

INSPECTION REPORT

**FRISKNEY ALL SAINTS CHURCH OF
ENGLAND PRIMARY SCHOOL**

Friskney, near Boston

LEA area: Lincolnshire

Unique reference number: 120620

Headteacher: Mrs Y Shaw

Reporting inspector: Mr N Sherman
16493

Dates of inspection: 9th – 12th December 2002

Inspection number: 248166

Full inspection carried out under section 10 of the School Inspections Act 1996

© Crown copyright 2003

This report may be reproduced in whole or in part for non-commercial educational purposes, provided that all extracts quoted are reproduced verbatim without adaptation and on condition that the source and date thereof are stated.

Further copies of this report are obtainable from the school. Under the School Inspections Act 1996, the school must provide a copy of this report and/or its summary free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

INFORMATION ABOUT THE SCHOOL

| | |
|------------------------------|-------------------------------------------|
| Type of school: | Infant and junior |
| School category: | Voluntary aided |
| Age range of pupils: | 4 - 11 |
| Gender of pupils: | Mixed |
| School address: | Church End Friskney Boston Lincs |
| Postcode: | PE22 8RD |
| Telephone number: | 01754 820324 |
| Fax number: | 01754 820324 |
| Appropriate authority: | Governing Body |
| Name of chair of governors: | Mrs L Corten-Miller |
| Date of previous inspection: | 20th October 1997 |

INFORMATION ABOUT THE INSPECTION TEAM

| Team members | | | Subject responsibilities | Aspect responsibilities |
|--------------|----------------|----------------------|----------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 16493 | Mr N Sherman | Registered inspector | Art and design The Foundation Stage Pupils with English as an additional language | The school's results and pupils' achievements. How well are pupils taught? How well is the school led and managed? What could the school do to improve further? |
| 15181 | Mrs M Hackney | Lay inspector | | Pupils' attitudes, values and personal development. How well does the school work in partnership with parents? |
| 1411 | Mr J Good | Team inspector | Mathematics Design and technology Physical education | How good are the curricular and other opportunities offered to the pupils? |
| 20086 | Mr D Speakman | Team inspector | Information and communication technology History Science Pupils with special educational needs Educational Inclusion | How well does the school care for its pupils? |
| 31807 | Mr D Carpenter | Team inspector | English Geography Music | |

The inspection contractor was: Lynrose Marketing Limited
Bungalow Farmhouse
Six Mile Bottom
Newmarket
Suffolk
CB8 0TU

Any concerns or complaints about the inspection or the report should be raised with the inspection contractor. Complaints that are not satisfactorily resolved by the contractor should be raised with OFSTED by writing to:

The Complaints Manager
Inspection Quality Division
The Office for Standards in Education
Alexandra House
33 Kingsway
London WC2B 6SE

REPORT CONTENTS

| | Page |
|-------------------------------------------------------------------------------------------------------|-----------|
| PART A: SUMMARY OF THE REPORT | 6 |
| Information about the school | |
| How good the school is | |
| What the school does well | |
| What could be improved | |
| How the school has improved since its last inspection | |
| Standards | |
| Pupils' attitudes and values | |
| Teaching and learning | |
| Other aspects of the school | |
| How well the school is led and managed | |
| Parents' and carers' views of the school | |
| | |
| PART B: COMMENTARY | |
| | |
| HOW HIGH ARE STANDARDS? | 11 |
| The school's results and pupils' achievements | |
| Pupils' attitudes, values and personal development | |
| | |
| HOW WELL ARE PUPILS TAUGHT? | 14 |
| | |
| HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS? | 17 |
| | |
| HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS? | 20 |
| | |
| HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS? | 22 |
| | |
| HOW WELL IS THE SCHOOL LED AND MANAGED? | 23 |
| | |
| WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER? | 25 |
| | |
| PART C: SCHOOL DATA AND INDICATORS | 26 |
| | |
| PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES | 31 |

PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Friskney All Saints Church of England Aided Primary School is situated in the village of Friskney, near Boston in Lincolnshire. The school is of a similar size to other primary schools and provides education for pupils in the 4 – 11 age range. One hundred and fifty eight pupils are on roll and there is a very even number of boys and girls although there is an imbalance in some year groups. Forty two pupils, 27% of the school roll, have special educational needs, a figure that is above the average. This includes 3 pupils who have a statement of special educational needs, a figure that is above average. Seventeen pupils claim free school meals, a figure that is average. The school has a higher than average number of pupils who leave or enter the school other than the normal admission times. The percentage of pupils with English as an additional language is below average and no pupil is at an early stage of learning English. Historically, pupils have entered the school with below average levels of attainment. As a result of the school's expansion, pupils' attainment on entry is now average.

HOW GOOD THE SCHOOL IS

The school is effective and after a period of change and transition is currently providing pupils with a good standard of education. Standards are rapidly improving and by the time pupils leave the school they reach standards that are in line with the national average in English and science. Standards in information and communication technology are above expectations by the end of Year 6. While standards in mathematics are below average, the recent measures implemented by the school to raise standards are impacting well on progress. Pupils have very good attitudes to learning. Teaching is good overall with some very good and excellent features. The school is very well led and managed. The headteacher has led the school well as it has expanded and is very successful in promoting a strong team spirit. All staff are committed to ensuring that pupils are fully included in all aspects of school life. The school provides good value for money.

What the school does well

- Standards in information and communication technology are above average by the end of Year 6.
- Pupils are making good progress in English and mathematics at Key Stage 2 and the quality of teaching in English and mathematics is good in Years 3 - 6.
- The school makes very good provision for pupils' spiritual, social, moral and cultural development.
- Provision for pupils with special educational needs is good.
- There are very good procedures to assess pupils' progress in English, mathematics and science.
- Pupils have positive attitudes to learning and behave well in and around the school.
- There are good links with parents and the local community.
- The school is well led and managed and the headteacher provides very good leadership and has effectively handled the school's recent expansion.

What could be improved

- Procedures to assess pupils' progress in subjects other than English, mathematics and science.
- Attendance levels.
- Provision for outside play for children in the Foundation Stage.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has made good progress since its previous inspection in 1997. The management of its rapid expansion, owing to its increasing popularity, has been very effective. All the key issues from the last report have been effectively tackled, although improvements still need to be made in improving assessment procedures in subjects other than in English, mathematics and science. Standards in information and communication technology have been successfully raised at the end of both key stages. The quality of teaching and learning has improved greatly and recently appointed members of staff make a valuable contribution to the school's continued development. The senior management team has a very good understanding of what still needs to be improved and what needs to be done. The school is well placed to build on its many recent developments and make further progress.

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 | | | | Key |
|-----------------|---------------|------|------|-----------------|-----------------------------------------|
| | all schools | | | similar schools | |
| | 2000 | 2001 | 2002 | 2002 | |
| English | D | D | C | A | well above average A above average B |
| mathematics | C | E | E | D | average C below average D |
| science | D | E | D | B | well below average E |

The information shows that in the 2002 National Curriculum tests at the end of Year 6, pupils reached standards that were average in English, below average in science and well below average in mathematics. When the results are compared with similar schools, based on the numbers of pupils who claim free school meals, pupils reached standards that were well above average in English, above average in science and below average in mathematics.

The findings of the inspection are that standards currently in Year 6 are in line with national expectations in English and science and below national expectations in mathematics. The newly appointed members of staff and the initiatives recently implemented by the senior management team are having a positive impact on progress. Standards in literacy are in line with expectations and those in numeracy are rapidly improving. Standards in information and communication technology are above expectations and pupils make good progress in their understanding of how computers can support their learning. Standards in all other subjects are in line with expectations by the end of Year 6.

The 2002 national tests results at the end of Year 2 indicate that pupils' attainment in reading, writing and mathematics is below average. When compared with similar schools, standards were above average in reading and writing and in line with the average in mathematics. Inspection findings are that standards in English, mathematics and science are in line with national expectations. Pupils make satisfactory progress in their understanding of how to apply their literacy and numeracy skills in other subjects. Standards in all other subjects are in line with national expectations by the end of Year 2.

Children in the Foundation Stage make satisfactory progress in their personal, social and emotional, communication, language and literacy, mathematical development, knowledge and understanding of the world, creative and physical development. By the end of the Foundation Stage, children achieve the Early Learning Goals in all areas of their learning. However, progress in their physical development is hindered by their lack of access to regular outside play.

Pupils with special educational needs are very well supported in all lessons. Those with a high behavioural need are also given good support and the majority achieve well in relation to the targets that are set for them in their individual education plans.

PUPILS' ATTITUDES AND VALUES

| Aspect | Comment |
|----------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Attitudes to the school | Very good. Pupils work hard in lessons and are keen to learn. |
| Behaviour, in and out of classrooms | Good. The majority of pupils understand how their behaviour impacts on the well being of their friends. |
| Personal development and relationships | Relationships are good and pupils work well together when required to work in small groups. Very good opportunities are provided for pupils to develop their personal initiative. |
| Attendance | Unsatisfactory. Attendance levels are below average despite the school's efforts to encourage the significant minority of parents to realise the importance of their children attending school as fully as possible. |

TEACHING AND LEARNING

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

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

The quality of teaching in the Foundation Stage and Key Stage 1 is satisfactory with some good features. In the Foundation Stage for example, good use is made of the assessment information in planning what children need to do to improve. At Key Stage 1, the basic skills of literacy and numeracy are effectively taught. The quality of teaching in Key Stage 2 is good with many examples of very good and excellent teaching. This is characterised by teachers' high expectations of the pupils. The teaching of English at Key Stage 2 is good and in mathematics is very good, leading to rapidly improving standards. The teaching of science in both key stages is good, as it is in physical education. The teaching of information and communication technology at both key stages is good resulting in pupils reaching standards higher than expected by the end of Year 6. The teaching of pupils with special educational needs is good and teachers successfully devise work that enables them to achieve well in relation to their targets.

OTHER ASPECTS OF THE SCHOOL

| Aspect | Comment |
|---------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| The quality and range of the curriculum | With the exception of outside play which is not fully in place, the curriculum for children in the Foundation Stage meets their needs. The curriculum for pupils in Key Stage 1 and Key Stage 2 covers all subjects of the National Curriculum and teachers effectively plan learning in one subject that help to develop pupils' skills in another. |
| Provision for pupils with special educational needs | Good. The school has effective procedures to monitor and track pupils' academic and personal progress. The quality of support in classrooms is good and pupils are fully included in lessons and make good progress. |
| Provision for pupils' personal, including spiritual, moral, social and cultural development | Very good. The school makes very good provision overall for pupils' spiritual, social, moral and cultural development and very good use of interactive classroom displays, for example, enable pupils to develop a healthy interest in the world around them. Very good scope is provided for pupils to develop their personal initiative. |
| How well the school cares for its pupils | There is good care of the pupils. All of them are known well to teachers and learning support assistants. Procedures to monitor and track pupils' progress in English, mathematics and science are very good. However, the school has yet to develop effective procedures to track pupils' progress in other subjects. |

The school has developed positive links with parents and the local community that impact well on pupils' learning. As a result, the school is seen very much as a focal point of the village.

HOW WELL THE SCHOOL IS LED AND MANAGED

| Aspect | Comment |
|------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Leadership and management by the headteacher and other key staff | Good. The headteacher provides very good leadership and gives a clear educational lead to the school's development and has played a pivotal role in the increasing popularity of the school. The newly established senior management team provides effective support. Co-ordinators are effective, although they need to be more directly involved in monitoring teaching and learning in subjects other than English, mathematics and science. |
| How well the governors fulfil their responsibilities | Good. Governors have worked hard in assisting the school in managing the recent expansion. They are kept fully informed about school developments and their many visits to the school ensure that they effectively fulfil their responsibilities. |
| The school's evaluation of its performance | Good. The school makes effective use of assessment information to plan future development, evidenced by the many initiatives recently implemented to raise pupils' achievements in mathematics. |
| The strategic use of resources | Good. The school budget is well managed and successfully supports educational developments. The headteacher and governors have a good understanding of the principles of 'best value'. |

The expansion of the school provides much improved classroom facilities. However, the school hall in the light of increasing numbers is too small for some elements of physical education work. The number of qualified teachers and support staff is good and with the exception of resources for outside play for children in the Foundation Stage and in history, where historical artefacts are too few, resources are good.

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 caring nature of all the staff. • The provision for pupils with special educational needs. • The part the school plays in the village. • The provision made for pupils' personal development. • The management of the school's expansion yet maintaining its ethos. | <ul style="list-style-type: none"> • Expanding the range of visits to museums and galleries. |

Inspectors support the many positive views parents hold of the school and judge that the school provides a satisfactory range of visits to support pupils' learning.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. Historically, children have entered the school with below average levels of attainment. However, the school's expansion has resulted in a changing pattern of attainment on entry and the attainment of children currently entering the school is average. Children make satisfactory progress in the Reception class and by the time they enter Year 1 they are suitably prepared for the National Curriculum. By the end of the Reception year, children reach the standards expected in their communication, language and literacy, mathematical, physical and creative development, and in their knowledge and understanding of the world. While some children find it more difficult to appreciate the need to work and share equipment fairly and equitably, they reach the standards expected in their personal, social and emotional development.
2. The Key Stage 1 2002 National Curriculum tests indicated that pupils reached standards in reading, writing and mathematics that were below the national average. When compared with similar schools, pupils reached standards that were above average in reading and writing and average in mathematics. In science, based on teachers' assessments, standards were well below the national average. Over time, the results indicate stronger attainment in reading and writing than in mathematics. The findings of the inspection are that the current group of Year 2 pupils is on course to reach the national average in English, mathematics and science. This partly reflects the higher attainment of pupils who are currently entering the school and is partly a result of the impact of the various initiatives implemented by the school to raise attainment, particularly in mathematics. Pupils make satisfactory progress in English and good progress in mathematics and science.
3. The Key Stage 2 2002 National Curriculum test results for English were in line with the national average. When compared with similar schools, standards were well above average. The results for 2002 were a good improvement over those of the previous year with increasing numbers of pupils reaching the higher levels. Inspection findings indicate that the attainment of the current group of Year 6 pupils is in line with the national average. Pupils make good progress in the development of their literacy skills and the good opportunities provided for pupils to practise their skills through other subjects impacts well on their progress. Pupils are provided with many opportunities to voice their views and participate in group discussions. By the end of the key stage, pupils are confident speakers and listeners and understand well the need to listen effectively to others. Pupils make good progress in reading and very much enjoy the wide range of literature they are introduced to. By the age of eleven, the majority have developed a suitable range of reading strategies to help them research and gather information from a wide variety of sources including newspapers, non-fiction materials and the Internet. Pupils make good progress in writing. Teachers effectively provide pupils with opportunities to write for different reasons and pupils make good progress in their handwriting and general presentation skills.
4. The 2002 National Curriculum test results for mathematics indicated that at the end of Key Stage 2 pupils reached standards that were well below the national average. When compared with similar schools, standards were below average. Historically, the pupils have achieved less well in mathematics in the tests than in English. The school has carefully monitored the pupils' progress in mathematics and has put in place a range of measures designed to lift the profile of mathematics and raise pupils' achievements accordingly. Evidence from the inspection suggests that this work is

proving very successful and while attainment of the current Year 6 pupils is below the national average, the progress pupils make is often very good. Pupils are increasingly confident in applying their knowledge and understanding of number in solving a range of everyday problems and the increasing use of information and communication technology to support their learning successfully ensures that pupils make good progress in their understanding of how numerical information can be presented in the form of tables, charts and spreadsheets.

5. The 2002 National Curriculum test results for science indicated that at the end of Key Stage 2 pupils reached standards that were below the national average and a good improvement over those of the previous year. When compared with similar schools, standards were above average. Inspection findings indicate that the current Year 6 pupils are on course to reach the national average. Pupils make good progress and this reflects the good and often very good teaching where effective planning, designed to develop pupils' scientific vocabulary, as well as the good use of investigation work, impact well on the level of pupils' achievements. By the end of Year 6, pupils have a satisfactory understanding of different scientific ideas and understand well the principles of 'fair-testing' and the impact that the changing of variables within an investigation can have on the validity of results.
6. By the end of Year 2, standards in information and communication technology are in line with expectations. Progress is satisfactory. By the end of Year 6, as a result of the interesting and varied opportunities provided for pupils to develop their knowledge and understanding of information and communication technology in other subjects, pupils reach standards that exceed expectations. Progress is good. This is particularly evident in the pupils' use of a word-processor to aid their literacy development. By the end of Year 6, pupils use a computer effectively to research information on the Internet, and present the findings of class surveys in the form of tables, charts, diagrams and spreadsheets. They have a particularly good understanding of how to use a word-processor in their day-to-day work.
7. At the end of both key stages, pupils reach standards that are in line with expectations in all other subjects. In physical education, however, pupils reach standards that exceed expectations in swimming and in team games. Pupils make satisfactory progress in the development of their knowledge and understanding in all other subjects.
8. Pupils with special educational needs make good progress as they move through the school. Those who need additional support in their learning have realistic targets set for them, which are designed to be sufficiently small steps to allow achievement in the time set. There is a significant number of pupils who have been identified by the school owing to their behavioural needs. Both teachers and learning support assistants work with the pupils and constantly reinforce pupils' understanding of the principles of working effectively with others in the class. Most pupils respond well to this encouragement and in the main progress of pupils with an identified behavioural need is good. Pupils with a high level of special educational needs and who have a statement of special educational needs make equally good progress which reflect the school's positive commitment to including all pupils, regardless of their level of need, in all classroom activities.
9. The school has few pupils whom the school has identified as being gifted and talented. Higher-attaining pupils are making increasingly good progress as they move through the school. The school's improved measures to identify their needs and ensure that planned learning reflects those needs impacts well on their progress. As a result,

increasing numbers of pupils are reaching the higher levels in National Curriculum tests at the end of Year 2 and Year 6.

10. Evidence from the National Curriculum tests at Key Stage 2 in English and mathematics indicates that there is some variation in attainment between boys and girls. Over a three-year period, the girls have outperformed the boys in English whereas in mathematics, the boys have tended to outperform the girls. The school's own monitoring procedures have identified this trend in attainment and measures have been implemented to address this issue. In English, for example, strategies such as 'Grab a Grandad' where grandfathers work in school alongside the boys by reading to and with them, are designed to raise the profile of reading and boys' attitudes to reading. The school's action on this issue is starting to be successful.
11. The good knowledge and understanding of the pupils academic capabilities ensured that the targets that were set for improvement in English and mathematics in the Year 6 National Curriculum tests were challenging, although not quite met. The school has made good progress in raising standards since the previous inspection. Standards in information and communication technology were below expectations in 1997 but are currently higher than expected for eleven-year-olds by the end of Year 6. Improvements in teaching, more effective procedures for monitoring and tracking pupils' attainment and progress and the successful monitoring of teaching and learning have all contributed well to the pattern of rising standards.

Pupils' attitudes, values and personal development

12. In all classes most pupils have very good attitudes towards learning. Since the last inspection pupils have continued to be interested and enjoy coming to school. Parents feel that pupils behave well and are keen to learn. Most pupils, including those with special education needs and the youngest children are enthusiastic and eager to be involved. During most lessons pupils concentrate well on their work, and when given the opportunity many work well independently and take responsibility for their own learning. An example of this was seen when pupils in Year 5 and Year 6 were conducting their own experiments during a science lesson. In all classes pupils work well together in small groups and they are sensible and willing to share resources. Pupils know what the school expects of them and they respond effectively to the school rules and their own classroom rules. When they are moving around the school and are outside in the playground pupils generally demonstrate good self-discipline and show respect for their environment. Most pupils are very friendly, polite and helpful towards visitors and they are proud of their school. Through the very good support they receive children in the Reception class settle quickly into the well organised learning environment where they are happy and secure.
13. The school is an orderly establishment where most pupils are co-operative and support each other well. During lessons most pupils are keen to answer questions and to share their own opinions and ideas. In most lessons pupils listen well to their teachers. However, there is a small group of boys in the Year 1/ Year 2 class who regularly present an unco-operative attitude with challenging behaviour and this often disrupts lessons and affects their own learning and the learning of others.
14. Overall behaviour in the school is good and often very good. Pupils respond well to the positive reward system and value the opportunity to win house points and to have their name inscribed on the Roll of Honour for good work and behaviour. Pupils of all ages are very encouraged by the award of a range of stickers, visits to the headteacher to show good work and the celebration of good work assembly. Through the good provision for personal and social education and the good role models of staff pupils

have a clear understanding of the difference between right and wrong and the impact of their actions on others. Pupils throughout the school behave well whilst eating their midday meal and they play harmoniously together at break and at lunchtime. Bullying or harassment of any kind are rare, but pupils are confident that any problems will be dealt with promptly by staff. There have been four exclusions involving two pupils during the past year.

15. Relationships are good throughout the school. Pupils understand the school's commitment to inclusion and they know that in school all pupils have equal opportunity and access to all activities. Pupils with special educational needs are very well integrated and their fellow pupils are sensitive towards their difficulties. The happy relationships amongst pupils and between pupils and all adults in the school make a very positive contribution to pupils' personal and academic progress.
16. Pupils' personal development through opportunities to take responsibility is very good. In all classes pupils help as monitors for a wide range of organisational tasks. For example, pupils act as playground friends, deliver registers to the office, pick up litter and set out chairs for assemblies. Older pupils are chosen as house captains and take their special responsibilities very seriously. Pupils in Year 5 and Year 6 are very enthusiastic about the newly formed School Council that at present includes pupils from Year 3 to Year 6. They speak knowledgeably about their manifestos, presentations, voting day and meetings with governors. Already this is effectively involving older pupils in sharing their ideas for improvements to the school, and class representatives feel a keen sense of partnership in decision-making. Many older pupils take part in the residential visits to Edale where they are involved in a wide range of challenging activities that involve working in teams and developing skills of personal initiative. Pupils value the opportunity to perform in the school productions and presentations in the church and this makes a good contribution to raising their self-esteem and confidence.
17. Attendance is unsatisfactory and is well below the national average. Unauthorised absence has improved slightly but is still above the national average. The school strives to improve its attendance record, but there are a small group of pupils who take holidays during term time and a few pupils whose attendance is often low due to medical problems. Although the majority of pupils are punctual in the morning there are a few who are regularly late. Lessons start promptly and there is generally an efficient and orderly start to the day. This contributes well to pupils' progress and to their attitude towards school.

HOW WELL ARE PUPILS OR STUDENTS TAUGHT?

18. The quality of teaching and learning is good at Key Stage 2 with some very good and excellent features. Teaching in the Foundation Stage and Key Stage 1 is satisfactory with some good aspects. During the inspection, teaching was excellent in 15% of the 33 lessons seen, very good in a further 34%, and good in 30% of lessons. It was satisfactory in the remainder. The quality of teaching is consistently good or better in Key Stage 2 resulting in pupils making good progress in many subjects. Teaching is much improved since the previous inspection and reflects the attention paid by the school to improving planning and raising teachers' expectations of what pupils are capable of attaining.
19. The quality of teaching in the Foundation Stage is satisfactory overall with some good features. The teacher is new to the school and has a good understanding of the needs of young children. She appreciates, for example, that a significant number of the

children have had limited pre-school experience and that some have a limited understanding of the need to use equipment and resources fairly and equitably with one another. Good attention is paid to developing the children's ability to play effectively with one another, or to listen attentively to what another person is saying. A good balance is achieved by the teacher in ensuring that children have good opportunities to learn through structured imaginative play and in taking part in more formal group work. Children have too few opportunities to take part in outside play activities and this limits their physical development, although progress is satisfactory.

20. The teaching of English at Key Stage 1 is satisfactory and at Key Stage 2 is good. At Key Stage 1, teachers have a good understanding of the need to plan pupils' learning that effectively develops their speaking, listening and literacy skills. Good opportunities are provided for pupils to speak in front of a wider audience and this helps to develop their confidence when speaking aloud. At Key Stage 2, very effective links are made with other subjects of the curriculum to promote pupils' literacy. Information and communication technology is used well in this regard. Pupils have a very good understanding of how a word-processor can be used to draft, edit and present their work in different ways. This proves effective in raising their understanding of how writing, for example, can be modified and amended in order to produce a more effective piece of work.
21. The teaching of mathematics is good at both key stages and often very good at Key Stage 2. The teaching of mathematics has been a recent focus for the school in order to raise standards. All teachers have a good understanding of the principles of the National Numeracy Strategy and apply these well in lessons. A good emphasis is placed on ensuring that pupils develop their understanding of different mathematical vocabulary and all teachers organise and plan pupils' learning effectively. Pupils with special educational needs, have access to a range of different mathematical equipment and this helps them to perceive in a practical way the concepts they are being taught. A further feature of the good teaching in mathematics is the effective way that teachers plan to develop pupils' numeracy in other subjects. In design and technology, for example, pupils estimate, measure and cut out in order to make their models and this helps to develop their understanding of the concepts involved in shape and measurement.
22. The teaching of science at both key stages is good. Teachers plan lessons effectively and pupils respond with high levels of interest. The basic skills, particularly those of investigating, observing and predicting are taught well, and developed in a progressive sequence as pupils move through each of the classes. This gives pupils a secure foundation on which to carry out different investigations to further develop their knowledge and understanding of each of the aspects of the science curriculum. Good use is made of information and communication technology in Key Stage 2 for pupils to present their work and this proves effective in developing their understanding of the importance of presentation to the reader.
23. The teaching of information and communication technology is satisfactory at Key Stage 1 and good at Key Stage 2. At Key Stage 2, where teaching is more effective, teachers effectively incorporate the use of computers and other related information and communication technology to support pupils' learning in other subjects. In mathematics, for example, Year 5 and Year 6 pupils use spreadsheets confidently in ordering and presenting data and this develops learning of how computers can be used to solve simple yet repetitive tasks quickly and simply. Pupils use the Internet often to research information thus developing their understanding and their reading skills as well as their perception of how computers can be used to explore web sites to gather and research information.

24. The teaching of all other subjects in both key stages is satisfactory and in design and technology and physical education at Key Stage 2 it is good. Teachers have secure subject knowledge and understanding as well as a high enthusiasm for what they teach. Pupils respond with high levels of interest as a result and are encouraged to produce work that is a true reflection of their capabilities.
25. In both key stages, teachers plan in great detail what pupils are to learn. This planning is often closely linked with the guidance materials in the strategies for literacy and numeracy as well other schemes of work for other subjects. Work is carefully planned to reflect the attainment levels of pupils and in some classes, pupils of different ages. This results in pupils' undertaking work that is pitched at the appropriate point of their understanding and yet builds on what they have previously learned. Teachers make regular assessments of pupils' progress, particularly in English, mathematics and science and use the information gained to plan pupils' subsequent learning.
26. In many classes, time is used effectively to ensure that lessons move at a vigorous pace. In one excellent mathematics lesson seen during the inspection in a Year 5/ Year 6 class, for example, pupils during the registration period were set the task of using their knowledge and understanding of co-ordinates to plan a mathematical shape. This activity stirred their curiosity and helped to captivate their interest in what was to take place in the main lesson. This centred on developing the pupils' understanding of the translation of shapes and how by using the X and Y co-ordinates on a graph could enable this. The teacher made very effective use of an overhead projector to illustrate and clarify pupils' understanding and pupils themselves were invited to the projector to explain to the class what they had done to get the correct answer. By the end of the lesson, teaching had proved highly effective in enabling pupils to make very good gains in learning about one and two-step translation.
27. In the main, pupils are managed well. However, in some classes at Key Stage 1, this is not always fully effective and hinders learning. Some pupils, who have very high behavioural needs prove very challenging for the teachers. Lessons sometimes have to be halted in order for the teacher to remind these pupils of the importance of listening and concentrating effectively. Relationships between pupils and adults are positive however, and some teachers interject a touch of humour into their lessons that add much to the purposeful rapport evident between pupils and adults.
28. The quality of teaching for pupils with special educational needs is good. They are well taught within the class and teaching assistants are very often directed to support these pupils and they do so effectively. Pupils respond well to the guidance they are given by the assistants. In some instances, for example, pupils work alongside an assistant at a computer situated outside classrooms when undertaking information and communication technology work. The nature of the tasks set often proves challenging but not excessively so and by the end of these sessions pupils, as a result of the guidance given by the learning support assistant, produce good quality work. The high quality of support for pupils with special educational needs ensures that they succeed in meeting the targets in their individual education plans, which are carefully considered in teachers' lesson planning.
29. The school has a good understanding of educational inclusion and makes sure that all pupils, whatever their backgrounds or specific needs, are fully included in all activities. Teachers design their questions to suit pupils of different ability and these are very well directed. They often make sure that pupils, who have not had the opportunity to contribute, do so through directed questions and invitations to contribute views. Teaching assistants also ensure that those pupils who they are supporting have good opportunities to contribute to the work of the group. Both the teaching assistants and

the teachers support pupils with special educational needs effectively in class. These pupils make good progress and the school ensures that they have the skills and confidence that enable them to take a full and active part in learning and other school activities.

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

30. The quality and range of the learning opportunities on offer to the pupils are satisfactory. The school provides a broad and balanced curriculum to promote pupils' intellectual, physical, and moral development. The curriculum is satisfactory for children in the Reception class, although the provision for regular outside play for children is being developed. It covers all the recommended areas for learning, is relevant to the children's differing development needs and results in them being well prepared for the next stage of their education. The requirements of the National Curriculum and the locally agreed syllabus for religious education are met. The National Literacy and Numeracy Strategies have been sensibly introduced. They have had a positive impact on the curriculum and upon pupils' learning. There is a good range of extra-curricular sporting activities and the school's curriculum extends beyond the statutory requirements. The national requirements for the teaching and learning of information and communication are now fully met and the subject is given an appropriate allocation of curriculum time. These findings represent good improvement since the last inspection because at that time the school did not satisfactorily meet the requirements for information and communication technology, and the curriculum was not balanced.
31. The previous inspection reported that the lack of schemes of work for each year group and each curriculum area led to repetition of educational experience for some pupils in mixed age classes. In the five years since that inspection, the teachers have worked collaboratively to address these issues. Good progress has been made in agreeing a common whole-school format for long, medium, and short-term plans. With the exception of music, where one is in the process of being developed, each subject area of the curriculum has a detailed scheme of work that indicates clearly what is to be taught and when. The expansion of the school roll has resulted in most classes now consisting mainly of one age group of pupils. This has made it easier to avoid overlap of pupils' educational experience. Evidence from this inspection indicates that pupils now experience a curriculum programme that enables them to build progressively upon their previous knowledge and experiences. Teachers' short-term planning is of a good and frequently very good standard. Educational objectives are clearly identified and the set tasks challenge the different ability groups at an appropriate level.
32. The headteacher and the subject co-ordinators monitor teachers' curriculum plans on a regular basis. This results in there being constant review and revision of the curriculum to ensure that it meets the school's changing needs. The monitoring of the curriculum for the subjects of English, mathematics, and science is very good. There is a timetable for the review and updating of subject and other policy statements. Following revision they are submitted to the governing body for approval. The governors have adopted a satisfactory curriculum statement. They are kept well informed of curriculum developments by good quality reports from the headteacher. Each governor is linked to an area of the curriculum to give support to the co-ordinator. During discussion with subject co-ordinators, many of them spoke positively about the benefits of these links, particularly those new to the school and the locality.

33. The school makes good provision for pupils with special educational needs. The curriculum is well organised to meet the needs of these pupils. Class teachers, support staff, and the special educational needs co-ordinator have a very good knowledge of pupils' individual needs. Together they ensure that the targets in their individual education plans are meaningful, challenging, and achievable. Pupils on the special educational needs register, have full and equal access to all areas of the curriculum. They are taught in normal class groups but are given additional support in literacy and numeracy lessons. The good quality of the support they receive from the learning support assistants enables them to make good progress in their studies.
34. There is a good programme for personal, social, and health education that includes sex education and drugs awareness. Teachers' plans show that wherever possible, personal, social, and health education and other related issues are integrated into the appropriate area of the curriculum. Classroom observation shows that these aspects are taught effectively and that the challenging school aims are reflected in its day-to-day life. The community mobile police also assist the school by visiting to talk to pupils about a range of issues concerned with safety and moral decisions. Good provision is made for sex education for pupils in Year 5 and Year 6 and parents are appropriately involved.
35. The school provides a good range of extra-curricular activities. Although these mainly involve pupils from Year 3 to Year 6, the school has recognised the need to provide also additional activities for the younger pupils. Boys and girls of all abilities have the opportunity to join clubs at different times of the year for netball, football, Rugby, drama, computer, art and craft, recorders, movement and jazz dance. Pupils in Year 1 and Year 2 are now able to join clubs for movement, beginner recorders and uni-hock. All pupils are involved in the performance of school productions, and in a range of visits to places of educational and cultural interest.
36. The provision for personal, social and health education is good and is well promoted within areas of the curriculum, assemblies and through the ethos of the school. In all classes time is allocated on the timetable for PSHE and 'circle time' when pupils learn about and discuss a range of personal and social issues. The subject is closely linked to the Lincolnshire programme of study and this includes topics such as self-esteem, relationships, making decisions and drugs awareness.
37. The school has very good links and works closely with the local community who make a strong contribution to its work and pupils' progress. The local Anglican and Methodist churches are very supportive and clergy are regular visitors to lead assemblies and support the curriculum. Good use is made of the church as a learning resource for religious education and history, and pupils visit the church several times a year for special services when the local community are also invited to attend. All pupils are involved in the Methodist Sunday School Wagon Day celebrations. Newsletters to parents often include information and advertisements for community events, and reports about school activities regularly appear in the Friskney parish magazine. The school welcomes the help of local residents who come into school to talk to pupils about special topics, and many support the various fund-raising events organised by the school. Pupils invite members of the village Darby and Joan Club to their Christmas production held in the village hall and other events during the year. The school also invites a storyteller into the school each term. The school liaises closely with the local parent and toddler group prior to children's induction into school.
38. Good links have been developed with other schools and educational establishments. The school has close links with Skegness Grammar School and pupils in Year 6 have taken part in a week long art project. Specialist staff from the Sports College broaden

the curriculum by visiting the school regularly to work with pupils in developing their skills in tennis, cricket and gymnastics. Through the school's involvement with the Lincolnshire East Coast Schools Sports Association pupils join with other schools in East Lindsey for inter-school competitions. Secondary school students spend time in the school on work experience. The school regularly welcomes initial teacher training students from Bishop Grosseteste College to work in classrooms.

39. The school makes very good provision for pupils' spiritual social and cultural development and good provision for pupils' moral development. The school's aims give a clear indication of the importance it places upon pupils' spiritual, moral, social, and cultural development.
40. Whole school Collective Worship makes a significant contribution to pupils' spiritual development, as they are encouraged to reflect upon aspects of their learning and the impact of their actions on others. Although the school has no music specialist on the staff pupils are able to listen to music and relate it to their emotions and reactions to the world around them. In lessons discussions of the impact of art and literature bring the pupils into contact with a rich cultural heritage and its spiritual dimension. Teachers are effective in using incidental opportunities for promoting spirituality throughout the day. In a Year 6 lesson, for example, pupils were deeply affected by the quality of watercolour paintings done by some members of the class. Teachers and pupils have a very good rapport with each other and this provides a context within which spirituality can thrive as each shares thoughts and feelings without embarrassment. A notable feature of the very good planning files kept by class teachers and co-ordinators is the extent to which they recognise, in their planning, the need to promote the spiritual elements in their subjects.
41. Moral development is promoted effectively through the curriculum and through the good provision in personal, social and health education. Moral issues are brought out in the whole school Collective Worship especially in relation to the idea of caring and sharing amongst the whole school community. Adults in the school provide good role models for their pupils and offer positive guidance of what is right and what is wrong. When playing with each other pupils follow a framework of moral values in their conduct and attitudes towards each other. In a Year 4/ Year 5 geography lesson, for example, pupils were engaged in a discussion concerning the morality of the hypothetical selling of the school field to a wind farm developer. They were able to balance the components of the argument as they addressed the different viewpoints.
42. Provision for pupils' social development is very good. The school's personal, social and health education programme is growing successfully and is taught regularly throughout the school. All pupils, including those with special educational needs are developing a very good battery of social skills and are approaching an understanding of their responsibilities as citizens. Within the school pupils take on a variety of roles and responsibilities and they are very keen to provide a social welcome for visitors to their classrooms. The good relationships between adults and children also promote social skills and by the time they reach Year 6 pupils have a very mature relationship with their teachers and helpers. Residential visits, to Edale for example, are much valued by the pupils who are aware of the considerable contribution these make to their social development.
43. Provision for pupils' cultural development is very good. The school is aware of the need for preparing its pupils for life in a multicultural society and for them to respect the eclectic mix of ethnicity and belief that now characterises the society they live in. Pupils in both key stages are encouraged to reflect on and compare the attributes of their own culture with those of others. In their lessons in music, art and design, history

and through the whole school assemblies pupils become aware of the richness and diversity surrounding them. Pupils also have a good awareness of their own cultural heritage and know of the special relationship between the school and the small community of Friskney.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

44. As at the time of the last inspection the school makes very good provision for pupils' welfare and support and provides a safe and very happy environment in which to learn. Parents are confident that children are well looked after in school and that any problems are handled well and dealt with promptly. All staff, including those who are new to the school, know pupils well and they are committed to ensuring that individual, physical and emotional needs are recognised and addressed. This has a very positive effect on pupils' progress and their individual achievements. Pupils with special educational needs are very well cared for and supported and this enables them to be fully integrated into all activities. The induction procedures prior to children joining the Reception class are good and ensure that children settle down happily into the school routines. Pupils in Year 6 receive good support from staff prior to their transfer to the secondary schools through a range of visits and joint activities.
45. The health and safety policy is good and follows clear procedures to ensure that all issues of safety are well recorded, monitored and dealt with promptly. A regular formal risk assessment of the site is completed, and all staff are vigilant in reporting any potential safety hazards. During lessons and in the playground pupils are well supervised and staff ensure that pupils are alerted to safe practices. Electrical equipment is checked regularly, and regular fire practices ensure that all concerned know how to evacuate the building in an emergency. Arrangements for first aid are good with qualified first-aiders on site. Parents are contacted if necessary and all accidents and minor injuries are well recorded.
46. The school's procedures for child protection are very good and any concerns are well monitored and recorded. The headteacher is the trained designated member of staff and with the help of a governor takes overall responsibility. The headteacher ensures that all staff, including lunchtime supervisors, are fully aware of the procedures. All pupils have access to outside support agencies. Good up-to-date personal and medical records are kept for all pupils and these are used appropriately to support their personal needs.
47. Although the level of attendance is below the national average the school follows good procedures to monitor and promote pupils' attendance and punctuality. Registers are completed consistently and accurately. The electronic register scheme allows immediate access to individual records and these are used well to monitor attendance and to inform parents. With the regular support of the education welfare officer the headteacher promptly follows up unauthorised absence and newsletters regularly remind parents of the importance of good attendance and punctuality and its effect on pupils' progress. However, a small but significant number of parents do not act on the guidance given by the school. The procedures for monitoring and promoting behaviour are very good and are implemented consistently in all classes. The orderly and happy environment in the school confirms the effectiveness of the school's high expectations of good behaviour. Pupils with behavioural difficulties are generally well managed by teachers and support staff, although teachers in Key Stage 2 are generally more effective in how this is achieved. Bullying or harassment of any kind is not tolerated and clear guidelines are followed to deal with any incident. The school's procedures for monitoring and supporting pupils' educational and personal development are good.

Although there is no formal system of recording and assessment of personal development teachers know pupils well and their achievements are well monitored on an informal basis.

48. The identification of pupils who are likely to experience learning difficulties starts at a suitably early stage. As the pupils get older the school monitors their progress regularly. The individual education plans contain sufficiently detailed criteria to enable the staff to gauge the small steps of success achieved. The time scales for assessing progress are appropriate, with reviews being held each term or each half term when thought necessary. The school has good relationships with many specialist agencies. They support the school with training programmes for staff. Members of staff give pupils sensitive help, counselling and guidance in behaviour, and are frequently successful in persuading pupils to return to their lessons of their own accord.
49. A requirement made following the last inspection was for the school to develop the use of assessment to guide planning so that activities were appropriate to pupils' individual needs. Whilst much has been achieved, in developing good procedures in English, mathematics, science and for special educational needs, these model procedures are not yet in place in other subjects of the curriculum.
50. The school has analysed the results of the national statutory tests along with the results of a series of standardised tests administered by the school. Shortcomings were identified in mathematics, including the attainment of the girls, and the school has placed a great thrust on improving standards in this subject and there are signs that this is beginning to take place. Consequently, the decision was properly taken to concentrate on these identified areas. Assessment is used well to set targets in English and mathematics for individuals and groups of pupils. These are displayed prominently in pupils' books so that pupils are constantly reminded of them as they work. The school also monitors the attainment of different groups of pupils very well. The school is aware of the progress made by each individual year group of pupils, of boys and girls and of those with special educational needs. It also analyses the progress made by those pupils who join the school at times other than the normal starting time in Reception.
51. The school has developed a good system for tracking each pupil's achievement; this is being applied effectively in English and mathematics and provides a good model, which could be adopted and adapted, for use in all subjects. This system includes teachers predicting pupils' future achievements; a practice that aids teachers' own knowledge of what is required to ensure that pupils' targets are attained. Because the assessment systems used are clear and teacher-friendly accurate information is recorded. This enables teachers to plan learning tasks that ensure that pupils of all abilities make progress according to their needs. This data also enables teachers to identify those who may not be progressing as well as predicted and provide them with extra help. Those pupils who are doing well are provided with work that moves them on to higher levels of attainment. The success of the assessment and recording systems are shown in improved standards in mathematics and science lower down in the school. At present, procedures for assessing pupils' progress and using that information to plan the next steps in pupils' learning is unsatisfactory in subjects other than English, mathematics and science. Lack of similar procedures in other subjects makes progress less certain.
52. At the time of the last inspection it was stated that there were no collections of exemplars of pupils' work that had been assessed and assigned National Curriculum levels to identify required standards in the core subjects. This weakness is being addressed with staff members meeting together to discuss and agree National

Curriculum levels of attainment. This has impacted upon teachers' accuracy of assessment and in the setting of work at an appropriate level for each individual or group of pupils.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

53. The school has a good partnership with parents who are very satisfied and hold the school in high regard. The majority of parents feel that the school works closely with them and is very approachable to answer questions or to discuss any concerns. Parents are made very welcome and the headteacher and staff are readily available to speak to parents during the school day. The assistant special needs co-ordinator is available to parents on the telephone on one morning per week. Many parents are very supportive of the work of the school and help their children at home with reading and homework topics. This makes a strong contribution to pupils' progress and their attitude towards school.
54. Some parents use their child's home/school reading diary and homework diary as a means of communication with teachers and this promotes a good link for parental partnership. A group of parents and grandparents provides regular valuable help in classrooms and assists with extra-curricular clubs. More parents help when pupils go out on visits. The school has recently started a 'Grab a Grandad' scheme to provide more male role models and this is effectively assisting the school in encouraging boys to read. The school also runs a family literacy group where parents of Reception and Year 1 children are invited to work with an adult tutor to gain a clear understanding of how to support their child in literacy. Parents of pupils with special educational needs are kept well informed about individual education plans and are involved in all assessment and review meetings. The Friends Association (PTFA) is an active and supportive group of parents which organises regular social events and raises considerable funds for the school. Events are well supported in the community and enable the Friends to provide a range of additional learning resources to enrich the curriculum. The school is very grateful for the support parents give, for example, at the school bookshop and book fairs.
55. The quality of information for parents is good. The headteacher sends out regular friendly newsletters giving a range of helpful information about events and organisation. These often contain short articles written by pupils about an activity or visit, and some 'Ask the Family' quizzes. The notice board located on the school railings contains a variety of information about school activities, community events and the most recent newsletter. Each term, class teachers provide parents with a list of topics to be taught to assist them in helping their children at home. Parents are well informed about the arrangements for homework as details are included in pupils' homework diaries. Regular consultation evenings are held when pupils' individual targets are discussed with parents. Some parents have attended the literacy and numeracy evenings and an open day during science week. Parents have been involved in the review of the behaviour policy and in writing a homework policy, and all parents receive a copy of the school's policies for behaviour and attendance. Prior to the children's induction into the Reception class good information is provided for parents to assist them in understanding the organisation of the school.
56. Reports to parents are good although some parents feel that the new arrangement for typewritten reports has taken away the personal touch. Reports cover all subjects of the National Curriculum and the Foundation Stage. Sufficient information is provided about pupils' progress and targets for improvement in English, mathematics, science, information and communication technology and design and technology. In other

subjects, the information given is often limited to what has been taught. Parents also receive a printout of the year's attendance, SATs results and information about their child's involvement in extra-curricular activities. Pupils complete an attached form entitled 'My achievements at school this year' and select a piece of their own work to include. Many parents use the parent response form to write their own comments on the contents of the report. The prospectus and governors' annual report to parents provide a good amount of helpful information about organisation and the curriculum.

HOW WELL IS THE SCHOOL LED AND MANAGED?

57. There is good leadership and management of the school, and the quality of leadership by the headteacher is very good. She has been instrumental in moving the school forward since the previous inspection, and this has resulted in the school increasing in popularity. She has given sensitive guidance to governors and staff and the physical expansion of the school has been managed well. The headteacher has a good understanding of the school's strengths as well as what still needs to be developed. She has the full commitment of the staff, governors and parents. All staff work well together and are fully committed to ensuring that the aims of the school, that include all pupils being involved in all aspects of the day-to-day life of the school, are fully met.
58. The school has made good progress since the last inspection. With the exception of assessment arrangements for subjects other than English, mathematics and science, the key issues have been effectively tackled. Standards in information and communication technology at Key Stage 2 have been successfully raised and planning materials to help teachers plan learning are consistently used by all teachers. Teaching has improved, particularly at Key Stage 2 and the newly formed senior management team, has a clear idea of what needs to be done in order to further improve standards. The school improvement plan is a well-thought out document. It provides a clear overview of where the school is heading, what needs to be undertaken in order to secure improvements, the costs involved and how the school is to measure progress made. The thoughtful yet equally rigorous approach to addressing identified shortcomings as a result of the good use of assessment data in order to highlight trends in attainment is having a positive impact on raising standards. The school has, for example, made mathematics a clear focus of its work over the past year in light of the well below average standards. Support from the local education authority, monitoring teaching, improved planning and use of day-to-day assessment information in planning pupils' learning, as well as the regular and effective monitoring of teaching are impacting very positively on the standards pupils are currently reaching.
59. The monitoring of teaching and learning is largely centred on the teaching of English, mathematics and science. This is undertaken by the headteacher and the co-ordinators for these subjects and provides clear information about teaching strengths. These are then shared with colleagues in order to improve practice. The school's monitoring plan highlights clearly where each subject of the curriculum is to be evaluated in light of whole school developments. While co-ordinators of other subjects do have non-teaching time, this is largely for the day-to-day administration of the subject rather than specific monitoring of teaching and learning. The headteacher is aware of the need to ensure that co-ordinators in subjects other than English, mathematics and science directly monitor teaching. The arrangements for performance management of teachers are secure. Targets for improvement are a careful combination of whole school issues as well as individual targets identified by teachers themselves.

60. The Governing Body is effective and provides well-targeted support. Governors have been heavily involved in overseeing the school's expansion and are kept fully up-to-date about school developments through regular information provided by the headteacher. Many governors reside in the village and frequently visit the school both formally and informally to gain first-hand experience of the quality of provision. Governors are in place for key aspects of the school's work and the Governing Body's various committees effectively ensure that their responsibilities are fulfilled. Although there are few pupils from other ethnic groups, the school has a strong commitment to promoting race equality. Work on display, for example, indicates that pupils are given regular opportunities through various subjects to discuss the faiths, customs and traditions of other cultures and this effectively promotes pupils' understanding of the nature of the multi-cultural aspect of the society in which they live.
61. The school's finances are very well managed and patterns of expenditure are closely aligned to the school's needs. The expansion of the school roll has brought with it increased funding. The Governing Body carefully discusses decisions about expenditure. Careful thought, for example, has been taken in respect of appointing a deputy headteacher, thereby allowing the headteacher to have a non-teaching role. Early indications are that this is proving beneficial in that it has allowed the headteacher to undertake regular monitoring of teaching. A part-time budget manager who works closely with the headteacher effectively undertakes the day-to-day management of the budget. The various grants that are given to the school to support other avenues of the school's provision in respect of special educational needs, training, booster classes and the infant class size initiative, are appropriately deployed. The governors and headteacher have a secure understanding of the principles of 'best value,' although they have yet to develop more rigorous procedures for evaluating their own expenditure patterns and their impact on the standards pupils reach with those of similar schools in the local education authority.
62. The experienced special needs co-ordinator and the local education authority's Learning Support Service manage provision for pupils with special educational needs very well. The special needs co-ordinator has initial responsibility for those pupils with behaviour problems and the local education authority representative, who visits the school weekly, looks after the learning needs. Together they monitor pupils' progress towards targets in their individual education plans and organise focused support accordingly. They have established very good liaison between parents, teaching staff and local authority support to ensure that pupils' needs are met. All teaching and support staff are given professional development and the school ensures that they are knowledgeable enough to deal with a wide range of different special educational needs situations.
63. During the last year there has been a high turnover of staff and staffing levels have improved owing to the physical expansion of the school. It is now well staffed with a good balance of experienced and newly qualified teachers to teach the National Curriculum and the Foundation Stage. In the new organisation the headteacher is now a non-teaching head and a deputy headteacher has recently been appointed. All teachers have additional responsibilities as subject co-ordinators and ably fulfil the duties asked of them. Staff attend regular training courses which are well matched to their needs and linked to the priorities in the school development plan. Good arrangements are made for the induction of new staff and newly qualified teachers are well supported by a mentor system. The provision of teaching assistants is good with effective support provided in classrooms for individual pupils and those working in groups. The efficiency of the administrative staff, lunchtime supervisors and caretaker all ensure the effective day-to-day running of the school.

64. Overall the accommodation is good and is very well maintained. The building provides sufficient space for the number of pupils on roll and the teaching of the National Curriculum. Throughout the school displays of pupils' work, pictures and artefacts create an interesting and stimulating learning environment. However, the size and design of the hall restricts some activities in physical education and space is cramped when the whole school meets for assembly. Recent building work has enhanced the provision with a new classroom, administrative suite and relocation of the headteacher's office. Most classrooms are spacious and provide sufficient space for teaching and practical activities. The school has no designated library and this limits opportunities for pupils to develop independent study and research skills. The provision for information and communication technology has improved since the last inspection, and although there is no information and communication technology suite classroom based computers have Internet access. Outdoor play space is good with a wide hard surface playground and grassed area. The school does have space for a secure outside play area for the children in the Foundation Stage but this is identified on the school development plan as an aspect of provision to be improved during the current academic year.
65. The school has sufficient learning resources to support teaching and learning in all subjects of the curriculum and the teaching of children in the Foundation Stage. Resources for science are good. The school is currently updating the main reading scheme, but there is also a need to expand the provision of fiction and non-fiction books. Although resources for music are satisfactory overall, there is a shortage of ethnic musical instruments. The school has only a limited number of artefacts to support the teaching of history.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

66. In order to improve standards further, the headteacher, staff and governors should:
- 1) develop procedures to assess pupils' progress in subjects other than English, mathematics and science and use the information gained to plan pupils' subsequent learning;**
(paragraphs ➤ 49, 120, 126, 132, 138, 149, 156)
 - 2) continue to raise the profile of full and regular attendance in the minds of parents;**
(paragraphs ➤ 17, 47)
 - 3) implement the plan to improve provision for outside play for children in the Foundation Stage.**
(paragraphs ➤ 19, 30, 69, 88)

The following less important issues should be included in the school's action plan:

- ensure that the co-ordinators for subjects other than English, mathematics and science have the opportunity to monitor teaching and learning.

(paragraphs ➤ 120, 127, 132, 138, 149, 156)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

| | |
|----------------------------------------------------------------------|----|
| Number of lessons observed | 33 |
| Number of discussions with staff, governors, other adults and pupils | 18 |

Summary of teaching observed during the inspection

| | Excellent | Very good | Good | Satisfactory | Unsatisfactory | Poor | Very Poor |
|------------|-----------|-----------|------|--------------|----------------|------|-----------|
| Number | 5 | 11 | 10 | 7 | | | |
| Percentage | 15 | 34 | 30 | 21 | | | |

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

Information about the school's pupils

Pupils on the school's roll

| | YR – Y6 |
|-----------------------------------------------------------------------|---------|
| Number of pupils on the school's roll (FTE for part-time pupils) | 158 |
| Number of full-time pupils known to be eligible for free school meals | 17 |

FTE means full-time equivalent.

Special educational needs

| | YR– Y6 |
|---------------------------------------------------------------------|--------|
| Number of pupils with statements of special educational needs | 3 |
| Number of pupils on the school's special educational needs register | 42 |

English as an additional language

| | No of pupils |
|---------------------------------------------------------|--------------|
| Number of pupils with English as an additional language | 1 |

Pupil mobility in the last school year

| | No of pupils |
|------------------------------------------------------------------------------|--------------|
| Pupils who joined the school other than at the usual time of first admission | 16 |
| Pupils who left the school other than at the usual time of leaving | 10 |

Attendance

Authorised absence

| | % |
|---------------------------|-----|
| School data | 7.1 |
| National comparative data | 5.4 |

Unauthorised absence

| | % |
|---------------------------|-----|
| School data | 0.3 |
| National comparative data | 0.5 |

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

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

| Number of registered pupils in final year of Key Stage 1 for the latest reporting year | Year | Boys | Girls | Total |
|----------------------------------------------------------------------------------------|------|------|-------|-------|
| | 2002 | 12 | 11 | 23 |

| National Curriculum Test/Task Results | | Reading | Writing | Mathematics |
|---------------------------------------------|----------|---------|---------|-------------|
| Numbers of pupils at NC level 2 and above | Boys | 10 | 9 | 11 |
| | Girls | 9 | 9 | 9 |
| | Total | 19 | 18 | 20 |
| Percentage of pupils at NC level 2 or above | School | 83 (81) | 78 (81) | 87 (81) |
| | National | 84 (84) | 86 (86) | 90 (91) |

| Teachers' Assessments | | English | Mathematics | Science |
|---------------------------------------------|----------|---------|-------------|---------|
| Numbers of pupils at NC level 2 and above | Boys | 10 | 11 | 9 |
| | Girls | 9 | 6 | 6 |
| | Total | 19 | 17 | 15 |
| Percentage of pupils at NC level 2 or above | School | 83 (71) | 74 (76) | 65 (76) |
| | 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 | 15 | 7 | 22 |

| National Curriculum Test/Task Results | | English | Mathematics | Science |
|---------------------------------------------|----------|---------|-------------|---------|
| Numbers of pupils at NC level 4 and above | Boys | | | |
| | Girls | | | |
| | Total | 14 | 13 | 18 |
| Percentage of pupils at NC level 4 or above | School | 64 (54) | 59 (46) | 82 (77) |
| | National | 75 (75) | 73 (71) | 86 (87) |

| Teachers' Assessments | | English | Mathematics | Science |
|---------------------------------------------|----------|---------|-------------|---------|
| Numbers of pupils at NC level 4 and above | Boys | | | |
| | Girls | | | |
| | Total | 17 | 14 | 17 |
| Percentage of pupils at NC level 4 or above | School | 77 (54) | 64 (62) | 77 (62) |
| | National | 73 (72) | 74 (74) | 82 (82) |

Percentages in brackets refer to the year before the latest reporting year. Boys' and girls' results are given as total figures only when the number of boys or girls in the cohort is fewer than ten.

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 | 151 | 4 | |
| White – Irish | | | |
| White – any other White background | | | |
| Mixed – White and Black Caribbean | 3 | | |
| Mixed – White and Black African | | | |
| Mixed – White and Asian | 1 | | |
| 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 – Y6

| | |
|------------------------------------------|------|
| Total number of qualified teachers (FTE) | 7 |
| Number of pupils per qualified teacher | 22 |
| Average class size | 25.8 |

Education support staff: YR – Y6

| | |
|-----------------------------------------|-----|
| Total number of education support staff | 7 |
| Total aggregate hours worked per week | 130 |

FTE means full-time equivalent.

Financial information

| | |
|--------------------------------------------|---------|
| Financial year | 2001/02 |
| | £ |
| Total income | 355 670 |
| Total expenditure | 369 015 |
| Expenditure per pupil | 2 444 |
| Balance brought forward from previous year | 36 630 |
| Balance carried forward to next year | 23 285 |

Recruitment of teachers

| | |
|----------------------------------------------------------------------|---|
| Number of teachers who left the school during the last two years | 6 |
| Number of teachers appointed to the school during the last two years | 7 |

| | |
|----------------------------------------------------------------------------------------------------------------|---|
| 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 | 155 |
| Number of questionnaires returned | 78 |

Percentage of responses in each category

| | Strongly agree | Tend to agree | Tend to disagree | Strongly disagree | Don't know |
|------------------------------------------------------------------------------------|----------------|---------------|------------------|-------------------|------------|
| My child likes school. | 67 | 28 | 5 | 0 | 0 |
| My child is making good progress in school. | 64 | 28 | 6 | 1 | 1 |
| Behaviour in the school is good. | 52 | 41 | 4 | 0 | 3 |
| My child gets the right amount of work to do at home. | 40 | 50 | 4 | 1 | 5 |
| The teaching is good. | 53 | 45 | 0 | 0 | 2 |
| I am kept well informed about how my child is getting on. | 53 | 37 | 9 | 1 | 0 |
| I would feel comfortable about approaching the school with questions or a problem. | 71 | 28 | 1 | 0 | 0 |
| The school expects my child to work hard and achieve his or her best. | 67 | 29 | 4 | 0 | 0 |
| The school works closely with parents. | 57 | 33 | 8 | 0 | 2 |
| The school is well led and managed. | 65 | 28 | 2 | 0 | 5 |
| The school is helping my child become mature and responsible. | 56 | 35 | 4 | 0 | 5 |
| The school provides an interesting range of activities outside lessons. | 42 | 38 | 13 | 1 | 6 |

Other issues raised by parents

No other issues were raised by parents.

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

67. Children join the Reception class in the term after their fourth birthday. The school's rising roll means that this year some children in the Reception class are moved and taught alongside Year 1 pupils. However, the children do rejoin the Reception class for certain activities in the afternoon sessions in order for them to have greater access to the extra space, resources and equipment.
68. Few of the children who enter the school have had pre-school education other than that provided in mother-toddler groups that exist in the surrounding villages. Historically, assessments carried out soon after the children commence school indicate that the children's attainment has been below the average, particularly in their personal, social and emotional development, communication, language and literacy and mathematical development. However, the changing nature of the school means that there is a broader range of attainment and overall the children start school with average levels of attainment.
69. By the end of the Reception year, children's attainment is in line with the expected levels in all areas of learning which are communication, language and literacy , mathematical development, knowledge and understanding of the world, their personal, social and emotional development as well as their creative and physical development. Children make satisfactory progress in all areas of learning and in the mathematical area of learning, higher-attaining children achieve at a level that exceeds what is expected of them. While progress in the children's physical development is satisfactory, it is hindered by the lack of specifically planned access to outside play activities. There is space for this type of work and the teacher, who has just joined the school, has devised a useful development plan that outlines clearly how this area could be utilised to provide such learning opportunities. If implemented, the area offers rich potential to further improve the quality of children's learning.
70. Children in the Foundation Stage who have special educational needs are identified early to enable the school to modify its provision to enable their needs to be met. Their progress is carefully monitored and their learning adapted accordingly. Children with a high level of need receive good support. As a result of the school's highly positive approach to ensuring that children with special educational needs are fully included in all day-to-day activities, the children make good progress towards the targets that have been identified for them. There are good links with the parents of the pupils with special educational needs and they are kept fully aware of the progress that their children are making.
71. The teaching of children in the Foundation Stage is satisfactory with good teaching seen during the inspection. A significant strength of teaching in the Reception class is the way that the children's progress is regularly and effectively monitored and the way the information gained is used to determine what needs to be done in order to move the children on in their learning. The data from the assessments carried out when the children commence school is used to form groups for literacy and numeracy work. These initial assessments are added to by detailed, structured observations that are regularly undertaken by the teacher to measure the children's progress. Work is modified in light of the information gathered, although this practice is less evident in the Reception/Year 1 class. Here evidence indicates that for some of the children's work, expectations of what the children are capable of attaining, particularly in their

communication, language and literacy development are too low and do not reflect the generally high scores reached by the children in their baseline assessments.

72. A further strength in the teaching is in the attention given to promote the children's personal, social and emotional development. Some of the children, primarily the boys, commence the school with a poor understanding of the need to play or share equipment fairly and equitably with their classmates. However, the teacher is very much alert to this and provides an interesting range of activities to enable the children to develop their understanding of the importance of playing sensibly with others for the benefit of one and all.
73. The curriculum for the children in the Foundation Stage is suitably planned and reflects the time and attention paid by the newly appointed teacher to planning children's learning in light of the national guidance. Planning is detailed and highlights the learning for the range of pupils' attainment. The curriculum is suitably extended by a range of visits by speakers and by intermittent trips, particularly in and around the village. These have a positive impact on children's learning.
74. The teachers of children of Reception age work carefully and closely with the parents and many parents confirm that the school keeps them fully up-to-date with their children's progress. Voluntary helpers regularly help in the classes and all parents are kept aware of what their children are to learn during the course of a term so that they can assist their children if necessary. The strong links with parents are effective in ensuring that the children settle quickly into the school and become aware of the school's day-to-day routines.
75. There has been satisfactory improvement in provision for children in the Foundation Stage since the previous inspection. The new co-ordinator is highly enthusiastic and is keen to further improve the quality of provision.

Personal, social and emotional development

76. Children make satisfactory progress in this aspect of their learning and by the end of the Foundation Stage reach standards in line with the expectations of the Early Learning Goals. Some children enter the school with a weak perception of what it means to work independently or to use equipment and resources in a fair and sensible way. Some children, particularly the boys demonstrate some selfish behaviour and are not always considerate of the needs of others. The teaching of this aspect of the children's learning is satisfactory with some good features and both teachers and other adults effectively plan and support children's personal development at many points of the day.
77. From entering the classroom at the start of the school day, children are provided with a range of opportunities to undertake different activities that the children themselves choose and this encourages them to make decisions about certain aspects of their learning. However, despite the teacher's better efforts and high expectations about requiring the children to put away resources, some children need constant encouragement and reminding of the importance of this. Children are given scope to undertake simple day-to-day monitorial duties such as taking the register back to the school office. Other measures such as the 'Polite Person of the Week' help to raise the children's understanding of how to behave towards others. The children greatly enjoy being chosen for these and this helps boost their confidence and self-esteem.
78. The teacher's high expectations of the children in respect of their behaviour ensure that most of them develop a good understanding of the need to listen to the views of

others, or how to speak appropriately to a wider audience and how their behaviour can impact on the day-to-day well being of others. By the end of the Foundation Stage, most children understand that working as part of a group can be rewarding and that each has a part to play in the group's success.

Communication, language and literacy

79. By the end of the Foundation Stage, children reach the expectations of the Early Learning Goals and progress is satisfactory. Teaching is satisfactory and sometimes good with stronger features being the emphasis placed by teachers on promoting children's spoken language. Learning is well organised to ensure that children are provided with rich and varied opportunities to promote their speaking and listening skills throughout the school day. In registration periods, small group work and in the concluding parts of lessons, the children are encouraged to express their opinions and talk about their experiences. As a result, most children develop the confidence in speaking aloud to a wider audience and are improving their confidence in articulating their ideas in a clear and lucid way. At the same time, most children recognise the need to listen to the views of others, although some children find this more difficult.
80. As they move through the Foundation Stage, children make satisfactory progress in their reading development. They know that books have covers, words and pictures and that these help to tell a story. Few, however, understand what a title or author means. They recognise certain familiar characters of the stories that are read to them such as 'Kipper' or 'Elmer'. They very much enjoy the reading of stories by the teacher who does so expressively and with great feeling that add much to the children's enjoyment. They are able to follow a story and are eager to explain what may happen on subsequent pages. The teaching of phonics is effective and this develops the children's understanding of the relationship between letters and the sounds they make. Few children are at the stage of reading simple text without some support. Many are keen to take books home to read to another adult and many parents add positive comments in the children's reading diaries. This helps to foster the good links between school and home and to closely involve the parents in the development of the children's early literacy. The organisation of books in and around the classroom is effective in allowing the children to pick up books to 'read' at different times of the day. This helps to raise the status of books in the children's learning.
81. Children make satisfactory progress in the development of their early writing skills. Where appropriate children are given good scope to practice the writing of letters at the teacher's white board and in the formal sessions where teaching is concentrating on developing the children's understanding of how letters are formed, the teacher effectively demonstrates letter formations. Expressions such as 'down the circle and up the pond' help the children to remember how to construct the letter 'u'. Most children by the end of the Foundation Stage are able to write their names and higher-attaining children can write simple statements using a full stop and capital letter.

Mathematical development

82. By the end of the Foundation Stage, children reach the expectations of the Early Learning Goals and higher-attaining children reach standards higher than expected. Progress is satisfactory and that made by the higher-attaining children is good. Teaching is satisfactory with some good features. These include the good use of mathematical equipment to consolidate pupils' understanding of early mathematical ideas and the close attention paid by the teacher to promoting children's understanding of mathematical vocabulary. Most children recognise two-dimensional shapes and can explain how a square is similar to a rectangle yet in some respects is

different. Higher-attaining children can explain what a six-sided shape is called and in terms of number are able to solve simple number problems such as $9 - 8$ or $7 + 4$ as well as explaining what is meant by an $=$ sign. This group of children are able to recognise clock times and can order correctly the months of the year.

83. By the end of the Foundation Stage, most children can count to ten and in some cases beyond. The imaginative use of role play areas such as 'Santa's Grotto' gives the children scope to work in small groups and count the number of toys and packets that are to go into Santa's sack. Further practical opportunities include the use of sand and water. By using the equipment there, the children learn about the concepts such as 'full' and 'empty' or 'heavy' and 'light'. The children's early understanding of mathematical ideas is successfully reinforced through other areas of the children's learning. In their creative work, for example, children had made a Christmas stocking and numbered it. The teacher had displayed all these on the wall. At the start each day, the children counted the number of days left towards Christmas by opening the windows on an Advent calendar. In addition, effective use is made of information and communication technology to support the children's learning of shape and space through using a simple art package. All these activities help to reinforce children's understanding of the relevance and importance that mathematics plays in their daily lives.

Knowledge and understanding of the world

84. Children make satisfactory progress in this area of their learning and by the end of the Foundation Stage attainment is in line with the expectations of the Early Learning Goals. Progress is good in the children's understanding and use of information and communication technology. Teaching is satisfactory with some good features.
85. Good use is made of the local area to develop the children's understanding of the world in which they live. By being taken around the village children learn about the particular landmarks in Friskney such as the church and the local pub. They understand that people gather in these buildings, but for different reasons and that the church is a special place for people to gather and learn about God. Children explain why the local shop is important to the community. Teaching pays close attention to developing the children's early understanding that people have different beliefs and celebrate these in different ways and on different days of the year. Children have explored the festival of Hanukkah and know that Christians as a way of looking forward to Christmas use an Advent calendar. Children have explored how people in different countries get married and know that Chinese people dress in red and yellow as apposed to the traditional colour of white in Britain. Children have a satisfactory understanding of why birthdays are 'special days' and are also seen as reminder that people get older.
86. Children have a satisfactory understanding of other living things. They know that not all living creatures sleep at night and that creatures such as owls and foxes sleep during the day. They understand well that some animals eat others as food and that they have offspring. Some children can get confused with the different seasons of the year but identify that some creatures such as 'butterflies' only come out in the 'warm months' and do not live for long.
87. Children make good progress in the use of computers and other related information and communication technology equipment such as tape recorders in order to support learning. The teacher plans interesting activities for children to pursue that effectively develops this understanding. The children have had scope, for example, to write e-mails to 'Father Christmas' about their thoughts about Christmas. The teacher, by

writing back in the role of Father Christmas, helped to develop the children's understanding of how computers can be used to send information electronically. Children use the mouse well and many can click on the correct icon in a program in order to obtain a hard copy of work produced on, for example, a simple art package.

Physical development

88. By the end of the Foundation Stage, the children's attainment is at the expected level and the majority of children attain the Early Learning Goals. Children make satisfactory progress overall, but this is restricted by the lack of regular opportunities to take part in outside play activities using larger play equipment. Teaching is satisfactory.
89. By the end of the Foundation Stage, the children can run and jump and are mindful that others need space in order to complete the same activities. Some children are confident in changing for physical education work but a significant minority need assistance in this aspect of their development. When working with everyday small objects, such as paintbrushes and glue, children work at a level expected for their age. Children demonstrate sufficient control over using scissors, which they handle safely and they are able to stick together what they have cut out using PVA glue. Children are provided with sufficient opportunities to use malleable materials such as play doh and clay and they are able to use this to make simple figurines such as those made of Father Christmas.

Creative development

90. By the end of the Foundation Stage, children reach the expectations of the Early Learning Goals and progress is satisfactory. Teaching is satisfactory and the teacher has a good understanding of how aspects of children's creative development can be fostered through other areas. Children enjoy the singing of class songs and are able to follow the lead of the teacher in singing simple carols. For example, during the inspection, the teacher and learning support assistants put a great deal of effort in preparing the children to play a full and active part in the school concert for parents. The children responded well to this challenge and sang and moved around the stage with confidence and enjoyment.
91. The day-to-day lessons provide the children with good opportunities to work with a variety of media in order to develop their creative skills. Children enjoy using malleable material such as clay and are able to make simple models of 'Father Christmas' and manipulate the clay sufficiently so that the figure has a distinct form. Children are given frequent opportunities to use paint and their paintings demonstrate that they are learning about the importance of applying the paint in a fair and even handed way. However, on some occasions the children are provided with too few opportunities to lay out their own paint and equipment and this limits their personal development. Good scope is given for the children to participate in imaginative structured role-play work. They enjoy dressing up as 'Santa's helpers' and working in the 'grotto' and this not only helps to foster their speaking and listening skills but also their social progress by developing their understanding of working and playing effectively with one another.

ENGLISH

92. The 2002 end of Key Stage 1 national test results show that pupils' attainment in reading and writing is below the national average. In comparison with similar schools, pupils' attainment is also below average. At the end of Key Stage 2, pupils' attainment in English is in line with the national average. In comparison with similar schools

attainment is well above average. Results in English improved in 2002 in both key stages and standards are improving greatly. Numbers in the cohort are quite small and this makes it difficult to assess performance over time. Demographic changes also appear to be having a significant effect on standards. Standards on entry are rising and this is feeding the rising trend in results, although the full impact of this has yet to be consolidated across both Key Stage 1 and Key Stage 2.

93. The inspection findings indicate that pupils' overall attainment is in line with national expectations at the end of both key stages. The school has implemented the National Literacy Strategy successfully in all classes and teaching is good overall. Procedures for assessing pupils' attainment and progress are good and teachers when planning the next stage in pupils' learning use the assessment information effectively. All pupils, including those with special educational needs, make at least satisfactory progress overall, with pupils in Key Stage 2 making good progress, largely as a result of the good and very good teaching that is having a strong impact on pupils' achievements. Evidence from the tests indicates that there is some difference in the attainment of boys and girls with girls performing better in the tests. The school is very much aware of this issue and has introduced various measures that are proving to be successful in raising boys' achievement.
94. Throughout the school, pupils listen carefully to their teachers and to each other. Pupils' listening skills are good. During the course of the inspection pupils in all classes were observed taking part in discussions in which they listened to each other with interest and respect. Speaking skills are also good throughout the school, with some pupils employing a rich and varied vocabulary. All teachers encourage opportunities for discussion. Pupils in Year 3/Year 4 were observed participating in good discussions about the need for clarity in instructions and in Year 6, pupils were clear in their analysis of the poems they were studying. All pupils, regardless of ability, feel themselves to be valued and are willing to make a contribution to discussions in their lessons. In a Year 4 / Year 5 geography lesson, pupils were very sensible and used an appropriate subject vocabulary when discussing the pros and cons of wind energy. Encouragement in using specific subject vocabularies has ensured that the literacy strategy has had a significant effect on learning in all areas of the curriculum.
95. Standards in reading are in line with national expectations at the end of both key stages. In all classes the range of attainment in reading is considerable, with the higher attaining pupils reading well above the standard expected for their age group. By the time they reach Year 6, the vast majority of pupils are competent, independent readers. Teachers and pupils are supported by parents reading at home with their children, although for a small number of pupils reading at home is not a normal activity. At Key Stage 1, shared reading of 'Big Books' is popular with pupils and they enjoy those activities in which they have to guess the words and events that come next by using clues from the text. By the time they reach Year 3 pupils have a good knowledge of their reading books and are beginning to develop their appreciation of different genres and very much enjoy the various examples of literature that are read to them. In a Year 3 / Year 4 lesson pupils were spiritually engaged with the story being read to them by their class teacher. At Key Stage 2, teachers take many opportunities to promote skills in literacy and pupils in Year 6 make good progress in their understanding of the way in which even basic punctuation can add zest and meaning to a poem or story. Pupils in Year 3 / Year 4 use a wide-ranging vocabulary including words such as synopsis when describing the characteristics of favourite stories. By the time they reach Year 6 pupils have made good gains in their reading progress and one pupil described her reading of Lord of the Rings almost as a sense of mission. Throughout the school pupils use the strategies appropriate for their ability when reading. Pictorial, phonic and contextual cues are used regularly and pupils come early

to the idea that reading with expression is desirable. Lower attaining pupils are well supported in their efforts to develop their reading competence and the Learning Support Staff play a key role in this. Records kept by the co-ordinator show a rising trend in attainment in reading across the curriculum and the evidence found during the inspection supports this.

96. Pupils' attainment in writing is in line with national expectations at the end of both key stages. Pupils in Year 2 make satisfactory attempts at writing stories with a recognisable structure and they make a good attempt at spelling words correctly and consistently. The quality of the marking does a great deal to encourage the pupils in their writing as the teachers make sure that they know what to do to improve on their efforts. All pupils have access to a range of dictionaries and thesauri and the vast majority use them on a regular basis. Pupils use punctuation effectively and the higher attaining pupils understand the way in which punctuation can add meaning to a sentence or story. All books show an attention to the development of habits such as using speech marks and other forms of emphasis such as exclamation marks. Pupils also practise their handwriting on a regular basis and the results show in the quality of the presentation.
97. By the end of Key Stage 2 pupils write at some length and use a variety of styles in their work. Many are able to detect the style characteristics of their favourite authors and use them in their own writing. The style of popular authors such as J K Rowling and Roald Dahl is to be found in the writing of a number of pupils at Key Stage 2. The use of poetry also influences reactions to literature and pupils realise that the poetic form gives them many additional opportunities in their writing. Writing has also improved across the curriculum and in a Year 6 lesson the teacher was using work in science to illustrate the effective use of imperatives.
98. Teaching and learning are good overall but the behaviour of a small minority of pupils in the Year 1 / Year 2 class impedes the impact of teaching and progress made by pupils. All teachers pay due attention to the need to improve basic skills in literacy and achieve a good balance of speaking, listening, reading and writing activity in their lessons. Good use is made of opportunities for developing pupils' general and subject specific vocabularies and pupils are able to appreciate links between their work in literacy and that in other subjects. Teachers have high expectations of their pupils which are met by positive responses in lessons. Teachers use question and answer sessions very effectively and in a Year 1 lesson the quality of the discussion between teacher and pupils made a significant contribution to learning about computers. Plenary sessions are used to great effect in lessons in all classes and pupils often show reluctance to leave the classroom at the end of the morning and afternoon sessions, as they are absorbed in discussion. Teachers have very good class management strategies even when confronted by the challenging behaviour. The vast majority of pupils behave well and show high levels of motivation. Learning support assistants make a significant contribution to pupils' learning and they are well briefed and well deployed in carrying out their tasks. Teachers' records indicate they maintain good records of the progress made by all pupils, including those with special educational needs. The quality of marking makes a significant contribution to pupils' learning and makes consistent reference to what pupils need to do to improve in their work. The level of encouragement given produces a positive response from the pupils. The use of information and communication technology is developing in English and pupils use the computer in drafting and setting out their work in an attractive manner. The vast majority of pupils recognise that the computer is a tool to aid their learning and they can use spell checkers and word finders successfully. Homework is set on a regular basis, although the rate of return by pupils is variable.

99. The co-ordinator is effective and leadership of the subject is good. She has identified the need to improve a number of the resources available to teachers and pupils, especially the need for updating many of the core reading books. Priority is now also being given to extending the range of fiction and non-fiction resources in the library. At the present time the co-ordinator has monitored teaching and learning in the classroom but largely through the scrutiny of work and planning has maintained a good overview of what is happening. Planning is very effective and uses the results of assessment to set the targets for the future for individual pupils and for the subject as a whole. As the nature of the local demography changes this is having an impact on the standards of attainment amongst pupils. Evidence shows a rising trend in performance although this has yet to work its way through to the end of Key Stage 2 test results. The school has an Intensive Literacy Support Action Plan for the year 2002-2003 and the local education authority's Literacy Consultant assists this. Evidence from the inspection suggests that the school is well placed to raise standards. Overall the school has shown satisfactory improvement since the time of the previous inspection with recent improvements being good.

MATHEMATICS

100. The results of the end of Key Stage 1 national tests for 2002 indicated National Curriculum test results in 2002 were below the national average. When compared with similar schools, standards were average. The results of the end of Key Stage 2 national test results in mathematics for 2002 indicate that standards in mathematics were well below the national average. When compared with similar schools, standards were below average. Over time, pupils in both key stages have performed less well in mathematics than in English and science. The school's assessment data indicates that over time boys have performed better in National Curriculum tests than the girls. However, the leadership and management of the school have identified mathematics as a priority for development and have implemented various measures designed to raise pupils' achievement in the subject. Early indications are that these, along with good improvements in teaching, are starting to have a positive impact on raising standards. At the time of the last inspection, standards were described as being in line with the national average and standards, while rapidly improving, are not as high as those noted at the last inspection.
101. Inspection findings are that at the end of Year 2 standards are in line with national expectations Standards by the end of Year 6 are below national expectations overall. However, there are pupils who are achieving standards that are above average and a very successful after-school booster class is increasing the size of this group. A major factor in attainment for the school in its drive to improve standards at the end of the key stage is the high proportion of pupils with special educational needs. Of the 26 pupils in the year group, 14 are on the special educational needs register for a variety of educational and behavioural problems. The school is meeting their needs very well and they are achieving to their full potential in mathematics.
102. Across the school, standards are improving because of significant improvements in the quality of teaching and learning, in planning of tasks, in monitoring pupils' progress and in the leadership of the subject. In addition, the school is now attracting more pupils who have average or above average levels of ability. By the end of Year 2, the majority of pupils have a satisfactory understanding of number and calculate accurately for their age, and are developing good mental strategies in solving simple problems involving, for example, money. Pupils have secure knowledge of addition number bonds to 50 and higher-attaining pupils recognise and solve simple problems involving addition and subtraction to 100. Pupils have a satisfactory understanding of

fractions and are able to share objects into two or four equal sets and identify each as a half or quarter. By the end of Year 2, pupils explain the similarities and differences between two-dimensional and three-dimensional shapes and understand mathematical language such as 'solid', 'hollow' and 'corner'.

103. As pupils move through each of the classes in Key Stage 2, they are developing their ability to solve arithmetic problems using mental strategies and pencil and paper methods. Pupils understand well and are confident in using negative numbers, but are less confident in understanding the effects of zero in multiplication and division of decimals by 10 and 100. Pupils measure distances using standard and non-standard measures and use the correct units in writing their answers. By the end of Year 6, pupils have a secure understanding of two-dimensional shapes and know how to calculate their areas and perimeters. The higher-attaining pupils can explain how perimeters change when two shapes are combined and how to combine the shapes to form the maximum and minimum perimeters. Throughout the school, the majority of pupils in all year groups, including those with special educational needs, are making good progress in developing mathematical skills and gaining knowledge. These findings indicate that progress is being made in the drive to raise standards. However, it will be some time before this improvement is fully reflected in the standards achieved by Year 6 pupils in the tests at the end of the key stage.
104. The school has correctly identified that improving standards in mathematics is a major priority and this is reflected in the school development plan. Additional funding has been allocated to improve the quantity and quality of the resources available to support pupils' learning, to provide the appropriate in-service training for the teachers, and to give the co-ordinator some non-teaching time to carry out her duties. This money is being spent wisely and there are already signs that the developments are improving the standards that pupils' achieve and the quality of education they experience. Under the very effective leadership of the new co-ordinator, the staff have worked collaboratively to complete the introduction of the National Numeracy Strategy. The scheme of work has been revised to meet the school's changing needs because of the increased number of pupils on roll. There is now a system for long, medium, and short-term planning that is common to the whole school. Medium-term plans are of a good standard and show that teachers are teaching all areas required by the National Curriculum. Short-term plans are of a very good standard and they give clear details of the tasks for different ability groups within the class, who will be supporting the pupils and how the outcomes are to be assessed. The introduction of the National Numeracy Strategy has significantly improved the provision for teaching and learning in mathematics.
105. The quality of teaching and learning in both key stages is good overall and in Key Stage 2 is very good and occasionally excellent. Throughout the school, teachers have good subject knowledge and pay particular attention to devising tasks for pupils that encourage them to use the correct mathematical language and terminology. Teachers know their pupils well and set tasks that are challenging, but allow pupils to build upon previous knowledge and experiences. In the best lessons, teachers create a learning environment in which pupils are inspired to try hard and achieve to their full potential, and in some cases beyond levels previously achieved. Teachers make very good use of open-ended questions to check for pupils' understanding of new and previous knowledge. They ask pupils to explain their methods of solving the problem and constantly pose new and demanding follow-on questions for pupils to solve. There is a purposeful rapport between teachers and their pupils with much humour and pleasure. Teachers make learning fun and pupils are captivated by their experience. The focus upon a practical and investigative approach whenever it is appropriate enhances pupils' social skills. They work effectively in pairs or small groups, share resources

sensibly, and respond positively to the freedom they are given to take charge of their learning.

106. In all classes, relationships are good and pupils respond positively to their teachers' friendly supportive and encouraging teaching styles. Pupils have good attitudes and the majority quickly settle down to work, give good support to one another, and try hard. In all classrooms, a particular strength is the quality of the support given by the learning support assistants. There is very good teamwork between teachers and their helpers. This results from co-operative planning and each adult having respect for the efforts being made by their colleague. The very good quality of this support is reflected in the pupils' co-operation and effort to improve the quality of their work.
107. The co-ordinator gives a very good lead to the subject. Although she has had responsibility for the subject for less than a year, she is already fully aware of the strengths and weaknesses. She has a clear vision for the future development of the subject and many of these areas are being addressed in the school development plan. She has been given some non-teaching time in which to monitor classroom practice, teachers' planning, and the quality of pupils' work. Her effective scrutiny of pupils' work completed during the first half of this term identified, for example, that in some classes place value was not fully understood and was hindering progress in other areas of study. Following discussion with her colleagues, this has led to a focus in introductory mental sessions on improving pupils' understanding of number.
108. Teachers' marking is good and sometimes very good. All work is marked up to date and helpful comments are used to indicate to pupils the quality of their work and how it might be improved. Pupils take a pride in the presentation of their work and standards are good throughout the school. Increased use is made of information and communication technology to support pupils' learning in mathematics.
109. Throughout the school, teachers are helping pupils to improve their numeracy skills, and the teaching of basic skills is good. Pupils are given opportunities to use their acquired numeracy skills to support their learning in other subjects. For example, they interpret scales, graphs and units in science, and use timelines in history. During observation of design and technology in the Year 3 / Year 4 class, pupils used a ruler to measure accurately the parts of their bow before cutting them out. In a Year 5 / Year 6 physical education lesson, the pupils worked in pairs to combine balance positions to form a symmetrical pattern.
110. In the five years since the last inspection, the school has made satisfactory progress overall in developing the teaching and learning of numeracy. Although standards had fallen for a number of years, there are signs that they are improving especially in the infant and lower junior classes. The school has made good progress in improving the quality and effectiveness of planning and ensuring that pupils in the mixed age classes receive a curriculum that is free from overlap of experience and repetition of tasks. There are very good systems for monitoring pupils' achievements and tracking their progress across the school and the school is monitoring closely the attainment of the girls compared to that of the boys. Under the leadership of the co-ordinator teachers are using the accumulated data effectively in the setting of targets and adapting the scheme of work to meet the school's changing needs. Teachers are being increasingly effective in planning tasks that extend pupils' learning. The use of assessment data to influence future planning is a strength of the subject.

SCIENCE

111. The results of the teachers' assessment in 2002 indicate that at the end of Key Stage 1 pupils' attainment was well below the average. At the end of Year 6, the national tests results for 2002 show that pupils' attainment is below the average but above average when compared with similar schools. Inspection findings indicate that standards in science are in line with national expectations at the end of both Year 2 and Year 6. This is similar to judgements made at the time of the previous inspection except for the higher attaining pupils. At that time they did not make enough progress but this weakness has been addressed. All pupils, including the higher attaining pupils and those with special educational needs make good progress and this is beginning to show in improved standards lower in the school and explains the difference between National Curriculum assessments and inspection findings.
112. In Key Stage 1, pupils develop skills, knowledge and understanding well through a good range of opportunities to observe and investigate. Pupils are given good opportunities to investigate and to make predictions. For example, Year 1 pupils predicted that those with larger hands would be the tallest in the class. They took measurements, and this helped to improve their numeracy skills, as well as helping them develop their recording skills. When they considered their data, they found out that their initial thoughts were not always correct. This activity served to help build and develop investigative methods and provided a base of good scientific knowledge on which to base further learning. By the end of Year 2, pupils are achieving standards in all aspects of science that are nationally expected for pupils of this age.
113. By the end of Year 6, pupils sufficiently develop their skills in undertaking reliable fair tests. This level of understanding starts in Year 3 and develops well as pupils move through each of the classes. For example, Year 3 pupils are able to work out how to test a range of materials to check which would be best to insulate against heat loss. Whilst completing this task, pupils all made predictions on the outcomes. They became familiar with the need for accurate measuring and recording of their results and throughout they developed a good understanding of fair testing. Pupils in Year 4 have a good understanding of the different methods that could be used for separating a mixture of substances. By Year 6, pupils investigate different situations and devise further reliable tests, making predictions that are appropriate for pupils of this age. They have a sound knowledge and understanding of reversible and irreversible procedures and the impact of heat on a range of materials. They know for example, that heat will melt ice, but it can be re-frozen into ice again. Conversely, the process of baking a cake cannot be reversed to get the basic ingredients back again. By the end of Year 6, pupils have a satisfactory understanding of living things, materials and their different properties and the different aspects of physical processes including forces, Earth in Space, light and sound.
114. The quality of teaching and learning is good, and very good and excellent teaching was seen during the inspection. This is an improvement on the satisfactory standard reported at the time of the previous inspection. Teachers' subject knowledge is good and supports their work with pupils so that they can answer pupils' questions accurately and enables them to gain accurate knowledge of different aspects of science. Basic skills, particularly those of investigating, observing and predicting are taught well, and developed progressively throughout the school. This gives pupils a reliable foundation on which to carry out investigations to further develop their knowledge and understanding of each of the aspects of the science curriculum. Lesson planning is good. Teachers plan interesting and stimulating practical exercises, with good opportunity for pupils to practically investigate a good range of situations. This meets the weakness identified in this respect at the time of the previous

inspection and is an important part of the good level of improvement made since then. Increasing use is made of information and communication technology to support pupils' learning and this has a positive impact not only on pupils' learning of science but on the development of their literacy skills also as pupils use computers to write up the findings of their work. Lesson planning carefully takes account of the needs of different groups of pupils. Individual learning outcomes are clear. Pupils are managed effectively and this results in good behaviour and positive attitudes, which support learning well. Teaching assistants make a significant contribution to pupils' learning, their responsibilities within lessons are clearly defined and they are confident and competent to provide pupils with good quality teaching, in many respects, equivalent to that of the teacher.

115. The curriculum co-ordinator has had this responsibility for some years now and the leadership and management of the subjects are very good. She has made sure that a good level of improvement has been made in the subjects since the previous inspection and that any issues raised then have been fully addressed. There is now a good and very appropriate curriculum, which supports teachers' planning and overcomes complications created by having pupils of the same age in different classes. This is also supported by good assessment procedures. Resources are good. They are plentiful, and of a good quality.

ART AND DESIGN

116. By the end of both key stages, pupils reach standards in line with expectations, maintaining the standards found at the last inspection. Art and design has a high status in the school and the pupils' work is valued and celebrated through display work that is of a high quality. Pupils in Year 6 often produce work of a high quality using a range of different media. Throughout the school, pupils, including those with special educational needs, make satisfactory progress in most aspects of art and design. However, while pupils do explore the work of famous artists, this is left largely to the designs of individual teachers and there is no planned programme where pupils explore the techniques of famous craftspeople in order to apply this knowledge and understanding in their own work.
117. By the end of both key stages, pupils' drawing ability is at a satisfactory standard. Pupils are effectively taught to observe what they draw carefully and teachers make good use of everyday objects such as fruit to provide a suitable stimulus for pupils. As they move through the school, pupils develop a secure understanding of concepts such as shade, tone, line and perspective and most pupils are able to apply these techniques in their drawings and sketches in order to give their work added impact. Pupils are given sufficient scope to use a range of different media to develop their drawing skills but sketchbooks are underused in this respect.
118. Pupils in both key stages are provided with sufficient opportunities to work with different media in order to create three-dimensional pieces of art. Key Stage 1 pupils, for example, produce good quality collage work by exploring leaves and using these to make prints from clay. In Year 3 and Year 4, pupils have explored the work of Henry Moore before attempting to make their own sculptures. In Year 6 pupils explored the sculpture of the Ancient Greeks and created their own pots. They added designs to the clay just as the Ancient Greeks did in order to tell a short story. Pupils' painting skills are of a reasonable quality in both key stages although in Year 6, these are often good. At Key Stage 1, pupils understand how to mix and blend paints in order to create different colours and they apply paint evenly such as painting the coat for 'Elmer the Elephant.' By the end of Year 6, pupils use watercolour paints and paper in order to

create vivid sunsets under the title of a 'Sense of Place.' The weaker elements of pupils' attainment at both key stages lie in their knowledge and understanding of well-known craftspeople. Pupils have a weak recollection of the artists that have been used as stimulus for their own work. While their work indicates, for example, that Key Stage 2 pupils have explored how Van Gogh used paint in order to create vivid storm scenes, pupils are unable to articulate and remember such work.

119. The quality of teaching and learning at both key stages is satisfactory. Teachers plan interesting work that is often linked to other subjects to reinforce learning. In Year 4, for example, pupils created their own mosaics after exploring how the Romans created their own mosaic pictures and patterns using clay. Teachers know their subject well and classrooms and art areas are well organised with resources easily to hand for pupils to use. This ensures that little time is wasted in lessons and gives pupils good scope to develop their initiative by choosing for themselves what materials and equipment to use in order to complete the work set. Learning support assistants are used well in lessons and provide good support for pupils with special educational needs enabling them to produce pieces of work that are comparable in quality to their classmates and boosting their self-esteem. Many pupils value the subject and are keen to explain how they have arrived at a finished piece of work. Teaching encourages the pupils to work carefully, although too little use is made of sketchbooks in order to develop pupils' understanding of the preparatory work that is often needed in order to produce work of a high quality. At present, while pupils achieve well in information and communication technology generally, there is little systematic planning by teachers to incorporate the use of computers or digital cameras to support pupils' learning of art and design.
120. The leadership and management of the subject are satisfactory, despite there having been a number of co-ordinators for the subject over the past few years. This has resulted in a lack of clear direction for the subject, although the school's schedule for evaluating provision ensures that this is to be undertaken during the next academic year. At present, there are no procedures for effectively monitoring and assessing pupils' progress and this makes it difficult for teachers to build on what pupils know and understand as they move through each of the year groups. The subject makes a satisfactory contribution to pupils' spiritual, social, moral and cultural development as pupils are given good opportunities to work together on set tasks and to develop their curiosity about the objects and artefacts that are used by teachers to stimulate learning. Resources are good and effectively support pupils' progress.

DESIGN AND TECHNOLOGY

121. During the period of the inspection, it was not possible to observe any teaching of design and technology in Year 1 and Year 2. However, based on scrutiny of pupils' previous work displayed in the school, photographic evidence, and discussion with pupils the indications are that pupils in Year 2 and Year 6 are achieving standards that are average for their age. Across the school, pupils of all abilities are included in normal classroom activities. They are well supported by teachers and their adult helpers and this enables them to make good progress in developing practical skills. These findings reflect those of the previous inspection.
122. Teachers' planning shows that pupils experience all aspects required by the National Curriculum for design and technology. However, work scrutiny and discussions with pupils indicate they have previously experienced a narrow range of materials with much emphasis upon paper, card, fabrics, and food in order to explore aspects of the subject. The newly appointed co-ordinator has already identified this area of weakness

and started to address it. Additional tools, materials, glue guns, and other resources have been ordered and are starting to be delivered in order to provide pupils with more opportunities to develop their understanding and ability to make more sophisticated artefacts and models. During the inspection, pupils in the Year 3 / Year 4 class were observed cutting wood and plastic to construct the boxes that they had designed for carrying an egg safely. Unfortunately, the glue guns had not arrived so they had to resort to cellotape, adhesive labels, and sticky paper to join the pieces together. A few pupils were successful in making a box that was firm and stable but the majority had only limited success. Nevertheless, all of them enjoyed the experience. They worked carefully, gave good support to one another, and took turns to use the scissors, files, and saws.

123. Year 6 pupils talk enthusiastically about the project they have just completed on biscuits and have a secure understanding of the basic principles of food technology. They understand well, by exploring the packaging designs of a range of commercially produced biscuits, the importance that the design of the packaging has on a product. Having tasted a range of biscuits, they had to decide how they would adapt a basic recipe for biscuits to produce one with their chosen flavour, shape, and decoration. Their planning sheets are detailed and many are of an above average standard, and indicate that pupils have a good understanding of the importance that sketches have in the design and technology process. Some pupils had photographs of their biscuits whilst others had the actual biscuits they had made. The biscuits are attractively decorated and look appetising. In this topic, some pupils had achieved good standards in the design and making processes. Pupils are generally less confident when talking about the need to evaluate and possibly adapt the design in order to improve the overall product.
124. By the end of Year 2, pupils have a satisfactory understanding of the importance that initial drawings play in the design and making process. In making simple models and homes, Year 2 pupils are able to give details of what tools and materials were the most effective in making their models. However, few opportunities are provided for pupils to evaluate their work or perhaps give a written evaluation of the final model and this is a weaker feature of attainment generally.
125. The quality of teaching at Key Stage 2 is often good and is impacting well on the progress that pupils make. Teaching in Key Stage 1 is satisfactory but the impact of teaching there is reduced due to too little scope being given to pupils to develop their skills of evaluation. The teaching seen during the inspection in a Year 3 / Year 4 class was of a good standard. The teacher and his learning support assistant form an effective team. They create a safe and secure learning environment in which pupils have opportunities to cut and shape materials. There was tight supervision of pupils with the teacher explaining clearly the need to use tools and equipment sensibly and due heed is paid to health and safety issues. Across the school, teachers have good subject knowledge and due encouragement is given to pupils to try to achieve high standards and work to the best of their ability. Pupils have good attitudes and co-operate fully in the busy practical environments that are created for them. Pupils make good use of their numeracy skills to correctly measure lengths in marking out the pieces of rigid plastic sheeting that are required to build their egg box. Several groups of pupils made good use of their information and communication technology skills to produce their work and the school is developing links well with other subjects in developing pupils' design and technology skills.
126. Teachers know their pupils well and they keep extensive records of the areas of the curriculum that they have completed. However, there are no whole-school agreed procedures in place in order to assess pupils' attainment and progress in the subject.

This makes it difficult for teachers to know the precise stage of the pupils' development in order to plan subsequent learning. This area was identified as being in need of improvement in the last inspection report and is still outstanding. At present, the tracking of pupils' progress through the school is unsatisfactory. There are no formal links between planning and assessment. Topics are not planned on the basis of a clear understanding of what pupils have achieved and what they need to learn next.

127. Although the co-ordinator has been in post for less than a term, he is already giving a good lead to the subject. His audit of resources revealed the narrow range of materials and tools available for supporting pupils' learning. Although he is monitoring teachers' planning his role is in need of further development to include working alongside colleagues to share his expertise and to monitor classroom practice. Since the last inspection, satisfactory progress has been made in developing the scheme of work and agreeing the topics that will deliver the curriculum. The design and making processes are given appropriate curriculum time but there is a need for greater emphasis to be given to developing the pupils' skills in evaluating their work.

GEOGRAPHY

128. Pupils' attainment is in line with national expectations at the end of both key stages. Standards have been maintained since the previous inspection. All pupils, including those with special educational needs, make satisfactory progress as they move through the school.
129. In Key Stage 1 pupils spend much of the time allocated to geography in raising their knowledge of the local area. In addition they extend their geographical imagination by looking at the Island home of Struay, visiting the seaside and recording the travels of Barnaby Bear. Pupils know that the area of Lincolnshire in which they live has a very characteristic physical appearance. A number of pupils have parents who are employed in local agriculture and they have a grasp of the significance of the area in the production of fresh vegetable crops. Pupils in Year 2 know that the flat landscape forms part of the Fens and that the soil is very fertile. In discussion they are able to express an understanding of the changing nature of their community. They know that the historic village of Friskney is suddenly growing in size and that many new people have moved in to the area. The majority of pupils know that Boston is a town of considerable significance and the higher attaining pupils are aware that it is also a port. The significance of Boston and other large centres is growing and most pupils are able to recount frequent visits for shopping and entertainment. Through their study of the exploits of Katy Morag and the imaginary Island of Struay pupils know that even small events can presage major changes in the environment and this provides them with an interesting contrast with events in their own community. Their own school is no longer contained in the original building as increased numbers have created a need for extensions to be built. The vast majority of pupils have a basic understanding of the nature and use of maps as a basic tool in geography.
130. As they move through Key Stage 2, pupils make satisfactory progress in the further development of their geographical skills and knowledge and the subject makes a good contribution to the pupils' spiritual, social, moral and cultural development. In the Year 4 / Year 5 lesson seen during the course of the inspection pupils were engaged in discussing the impact on the community if a hypothetical energy company were to buy the school field to site a wind farm. Whilst pupils in Year 4 were concerned very much with the direct impact on themselves and the school pupils in Year 5 had progressed further in their knowledge and understanding. They were able to engage with the moral dilemmas of cheaper electricity for the village, reductions in pollution and the increase

in the use of 'green energy'. Knowledge of maps and their uses also increases through Key Stage 2 and in discussion pupils can explain to a satisfactory level the different types of maps available and the uses to which they might be put. They know that a route map is a useful aid to travel but of little use in identifying the physical features of an area. By the end of Year 6, pupils can identify physical features such as mountains, lakes and rivers and can describe the nature of harsh environments such as that of the Sahara Desert. They know that the lifestyles and cultures of different groups of people are often closely linked with the geography of their home countries. This understanding is increased through work on village settlements and a village in India. During the annual residential field trip to Edale pupils are able to practise their geographical knowledge on the ground and also gain an appreciation of a locality very different from their own. Through the study of geography in the news pupils have a good idea of the significance of earthquakes, pollution and the over-fishing of the North Sea for example.

131. Teaching is satisfactory in both key stages. The work done is well supported by discussion and recording and teachers clearly take many opportunities for promoting pupils' knowledge of geography. The quality of work in pupils' books indicates very positive responses from pupils. Work is always well marked and explains to pupils what they need to do to improve their performance. Pupils are encouraged in working with partners and in groups to express their opinions and develop their understanding of geographical issues. The quality of the writing shows that teachers are using the impact of the Literacy Strategy to improve the quality of writing generally. The numeracy strategy has also had an impact on geography and pupils have gained in confidence in their use of data and map reading skills. In their planning teachers also use geography as a vehicle for promoting pupils' sense of wonder at the world around them and the subject makes a good contribution to spiritual, moral, social and cultural development. Although some use is made of information and communications technology this is an area for further development in the teaching of geography.
132. The co-ordinator provides effective leadership of the subject but at the present time the role has not grown to the point of allowing the monitoring of teaching and learning in the classroom. Although individual teachers know their pupils well and make assessments of their progress in a range of foundation subjects there is no whole-school scheme of assessment in geography. Resources are satisfactory overall and are generally of good quality. There is a good selection of geographical material on video and effective use is made of the appropriate programmes on the major television networks. Information and communication technology is being more widely used in geography, in using globe data to investigate weather patterns for example, but this is an area for further development. Resources in the school library are adequate but require some up dating and expansion.

HISTORY

133. Standards are as expected for pupils of this age at the end of Year 2 and Year 6. This is similar to judgements made at the time of the previous inspection. All pupils, including those with special educational needs make satisfactory progress in their learning.
134. By the end of Year 2, pupils have a satisfactory understanding of famous people from the past and the events in their lives that had some impact on the times that followed. They recall with some attention to detail the reasons why Florence Nightingale went to the Crimea and of the changes in nursing that she brought about. Pupils have a sound notion of the ideas of change over time and of how, for example, homes and schools

have changed over time and that children who lived in the village in the past attended the school that would have been very much different to the school building that the children themselves learn in.

135. By the end of Year 6, pupils' historical skills are in line with expectations. By the end of the key stage, pupils have a satisfactory understanding of the main events from the Tudor period and how, for example, Henry VIII, used the ideas of power and cause and effect to achieve change. They display satisfactory knowledge of the characteristics of life in those times and are aware of how much impact Henry had on the future of England. Year 6 pupils are equally adept at citing evidence as they discussed The Ancient Greeks and the characteristics of life in those times. During a lesson seen during the inspection, the Olympic Games were the focus and pupils are aware of the differences in life then and now. They had a satisfactory awareness of the beliefs of the Greeks that shaped their lives and the importance of the Gods in the activities of the Ancient Greeks. Pupils use knowledge and understanding well to express such views as to the hardships experienced by some children in the Victorian era and why it may be considered lucky not to have been alive in Victorian times, knowing that some children then were not as fortunate as those alive today. This makes a good contribution to pupils' spiritual, social, moral and cultural development as they explore the impact that social conditions can have on the day-to-day well being of people. Pupils have a satisfactory understanding of the different sources of evidence that yield information about previous times and pupils are making increasing use of information and communication technology and the Internet in order to research information. This has a positive impact on their learning and in developing their literacy skills.
136. Pupils' attitudes and general curiosity about history are good. They take pleasure in using historical words and phrases and speak about historical events in the past tense. Pupils who were interviewed showed very obvious enjoyment in recalling what they had learned. They find it interesting to learn about things in the past and they enjoy the opportunities history offers them to read books about the past.
137. The quality of teaching and learning overall is satisfactory, although that seen during the inspection in upper Key Stage 2 was very good. During this lesson, planning was securely based on good subject knowledge and the lesson was undertaken with enthusiasm maintaining a good brisk pace throughout. The evidence gained from the other sources that were investigated point to teaching being equally based on good subject knowledge and enthusiastic delivery. Information and communication technology in the form of a videotape, was used very effectively to enable pupils to compare Greek sporting traditions with those of the present. Across the school, teachers are enthusiastic about the subject and this has a positive impact on the pupils' own enthusiasm for the subject. Teachers make good use of display to stimulate pupils' interest and curiosity. When exploring certain themes, for example, various artefacts are often borrowed and arranged to enable pupils to pick them up and ponder on what they may have been used for.
138. Co-ordination of the subject is satisfactory. Since the time of the last inspection, a scheme of work, following national guidelines has been implemented. However there are no formal, whole school assessment procedures to inform teachers as to how well pupils are doing. The curriculum co-ordinator has little opportunity to monitor standards. Resources are satisfactory. There is a good supply of video materials and computer based research materials. However, there are no artefacts for pupils to study. The school relies on the good will of staff and parents who provide some of these at appropriate times.

INFORMATION AND COMMUNICATION TECHNOLOGY

139. By the end of Year 2, standards are in line with national expectations. As they move through each of the classes in Key Stage 2, pupils make good progress and by the time they are eleven, attainment in information and communication technology is above national expectations. This is a significant improvement on standards at the time of the previous inspection, when they were judged to be unsatisfactory. Since the previous inspection the school has improved its provision of computers and software and provided training to improve teachers' expertise. This has resulted in better teaching and greater opportunities for pupils to practise and develop their information technology skills. Standards have therefore improved significantly, particularly in the light of far higher demands and expectations nationally. All pupils, including those with special educational needs make good progress. They are all fully included in lessons and have the same opportunities to make progress.
140. Younger pupils understand how information and communication technology can help their work in research and have a satisfactory understanding of how to use computers and software in order to explore different topics. They are able to access a CD ROM and find their way around its contents to locate information on specific subjects using key words. This helps to develop their Literacy skills and provides a good basis for further development of reading skills. They understand how to save their work and then retrieve it at a later date. Pupils can use a simple word-processor to write up their stories or simple poems.
141. In the junior classes, pupils make good progress. By the end of Year 6, pupils have good expertise in creating a simulation. By changing the settings, they are able to make a 'duck' fly in a straight path. Too heavy and the 'duck' will crash into the sea and too light or too powerful a wing 'flap', it will disappear into the ozone. Through good trial and improvement methods, pupils managed to set the parameters for a perfect flight in around seven adjustments. As well as improving their information and communication technology skills, this activity also developed a good mathematical procedure of trial and improvement. As they move through each of the classes, pupils demonstrate secure confidence in developing their information technology skills to support their learning. They have a good understanding of how computers and related software can be used to solve problems involving number. They understand well what is meant by a spreadsheet and they are able to enter information into a spreadsheet accurately and use this competently to plan how many toys they are able to buy, within a set budget, to occupy pupils at wet breaks. Their skills in using spreadsheets are impressive for their age. A good number of more able pupils are able to write formulae into the cells so that the computer will do their calculations for them. They can all use the icon to sum up the total of all entries in a single column.
142. Pupils' word-processing skills are good. Pupils in Year 6 last year produced a particularly impressive school magazine – 'The Friskney Express'. This was a 12-page publication, which clearly demonstrated good word processing skills. Pupils used a wide range of different fonts and print styles and size. They combined clip art and creatively used the finer features of the word-processor to add interest in the presentation. They set the whole publication into tables and cleverly hid the gridlines. This enabled them to shade sections and to set the whole out in the style of a professional magazine.
143. The quality of teaching is good in both key stages and enables the pupils to make good progress. Most teachers have secure subject knowledge, and the curriculum co-ordinator has a very good knowledge and understanding of the subject. Management of pupils is good. Computers are in classrooms, and are being used increasingly to

support pupils' learning in other subjects. There is no suite of computers that a whole class can work on simultaneously. Teachers therefore organise the work well so that all pupils have the opportunity for hands-on work in the week following the demonstrated skills. Teachers support good behaviour through recognition and praise. As a result pupils' behaviour is good. Interesting activities inspire pupils to often be excited by the opportunities to work with computers and consequently they try their utmost to achieve to the best of their ability. Teachers are not frightened to explore new territory and do not limit pupils' opportunities, offering a good range of learning situations that meets National Curriculum requirements.

144. The curriculum co-ordination is good and has led the development of information and communication technology very well, supported the very good level of improvement since the last inspection and supports the high standards attained. Resources are satisfactory.

MUSIC

145. Standards in music are in line with national expectations at the end of both key stages. Standards have been maintained since the time of the previous inspection. Pupils of all ages and abilities including those with special educational needs make satisfactory progress as they move through the school. There is no significant difference in the progress made by girls and boys.
146. By the end of Key Stage 1, pupils have satisfactory performance skills. During the course of the inspection pupils took part in the Christmas Concert held in the Village Hall. The performance was attended by parents, grandparents and members of the community and the children's' work is clearly a major landmark in the village year. Many of the pupils performed in costume and some of the participants were from the Reception Class. Pupils in Key Stage 1 can speak confidently in public and they sing well and know the words and the tune. Some pupils also played percussion instruments as part of the Key Stage 1 contribution. Pupils in Key Stage 1 begin their composing from simple pictorial symbols and have a satisfactory understanding that not all music is written in standard notation.
147. Pupils in Key Stage 2 continue to develop their performance skills, In the Concert one pupil spoke with an accomplished American accent and Key Stage 2 pupils sing with great enthusiasm, helped by a volunteer from the community who plays the keyboard for them. Pupils in Key Stage 2 take composing further and use a standard notation as part of the exploration of music. Some of the pupils at this stage have instruments of their own; especially the electronic variety and they have a good knowledge of the playing and singing of the popular music performers of the moment. In discussion, pupils from Year 6 recall with pleasure their use of a range of tuned and untuned instruments and they are able to name and give simple appraisals of pieces of music, such as Beethoven's Pastoral Symphony, that have affected them emotionally.
148. No music lessons were observed during the course of the inspection as the time available was devoted to the Christmas Concert. Discussion with the co-ordinator, other staff and pupils indicate that teaching and learning in music are at least satisfactory. Teaching and learning have been based on a scheme of work that has been effective for some years. The newly appointed co-ordinator is conscious of the fact that the school has no music specialist and is purchasing a new music scheme more suited to the present situation. Lessons are well planned and teachers take account of the contribution of music to pupils' spiritual, moral, social and cultural development. Planning includes opportunities for pupils to experience the spiritual joys

of listening to and reflecting on the meaning of a range of music, mainly in the European tradition. The use of music such as Handel's Messiah as an accompaniment to assemblies also gives pupils an insight into the nature and purpose of sacred music.

149. Leadership and management in music are satisfactory. The recently appointed co-ordinator has not yet had time to make a personal impact on music in the school. She has a great enthusiasm and a sense of vision for the subject and is well poised to bring about a rising of standards in the subject. At the present time there is no whole school assessment scheme for music but the new co-ordinator has produced a pro-forma based on her previous teaching experience in the subject. This will allow teachers to produce a more comprehensive picture of the pupils' progress in the subject. The new co-ordinator has a good grasp of the strengths and weaknesses of the resources available for music. There is currently some shortage of ethnic instruments for pupils to use, but the music trolley contains a large enough stock of instruments, mainly untuned, for every member of the class to have one. A good collection of recorded music, including music from a variety of cultures makes a significant contribution to pupils' multicultural understanding. The co-ordinator also has a good understanding of the social and cultural significance of the school's musical performance in the life of the community.

PHYSICAL EDUCATION

150. By the end of Year 2 and Year 6, the majority of pupils achieve standards that are in line with national expectations for their age. However, in all classes a minority of pupils achieve standards that are above average. For example, in Year 3 to Year 6 a significant number of pupils achieve good standards in swimming, and in team games such as football, netball, and rugby. All pupils are included in all normal class activities and generally make good progress as they move through each of the classes. Those with special educational needs are very well supported and this enables them to make good progress. These findings are similar to those of the previous inspection.
151. Pupils in Year 1 are investigating different ways of moving round the room. They work enthusiastically and try hard to follow the teacher's instructions fully. They combine a series of hops, skips, and jumps to form a short sequence. A few pupils introduce different rolls and perform at different heights. Year 2 pupils are developing hand and eye co-ordination by improving their ability to bounce, catch, and strike a ball. Their lesson is led by a visiting teacher from the Skegness Sports College. He gives expert coaching in helping pupils develop the skills necessary to play short-tennis. In this lesson, a small number of pupils have poor attitudes and this detracts from the quality of the learning environment. Standards overall in these two lessons were average with few pupils in Year 2 performing at a higher level.
152. Dance featured in the lesson observed with the Year 4 / Year 5 class. Pupils have to devise a series of movements that will display meaning. The text requires them to mimic the movement of animals and respond to fear and other emotions. They use space effectively and link their movements to music. All pupils perform at average levels and a fifth of them achieve higher standards. They make very effective use of facial expressions and perform with good control and poise. Pupils in the Year 5 / Year 6 class work with a partner to combine different balance positions to form a symmetrical pattern. They make good use of their mathematical knowledge in deciding when their tableau is symmetrical. The majority of the pupils successfully combine three different balance positions to form a short sequence. Overall, standards are

average with few pupils achieving higher levels and attempting more adventurous balance positions.

153. In lessons seen during the inspection, the quality of teaching was never less than satisfactory and it was good overall. Lessons are well planned and the available time is used positively. Teachers are skilled in managing practical activities in the challenging environment presented by the small size of the hall. The storing of chairs down one side and the pillar that supports the ceiling further reduce the floor space. In spite of these restrictions, teachers provide a good learning experience for their pupils. Warm-up sessions are well led and the teachers join enthusiastically into the activities that are often set to music. Pupils are constantly reminded of the need to work safely and observe the rules when collecting, using, or returning apparatus. Almost all pupils have good attitudes and behave sensibly. Pupils in all classes are given frequent opportunities to comment on their own and their peers' performances. Whilst doing so they show considerable thought for other pupils' feelings. Physical education lessons make a good contribution to pupils' spiritual, moral, and social education.
154. Swimming is included in the programme of activities for pupils in Year 3 and Year 4. The timetable is reorganised to enable them to receive tuition in the basic strokes and in survival at the pool in Skegness. Standards are good. Of the 22 pupils who transferred to secondary education in 2002, all but three could swim 25 metres and half of them could swim in excess of 50 metres. There are 26 pupils in the current Year 6 group. All but two can swim 25 metres and 21 can already swim more than 50 metres. Pupils who join the school roll in Year 5 or Year 6 do not have opportunity to swim in the time allocated to physical education. However, the school does encourage parents of these pupils who are non-swimmers to seek help at one of the local swimming pools.
155. The school offers a good number and range of extra-curricular sporting activities that include football, netball, rugby, athletics, cricket, rounders, tennis, unihoc, and movement. Some of these activities are offered to younger pupils but they are mainly for older pupils. Pupils in Year 3 to Year 6 are given opportunities to develop those skills that are necessary to be an effective member of a team and to participate in competitive inter-school and inter-county events. The school has an enviable record in football for which it has been awarded the Football Association Charter Standard Mark. In responding to the pre-inspection questionnaire, some parents expressed concerns about the range of extra-curricular activities. The inspection team does not support these concerns. The activities rely heavily upon the goodwill of members of staff and some parent helpers. The school is making the best possible use of the resources it has available.
156. Teachers' plans show that the programme for the subject includes all of the areas required by the National Curriculum. Teachers have good relationships with their pupils. They are aware of their individual strengths and weaknesses and they give constant praise and encouragement. They keep records of pupils' achievements but there is no whole school system for assessing pupils' progress as they move through the school. The co-ordinator is keen and enthusiastic. She has developed very positive links with the community, the local Sports College, and other local primary schools. She provides good leadership and direction for the subject. She monitors teachers' planning but her role needs further development to include opportunities to work alongside colleagues and monitor classroom practice.