a valuable contribution to pupils' learning and show a good understanding of the pupils they work with. In the Foundation Stage the teacher has limited time to help teaching assistants develop further their knowledge of the many ways young children learn.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	It is very good for pupils in Years 1 to 6. All subjects of the national curriculum and religious education are taught and these are extended by a good range of visitors and visits. It is sound for children in the Foundation Stage. Extra-curricular provision is excellent.
Provision for pupils with special educational needs	Very good with good arrangements in place to ensure pupils have access to the full curriculum.
Provision for pupils with English as an additional language	Very good provision so that pupils are fully integrated into lessons and they make good progress.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Excellent overall. This is a significant improvement since the last inspection and reflects the school's strong commitment to pupils' personal, as well as academic, development
How well the school cares for its pupils	Very good. Pupils have confidence that their teachers will help them. They are listened to and valued.

The school's innovative way of planning the curriculum ensures there is continuity in the learning experiences provided for pupils of all abilities. The excellent extra-curricular provision gives pupils in Years 1 to 6 the opportunity to join in a wide range of activities. Children under six have limited opportunities to learn, play and develop physically outdoors because of the restrictions of the outdoor area.

Very good assessment arrangements have been established since the last inspection. These cover assessment to inform teaching, information to parents and pupils about their progress, and tracking and monitoring test results. Because the school knows its pupils well, and the 'family atmosphere' encouraged by the staff, it provides a safe and secure community.

The school works in partnership with parents very well. Parents provide extremely good support to their children in their learning at home and all parents have signed up to the home-school agreement. The school provides parents with very good information about their children's academic progress as well as details of school events and celebrations. Parents provide valuable help, running clubs and assisting on trips.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Very good. The headteacher provides purposeful leadership and has established a hard-working and committed team. There are no formal management arrangements for teachers though they work willingly to their strengths to lead particular developments.
How well the governors fulfil their responsibilities	Governors are very committed and fully support the work of the school. They have a good understanding of their responsibilities and are undertaking training to help them further develop their understanding of the strengths, and any possible weaknesses, of the school.
The school's evaluation of its performance	The school has good systems to evaluate how well it performs and what it needs to do next to improve.
The strategic use of resources	Very good. All financial resources are used well, staff are deployed well and resources are used very effectively. Proposed new classrooms will release space and remedy the current restrictions on outdoor activities for children under six.

There are enough suitably qualified teachers, as well as teaching assistants and a senior secretary who support the school effectively. Good use is made of the skills of specialist teachers from other schools to enhance the good quality curriculum provision. Accommodation is over-stretched and the school has made effective arrangements for pupils to have physical education at other sites. Resources are generally adequate in quality and, where the school is without a particular item, there are good arrangements for loans from other local schools and the library service to support pupils' learning. Non-fiction book provision is poor. The restrictions of the outdoor area limit opportunities for children under six to play, learn and physically develop.

A particular strength of the headteacher is the very positive relationships she has with everyone – staff, pupils, their parents, governors, friends of the school and the local community. Her enthusiasm for children's learning and her desire for them to achieve drives the work of the school. Occasionally her informal monitoring does not identify how some aspects of teaching and learning could be further improved. The governing body understands the principles of best value and applies these well when receiving performance data, financial information and the views of parents and the community.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none">• The staff are approachable, they make time to help.• Children's behaviour is good, they become caring and mature.• There is good extra-curricular provision for pupils in Years 1 to 6.• The school offers so much more than the academic.• Children like coming to school.• Teaching is good.• The good progress their children make.	

There were no real concerns raised either at the parents' meeting or in responses to the parental questionnaire. The inspection team agrees with the parents' and carers' very positive views of the school.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. The attainment of children when they enter the school is broadly similar to that found nationally for their ages. Some of them achieve above expectations in their personal, social and emotional development and aspects of their language and mathematical development.
2. The work of the children by the end of the Foundation Stage is at or above the standards expected and the great majority of these children are on track to achieve the early learning goals before they reach six years of age. Some children attain at higher levels than expected. Overall, the progress made by children in the Foundation Stage is good.
3. The results of national tests in 2002 indicate that standards attained by seven year-old pupils are well above average in reading and writing and above average in mathematics when compared with all schools nationally. When compared with schools in similar contexts, the standards are very well above average in reading, well above average in writing and above average in mathematics. The proportion of pupils achieving the higher levels is very well above the national average in reading, it is well above average in mathematics and average for writing. The trend in standards of attainment in reading and writing has been sustained over the last four years whilst this year only there is a slight dip in mathematics. Pupils' achievements in science, which have been assessed by their teacher, show that standards are very high compared with expectations nationally.
4. The results of national tests for eleven year-olds in the same year show that standards attained by the school are at the national average in English and science and above the national average in mathematics. Standards attained are better in reading than they are in writing. When compared with schools in similar contexts the standards attained reflect the national picture with English and science being average and mathematics being above average. The proportion of pupils attaining the higher levels is at the national average in English and science and above average in mathematics. The trend in standards of attainment reflects the upward trend found nationally.
5. Due to the small number of pupils in each cohort, results can fluctuate from year to year. In the 2001/2 cohort, nearly half the Year 6 pupils joined the school between ages seven and eleven and this turbulence is reflected in the results. The school's information shows that pupils who were in the school throughout Years 1 to 6 made good progress. Inspection evidence shows that pupils continue to make good progress as they move through Years 3 to 6. The school has set challenging targets for the percentage of pupils expected to achieve the national average and above next year. Additional support is being given to some pupils to help them achieve well. In this way the school helps pupils to improve, make good progress and achieve their individual targets.
6. At the time of the last inspection attainment in all subjects was at the expected standard, except in religious education which was not reported, and design and technology (D&T) where no judgements were made at Key Stage 2. Standards seen

in lessons in English, mathematics and science have improved since the last inspection. Attainment continues to be at the expected standards in all other subjects at ages seven and eleven, except at age eleven in information and communication technology (ICT) and music where attainment is good. Because the inspection team did not see lessons or sufficient evidence, judgements were not made during this inspection about standards at age seven in ICT, art and design, geography and physical education, and at age eleven in physical education. Overall standards have improved since the last inspection.

7. Pupils make good progress in literacy and numeracy and attain above national expectations in lessons. In literacy pupils of all ages have good speaking and listening skills. They use their extending personal vocabularies effectively when writing so that much of it is lively and appeals to the reader. Older pupils do not have sufficient opportunities to write at length. Reading is a strength throughout the school with pupils making good progress because of the good quality teaching and the support they receive at home. Good quality teaching of mental and oral numeracy skills results in pupils making good progress in their mathematical development. They are confident when using and applying number, when measuring and when handling data. They apply their knowledge and understanding well in other subjects.
8. In all year groups pupils with special educational needs and those with English as an additional language make good progress because of the good level of adult support, and the good understanding that all adults have of what each pupil needs to learn next. It is the school's very good understanding of the learning needs of each individual pupil that makes a significant contribution to the good progress all pupils make, including those who are higher attaining. In this way the school ensures that boys and girls achieve as well as each other. Current data indicates there are no pupils deemed to be gifted and talented in the school.

Pupils' attitudes, values and personal development

9. Pupils are very proud of and enthusiastic about their school. They are keen to come to school and enjoy being there. They work hard in class and have excellent attitudes to their work. Parents confirm that their children are happy at school and that they want to do well for both themselves and their teachers. They are very interested and involved in all aspects of school life and the school is very much at the heart of this community. They are interested in all aspects of the curriculum, where their response is good and often very good, but also in extra-curricular activities and visits made outside school. They are eager to talk about what they do in lessons and also to continue this outside in discussions with one another, their teachers and visitors. There is generally an atmosphere of sustained hard work in classes, particularly with the older pupils. They want to do the best they can. Excellent relationships throughout support this ethos.
10. The behaviour of all pupils, including those with special educational needs and from different groups, in classrooms, around the school and outside is very good. Pupils listen well and pay good attention in lessons and particularly during the school service with visitors. Pupils are keen to contribute to discussions and share their views. They contribute positively to discussions and have the confidence with one another to share views openly without fear. It is the headteacher's intention to develop a school council so that pupils' ability to discuss and debate is developed further. They respect one another and adults and this is reciprocated. They are polite and respectful to adults in the school and treat the building and equipment well. Lunchtimes are very well conducted and pupils chat happily and quietly in a social context. There is no bullying at all but pupils are very clear how to deal with it, should it ever occur. Boys

and girls throughout the school work well together on tasks. There have been no exclusions in the past two years.

11. Personal development and relationships in the school are excellent. Pupils support and care for each other well and are sensitive to each other's needs. A boy who fell in the playground, was immediately helped by another, who offered to fetch paper towels to clean him up. Opportunities for older pupils to care for younger ones, for example, on the coach journey to East Wold Primary School and Legbourne Village Hall, are taken as a matter of course. There are a number of ways in which pupils take on more responsibility as they pass through the school, including the school and class service, swimming money, looking after the gate, ringing the bell and acting as monitors in a variety of ways. Pupils are keen to accept responsibility and to help throughout the school. They use their initiative when organising charity events and their own class assemblies.
12. Levels of attendance are very good and remain above the national average. Parents inform the school of absences and there is no unauthorised absence. Punctuality to school is very good and lessons start on time. The high levels of attendance and good timekeeping have a very positive effect on learning and attainment.

HOW WELL ARE PUPILS TAUGHT?

13. The quality of teaching is good overall. It has improved since the last inspection and no unsatisfactory lessons were observed. Two in three lessons in this inspection were judged to be good or better with one in four judged to be very good. One key factor in this is the systematic development and implementation of a comprehensive range of curriculum policies that give clear guidance on features of good teaching, and outline the school's high expectations for all members of staff. Another strength is the way in which pupils and teachers see learning as a whole, understanding how each area contributes to the others. These strengths have developed well since the last inspection and now continue to provide continuity and progression in teaching and learning.
14. In the Foundation class, the good quality of teaching is fundamental to how the children are assimilated into the school and how they develop good personal, emotional and social skills. The provision for these children is carefully planned and taught by the teacher and teaching assistants. The teacher ensures that all adults know exactly what is expected of them and they are very well briefed in the needs of individuals. The expectations of the teacher are high and she works very hard to develop successfully the children's knowledge, skills and understanding. There is overall a good balance of teacher directed activities and those that the children choose for themselves. For example, children collaborated with the teacher to make up the second verse of a nursery rhyme on one occasion, whilst on another they experimented with a construction kit and learnt how wheels and axles can turn in a variety of ways. Relationships are excellent between the children and between adults and children and this ensures an extremely secure and stable environment in which their learning can develop.
15. The teaching of both literacy and numeracy is good. The careful and detailed introduction of the national strategies by teachers has provided a structure and a basis for teaching and learning which were observed in practice in other subjects across the curriculum. Pupils recognise this structure to their lessons and this has a very positive effect on their learning and the progress they make. Teachers use the national strategy for literacy for their planning and ensure that the needs of all pupils

are met in the writing of detailed plans. All pupils therefore make the gains in knowledge, skills and understanding they should. In lessons pupils know what to expect and the standards required because the teacher takes time to explain this to pupils. Teachers plan time in lesson for pupils to discuss topics and improve their speaking and listening in a range of contexts. For example, when a group of Year 3 and 4 pupils were studying humour in poetry, they were presented with a comparison between the work of John Agard and Colin McNaughton, two very different writers. The national strategy for numeracy is very evident throughout the school and good standards are reached in mathematics. Pupils are given every opportunity to develop their capacity for quick recall of number facts and also the chance to explain their strategies for calculating answers. The mental and oral parts of the lesson are sharp, crisp and have pace and challenge which pupils enjoy. Pupils' confidence is growing in mental and oral mathematics and pupils readily use these aspects to support other aspects of the subject.

16. Teachers are keen to ensure that all pupils take maximum part in very many lessons. They know their pupils very well, monitoring and recording their progress effectively. Relationships are excellent and there is a friendly, open atmosphere so pupils are confident and have good self-esteem. The mixed age classes require more planning from the teachers and they are supported well in this by improved school documentation and also greater clarity and sharpness in the learning objectives for all groups. This planning prompts the teacher to ensure, through instruction, that all pupils, including the higher attaining, are clear about what is expected and they achieve as well as possible. Pupils with special educational needs receive very good support. Their individual education plans (IEPs) are well written, the objectives and outcomes shared amongst all adults concerned and their progress is tracked and documented in detail to inform the next steps of their learning.
17. Teachers have good subject knowledge and are well prepared for their lessons and equally pupils are expected to be well prepared. There are clear links between subjects and teachers seek to build on previous learning, for example, Years 3 and 4, looking at forces talked about earlier work on magnetism, and in Years 1 and 2, movement in physical education was clearly linked to science. Teachers know their pupils very well indeed and are very clear about progression. Equally pupils have a good understanding from talking to their teachers what they need to do to improve next. There is high expectation and challenge, as discovered by some Year 6 pupils, when working on a probability problem based on Pascal's triangle. On a few occasions, in Year 3 and 4, there is too much teacher talk that does not allow pupils sufficient time to think and explain. Also some questions are closed and do not provide opportunities for pupils to develop their thinking enough.
18. Teachers set homework that is purposeful and relevant to what is being taught. In Years 1 and 2, and Years 3 and 4 this is often related to reading and learning, spelling and multiplication tables. In Years 5 and 6 teachers set tasks that develop learning in lessons and require pupils to research in preparation for forthcoming lessons.
19. Teachers are supported well in their professional development and benefit from one another's expertise and strengths inside the school as well as opportunities to gain further experience on external training. They quickly recognise external expertise that will benefit them and their pupils and draw on this. Examples include the use of advanced skills teachers, specialist and advisory teachers in ICT, design and technology, art and design, religious education, mathematics and science. The headteacher and staff are very proactive in making use of external expertise in the development and improvement of the school.

20. There is a very good team spirit throughout the school and all members of staff work hard to support one another and all the pupils in their care. Teachers ensure that support staff are well informed about their roles and the specific needs of individual pupils. Support staff work hard and very well, are committed to the school, and are instrumental in encouraging the progress of pupils and the standards they achieve.

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

21. The school's curriculum provision and the quality and range of learning opportunities are very good, covering all the expected areas and taking very good account of pupils' individual needs. The school is very inclusive. There has been good improvement from the last inspection.
22. The curriculum for children in the Foundation Stage is sound. The areas of learning are covered imaginatively and there are good links, for example, when children are offered appropriate opportunities to consolidate and extend their mathematical knowledge through well planned games and activities. Less well developed are opportunities for learning in the outdoor environment and for physical development.
23. The curriculum for pupils in Years 1 to 6 is very good. It is broad and balanced, covers all statutory areas of the National Curriculum, plus religious education. The curriculum is enhanced by good teaching, and a limited but very well utilised and cared for environment that the school constantly seeks to improve. The curriculum is extended by a good range of visits and visitors. The school has implemented the national strategies for literacy and numeracy effectively and teachers continue to receive training to support them.
24. National curriculum planning guidance from the Qualifications and Curriculum Authority (QCA) is adopted for all other areas of the curriculum, except religious education, which is based on the locally agreed syllabus. A real strength of the school curriculum is the way in which it is planned, organised and taught. By planning for all subjects within a two-year cycle for Years 1 to 6, the school effectively ensures challenge and high expectation for mixed age classes. This is because teaching is at a higher level of complexity in the second year and takes account of other skills and understanding in this and other subjects learned during the first year of the cycle. This is an improvement since the last inspection. Teachers plan very carefully in the long, medium and short term to ensure that there is a good use of learning experiences from other subjects to support the work being done. This ensures that learning from other subjects supports and enhances present work and excellent links are made which strengthen the learning for pupils.
25. Provision for equality of opportunity is excellent. The school is fully inclusive. The curriculum for pupils with special educational needs is very good. Clear arrangements are in place to ensure pupils with special educational needs and English as an additional language experience the whole curriculum. The headteacher is managing the role of special educational needs co-ordinator in the temporary absence of the permanent teacher. Both teachers and support staff are fully aware of pupils' targets in their IEPs and these are taken into account when planning lessons. IEPs are of good quality and teaching assistants support pupils' needs very well. High quality records are kept, noting progress made during lessons and identifying next steps.

Provision for pupils with English as an additional language is very good.

26. The school recognises the needs of gifted and talented pupils through appropriate differentiation of work within the normal classroom structure and the adoption of a range of teaching and learning styles. The policy, which is due to be updated this term, gives clear guidance to staff and governors.
27. The statutory curriculum is broadened by the provision for personal, social and health education which is very good, and looks for planned and creative links with citizenship. The curriculum provides opportunities for encouraging a healthy lifestyle in, for example, science and physical education through good diet and exercise. Pupils, from the outset, are helped to appreciate the benefits of belonging to the school 'family'. They appreciate their responsibilities to the community as well as their rights and that making the right choices is important for all. Through a planned programme for all classes, the school provides discussion time which promotes self-belief and respect. These sessions expose pupils to a wide range of issues and emotions, such as in Years 5 and 6 dealing with 'conflict' through empathy, and trying the 'step into their partners shoes' to experience their perspective. The school's provision for sex and relationships education, and for drugs education, is carefully planned into the curriculum and the school makes good use of other agencies to help support the teaching of these sensitive issues.
28. Pupils are given many responsibilities in school, appropriate to their stage of development. For example, caring for a younger pupil on the bus when going to physical education. The 'Walking Bus' has been a great success, both in terms of the health benefits of daily exercise but also from the increased social interaction. They develop an understanding of being a good citizen through their work for charities and involvement in the local community.
29. The extra-curricular provision is excellent. It is impressive that such a small school commits to such an extensive provision. This year there have been lunchtime recorder sessions, Years 3 to 6 games and athletic sessions, indoor games, playground games, cross stitch and sculpture, chess, guitar and football, involving the majority of pupils. Year 6 pupils also benefit from an after-school sculpture and drama project run at a local primary school and supported by the New Opportunities Fund. The acquisition of the new playing field further extends these options. Although the school is limited in some respects by lack of facilities, the staff ensures that everything possible is done to protect this provision.
30. The provision for spiritual, moral, social and cultural development is excellent overall and is a significant improvement on the last inspection. This reflects the school's concern for, and commitment to, the development of the whole child and affects all aspects of life. The school is very successful in linking the significance of subjects, particularly art and design, design and technology, geography, history, ICT, music and religious education, to its provision.
31. The support for pupils' spiritual development is very good. Staff set very good examples, and inspire a sense of trust, in addition to listening to, and valuing pupils' ideas and encouraging them to have a positive self-image. Good opportunities are built into each day for thought and reflection both in assemblies and some of the teaching. The Christian framework explicitly supports the work of the school, and underpins and embodies the values and beliefs that guide the excellent behaviour

throughout. Empathy and concern for others is regularly shown through charitable work, for example the Blue Peter Appeal and Daffodils for Cancer Research. The religious education syllabus provides pupils with opportunities to acquire knowledge and understanding of other religions, such as Islam and Hinduism. A friend of the school, leading an assembly had the whole school totally engrossed in a story, reinforcing the ethos of the school as a Christian community, causing everyone to reflect. Year 6 pupils were able to reflect thoughtfully on how they had interpreted the Easter story through their design and technology work.

32. Provision for moral development is excellent. Every child in the school feels highly valued, cared for and respected. At sports day everyone cheers for everyone else. Parents are very forthright in acknowledging that the school develops pupils' understanding of right and wrong. Pupils know and understand the school's sanctions system and feels it is applied fairly. The emphasis is always on the positive and good work and actions are always acknowledged and recognised. All staff provide consistent and good examples throughout the school. Pupils have high expectations of one another's behaviour and show care, respect and concern in class and in the playground.
33. The support for pupils' social development is excellent. They feel that everyone is of equal importance. Pupils relate very well and confidently to adults within the school and to visitors. They are sensitive to the values and feelings of others as demonstrated in the Years 5 and 6 discussion about conflict. Pupils have very good opportunities to learn and co-operate together in class, for example, when carrying out research, in history, into the life of Anne of Cleves or testing probability in mathematics. Girls and boys work well together, from the youngest to those in Year 6. They also work well together in teams as demonstrated in their sporting successes as well as finishing so highly in the area Science Challenge. Courtesy and good manners are evident throughout the school and pupils conduct themselves very well indeed showing respect for both people and property. Day and residential visits extend both social and cultural development further.
34. Provision for cultural development is very good. At the last inspection it was satisfactory. Pupils learn about past cultures and those found in Britain's modern multi-racial society in art and design, music, history and geography lessons. Religious education is a major contributor to cultural education as is the daily service. Pupils make visits to places of interest such as Gainsborough, to Lincoln Cathedral Church Schools' Festival, to St. Mary's Church for the valedictory service. They become familiar with their own and the cultural heritage of others through English and music. For example, Years 5 and 6 explored three layers of rhythm in South East Asian music. In school currently there is a collection of artefacts to support the work on Islam. At Christmas school performances are enjoyed by all and the celebration of the Queen's Golden Jubilee was an important occasion. Recent visitors include the West Midlands Theatre Group performing 'An Arabian Tale', and face painting with the Kathakali group in school, in addition to visiting the theatre to see the Kathakali performance.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

35. The quality of care provided for all pupils has improved since the last inspection. It is now very good and is a clear strength of the school. Staff know their pupils very well. Both parents and pupils have confidence that staff will help if there are problems or concerns. Pupils are keen to attend school, they are happy and secure there. All pupils are proud of the school and they feel valued and listened to.

36. The monitoring of attendance is very good. Registrations are prompt and efficient, routines are well established and pupils respond positively. The main reasons for absence are illness and holidays taken within term time. Parents are aware of the need to inform of absences and do so. There is no unauthorised absence.
37. High standards of behaviour are expected and prevail. The behaviour policy and school rules are consistently applied and pupils know what is expected of them. Pupils care for each other and show respect for all staff. No inappropriate behaviour was observed during inspection. Rewards are keenly sought, good behaviour is celebrated and sanctions are known. Pupils confirm that there is no bullying, that the school is friendly and teachers make learning fun. Friends are made easily as the school is small.
38. Effective procedures are in place to handle child protection issues, should they arise. Staff know the pupils well and are vigilant. Good use is made of outside professional agencies. Pupils' personal development is very effectively monitored informally as staff know their pupils very well. Pupils self-regulate their behaviour because of the high expectations from all adults. The nature and purpose of teacher assessment and the secure linking of assessment information to lesson plans was a key issue at the last inspection. The headteacher and staff have worked hard to ensure that this issue has been fully overcome and assessment procedures are now very good. A clear and useful policy has been drawn which states that assessment in the school is viewed as holistic and is concerned more than the academic, it is also about the personal, social and physical qualities of pupils.
39. To inform their teaching, teachers regularly carry out short-term assessments based on a lesson's objectives and which inform subsequent planning. Assessment that focuses on key elements at the end of a block of work helps teachers to write reports to parents and pass information on to the next teacher. This is an effective process, and is made more manageable by the keeping of information on a computer spreadsheet used throughout the school. Ongoing feedback to pupils recognises their achievements during lessons and the school day and is often acknowledged with ticks, oral and written comments, and team points.
40. There are good systems to record pupils' baseline and standardised assessment results and to set individual pupil targets for the end of each year. Targets are reviewed at the end of each term with the teacher to ensure that pupils are reaching their individual targets in English and mathematics and making the intended progress over that period. For science and the other subjects teachers have developed useful records of achievement to capture gains in knowledge, skills and understanding. The headteacher carries out a very thorough analysis of data for each pupil looking at progress and value added measures. The school marking policy supports the process and at its best gives regular essential feedback to pupils on what they need to do to improve, to promote further learning.
41. Currently Years 5 and 6 pupils have individual targets for English and group targets for mathematics. At the end of Year 6 pupils carry out a self-assessment that forms part of the report to their parents. These strategies help pupils become involved in their learning and recognise their successes. Because of the effectiveness of the school's assessment systems, pupils with special educational needs are identified at an early age and support is planned and monitored so that they can make good progress.
42. The school is a clean and safe place. It is well maintained by the caretaker who

works efficiently and always supports the school's initiatives willingly. There are no health and safety issues at present. Regular fire drills take place and the electrical equipment is checked annually. First Aid arrangements are effective and parents are contacted if there are concerns.

43. Parents are very proud of the school, they feel that there is a family atmosphere that helps to develop their children and the inspection team agrees with these views. Parents of new pupils are well informed and pupils have the opportunity to spend time in school before they formally start. Similarly, a good transition programme is in place to prepare pupils for their next school. Class discussion time and assemblies are used to talk about wider issues and to prepare pupils for the outside world. Older pupils have the opportunity to explore feelings and others' points of view. The school nurse gives talks to Year 6 pupils on sex education. The police advise pupils on safety in the countryside. Overall, there is a positive learning environment in which pupils can mature and enjoy a variety of learning experiences.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

44. Parents are very supportive of the school and the values it provides. Sixty-one per cent of parents responded to the questionnaire and there were no real concerns. Parents particularly praised the approachability of staff, the high standards of behaviour and the range of activities provided outside lessons; the team agrees with these views. Attendance at the parents' meeting was high and parents' comments were very positive; parents are clearly proud of the school.
45. The school strives hard to involve parents in the life of the school. There are very effective links through regular letters and newsletters that are clear, informative and encourage participation. The school welcomes the good support parents provide so that the curriculum can be extended. Parents seen were very pleased with the informal contact and praised the approachability of staff. Relationships between staff and parents are very good and much valued. Termly parents meetings and open meetings are opportunities to see work and to discuss reports. Friday assemblies are greatly enjoyed by pupils and parents are invited to attend the celebrations. Reports to parents are very good and fully meet statutory requirements. All subjects are reported upon with clear targets for learning set in English, mathematics and science. Year 6 pupils make useful comments in their self-evaluations. Parents are given details of attendance, general comments about personal development and the opportunity to discuss the reports.
46. The Friends of the School Association host a range of social and fundraising events that are well supported. Monies raised are used to purchase extra resources that have included a digital camera, physical education equipment, musical instruments, to subsidise trips and to support the Christmas Party and Year 6 leavers' assembly; this benefiting all pupils.
47. Parents keenly support their children's learning at home and make a very valuable contribution. Many regularly hear their children read, help with spellings, check and sign homework books. All parents have signed the home/school agreement. The concerts, sports days, valedictory service and other events are greatly valued and supported. Several parents support learning through help in class, with swimming, trips and the Walking Bus initiative.

HOW WELL IS THE SCHOOL LED AND MANAGED?

48. The leadership of the headteacher has improved since the last inspection and is now very good. She has a very clear understanding of the strengths of the school and what needs to be achieved to improve further. The headteacher deeply values the family atmosphere of the school where all adults know each child very well. This, combined with the firmly established Christian ethos, underpins the work of the school extremely positively. Because of her open and enthusiastic approach, and very good relationships, parents and the community are fully involved in helping children do their best and mature into caring citizens. The excellent attitudes and relationships that pervade the school result in all pupils making good progress with many achieving high standards.
49. The staff team works very well together and everyone shows a strong commitment to improvement so that each pupil achieves well. Much of the headteacher's communication and monitoring, though generally effective, is carried out informally and relies on the good relationships that exist. Occasionally this informality does not identify the need for further improvement in some aspects of teaching and learning, for example, identifying the need to provide time for the Foundation Stage teacher to work with teaching assistants. The school's performance management procedures are sound and as a result teachers receive training to support their professional development and to help the school execute its development plan.
50. The headteacher has very good systems for tracking individual pupils' progress and predicting their achievements and this is used very effectively to help the school reach its targets. In agreement with the staff, the headteacher has decided not to appoint subject leaders. Instead, she involves all staff in deciding priorities for improvement and teachers are happy to use their particular strengths and areas of expertise to lead priorities for improvement, often presenting the outcomes of their work to governors. This strategy works effectively in this small school.
51. The governing body is very committed to the school and demonstrates a good understanding of its strengths and what is planned to improve further. Governors receive regular reports from the headteacher about standards and the quality of education at their half-termly meetings. Because they are a small group of governors, they work without committees as they see this as the most efficient use of their time. Half of the governing body has joined in the last year and some of these governors have participated in induction training so that they have a clear understanding of their roles and responsibilities.
52. Governors' monitoring is informal at present and whilst it is generally effective there are no systems to ensure it is always rigorous. They recognise the need to develop further their involvement in monitoring to better understand the school's strengths and weaknesses and to make a greater contribution to shaping the direction of the school. To this end governors have booked training for later in the term. Governors with responsibility for literacy, numeracy and special educational needs have recently been appointed and they will make a further contribution to monitoring and evaluation activities.
53. Governors know what the school has planned as its priorities for the next four years. Each year's priorities are reviewed and presented by the headteacher along with detailed planning for the forthcoming year. Governors have the opportunity to comment and contribute to the plan when they receive it in draft. In this way they act as a critical friend to the school and are developing proactive skills. The school development plan is very effective in directing the work of the school and has well-

chosen priorities that should raise standards if implemented as planned.

54. The governing body receives a very detailed termly financial analysis from a private consultant and this helps governors ensure there is careful financial management. Whilst the school development plan identifies potential costs, governors recognise that more detail would help them make better judgements about the effectiveness of spending in raising standards.
55. Governors ensure specific grants are used appropriately and are delighted by the recent purchase of a school playing field. They are also very pleased to be in discussion with the local education authority as plans have been submitted to build two more classrooms to relieve the currently over-stretched accommodation. Governors apply the principles of best value well, they use a combination of the headteacher's detailed analysis of performance data, financial information and the views of parents and the community to make their judgements.
56. There are sufficient teachers and teaching assistants, all of whom work together very effectively to deliver the curriculum well in Years 1 to 6. In the Foundation Stage there are insufficient opportunities for the teacher to further develop the knowledge and skills needed by teaching assistants to help young children learn in a variety of ways. All teachers make very good use of ICT to help them plan their lessons and record pupils' achievements. The headteacher utilises ICT very well to track and analyse pupil progress and achievement data.
57. Overall the school's accommodation is inadequate. In the Foundation Stage there is limited space and opportunity for outdoor learning and physical development as there is no designated area for these children. The conservatory they use for a large part of the day is unsuitably furnished. The school creatively overcomes the lack of a hall for physical education by using halls in a nearby village. The proposed changes to the school building should resolve this issue. Older pupils cope well with the disruption to their classroom when they move furniture for daily assemblies.
58. Resources for learning are adequate except for non-fiction books, many of which are out of date and well worn, and do not represent the whole curriculum. Also, the school's selection of recorded music from other times and other cultures is barely sufficient. The school is proactive in supplementing resources for religious education, art, design and technology, and history with loans from the library service and other schools. These arrangements help ensure that the whole curriculum is taught effectively and that there is good quality teaching and learning.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

59. There are no key issues. There are some minor issues for the school to address so that it continues to improve on the current good practice.
60. In order to raise standards further, the staff and governors should ensure they implement the good planning in the school development plan so that:
 - standards in writing are raised consistently above average by the end of Year 6; (Paragraphs 4, 73, 78, 79)
 - the headteacher regularly evaluates teaching and learning through classroom observations and gives feedback to each teacher to raise the quality of teaching

and learning further; (Paragraph 53)

- forthcoming training for governors in monitoring and evaluating the work of the school is put into practice through a planned programme of regular visits and discussions with staff and pupils, each activity having a clear focus that can be reported to the governing body; (Paragraph 50) 59.
- time is made available for the Foundation Stage teacher to work with teaching assistants so that they extend the variety of ways they use to help children learn; (Paragraphs 50, 60)
- better use is made of the limited area outdoors for learning, spontaneous play and for the physical development of children in the foundation stage; (Paragraphs 22, 58, 61, 64, 67, 70)
- the current poor provision in the non-fiction library is replaced with books that appeal to all pupils, are up to date, are in good condition and represent the whole curriculum. (Paragraphs 59, 87)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	24
Number of discussions with staff, governors, other adults and pupils	68

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	5	11	7	0	0	0
Percentage	0	22	48	30	0	0	0

The table gives the number and percentage of lessons observed in each of the seven categories used to make judgements about teaching. [When the total number is substantially less than 100, add] Care should be taken when interpreting these percentages as each lesson represents more than one [two, three, etc] percentage point[s]. [Where the total is close to or greater than 100, use only the first sentence.]

Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y7
Number of pupils on the school's roll (FTE for part-time pupils)		75
Number of full-time pupils known to be eligible for free school meals		0

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y7
Number of pupils with statements of special educational needs		2
Number of pupils on the school's special educational needs register		10

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	3

Attendance

Authorised absence

	%
School data	3.0

Unauthorised absence

	%
School data	0.0

National comparative data	5.4
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National comparative data	0.5
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Both tables give the percentage of half days (sessions) missed through absence for the latest complete reporting year.

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

It is not required to report the very small numbers of boys and girls separately

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2002	5	6	11

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys			
	Girls			
	Total	11	11	10
Percentage of pupils at NC level 2 or above	School	100 (100)	100 (100)	91 (100)
	National	84 (84)	86 (86)	91 (91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys			
	Girls			
	Total	11	10	11
Percentage of pupils at NC level 2 or above	School	100 (100)	91 (100)	100 (100)
	National	85 (85)	89 (89)	89 (89)

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

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

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2002	6	6	12

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys			
	Girls			
	Total	10	10	11
Percentage of pupils at NC level 4 or above	School	83 (80)	83 (93)	92 (100)
	National	75 (75)	73 (71)	86 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys			
	Girls			
	Total	10	10	10
Percentage of pupils at NC level 4 or above	School	83 (93)	83 (100)	83 (100)
	National	73 (72)	74 (74)	82 (82)

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

Ethnic background of pupils

Exclusions in the last school year

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	72		
White – Irish			
White – any other White background	3		
Mixed – White and Black Caribbean			
Mixed – White and Black African			
Mixed – White and Asian			
Mixed – any other mixed background			
Asian or Asian British - Indian			
Asian or Asian British - Pakistani			
Asian or Asian British – Bangladeshi			
Asian or Asian British – any other Asian background			
Black or Black British – Caribbean			
Black or Black British – African			
Black or Black British – any other Black background			
Chinese			
Any other ethnic group			
No ethnic group recorded			

The table refers to pupils of compulsory school age only. It gives the number of exclusions, which may be different from the number of pupils excluded.

Teachers and classes

Qualified teachers and classes: YR – Y7

Total number of qualified teachers (FTE)	3.5
Number of pupils per qualified teacher	21
Average class size	25

Education support staff: YR – Y7

Total number of education support staff	5
Total aggregate hours worked per week	89

FTE means full-time equivalent.

Financial information

Financial year	2001-2002
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	£
Total income	180979
Total expenditure	176409
Expenditure per pupil	2417
Balance brought forward from previous year	22670
Balance carried forward to next year	27240

Recruitment of teachers

Number of teachers who left the school during the last two years	0
Number of teachers appointed to the school during the last two years	0

Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out

75

Number of questionnaires returned

46

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	80	20	0	0	0
My child is making good progress in school.	76	20	2	0	2
Behaviour in the school is good.	80	20	0	0	0
My child gets the right amount of work to do at home.	67	28	2	2	0
The teaching is good.	80	13	2	0	4
I am kept well informed about how my child is getting on.	63	28	2	2	4
I would feel comfortable about approaching the school with questions or a problem.	85	13	2	0	0
The school expects my child to work hard and achieve his or her best.	72	24	0	0	4
The school works closely with parents.	72	22	4	0	2
The school is well led and managed.	80	13	0	0	4
The school is helping my child become mature and responsible.	76	20	0	0	4
The school provides an interesting range of activities outside lessons.	83	13	0	2	2

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

61. All children are offered the opportunity to join the school in the September after their fourth birthday. Standards achieved in the Foundation Stage are at least satisfactory overall and sometimes good. From tests carried out on entry the school expects almost all children to achieve the early learning goals by the age of six. Some children are already achieving a higher standard, demonstrating good attainment in English.
62. Teaching and learning in all areas of the early learning goals are good and this is an improvement since the last inspection. The children are organised in ability groups when working on language and literacy, and their mathematical development. They come together often during the day for other activities, and they also join with the older pupils which helps them prepare for learning in the national curriculum. The children make good progress because teaching is planned to meet individual needs. Much of the learning is led by a team of teaching assistants, who are very well managed by the teacher. As the teacher also has responsibility for Years 1 and 2 this limits the opportunities she has to further develop the skills of the adults in her team. Teaching assistants could make an even greater contribution by extending their knowledge and understanding of the many ways young children learn.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

63. The children are provided with a good range of planned opportunities to work and play together and this they do well and harmoniously. They share equipment and enjoy involvement in imaginative play, for example, when making tea for each other. They use all equipment with care. Adults give good support so that the children develop confidence and self-esteem. Because of the adult encouragement they receive they sustain interest in activities they have chosen themselves and those directed by adults. Opportunities for spontaneous play outdoors are limited. They are generally independent in their classroom and school routines.

COMMUNICATION, LANGUAGE AND LITERACY

64. The children listen well and most of them contribute well to discussions. They respond to questions, some of them in a thoughtful way, for example, when describing their experiences of a christening. The teacher and teaching assistants build on their spoken language well and engage them in discussions about the initial sound in a word and the stories and rhymes read to them. As a result the children make a good start in learning to read. They enjoy finding words that rhyme when they make up a second verse to Hickory, Dickory, Dock. The teaching assistants make good use of this enthusiasm during writing tasks when the children copy script prepared by the adults and are encouraged to form their letters correctly and with care. Because the children's work is carefully assessed and their achievements recorded, teaching promotes progress in this important area of learning.

MATHEMATICAL DEVELOPMENT

65. The children confidently count to ten and they solve simple word problems when

learning about 'more' and 'less'. They begin to develop their understanding of 'before' and 'after' well when they number two pages of a book. The teacher and teaching assistants have high expectations of what each child can achieve and help them persist so that they learn well. Ability groups are offered appropriate opportunities to consolidate and extend their mathematical knowledge through well-planned games and activities.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

66. The teacher provides various opportunities during the day for children to find about the way things are made. They use construction kits confidently to make models but sand and water play is restricted because currently the school does not have suitable accommodation.
67. Children often choose to use the computer independently and show a good understanding of some functions of the keyboard and mouse. They carefully manipulate the movement of a chosen symbol by dragging and dropping it at the correct location.
68. They begin to find out about and understand the beliefs and cultures of others through discussion of baptism in the Christian faith. They name other major Christian celebrations, for example, Christmas and Easter. It was not possible to observe children's scientific knowledge and understanding during this inspection.

PHYSICAL DEVELOPMENT

69. The children make good progress in holding pencils and paint brushes correctly, when cutting small objects or when moulding malleable materials such as play dough. These activities are planned regularly into classroom routines. They show good fine motor control when using a computer mouse. However, their physical development, for example, when climbing and jumping, is more limited as there is no purpose-built outdoor activity equipment. Opportunities for outdoor play are also limited at this time of year to school playtime, which is occasionally extended. When the children are taken to a hall in a neighbouring village they are taught well and learn to travel in different ways, on the floor and over apparatus. These younger children also learn to swim regularly and this activity contributes to their physical development and water safety.

CREATIVE DEVELOPMENT

70. The range of opportunities for creative development is less rich than for other aspects of the Foundation Stage curriculum. Children's progress in learning about different mediums and materials is hindered because they are not always given the chance to choose paint colours, size of brush or type of paper for themselves. During the inspection no planned music or dance was observed though children have access to musical instruments during activity time and at school assemblies they show interest in the stories they hear and join in singing confidently.
71. Overall the provision for creative development is satisfactory because of the good use made of role play and story time, and consequently the children are likely to achieve the expected learning goals in this area.
72. The teacher has an extremely large workload which she tackles efficiently and

effectively, and with great commitment. Children's good progress is a result of the high quality interactions with their teacher. She uses her good understanding of each child to direct questions that bring out knowledge and extend learning. Children are challenged to do their best and the teacher knows when to set them to a new task so that their interest is maintained. Very good relationships between the children and all adults involved in Foundation Stage ensure they become confident individuals who quickly develop a positive attitude to learning. Resources are adequate overall though some furniture in the conservatory is unsuitable and limits the space available for play. The outdoor area, whilst limited in space and equipment, could be used more creatively to support learning, play and physical development.

ENGLISH

73. At the time of the last inspection standards in English for pupils aged seven and eleven were at the national average. Standards seen in lessons for seven and eleven year-olds are now above expectations.
74. Standards have improved by age seven, with national test results for 2002 showing that the pupils' attainment is well above the national average for reading and writing. Attainment is very well above that achieved by similar schools in reading and well above in writing. The proportion of pupils achieving the higher levels for reading is very well above the national average and for writing it is average. The good and better standards achieved by the school have been sustained over the last four years.
75. Standards attained by pupils aged eleven in national tests in 2002 are similar to those found at the last inspection, with results at the national average. Standards are higher in reading than they are in writing. When compared to schools in similar contexts attainment is again average. The proportion of pupils achieving the higher levels is similar to that found nationally. This data suggests that the progress pupils make between ages seven and eleven is not good enough. This is not the case because pupils who have been at the school throughout generally make good progress, and this is demonstrated when their results at age seven are compared to those achieved at age eleven. The test information needs to be interpreted with caution because of the small number of pupils in the cohort and the inevitable fluctuations that will occur from year to year.
76. By the age of seven pupils have good speaking and listening skills. They are attentive to adults and their peers. They respond clearly to questions put to them and also speak confidently when working alongside each other, for example, when one pupil recalls the words he used in a speech bubble in his writing.
77. Year 6 pupils have developed very good listening skills and they show a maturity when expressing their views. They recognise 'powerful' words in a complex poem and discuss with understanding how the words might affect the reader. Because the ethos of the school values good relationships, the pupils listen to adults with respect, for example, to a visitor who led assembly. All are attentive to adults and also to each other.
78. By Year 2 there is evident enthusiasm for books and pupils make good progress in reading. Pupils generally read accurately and take notice of punctuation, using it to good effect. They know to emphasise words in bold print and how the contents page of a book works. They express a preference for a particular type of story, they can recount what has happened and one pupil recognised the humour in the story ending. Parents often listen to their children read at home and this helps value the importance

of reading.

79. By age eleven the majority of pupils read fluently and are beginning to develop knowledge of a range of authors, some having a particular favourite. When reading they have the skills to successfully tackle new words and use their understanding to self-correct any mistakes they make. All are keen readers, some having clear diction and good intonation when reading aloud. They enjoy the fortnightly visit from the library van and take advantage of the three books they can borrow. Pupils in Years 3 and 4 performed a Caribbean poem and explored the writing styles of poets from different cultures. This makes a positive contribution to the development of pupils' multi-cultural awareness.
80. Seven year-olds are developing a lively writing style when they imagine they are an abandoned princess, most respond enthusiastically to this very challenging task set by the teacher. They use full stops and capital letters accurately to denote each sentence. Some pupils experiment with speech marks and exclamation marks to bring more meaning to their text. Their spelling is not always correct but pupils are able to write a phonetically plausible equivalent, showing that they are developing a knowledge of spelling patterns and sight vocabulary. Some are choosing words to create a particular effect. Their personal vocabulary is extended by the very effective way the teacher models new words for them. Observations reveal that the school's focus on writing is having impact and a higher proportion of pupils is expected to attain above the national average this year.
81. Pupils in Year 6 are also challenged to write to a high standard. Having read and discussed a complex poem about conflict the teacher, with the pupils' help, scribes a verse of free poetry for them to continue. They do this applying previous learning about poetic form, alliteration and personification. They use a thesaurus and dictionary competently to help them choose a word that accurately reflects a specific feeling. They sensitively appraise the work of their partner, making positive suggestions as to how it could be improved. Whilst some pupils found this a difficult activity at first, they showed perseverance and by the end of the lesson the majority had been successful. The skills required to write at length are not sufficiently developed because this is not planned as frequently as it could be.
82. The quality of handwriting of the older pupils ranges from good to unsatisfactory. Some have developed a flowing cursive script using a pen whilst others write in an under-developed style in pencil. Years 3 and 4 pupils are developing a consistent cursive style and practice it to good effect.
83. Pupils in Years 1 to 6 make good progress in their speaking and listening, and reading. In lessons in Years 1 and 2 and Years 5 and 6 pupils' progress in writing is very good. Pupils with special educational needs, those with English as an additional language and the higher attaining pupils also make good progress because the teaching is challenging yet supportive, and because teachers have a good knowledge of what each child needs to learn next.
84. Literacy makes a valuable contribution to learning in other areas of the curriculum. The majority of teachers are particularly skilful at making links between subjects. Pupils' ability to express themselves articulately from a young age is evident in Years 1 and 2 religious education when discussing a christening and in music where they use their word knowledge to describe the sounds made by different materials. Literacy supports learning in science for Year 5s and 6 pupils when they knowledgeably discuss the outcomes of their predictions.

85. Pupils' attitudes are always good and sometimes very good. They work with concentration individually, in pairs and groups, and as a class. They listen to the contributions of their peers well. They treat books with care.
86. The quality of teaching is always satisfactory and the majority is very good. At the last inspection teaching was judged to be satisfactory overall so this is an improvement. In the most effective lessons teachers establish extremely positive relationships with their pupils so that they come to lessons eager to participate and learn. Other adults involved in the lessons are well prepared and deployed to support individuals or a group of pupils so that they can make good progress. All adults know the learning needs of the pupils very well because they are regularly assessed, and this results in lessons that are very well planned and differentiated.
87. Resources are well chosen to stimulate and challenge pupils and these are presented enthusiastically. Pupils develop a wide vocabulary because teachers use it to good effect, for example when Years 3 and 4 compare a modern version of a poem to its original. Good learning is achieved by all because teachers are highly skilled at matching questions to particular pupils. This is seen in Years 1 and 2 when the teacher challenges the pupils to tell her why the princess had been abandoned. Good use is made of plenary sessions to value what pupils have achieved and teachers are able to assess what has been learned. Homework is planned to support learning in the classroom with younger pupils reading and learning spellings that they will use in their work. Older pupils read and have a weekly writing task to complete, sometimes to help learning in other subjects. The quality of some homework is impressive, for example, where pupils use ICT very effectively to present their work.
88. Teachers make good use of ICT to help pupils develop their skills, for example, when they write a story directly into the computer and then efficiently edit it making good use of the computer's functions. Work is marked regularly giving pupils positive feedback about what they have achieved. For the older pupils the teacher then sets a new target so that pupils are clear about what they need to learn next.
89. The national strategy for literacy has been positively implemented for all pupils and teachers are competent and confident to teach it. The school is developing a spiral two-year curriculum so that all elements of the national strategy are covered. This is a practical and effective strategy for teaching mixed age classes. The curriculum is enriched with visits from theatre companies and a book day for younger pupils, when they can dress up as a character from a novel. Additionally pupils have participated in a national project where older and younger pupils read books together. The focus last year on improving standards in writing will be continued this year to raise standards further and this is an appropriate target. There are a sufficient number of fiction and poetry books for individual and group reading as well as sets of published books to develop grammatical skills. Book provision in the non-fiction library is unsatisfactory, with much of the stock either out of date or in poor condition. The school makes good use of book loans from the library service to supplement provision, particularly with books related to a particular topic.

MATHEMATICS

90. Standards are above national standards for the pupils at the end of Year 2 and Year 6. These are an improvement and are above those recorded at the last inspection when standards were judged to be broadly in line with the national expectation at the end of Year 6. Because of the small year groups, the use of data needs to be considered

carefully as there are unavoidable fluctuations, but there has been a trend of continued improvement in the subject since 1998. Pupils of all abilities make good progress and achieve well. Pupils with special educational needs make good progress towards the individual targets set for them.

91. Pupils make good progress in Years 1 and 2 and the implementation of the national numeracy strategy is having a positive effect that is evident particularly in the mental and oral work. The younger pupils count, match, sequence, add and subtract numbers well when solving problems with up to twenty objects and are also developing a good understanding of tens and units place values. They make confident and effective use of mathematical apparatus such as Unifix, cubes and rods to support their calculations. They manage simple money word problems. Pupils successfully recognise and handle coins, adding simple money amounts together, in addition to knowing different ways to make 50 pence or £1. Calculations involving sequences of numbers such as 43, 53, __, 73 are understood and are also calculated in reverse. Counting on or back in tens as well as hundreds by the more able is confidently undertaken and pupils are able to discuss their methods for calculating their answer with the teacher. Simple fractions, such as $\frac{1}{2}$ and $\frac{1}{4}$ and their equivalents are understood. The most able pupils can recall addition and subtraction number facts to 20 and beyond to calculate, for example, $13 + _ = 20$, $9 + _ = 20$, $17 + _ = 30$. They are all developing a wide mathematical vocabulary such as total, sum of, digit, difference, plus, minus, double and an understanding and confidence of how and when to apply it properly. All are developing a good understanding of number, its place in their world and its application in other subjects.
92. In Years 3 and 4, pupils use and apply 2,3,4,5 and 10 times table confidently as well as understanding the associated facts of division. They enjoy a lively, rapid interchange of question and answer in the mental and oral part of the lesson with the teacher, based on multiples of 2's and 5's and multiplication sentences, demonstrating a good knowledge of number facts at an appropriate level. Pupils understand that multiplication can be done in any order: $5 \times 8 = 8 \times 5 = 40$, $7 \times 10 = 10 \times 7 = 70$. They work on recognising patterns or 'arrays' on number to reinforce number facts to aid quick calculation. The concept of 'multiples' of numbers is understood and the majority are able to operate 'halving' and 'doubling' successfully with numbers up to 100. Different geometric shapes, scalene and equilateral triangles, in addition to squares and oblongs are known. Pupils accurately make centimetre and millimetre measurements. In Years 5 and 6 quick mental calculations involving up to the 6 times table and doubling precedes work on probability using dice. Pupils undertake an investigation to find out the difference between the theoretical and actual outcomes based on the number of throws taken. Pupils are asked to test predictions against the outcomes. Good links with ICT are made with pupils using a computer to collect data, make predictions, analyse results and present information graphically using a bar chart. Higher attaining pupils are set a challenging probability task of predicting what might happen when tossing a coin and they use Pascal's triangle to help them make their predictions.
93. The overall quality of teaching is good, with some very good teaching in Years 1 and 2, and 5 and 6. This is an improvement on the last inspection when the quality of teaching was judged as satisfactory overall. The numeracy strategy has been implemented well and gives a firm foundation overall, and structure to the planning. Lesson plans are sufficiently detailed, giving clear learning objectives and ensuring that all pupils, including those with special educational needs, work at appropriate tasks that are assessed well by the teachers. Pupils are managed well, they are given clear instructions and teachers make the most of the time available to them to teach

mathematics. All the teachers have high expectations of what pupils can achieve. Their questioning skills are mainly good and often very good but sometimes, in Years 3 and 4, there is insufficient time allowed for thinking and for pupils to make a response before carrying on. All pupils are motivated and encouraged to think and the pace of lessons is good. Teaching assistants support the children with special educational needs, and others, very effectively. Pupil's work is marked regularly and in the best examples they are given feedback and guidance on how to improve next time in addition to encouragement and praise for their efforts. Teachers know their pupils and their capabilities very well. The school has worked hard on assessment procedures and this feeds back effectively to help pupils to progress.

94. Pupils enjoy mathematics lessons and are motivated to succeed. Pupils listen carefully to their teachers and to one another. Relationships between pupils and teachers are excellent. They support each other extremely well and show high levels of co-operation when working together on investigative problems. High quality discussions take place between teachers and pupils and they are skilfully challenged in the work set. Resources are sufficient to teach the mathematics curriculum, are well used and are stored in the classrooms for efficient access by both pupils and teachers. Homework is used effectively to reinforce work done in class.

SCIENCE

95. Pupils achieve well in science throughout the school. Inspection evidence indicates that by the end of Year 2 and Year 6 pupils are expected to achieve good standards. The standards seen in lessons, scrutiny of work, teacher assessment and national tests at the end of Year 6 confirms improvement since the last inspection. There are no national tests at the end of Year 2, though teacher assessment in 2002 indicates that all pupils attained Level 2 and the proportion achieving the higher Level 3 was very high in comparison with the national average. In the same year, in Year 6, the majority attained Level 4 with an average proportion reaching Level 5.
96. Pupils in Years 1 and 2 make good progress in all aspects of the subject. It was not possible in the inspection to see science taught in Years 1 and 2 but from a scrutiny of work in pupils' books and from teachers' planning it shows that science is covered systematically and all aspects of the subject are taught. Pupils are learning about the senses and study looking and listening in the context of choosing a safe place to cross the road. They discover the difference in forces needed in kicking a football and propelling a scooter that will make it go further or faster. They explore the concept of pushing and pulling through objects in every day life, such as doors, drawers and toy cars, and they discover the power of water in driving a water wheel. In addition to their scientific observations and descriptions, the notion of pushing and pulling is also very successfully transferred to their own movements in a gymnastics lesson.
97. In Years 3 and 4, pupils conduct experiments to discover the best insulators. They discover that the heat loss from water is significantly affected by the thermal insulation properties of different materials, and the materials that are thin and without air pockets, allow heat to pass through easily and are good conductors. They discover that metal is a good conductor of heat and carry out an experiment to find the range of temperatures in different parts of the classroom. In their work on 'forces' they have conducted experiment with springs, elastic bands and magnets and they know about gravity, how to use a force meter, and that a unit of force is a 'Newton'. Pupils in Years 5 and 6 carry out investigative work and apply their knowledge successfully. They can undertake a fair test, evaluate data and represent it in a range of ways, including the use of information and communication technology and the use of spreadsheets. They discuss wind resistance in connection with a parachute and

recall prior work on air pressure and gravitational pull. They have a growing understanding of mass and weight and they understand the concepts of weight and gravity. They recognise and use appropriate scientific language, set up their experiments efficiently and focus well on their work.

98. Pupils have a very positive attitude to science. They show a keen interest in the subject, ask good questions and enjoy their lessons. They have good concentration and this helps them to achieve well. They enjoy the challenge of investigative work and using their knowledge to explain why things happen. They work very successfully in pairs and groups, discussing ideas and opinions in a friendly, productive way to achieve reliable results and they can discuss their findings knowledgeably. They are eager to discuss and explain their findings in class, which is also further developing their listening and speaking skills. They are interested in, and involved enough in their work to wait behind after the lesson to question the teacher further about their ideas and investigations.
99. In the summer term, a team of four Year 6 pupils entered a Primary Science Internet Challenge, called 'Science is Magical', coming first in the area. Following this success the whole class spent a day at the Grantham Meres Leisure Centre, taking part in a variety of interactive science activities and shows. The team participated in a further challenge against other regional winners and did exceptionally well coming second.
100. Teaching is good overall and pupils learn well. The quality of teaching has improved since the last inspection, when it was satisfactory. Teachers plan their work well, their subject knowledge is good and they are clear about the intended outcomes. Teachers discuss the learning intentions of lessons with pupils, helping them to understand what they are learning. Searching questions help teachers to ascertain the pupils' understanding and knowledge and to extend learning by matching each question to the learning needs of individual pupils. Tasks are very well matched to pupils' different abilities and pupils get good feedback overall. Resources for the subject are satisfactory, are stored well, are accessible and well used. Teachers are fully supportive of those with special educational needs and those learning English as a second language so they progress equally well. Teachers, wherever possible, find good opportunities to utilise mathematical skills, through measuring and the drawing of graphs and to discuss the effects of exercise, in physical education, on the body. Teachers plan effectively for these cross-curricular opportunities and understand the value of this approach to further consolidate learning in a meaningful and realistic way. Information and communication technology contributes effectively to the work in science and pupils are used to using computers to record their work.
101. There is a science policy and science safety policy in place. The school uses the national QCA guidelines as a basis for its curriculum planning and to ensure continuity in learning. The national scheme has been adapted to the circumstances of the school and makes use of the local environment in fieldwork. Safety matters are very well covered and pupils are reminded at the outset of all work and investigations of these issues and all pupils respond in a sensible and mature way.

ART AND DESIGN

102. At the time of the last inspection standards in those aspects of art that pupils experienced were satisfactory. During this inspection it was not possible to observe any art lessons being taught. Judgements are made on a limited evidence base drawn from scrutiny of work and resources, photographic evidence and discussions

with pupils. Because the amount of work available is small inspectors are unable to judge the standards pupils achieve at Key Stage 1, and at Key Stage 2 standards are satisfactory.

103. Displays in Years 1 and 2 show pupils have satisfactorily combined paint and paper to create an autumn tree. Their drawing skills are developed well. Some work has fine detail which has been carefully coloured using pencil crayon.
104. In Years 3 and 4 pupils are beginning to use a sketchbook to record their ideas though their skills and creativity are limited. They experiment with paint to create a backwash before adding detail. Pupils in Years 5 and 6 benefit from specialist teaching from a local secondary D & T teacher who often combines requirements for art with D & T. Pupils recall drawing the human body using 2B pencils and their sketches reveal that they apply their knowledge of the relative proportions of the various parts. Years 5 and 6 pupils have enjoyed creating large figures for their history topic showing costumes from the 1940s to 1960s. They used photographs and the Internet to collect information which they have interpreted effectively using different paints, pastels and oil-based crayons. They have collaborated with others to combine paint, selected textiles and finishing materials to create a particular look. As a result, they have very definite views about what they want to wear! This work makes a good contribution to pupils' cultural development. Their involvement with the Kathakali dancers to experience face painting and what it depicts has made a valuable contribution to their multi-cultural development.
105. They have worked with modelling clay and with textiles, some of them enjoying the opportunity to practice their stitchery skills at the weekly cross-stitch club. They describe the work of Van Gogh and relate how they depicted sunflowers using egg boxes and tissue paper. One pupil expressed a liking for the work of Picasso and accurately described his style. Pupils have used ICT to look at work on display at the Tate Modern gallery. They have explored the work of craftspeople when a forge came to school. The curriculum is also enhanced with a weekly sculpture club run by a volunteer parent which is very popular and currently over-subscribed. This range of evidence indicates that the requirements of the national curriculum are being met which is an improvement since the last inspection.
106. The school regularly reviews provision and standards in art and design when it is a focus in the school development plan. Resources for art and design are adequate and the school makes good use of loans from other schools when specialist equipment is needed.

DESIGN AND TECHNOLOGY

107. Standards achieved by the pupils aged seven are satisfactory and this reflects the findings of the last inspection. Standards achieved by pupils aged eleven are now satisfactory and this is an improvement on the previous judgement.
108. Just one lesson was observed in Years 1 and 2. The quality of teaching was very good and pupils achieved well. The teacher used her skill in bringing subjects to life by drawing on pupils' learning in other subjects. The lesson was well planned and appropriate resources were to hand. Through careful questioning pupils related what they have learned in art and design and science to develop their understanding of the purposes of the different parts of a vehicle. Pupils experimented with a range of

construction kits to explore the various ways wheels and axles can be combined and fitted to a chassis. They collaborated well in small groups and one pupil gave a good account of what had been done. They are supported by the very effective way the teacher modelled the subject specific language back to the pupils. They made good progress in the lesson because of the focused individual support given by the teacher and teaching assistant. The teacher engaged the pupils in their learning most effectively by outlining what they would do in the coming lessons. They were especially enthusiastic about the prospect of using recyclable materials to make model vehicles.

109. Though it was not possible to observe any lessons in Years 3 to 6, the school was able to provide good evidence of pupils' past and present work. Discussions were held with Years 5 and 6 pupils and the specialist secondary teacher who works with them.
110. Projects taught by the specialist secondary teacher take as their focus units of work from the national guidelines for D&T or art and design, and these are suitably adapted to meet D&T requirements. The school is involved in planning all elements of each project, incorporating ICT and other subjects where appropriate. For example, they make wax rubbings of a wide variety of textures and use their learning in English and ICT to label each one, choosing a word to describe each texture and a font to interpret it. The current project entitled 'What a Performance' will include input from a secondary drama teacher so that the hats and headwear the pupils will produce can be used in small group performances.
111. Pupils in Years 5 and 6 have recently completed a project that required them to design and make a pair of fun slippers. They explored the purpose of each part of the slipper and proposed materials that would be suitable to use. They made some accurate measurements for the design, marking it out in tailor's chalk. They designed a decorative finish and identified the tools they would need to use. They learnt a range of different stitches that would be needed to complete their slippers and these they applied skilfully. At the end of the project pupils competently evaluated their finished articles, noting which parts of the process went well and where they would do things differently next time. All pupils produced work of good quality showing competent use of tools, and careful design and selection of different finishing materials and techniques. In Years 3 and 4 pupils have used D & T in conjunction with science to make a night light for a young child, working through the process of design, identification of materials and construction.
112. From discussions with older pupils it is clear that they are enthusiastic about their work. They feel they can work better together as they support each other. They use tools safely and show respect for the work of their peers. They recognise how learning in this subject helps their understanding in religious education, for example, when they made three large wall-hangings depicting the Easter story. This learning makes a valuable contribution to pupils' spiritual development.
113. The curriculum is based on national QCA guidelines and forms a secure basis for learning. Like art, it is regularly reviewed when it is a focus in the three-year school development plan. Resources are adequate and there are good arrangements with other local schools to borrow specialist resources as required.

GEOGRAPHY

114. Timetabling arrangements meant that no teaching of geography took place during the week of the inspection. Based on the evidence of discussions with pupils and staff, previous work completed, displays of pupils' work, long term planning and documentation, attainment and progress of all pupils, including those with special educational needs, are in line with the national expectations.
115. Pupils in Year 1 and Year 2 have been thinking about summer days out, looking at maps of Britain and the world and discussing places where pupils have visited. They have located their own place in Lincolnshire on the map and looked at routes to other destinations. They have looked at maps of the world and globes and have plotted the journey to Bangladesh, where they have been finding out about the life of the Hawlader family in a rural village. Pupils have sensitively recognised the similarities and differences between their own community and those in Bangladesh when looking at houses, cooking arrangements and problems such as flooding. Comparisons between their own lifestyle and those in Bangladesh have included accurate and detailed drawings of kitchens and cooking facilities. The use of visitors, for example, Reverend Selfe, helped pupils to think about another location in Tunisia.
116. Year 3 and Year 4 have studied Chembakolli, a village in India. Using maps they have located India's neighbouring countries of Nepal, China, Pakistan, Afghanistan and Sri Lanka. They know what life in Chembakolli is like and are beginning to contrast and compare different ways of living. They are describing a range of physical and human features of places using appropriate geographical vocabulary such as continent, climate, monsoon, rivers, weather, and are applying it to their learning. They are beginning to make observations and some ask searching questions and seek greater understanding of social and economic conditions. In Years 5 and 6 the study of water and rivers has enabled pupils to find out about the key features of the map of England and following the River Tyne to explore Wylam in some detail, comparing it with their own locality. They have worked with Ordnance Survey maps looking at the East Lindsey area, familiarising themselves with the key, for example, of river, canal, sea, and lake. Further work has focused on understanding climate. They have located and displayed data effectively on charts and graphs, using a spreadsheet programme, and drawing conclusions from that data.
117. The subject makes a good contribution to the pupils' cultural development by extending their knowledge of the world and its peoples and issues present and past. The pupils' growing understanding and awareness of social and moral issues in different cultures are strengths.
118. The school uses national guidelines to allocate areas of study and the amount of time for each unit to each class so that there is a good plan for coverage. This is taught through a combination of whole class teaching combined with enquiry based research activities. Where possible the school endeavours to link geographical work with other areas of the curriculum, particularly involving English, mathematics and ICT. Teachers monitor and assess the work of pupils during lessons, through marked work and at the end of units.

HISTORY

119. Pupils throughout the school make appropriate progress in their knowledge, skills and understanding in the subject and standards are similar to those expected of pupils nationally at the ages of seven and eleven. This judgement is based on discussion

with pupils and staff, analysis of work, school documentation and teachers' planning.

120. Pupils in Year 1 and Year 2 have looked at the similarities and differences between toys today and toys in the past. They have been introduced to the concepts of old and new and encouraged to think about changes in their own lives and in those of their family and other adults. Discussion and questioning has helped also with the development of pupils' speaking and listening skills. Chronological understanding has been developed to enable pupils to identify, draw, question and write about old and new toys.
121. In Year 3 and Year 4 pupils have studied the Tudors, particularly through the life of Henry VIII and his six marriages. They know that Henry was a powerful and clever monarch, who could speak several languages and enjoyed jousting, and that he had a significant impact on British history. They also understand the importance, in Tudor times, of the need to build strong political alliances through marriages and were encouraged to hypothesise on situations of the day. They have researched the life of Anne of Cleves using the Intranet and other sources of material such as Encarta, and know that Henry felt deceived after seeing the 'likeness' of Anne from Hans Holbein's portrait. Useful comparisons with photographs of today were made by the teacher to highlight this point. Pupils used atlases to locate France and Spain. Pupils have a growing understanding of the Tudor time line and family tree and the Tudor Rose. Pupils with special educational needs were very well supported, able to participate fully and made appropriate progress.
122. Pupils in Year 5 and Year 6 have enthusiastically studied life in Britain since the 1940's. They have discussed and researched the social changes of the period looking at homes, artefacts, materials and lifestyles. They have found out about evacuees, empathised and reflected on their position and understood the need for post war rationing. They know that many items were once made of 'Bakelite' and that it had its own particular smell, was brittle, and was easily damaged. They have studied dress since the 1940's and were surprised to learn that young people really did not dress very differently from adults. From this learning they were able to compare with empathy their lives with those of youngsters in 1040's. They have looked in some detail at the life of John Lennon and recognised his impact on the teenage culture of Britain. Pupils have successfully put together a multimedia presentation showing the life of Lennon. Previously, the pupils had studied the Victorians and demonstrated good recall, remembering particularly dressing up for a 'Victorian Day.' They could talk knowledgeably about the clothes and artefacts of the period and knew about the lives of Queen Victoria and also Prince Albert.
123. Teachers' planning for the programme of history is based on the national QCA guidelines. The curriculum is covered appropriately and teachers carry out assessments of what pupils know and understand during history lessons, on the completion of a piece of work and at the end of a unit of work, storing the outcome electronically on assessment grids. Good use is made of satisfactory resources for example, artefacts, books, videos, library loans and information and communication technology.

INFORMATION AND COMMUNICATION TECHNOLOGY

124. Only one lesson in information and communication technology was observed during the inspection. The quality of teaching in this lesson was satisfactory.

125. The standards attained by the pupils are above those expected nationally by Year 6 and pupils achieve well throughout the school. This represents an improvement on the position at the time of the last inspection. Judgements are based on a scrutiny of work, discussions with individuals and groups of pupils, discussions with teachers and curriculum planning.
126. In Years 1 and 2 pupils quickly learn the basic operations of switching computers on and off, to enter and save work and to control a computer by means of their developing keyboard and mouse skills. They use computers to create pictures and design, to write stories and represent information in a variety of ways. They learn how to use a word bank and can effectively change the size and colour of text and combine text and pictures. By the age of seven, pupils use a paint programme to draw and colour fill with confidence. They have opportunities to use the 'Roamer', a programmable floor turtle, giving it a series of commands in order to produce pre-planned movements. Pupils use audio-taped stories to support their growing range of skills in speaking and listening, reading and writing.
127. By the end of Year 6 pupils demonstrate confident use of ICT. They utilise a range of applications to support their work across a number of areas of the curriculum. They use the computers with increasing frequency and skill as they move through the school. There is a carefully structured plan in place to introduce and further develop both curriculum and ICT skills. Pupils have ably word processed and illustrated their own poetry with clipart, based on the original work, 'The Abominable Snowman' by Ogden Nash. They have labelled their design and technology display, on 'Textures' with appropriate fonts to good effect. In science and mathematics they confidently record and display their findings, particularly using excel charts. Computers are used regularly in comprehension work and pupils can competently edit on screen. The use of CD-Rom, Intranet and Internet is a regular and expected feature of research activities, used, for example, when finding information about Anne of Cleves in the Year 3 and 4 history lesson on the Tudors. Pupils have enhanced work done in science by researching in greater depth using a new microscope, which connects to the computer. Year 6 pupils can produce impressive sequenced multimedia presentations using PowerPoint, involving imported photographs and text, and have done so in their history work to show the life of John Lennon. Pupils have growing confidence in the use of e-mail and through the 'Travel Buddies' scheme have made contact and have corresponded with schools across the world in, for example, Sweden, Italy, North Carolina, California, Adelaide, Melbourne and India. In religious education four pupils used a disk borrowed from the local high school to explore further the life of a Muslim. No work was seen in control technology.
128. Pupils enjoy using the computers and look upon it as both integral to, and a natural extension of, their learning. When sharing a machine they collaborate well, support one another very successfully and discuss their work productively. They follow instructions, and treat the equipment well. Older pupils take responsibility for the recorded music at the beginning of the day in the school service, contributing to the ethos of the occasion. All pupils, whatever their ability, have equal access to the ICT curriculum.
129. Teachers make great efforts to incorporate ICT within their planning and teaching across the curriculum. They have completed their own targeted training to improve their own skills, which they use effectively for planning and assessment, designing worksheets and displays, as well as teaching. Every effort is made to ensure that ICT supports work across the curriculum, particularly in English, mathematics and

personal, social and health education and citizenship. The school has begun to develop its own website. There is a growing number of computers, sufficient to meet guidelines currently, for the number of pupils in school. There are plans to further improve this position. There is a good range of software available to support the teaching of subjects and support lessons, in addition to colour printers, scanner, video recorder, calculators, control equipment and audio CD and tape machines. Very good use is made of the digital camera to record school events, visits and the work of the school and community generally. Health and safety issues are fully addressed and pupils and parents sign an 'Acceptable Use Agreement' before logging on to the computer network.

MUSIC

130. At the last inspection standards were judged to be similar to the national average. This continues to be the case by age seven. Standards at age eleven are good in those areas observed. Overall judgements are based on two lessons, singing during assembly and informal discussions with pupils.
131. Pupils' singing during assemblies is good. They all join in and sing out confidently, in tune and in time. They are sensible when using a hymnbook and know many of the hymns well. There is obvious enjoyment.
132. The school organises after school guitar lessons and the Years 1 and 2 teacher runs two lunchtime clubs for beginner and intermediate recorder players. These activities are well attended. Impromptu recitals from pupils waiting for their guitar lesson showed them to be at different stages in the learning and yet keen and confident to perform.
133. In Years 1 and 2 pupils already demonstrate a good musical vocabulary, for example, describing the sounds made by a plastic bag as 'scrunchy....a long, soft sound'. They have a developing understanding of 'tone' and distinguish which out of wood and metal makes the 'higher tone'. One pupil recognises that wood and metal together would make a 'lower tone'. This activity provides a very good opportunity for pupils to develop their speaking and listening skills as well as use learned vocabulary in a different setting. Pupils concentrate well and are keen to give their suggestions.
134. The work of pupils in Years 3 and 4 records that they have listened to 'The Carnival of the Animals' by Saint Saens and used their knowledge to identify which instrument they can hear, describe the pitch and tempo and suggest which animal it represents. This combination of activities helps them to compare and analyse sounds.
135. Earlier involvement with the Kathakali dancers is extended in Years 5 and 6 when pupils investigate the layers of rhythmic patterns that combine to make South East Asian music. Pupils practice clapping patterns and can speedily read graphic notation prepared by the teacher. She reminds them of timbre (different types of sound) and the dynamics (gradations of volume) of pattern. The lesson quickly moves on so that pupils work in groups, each pupil with a non-pitched instrument of European or multi-cultural origins. Each group responds well to the task, resulting in a performance of good quality. The teacher challenges the pupils further by asking them to perform together and this they do well under her guidance.
136. These pupils work well together, co-operating and able to share out the activities needed to complete a group performance. Where a natural group leader emerges

pupils show respect and follow the lead given amicably. They concentrate well and persevere even when the task is personally challenging. They show obvious enjoyment and handle the instruments with care, returning them to the music trolley sensibly. Pupils' social and cultural, including multi-cultural, awareness is developed well through this activity.

137. The quality of teaching and learning is always good. Teachers use subject specific vocabulary well so that pupils quickly learn the meaning of new words. They use praise effectively to encourage pupils to persevere. They support all pupils well, their own enthusiasm being infectious. Because teachers take time to involve pupils in their learning they know what they will do next and this helps sustain their interest and involvement.
138. The curriculum for music is based on national guidelines and adapted to meet the needs of this small school. There is an adequate number of instruments but the range of recorded music is not extensive and barely represents different times and cultures.

PHYSICAL EDUCATION

139. During the inspection, because of the timetabling arrangements and poor weather, there was the opportunity to only observe two lessons in physical education and it is therefore not possible to make an overall judgement on standards. From school documentation, teachers' planning and talking with pupils and staff it is evident that all the areas required to be taught, dance, gymnastics, swimming, athletics, and games activities are covered. In addition, the governors of the school have decided that the pupils in Year 1 and Year 2 should follow the non-statutory guidance in relation to swimming and water safety. All pupils, including those with special educational needs, take part in physical education activities and make at least satisfactory progress.
140. The two lessons seen were both held off the school site as the school does not have a hall. The hall of a neighbouring school and a village hall are used. The two lessons were well organised and structured to ensure that the maximum amount of time available was used effectively. Travelling arrangements are safe and efficient and teachers are assisted effectively by good support staff. The social benefits of older pupils accompanying the younger ones are evident and behaviour good.
141. In the gymnastics lesson for Year 1 and Year 2 pupils the teachers planning has clear objectives and builds successfully on previous work. The teacher is very clear with safety messages at the outset. The pupils respond well to her and are motivated throughout. They know that 'we need to exercise our whole bodies and warm up when we exercise and recognise the changes that are occurring in them'. They stretch and curl, jog on the spot and follow the leader making curved pathways around the hall. They investigate different ways of travelling on their fronts and backs, using pulling or pushing actions, which the teacher effectively links to their work on forces in science. The pupils are very enthusiastic and understand the concept of stillness as well as movement and are keen to demonstrate their gymnastic actions when asked. The teacher skilfully suggests what they need to think about in order to improve further. They co-operate well and move the equipment sensibly and safely when asked by the teacher.
142. The Year 3 and Year 4 pupils follow a dance lesson based on a magic carpet journey. Stress is also placed on the importance of warming up properly before activity

through a routine of stretching, bending and moving. The teacher successfully leads the pupils through the story of the dance placing emphasis on key actions to illustrate important points. He draws attention to reflecting the pulse of the music, the importance of the strong use of the eyes for dramatic effect, for sustained movements, for expressive hands and faces and for comic effects. The pupils work well and all participate, led by the enthusiasm of the teacher and teaching assistant. The teacher makes effective use of the correct language of movements, to rise, to sink, to twist and to turn. The pupils are challenged by the activity and benefit from the opportunity to begin to evaluate one another's performance.

143. Accommodation and facilities at the school are not adequate and limit the opportunities for physical education on site, as there is no hall and the playground is small. The recent acquisition of the new school playing field is a major asset and the possibility of a new hard play area could be another significant benefit. The school has a good range of games equipment, including bats, balls, hockey sticks and balls for soccer, rugby, hockey and basketball. A set of soccer shirts has been donated to the school by last year's players. There is a regular programme of swimming provided for all pupils at a community pool in Louth, which is an important and necessary supplement to the physical education programme in the school. The programme is further supported by an impressive range of after school activities, which includes cricket, football, playground games and athletics. The school also ensures that it is involved in wider interactions through 'Kwik' cricket competitions, football tournaments, swimming galas and indoor athletics and involves both boys and girls, enhancing the opportunities for team spirit and co-operation.

RELIGIOUS EDUCATION

144. Standards achieved, as judged against the Locally Agreed Syllabus, are satisfactory. As religious education was not inspected at the last inspection, no judgement on changes to standards can be made. Evidence has been gathered from observation of two lessons, scrutiny of pupils' work, assemblies and photographs.
145. All pupils develop a good understanding of Christian celebrations and festivals because of a well-planned curriculum and the strong links the school has with the local church and church visitors. Pupils know that special school events, such as harvest and the valedictory service, will be held at the church and look forward to them. The strong Christian ethos of the school is evident during assemblies as well as during religious education lessons.
146. In Years 1 and 2 pupils recall well earlier lessons about wishes they would make for a new baby that had recently visited the class. They compare their experiences to those of a Hindu family as they prepare for the arrival of a new baby. Pupils become engrossed in a television programme about the plans one family makes for a baby's baptism and the teacher sensitively develops their knowledge and understanding. They know that the word 'Christian' refers to Christ and pupils know that Jesus is the Son of God. The teacher draws their attention to the candle given to the baby during baptism and one pupil recalls that 'Jesus is the light of the world'.
147. Scrutiny of work in Years 3 and 4 shows that pupils have studied the Hindu festival of Diwali, and stories of Rama and Sita. Pupils have planned rangoli patterns and written about their meaning, the lower attaining pupils having differentiated activities so that they can make progress. There are fewer opportunities in this class for pupils to express and explore their own ideas and beliefs.
148. Islam is the focus of the work in Years 5 and 6. Pupils are taught to respect the

traditions of other faiths when they wash their hands before handling the Qur'an, the holy book of Muslims. This they do showing respect for the artefacts. Pupils quickly and accurately recall stories they know about the life of Muhammed. One pupil suggests there are similarities in the accounts of Jesus in the garden of Gethsemene and Muhammed on the mountain. They begin to deepen their understanding as they respond to given situations using their knowledge of the faith's beliefs and traditions. They demonstrate good progress in learning at the end of the lesson when they articulate 'one thing learnt today'. Some pupils use computer resources borrowed from the local high school independently and with expediency, to listen to a Muslim explain his life in today's world.

149. In lessons and assemblies pupils show respect for their own and different beliefs and cultures. They sensibly and confidently contribute, and older pupils are developing as mature and caring citizens. The religious education syllabus is making a significant contribution to pupils' spiritual, moral, social and cultural understanding.
150. The quality of teaching and learning is always good. The respectful way the teachers value the contributions of all pupils ensures that they make good progress. Questions are sensitively posed and differences between pupils' beliefs and those of other faiths are explained clearly. Resources are chosen well to develop pupils' understanding. Discussions at the end of lessons are used effectively to help teachers identify the achievements of individuals.
151. The school has carefully integrated the Locally Agreed syllabus and national advice to build a cohesive plan for all year groups. Its limited resources are creatively supplemented to meet each area of study through loans from the library service and other schools.